

RESOLUTION CONDITIONALLY APPROVING THE CHARTER RENEWAL FOR ALPHA: JOSÉ HERNÁNDEZ CHARTER SCHOOL, AND, ALTERNATIVELY, MAKING WRITTEN FACTUAL FINDINGS SUPPORTING DENIAL AND DENYING THE ALPHA: JOSÉ HERNÁNDEZ CHARTER SCHOOL CHARTER RENEWAL IF THE CONDITIONS ARE NOT MET

**SANTA CLARA COUNTY BOARD OF EDUCATION
RESOLUTION NO. 2450-1**

RESOLVED by the Santa Clara County Board of Education, County of Santa Clara, State of California, that:

WHEREAS, Alpha: José Hernández Charter School is a Santa Clara County Board of Education (“County Board”) authorized district appeal charter school governed and operated by Alpha Public Schools, a California non-profit public benefit corporation, operating within the boundaries of the Alum Rock Union School District (“ARUSD”). The Alpha: José Hernández Charter School serves students in TK-8 and its current charter term runs through and including June 30, 2025. Alpha: José Hernández Charter School and Alpha Public Schools are referred to herein individually, collectively, and interchangeably as “Charter School” and/or “AJH,” and, for purposes of convenience, Alpha Public Schools may be referred to herein as “APS,” and all references to one herein apply with full force and effect to both the school and the corporate entity; and

WHEREAS, on August 1, 2024, petitioners for the Alpha: José Hernández Charter School submitted to the Santa Clara County Office of Education a petition requesting renewal of its charter (“Charter”). For purposes of convenience, the County Board, the Santa Clara County Superintendent of Schools, and the Santa Clara County Office of Education may be collectively or separately referred to herein as “SCCOE”; and

WHEREAS, as specified in Education Code Section 47607(b), charter school renewals are governed by the standards and criteria in Education Code Section 47605. Pursuant to Education Code Section 47607(c), a charter school’s performance on state and local indicators is an “additional criterion for determining whether to grant a charter renewal.” For this purpose, charter schools are divided into high, middle, and low performance categories, plus Dashboard alternative status schools, based on criteria set forth in Education Code Sections 47607(c) and 47607.2(a) & (b). The pertinent renewal standards and the available length of the renewal term are dependent on this categorization. (Ed. Code §§ 47607 and 47607.2.); and

WHEREAS, in accordance with Education Code Sections 47605 and 47607, the County Board held a public hearing on the provisions of the renewal Charter on September 4, 2024, at which time the County Board considered the level of support for the Charter by teachers employed by ARUSD, other employees of ARUSD, and parents/guardians; and

WHEREAS, the California Department of Education’s (“CDE”), on its list of Charter School Performance Categories, has designated the Charter School as a “low” performance level charter school for purposes of this renewal request. As such, the Charter School’s request for renewal was considered and is being acted on in accordance with the standards and requirements in Education Code Section 47607.2(a), applicable to low performance level charter schools; and

WHEREAS, in accordance with Education Code Section 47607(d), SCCOE requested, received from CDE, and reviewed aggregate data reflecting pupil enrollment patterns at the Charter School and reviewed other data from CDE; and

WHEREAS, pursuant to Education Code Section 47607.2(a) for a low performance tier charter, the chartering authority shall consider the following factors and may renew such a charter only if it makes written factual findings specific to the particular charter petition, supporting the following findings: (1) the school is taking meaningful steps to address the underlying cause(s) of low performance, and those steps are or will be reflected in a written plan approved by the charter school board, and (2) there is clear and convincing evidence, demonstrated by verified data, showing the school achieved measurable increases in academic achievement or strong post-secondary outcomes. Because the Charter School offers only TK-8th grades, strong post-secondary outcomes are not applicable to it; and

WHEREAS, the Charter School submitted a School Improvement Plan to address the low academic performance level, which was approved by the Alpha Public Schools Board on July 24, 2024; and

WHEREAS, the Charter School submitted NWEA assessment growth verified data for Charter School students showing positive cohort growth trends across the charter term and one year's growth for one year in school for 2023-24, the last year for which there is available data; and

WHEREAS, the SCCOE and Charter School have entered into a Memorandum of Understanding ("2017 MOU"), which became effective on July 1, 2017, outlining agreements among the parties and governing their respective fiscal, operational, and administrative responsibilities and their legal relationship. By its terms, this 2017 MOU remains in full force and effect during the period of any renewal granted by the SCCBOE unless and until such time as the Parties enter into a replacement MOU or specifically agree in writing that this MOU is terminated; and

WHEREAS, the SCCOE provided the Charter School an updated memorandum of understanding ("2024 MOU") that is consistent with changes to law since entering into the 2017 MOU and reflects SCCOE's current best practices; and

WHEREAS, Staff has reviewed and analyzed the renewal Charter pursuant to the standards and requirements of Education Code Section 47605, 47607, and 47607.2, including the factors and findings required for renewal of a low performing charter school. Staff's analysis, recommendations, and recommended findings based on that review and analysis are set forth in the written Staff Analysis and Proposed Findings of Fact, dated October 16, 2024, and published October 1, 2024, (hereinafter "Staff Report, Analysis & Findings," attached hereto as Exhibit "A" and incorporated herein by this reference)]; and

WHEREAS, for all of the reasons set forth in the Staff Report, Analysis & Findings, Staff has recommended that the County Board of Education conditionally approve the request for renewal of the Charter for a term of two years (July 1, 2025 – June 30, 2027) on the condition that the Charter School and SCCOE enter into a memorandum of understanding and/or addendum to a memorandum of understanding on or before December 6, 2024, or such later deadline as may be agreed to by the County Superintendent or designee, that includes all of the provisions specified in the Staff Report, Analysis & Findings, as well as any additional conditions or requirements identified by the County Board, and has further recommended that the County Board adopt alternative written findings of denial because Staff believes that all of the issues and concerns noted in the Staff Report, Analysis & Findings must be remediated in order to support

the findings required for renewal of the Charter given the Charter School's low performance status and for renewal of the Charter to be consistent with sound educational practice. As detailed in the Staff Report, Analysis & Findings, these conditions include, but are not limited to, the need for the Charter School to revise and supplement the School Improvement Plan and have it adopted by the APS Board, along with increased oversight through quarterly progress meetings with Charter Schools Department Staff and submission of performance assessment data; and

WHEREAS, the County Board has taken into consideration the information and documents submitted, including the renewal Charter, statements and information presented at the public hearing, performance data, the Charter School's School Improvement Plan, and the Staff Report, Analysis & Findings; and

WHEREAS, the County Board reviewed and deliberated on the renewal Charter, pursuant to the standards and procedures set forth in California Education Code Sections 47605, 47607, and 47607.2; and

WHEREAS, the County Board specifically notes that this Resolution No. 2450-1 does not necessarily include findings relative to every defect in the renewal Charter submitted, and that the findings set forth herein are sufficient to support denial of the renewal Charter if the conditions for approval are not met, and it is the findings set forth and adopted herein, including all of those incorporated by reference from the Staff Report, Analysis & Findings, on which the denial findings are based.

THEREFORE, BE IT RESOLVED AND ORDERED that the County Board finds the above listed recitals to be true and correct and incorporates them herein by this reference.

BE IT FURTHER RESOLVED AND ORDERED that the County Board of Education hereby adopts and incorporates herein by this reference as though set forth in full herein the written factual findings and specific facts supporting those findings as contained in the Staff Report, Analysis & Findings.

BE IT FURTHER RESOLVED AND ORDERED that the County Board of Education, having fully considered and evaluated the renewal Charter and the Staff Report, Analysis & Findings, makes the following factual findings, dependent on and only if the Charter School complies with the conditions of renewal set forth herein: The Charter School is taking meaningful steps to address the underlying causes of low performance, and those steps will be reflected in the School Improvement Plan, if it is updated and modified in accordance with the Staff Report, Analysis & Findings as part of the Charter School's compliance with the conditions of renewal specified herein. The County Board further finds that it is necessary and required in order to support these mandatory findings and the renewal of the Charter pursuant to the limited exception in Education Code Section 47607.2(a) for renewal of low performance level charter schools, that the Charter School adopt updates to its School Improvement Plan and immediately commence and continue implementing that Plan throughout the renewal term – including modifications and improvements as necessary to remediate the causes for the Charter School's low performance – as well as including in the Charter School's 2025-26 LCAP, or other state-mandated plan, how it will continue to address the academic performance of Charter School students. There is clear and convincing evidence, demonstrated by verified data, that the Charter School has achieved measurable increases in academic achievement when taking into consideration the impacts of learning loss as a result of the COVID-19 pandemic and the trajectory of the cohort student data, including the most recent NWEA data indicating one year of growth for one year in school.

BE IT FURTHER RESOLVED AND ORDERED that the County Board, having fully considered and evaluated the renewal Charter, including the performance information and verified data pursuant to Education Code

Section 47607.2, hereby finds that compliance with each of the conditions set forth below is necessary to support the findings required for renewal of a low performing charter, including both that the Charter School is taking meaningful steps to address the underlying causes of the Charter School's low performance and the determination that there is clear and convincing evidence, demonstrated by verified data, that the Charter School has achieved measurable increases in academic achievement, and compliance with each of the conditions is further required for the sound operation of the Charter School, and approval of the renewal Charter is consistent with sound educational practice only if the Charter School complies fully with each of these conditions.

BE IT FURTHER RESOLVED AND ORDERED that the County Board of Education hereby conditionally approves the Charter for the renewal of AJH for a period of two years, commencing on July 1, 2025, and continuing through and including June 30, 2027. The renewal Charter that the Governing Board is hereby conditionally approving is attached hereto as Exhibit "B." This approval is conditional on the Charter School complying with all of the following conditions:

1. The Charter School and the SCCOE shall enter into and execute a memorandum of understanding (MOU) and/or an addendum to an MOU that will govern the SCCOE's oversight of the Charter School, and clarify and provide greater specificity regarding the Charter School's operations pursuant to the renewal Charter, and that will address all of Staff's concerns with the renewal Charter, including but not limited to those specified in the Staff Report, Analysis & Findings, and any additional concerns and conditions as noted by the County Board. The Charter School shall approve and execute the MOU/addendum in the form and including the terms satisfactory to the County Superintendent or designee, in their sole discretion, on or before the deadline established by the County Superintendent for inclusion of an item for consideration and action on the MOU/addendum at a County Board meeting in January 2025, or such later deadline as agreed to in writing by the County Superintendent or designee. The MOU/addendum shall be brought for County Board consideration and action on or before its meeting in January 2025, or such later deadline as may be agreed to by the County Superintendent. If the County Board does not approve the MOU/addendum in the form presented, the parties shall negotiate any necessary revisions and bring the revised MOU/addendum, executed by the Charter School, back for County Board consideration and action by the deadline specified by the County Board. The MOU/addendum shall be coextensive with and remain in full force and effect throughout the term of the Charter School's Charter and during the pendency of any appeal of a denial of a renewal request or a revocation of the Charter. Further, the term of the MOU/addendum shall continue in full force and effect beyond the current Charter term during any period when the County Board is the Charter School's chartering authority (whether approved directly or if the County Board is designated by the State Board of Education to serve as the chartering authority) including during the pendency of any appeal of a denial of a renewal request or a revocation of the Charter, unless and until such time as (a) the Parties agree that a replacement MOU/addendum shall supersede and replace the MOU/addendum and that replacement MOU/addendum becomes effective; (b) the parties agree in writing that the MOU/addendum is terminated; or (c) AJH ceases operating and relinquishes/loses its Charter for any reason and complies with all applicable closure procedures and any ongoing requirements of the Charter, the MOU/addendum, and/or the 2017 MOU and 2024 MOU, should those agreements be in effect. The MOU/addendum shall be incorporated into the Charter and made a part thereof as if set forth in full in the Charter itself for all purposes, including for purposes of Education Code Section 47607 controlling charter revocation. In the event of a conflict between the law and the terms of the MOU/addendum, the law shall prevail, and any such conflicting terms shall be revised by mutual agreement of the

parties. To the extent that there are any inconsistencies or conflicts between the MOU/addendum, the 2024 MOU and/or the 2017 MOU (to the extent those agreements are in effect), and the approved renewal Charter, the order of precedence shall be as follows: (1) addendum; (2) MOU, (3) 2024 MOU; (4) 2017 MOU (4) renewal Charter, and the terms shall control and prevail in this precedence order, and the terms of the addendum, MOU, 2024 MOU, and 2017 MOU shall be interpreted and deemed to be updates and clarifications to the Charter.

The MOU/addendum shall address all of the following requirements on terms acceptable to the County Superintendent or designee:

- a. The terms of the MOU/addendum address/remediate each of the items identified as requiring remediating/correction/updating and or otherwise identified as a requirement or condition of renewal in the Staff Report, Analysis & Findings, including updates from the 2017 MOU as necessary to reflect current law and best practices.
- b. The Charter School shall update its School Improvement Plan in accordance with the Staff Report, Analysis & Findings, including as necessary to include specific actions for individual student groups to specifically address the group's unique needs, and the APS Board shall approve the updated School Improvement Plan prior to execution of the MOU or in accordance with the timeline specified in the MOU as determined by the County Superintendent or designee.
- c. The Charter School shall submit its local assessment data results to the Charter Schools Department at least twice a year (October and May).
- d. The Charter School shall attend quarterly School Improvement Plan progress meetings with the Charter Schools Department.

The Charter School is also strongly encouraged to work collaboratively with SCCOE to address through the MOU/addendum, the other recommendations noted by SCCOE in the Staff Report, Analysis and Findings.

BE IT FURTHER RESOLVED AND ORDERED that the Santa Clara County Board of Education finds that if the conditions described above are not timely complied with to the satisfaction of the County Superintendent or designee, approval of the renewal Charter is not consistent with the requirements for renewal of a low performing charter school or sound educational practice, based upon numerous grounds and factual findings including, but not limited to, the following:

1. The findings required for renewal of Charter School as a low performance tier school per EC 47607.2(a)(4) cannot be made and supported without compliance with the enumerated conditions [Ed. Code § 47607.2(a)].
2. The Charter School presents an unsound educational program for the pupils to be enrolled in the Charter School [Ed. Code § 47605(c)(1)].
3. The Charter School failed to update its Charter to include a reasonably comprehensive description of all new requirements of charter schools enacted into law since the Charter was last renewed and/or the renewal Charter does not contain a reasonably comprehensive description of all of the required charter elements [Ed. Code §§ 47605(c)(5) and 47607(b)].

4. The Charter School is demonstrably unlikely to successfully implement the program as set forth in the petition [Ed. Code § 47605(c)(2)].

BE IT FURTHER RESOLVED AND ORDERED that the County Board hereby determines that the foregoing findings are supported by specific facts, including the following facts and findings:

1. **The findings required for renewal of Charter School as a low performance tier school per EC 47607.2(a)(4) cannot be made and supported without compliance with the enumerated conditions.**

The Charter School has been deemed a low performance tier school and is presumptively denied pursuant to Education Code Section 47607.2. As a result, pursuant to Education Code Section 47607.2(a), the Charter may only be renewed if the County Board makes written factual findings specific to this renewal Charter, and setting forth specific facts to support the following findings applicable to the Charter School as a TK-8th grade school:

- (A) The charter school is taking meaningful steps to address the underlying cause or causes of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school.
- (B) There is clear and convincing evidence showing ... the following:
 - (i) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

The County Board's adoption of these findings, and the specific facts supporting these findings, are explicitly dependent on the Charter School's full compliance with the conditions of renewal, including, but not limited to, the Charter School agreeing through the MOU/addendum to do all of the following: to update and have the APS Board adopt the updated School Improvement Plan in accordance with the Staff Report, Analysis & Findings; to submit its local assessment data results to the Charter Schools Department at least twice a year (October and May); and to attend quarterly School Improvement Plan progress meetings with the Charter Schools Department. In the absence of Charter School's compliance with the renewal conditions, the County Board does not make the required findings for renewal of the low performing Charter and the renewal is denied in accordance with the presumption of denial.

2. **The Charter School presents an unsound educational program for the pupils to be enrolled in the charter school.**

The concerns and deficiencies regarding the educational program set forth in the adopted and incorporated Staff Report, Analysis & Findings establish that the Charter School presents an unsound educational program unless it is improved and revised in accordance with the conditions, including each of the requirements of the Staff Report, Analysis & Findings and the necessary revisions and updates to the School Improvement Plan. These concerns and deficiencies include, but are not necessarily limited to, the fact that implementation of the program to date has had low academic results for Charter School students.

3. **The Charter School failed to update its Charter to include a reasonably comprehensive description of all new requirements of charter schools enacted into law since the Charter was last renewed and/or the renewal Charter does not contain a reasonably comprehensive description of all of the required charter elements.**

As detailed in the Staff Report, Analysis & Findings, multiple required charter elements in the renewal Charter were not properly updated to include a reasonably comprehensive description, including to comply with all new requirements of law. These elements include, but are not limited to, the required description of measurable pupil outcomes, the governance structure, health and safety, admissions policies and procedures, and the financial audit, as set forth in the adopted and incorporated Staff Report, Analysis & Findings.

4. **The Charter School is demonstrably unlikely to successfully implement the program as set forth in the petition.**

The concerns and deficiencies regarding implementation of the program set forth in the renewal Charter as described in the adopted and incorporated Staff Report, Analysis & Findings are incorporated herein by this reference. The low academic performance results to date, serve to establish that the petitioners are demonstrably unlikely to successfully implement the program set forth in the renewal Charter unless changes are made and meaningful steps to address the causes of low performance are adopted and implemented, including through compliance with the conditions of renewal.

BE IT FURTHER RESOLVED AND ORDERED that the Charter School shall comply with the conditions by the dates and times specified above. The County Board hereby delegates to the County Superintendent or designee authority to extend in writing the deadline for compliance with a condition(s) should the County Superintendent or designee determine that an extension of the timelines is consistent with sound educational practice.

BE IT FURTHER RESOLVED AND ORDERED that should the Charter School not comply with all of the conditions to the County Superintendent or designee's sole satisfaction, on or before the dates and times specified above, or such later deadline as agreed to in writing by the County Superintendent or designee, the conditional approval of the renewal Charter is terminated and withdrawn and the renewal Charter is denied based on the written factual findings set forth above and adopted hereby, unless the County Board, in its sole discretion, deletes the requirement or extends the deadline for compliance therewith.

BE IT FURTHER RESOLVED AND ORDERED that the terms of this Resolution, and incorporated Staff Report, Analysis & Findings, setting forth the factual findings supporting denial of the renewal are severable. Should it be determined that one or more of the findings is invalid, the remaining findings, and the conditional approval or denial for failure to comply with the conditions, shall remain in full force and effect. In this regard, the County Board specifically finds that each factual finding is, in and of itself, a sufficient basis for denial.

BE IT FURTHER RESOLVED AND ORDERED that approval of the renewal Charter is explicitly and necessarily based on the Charter School's compliance with the conditions imposed by the County Board pursuant to this Resolution, and should it be determined that a conditional approval of the renewal Charter is not permissible pursuant to the Charter Schools Act of 1992, the written factual findings required for renewal of the low performance tier Charter pursuant to Education Code Section 47607.2 are withdrawn as they

are specifically based and contingent on compliance with the conditions, and the approval is withdrawn and the renewal Charter is denied based on its presumptive denial as a low performance tier Charter without the findings required for renewal pursuant to Education Code Section 47607.2(a)(4) and further based on the factual findings specific to the renewal Charter set forth and adopted by the County Board herein.

Passed and adopted by the Santa Clara County Board of Education at a meeting held on this 16th day of October 2024 by the following vote:

AYES: President Berta, Vice President Rocha, and Trustees Chon, Di Salvo, Lari, Mah and Sreekrishnan

NOES: none

ABSTAIN: none

ABSENT: none

A handwritten signature in black ink, appearing to read "Maimona Berta", written over a horizontal line.

Maimona Berta, President
Santa Clara County Board of Education

A handwritten signature in blue ink, appearing to read "Jessica Bonduris", written over a horizontal line.

Jessica Bonduris, Ed.D.
Associate Superintendent of Schools
Santa Clara County Office of Education

EXHIBIT A

STAFF REPORT, ANALYSIS & FINDINGS

**STAFF ANALYSIS AND PROPOSED FINDINGS OF FACT REGARDING REVIEW OF
ALPHA: JOSÉ HERNÁNDEZ CHARTER SCHOOL DISTRICT APPEAL RENEWAL PETITION**

OCTOBER 16, 2024, posted OCTOBER 1, 2024

* * * * *

Alpha: José Hernández (AJH) seeks approval to renew its Santa Clara County direct funded, district appeal charter school serving students in grades TK-8. AJH was initially approved in September 2013, for a three-year term to serve grades 6-8 and opened in August of 2014. AJH was renewed in 2016. It was also materially revised in 2015. AJH's current term expires June 30, 2025, as its current term was extended by operation of law for two years in 2021 and by one additional year in 2023. AJH has requested renewal for a term of two years from July 2025 through June 2027 due to its designation by the California Department of Education (CDE) as a school in the low performing category. AJH, located within the Alum Rock Union School District (ARUSD) boundaries, currently serves approximately 450 students.

PROCEDURAL STATUS

The Charter Schools Department (CSD) of the Santa Clara County Office of Education (County Office of Education or SCCOE) received a renewal charter petition (Renewal Petition or Charter), from Alpha: José Hernández on August 1, 2024. Alpha: José Hernández is operated and governed by Alpha Public Schools.¹ *Education Code (EC)* Sections 47607 and 47607.2 determine the length of charter renewal based on a charter school's placement in the high, middle, or low performance categories established by AB 1505. Pursuant to criterion in *EC* Sections 47607(c) and 47607.2(a), AJH is in the low performing category, and the school qualifies for denial of its charter, unless the authorizer finds the school should have a two-year renewal term (see further analysis below). If the charter is renewed by the Santa Clara County Board of Education (SCCBOE or County Board of Education²), the new term of the Charter would begin on July 1, 2025, and run through and including June 30, 2027. Renewals and material revisions of district appeal charters are governed by the standards and criteria set forth in *EC* Sections 47605, 47607 and 47607.2.

On September 4, 2024, the SCCBOE held a public hearing on the AJH Renewal Petition in accordance with the requirement to do so within 60 days of receipt. On September 9, 2024, SCCOE Staff conducted a renewal site visit and held interviews with AJH parents, students, staff, board members and representatives of APS leadership, the charter management organization.

Pursuant to *EC* Sections 47607, 47607.2 and 47605, the County Board of Education has 90 days from receipt of the Renewal Petition to act, which may be extended by an additional 30 days by mutual agreement. The SCCBOE will hold the decision hearing on October 16, 2024, to act on the AJH request for renewal.

¹ Throughout this document, Alpha Public Schools may be referred to for purposes of convenience as "APS," "CMO," or "Network," but the Alpha: José Hernández school and Alpha Public Schools may be referred to collectively, separately, or interchangeably as "AJH" or "Charter School" or "school."

² Throughout this document, references to "SCCBOE" or the "County Board of Education" are specifically to the Santa Clara County Board of Education. However, for purposes of convenience, the Santa Clara County Board of Education, the Santa Clara County Superintendent of Schools, and the Santa Clara County Office of Education may be collectively or separately referred to herein as "SCCOE."

In accordance with Board Policy 0420.4, SCCOE, AJH, and APS entered into a Memorandum of Understanding in 2017 (2017 MOU). By its terms, this 2017 MOU “shall continue in full force and effect during the period of any renewal granted by the SCCBOE or during the pendency of an appeal of a denial of a renewal request unless and until such time as the Parties enter into a replacement MOU or specifically agree in writing that the [2017] MOU is terminated.” The 2017 MOU governs the respective fiscal, operational, administrative responsibilities, legal relationships, and other matters not otherwise fully addressed or resolved by the terms of the current charter or the Renewal Petition. By its terms, the 2017 MOU is incorporated into the Renewal Petition by reference, therefore, its terms supplement the Renewal Petition submitted by AJH and were considered as part of SCCOE’s analysis of the Renewal Petition and informed this analysis, including the assessment of whether the Renewal Petition includes reasonably comprehensive descriptions of each required element of the Charter, and the 2017 MOU continues to bind the Parties unless and until revised or replaced by mutual agreement of the Parties, whether or not any specific provision of the 2017 MOU is referenced in this analysis.

SCCOE has provided AJH an updated memorandum of understanding (2024 MOU) that is consistent with changes to law since entering into the 2017 MOU and reflects SCCOE’s current best practices. AJH has expressed its intent to enter into an updated memorandum of understanding and has met with SCCOE to discuss the terms of the 2024 MOU. SCCOE anticipates AJH signing the updated 2024 MOU prior to SCCBOE action on the Renewal Petition, but if the 2024 MOU is not signed by AJH prior to SCCBOE action, SCCOE will continue to work with AJH on finalizing the updated 2024 MOU or an addendum to the current 2017 MOU as necessary to reflect current law and best practices and recommends that this be a condition of any renewal of AJH’s Charter.

The complete Renewal Petition on which the SCCBOE is acting is attached to the agenda item in BoardDocs and is also available for review at the following location: https://www.sccoe.org/supoffice/charter-schools-office/Documents/Alpha_Jose_Hernandez_Renewal_Petition.pdf

CRITERIA FOR RENEWAL OF A LOW PERFORMING CHARTER PETITION

Effective July 1, 2020, the legal standards for determining whether a charter petition should be renewed were updated. *EC* Section 47607(b) specifies that charter renewals “are governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.”

Pursuant to *EC* Section 47605, a charter petition may be denied on the basis of written factual findings that support one or more of the following:

1. The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain an affirmation of each of the conditions required by statute.
4. The petition does not contain a reasonably comprehensive description of all the required elements.
5. The petition does not contain a declaration of whether the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of the Educational Employment Relations Act (EERA).

As an “additional criterion” for determining whether a charter should be renewed, the chartering authority is required to consider the charter school’s performance on the state and local indicators included in the California School Dashboard. For this purpose, charter schools are now divided into high, middle, and low performance categories, plus Dashboard Alternative Status Schools (DASS), based on their performance during the two

consecutive years immediately preceding the renewal decision. The pertinent renewal standards and the available length of the renewal term are dependent on this categorization. (EC Section 47607 and 47607.2.)

The CDE annually creates a list of all charter schools and ranks their academic performance indicators from the California School Dashboard, specifying whether each school is in the high, middle, or low performing category, or is a DASS program school. This list was intended to relieve the burden on chartering authorities and provide a starting place for the renewal process. The CDE has designated AJH as a “low” performing charter school for purposes of this renewal request.

As defined in EC Section 47607.2(a)(1), “low” performing charter schools are those that met one of the following criteria for the two consecutive years immediately preceding the renewal decision:

- i. *The schoolwide student group is in the two lowest performance bands for all indicators on the California Dashboard for the two years prior to renewal, OR*
- ii. *The schoolwide student group performs at the same level or lower than the State average and a majority of subgroups performing statewide below the state average received performance levels that are lower than the state average in all academic indicators on the California Dashboard for the two years preceding to renewal.*

Low performing charter schools are not to be renewed; however, the chartering authority may make an exception and renew a low performing school for two years if the chartering authority makes both of the following written factual findings, setting forth facts to support the findings:

- i. *The charter school is taking meaningful steps to address the underlying cause or causes of low performance, and those steps are or will be reflected in a written plan adopted by the charter school’s governing board, AND*
- ii. *There is clear and convincing evidence, demonstrated by verified data, that the charter school has either achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, or the charter school has demonstrated strong postsecondary outcomes.*

Also, a chartering authority may deny renewal of a charter school in any of the performance categories if it finds the school is demonstrably unlikely to successfully implement the program due to any of the following:

- a. *Substantial fiscal factors,*
- b. *Substantial governance factors, or*
- c. *The charter school is not serving all pupils who wish to attend.*

In such cases, the chartering authority must provide the charter school at least 30 days’ notice of the alleged violation(s) and provide the charter school with a reasonable opportunity to cure the violation(s), including a corrective action plan proposed by the charter school. Pursuant to EC Section 47607(e), the County Board of Education may then deny renewal on these bases only if it makes either of the following findings:

- a. *The corrective action proposed by the charter school has been unsuccessful*
- b. *The violations are sufficiently severe and pervasive as to render a corrective action plan unviable*

DETERMINATION CRITERIA FOR RENEWAL OF AJH

As stated above, CDE has designated AJH as a school in the low performance category for purposes of this renewal. In its Renewal Petition, AJH states it meets the minimum required academic performance standards, and its

academic performance supports its Charter being considered for renewal. To assess its academic performance against the criteria for low-performing charter schools, AJH submitted its data from the California Assessment of Student Performance and Progress (CAASPP) as well as comparison data for the local district and the local district schools AJH students would otherwise have attended. AJH additionally submitted data from of the Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP), a valid and reliable assessment adopted by the State Board of Education (SBE) as verified data for use in the renewal process by charter schools in the low and middle performance categories as an indicator of academic achievement. Charter schools in the low performance category seeking a two-year renewal must use this verified data to show an increase in academic achievement of at least one-year's growth for each year in school. AJH states the data submitted on pages 25 through 41 of the Renewal Petition establishes that, while AJH is a school in the low performing category, the students have met the academic achievement requirement and have thereby met the threshold criteria for a two-year charter renewal. Staff has not reproduced all the information provided by AJH in this Staff Analysis and Proposed Findings of Fact but incorporates it and the CAASPP data herein by this reference.

AJH also submitted additional data and information in response to questions that arose during Staff's review of the Renewal Petition and at the September 4, 2024, public hearing on the renewal Charter, which was conducted as part of the consideration of the renewal request.

The data below represents key data provided by AJH and/or available for consideration of AJH's academic performance.

School Academics

California School Dashboard Data

In 2017, the State of California instituted the California School Dashboard (<https://www.caschooldashboard.org/>) to help parents and educators identify strengths and areas for improvement. The Dashboard reports how districts, schools (including charter and DASS schools), and student groups are performing across state and local measures. For state measures, performance is based on two factors: (1) current year results, or Status; and (2) whether results improved or declined from the prior year, or Change. Performance on state measures, using comparable statewide data, is represented by one of five colors with Red being lowest and Blue being highest (see Object 1 below). A performance level, or color is not provided on the Dashboard when a student group has fewer than 30 students. However, the Status and Change data will be displayed. Further, when a student group has fewer than 11 students, the group does not receive a performance level (color) and the group's Status and Change are not displayed to protect the anonymity of the students. This information is represented by using a grey color gauge with the words "No Performance Color."

Object 1: California Dashboard Performance Color Chart



There was no data in 2019-20 or 2020-21 due to the cancelation of statewide testing due to COVID-19 in 2019-20, and AJH did not administer the CAASPP in 2020-21 in accordance with the flexibility granted by CDE during that school year. The 2022 Dashboard (based on 2021-22 data) did not have any prior year data for comparison and,

therefore, only included Status levels. No Change was included. The 2023 Dashboard (based on 2022-23 data) had prior year data for comparison. Thus, Change was reinstated. The following data is based on 2022 and 2023 Dashboard data which shows the performance level colors, or the Status from 2022-23, and the Change, or the difference (growth or decline), from 2021-22.

Object 2: AJH Performance on 2023 California School Dashboard

| | 2023 CALIFORNIA SCHOOL DASHBOARD | | | | | | | | | |
|---------------------------------------|----------------------------------|-------|--------|--------|------|-------|---------------------|-------|------------|-------|
| | ELA | | Math | | ELPI | | Chronic Absenteeism | | Suspension | |
| | DFS | Level | DFS | Level | Rate | Level | Rate | Level | Rate | Level |
| All Students | -93.3 | RED | -125 | ORANGE | 48.0 | GREEN | 37.3 | RED | 6.2 | RED |
| Hispanic/Latino | -96.9 | RED | -131.6 | RED | | | 37.8 | RED | 6.5 | RED |
| English Learners (EL) | -115.3 | RED | -144 | ORANGE | | | 38.8 | RED | 6.1 | RED |
| Students with Disabilities (SWD) | -151.5 | RED | -221.1 | RED | | | 39.3 | RED | 6.3 | RED |
| Socioeconomically Disadvantaged (SED) | -95.8 | RED | -126.5 | RED | | | 37.3 | RED | 13.8 | RED |

In 2022-23, AJH received a Distance from Standard (DFS) score of -93.3 points in ELA and declined -13 points from the prior year, making the performance level for all students Red. AJH received a DFS score of -125 points in Math and increased performance +4.5 points from the prior year, making the performance level for all students Orange. Yet, when compared to the State, AJH was outperformed in Math and ELA. Further, while 48% of students at AJH improved on the English Learner Proficiency Indicator (ELPI), the State average was 48.7%, seven tenths of a percent above that of AJH. Had AJH scored eight tenths of one percent better on the ELPI, the schoolwide student group would have performed above the statewide average, and AJH would have been deemed a middle performing charter school instead of receiving its current low performing charter school designation.

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Object 3: 2022 and 2023 California School Dashboard Student Group Report for AJH

| | Suspension Rate | | Chronic Absenteeism | | English Language Arts | | Mathematics | | English Learner Progress | |
|-----------------------------|-----------------|--------------|---------------------|--------------|---------------------------|----------------------|---------------------------|-----------------------|--------------------------|--------------|
| | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 |
| All | HIGH 0% | RED 6.2% | VERY HIGH 36.2% | RED 37.3% | VERY LOW -80.3 DFS | RED -93.3 DFS | VERY LOW -129.5 DFS | ORANGE -125 DFS | LOW 37.2% | GREEN 48% |
| EL | HIGH 0% | RED 6.1% | VERY HIGH 36% | RED 38.8% | VERY LOW -112.9 DFS | RED -115.3 DFS | VERY LOW -158.8 DFS | ORANGE - 144 DFS | | |
| SED | HIGH 0% | RED 6.3% | VERY HIGH 35.8% | RED 37.3% | VERY LOW - 78.4 DFS | RED -95.8 DFS | VERY LOW -127.4 DFS | RED -126.5 DFS | | |
| SWD | HIGH 0% | RED 13.8% | VERY HIGH 31.8% | RED 39.3% | VERY LOW -144.1 DFS | RED -151.5 DFS | VERY LOW -186.2 DFS | RED -221.1 DFS | | |
| Asian | NPL | NPC | NPL | NPC | NPL | NPC | NPL | NPC | | |
| Hispanic/ Latino | HIGH 0% | RED 6.5% | VERY HIGH 37.2% | RED 37.8% | VERY LOW -83.6 DFS | RED -96.9 DFS | VERY LOW -132.5 DFS | RED -131.6 DFS | | |
| White | NPL | NPC | NPL | NPC | NPL | NPC | NPL | NPC | | |
| African American | NPL | NPC | NPL | NPC | NPL | NPC | NPL | NPC | | |
| American Indian | NPL | NPC | NPL | NPC | NPL | NPC | NPL | NPC | | |
| Filipino | NPL | NPC | NPL | NPC | NPL | NPC | NPL | NPC | | |

*No performance level (NPL) given for groups of less than 30 students. Status rates are not given for groups of less than 11 students.

**No performance color (NPC) given for groups of less than 30 students.

Many areas of the AJH Dashboard have no performance color (“NPC”), or (“NPL”) due to the small size of the student group tested. It is notable that 48% of AJH students made progress on the ELPI while 48.7% of students across the State made progress on the ELPI, causing AJH to be in the low performance category due to underperforming the State on all academic indicators. Object 4 below shows the Status and Change information from the 2022 and 2023 Dashboard indicators. For most of the Dashboard measures, the desired outcome is a high number or percent in the current year as well as an increase from the prior year. A distinguishing feature of the suspension measure is the desired outcome is a low suspension rate, which means a low percent in the current year and a decline from the prior year rate. At AJH, both suspensions and chronic absenteeism rates increased for all students and for all numerically significant student groups.

Object 4: 2023 California School Dashboard Student Status and Change Report for AJH

| | Suspension Rate | Chronic Absenteeism | English Language Arts | Mathematics | English Learner Progress |
|---------------------|--------------------|---------------------|---------------------------|--------------------------|--------------------------|
| All | Increased 6.2% | Increased 1.1% | Declined 13 points | Increased 4.5 points | Increased 13.2% |
| EL | Increased 6.1% | Increased 2.8% | Maintained -2.4 points | Increased 14.8 points | |
| SED | Increased 6.3% | Increased 1.5% | Declined 17.3 points | Maintained 0.9 points | |
| SWD | Increased 13.8% | Increased 7.5% | Declined 7.5 points | Declined 34.9 points | |
| Asian | NPC | NPC | NPC | NPC | |
| Hispanic/ Latino | Increased 6.5% | Increased 0.7% | Declined 13.3 points | Maintained 0.9 points | |
| White | NPC | NPC | NPC | NPC | |
| African American | NPC | NPC | NPC | NPC | |
| American Indian | NPC | NPC | NPC | NPC | |
| Filipino | NPC | NPC | NPC | NPC | |

*No performance color (NPC) given for groups of less than 30 students. Status rates are not given for groups of less than 11 students.

Suspension Rate and Chronic Absenteeism are reverse metrics, therefore increasing in score is not desired.

**No scores are given for groups of less than 11 students.

Objects 5 and 6, below, show data comparing the Dashboard indicators for all students and by student group for AJH and the State in 2021-22 and 2022-23. Although AJH failed to outperform the State, it showed growth on the English Learner Progress Indicator and earned green on the Dashboard for 2022-23 demonstrating AJH's progress in serving an historically underperforming group.

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Object 5: 2022 California School Dashboard Student Group Data for AJH and the State

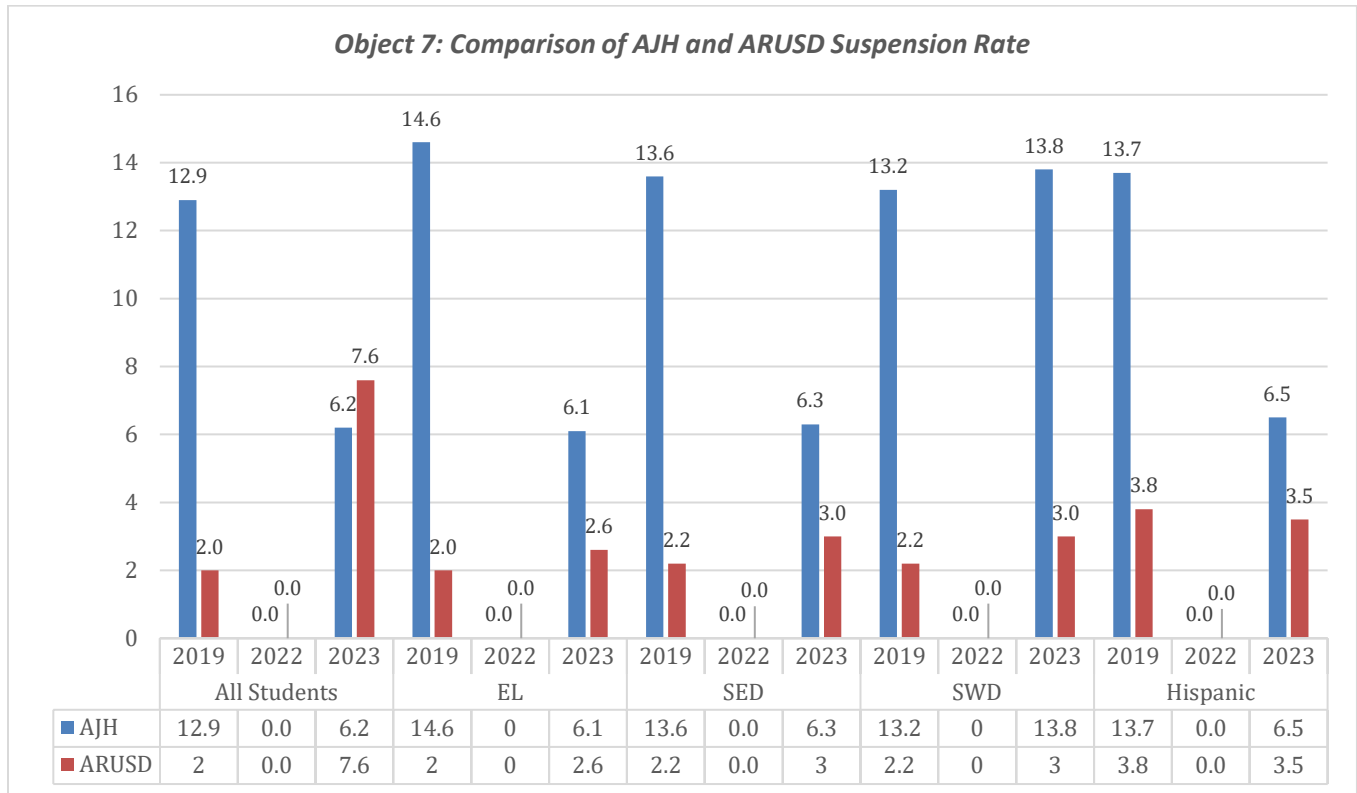
| | Suspension Rate | | Chronic Absenteeism | | English Language Arts | | Mathematics | | English Learner Progress | |
|---------------------|-----------------|----------------|---------------------|--------------------|---------------------------|--------------------------|---------------------------|----------------------|--------------------------|-----------------|
| | AJH | State | AJH | State | AJH | State | AJH | State | AJH | State |
| All | HIGH 0% | MEDIUM 3.1% | VERY HIGH 36.2% | VERY HIGH 30% | VERY LOW -80.3 DFS | LOW -12.2 DFS | VERY LOW -129.5 DFS | LOW -51.7 DFS | LOW 37.2% | MEDIUM 51.7% |
| EL | HIGH 0% | MEDIUM 3.2% | VERY HIGH 36% | VERY HIGH 33.6% | VERY LOW -112.9 DFS | LOW -61.2 DFS | VERY LOW -158.8 DFS | LOW -92 DFS | | |
| SED | HIGH 0% | MEDIUM 4% | VERY HIGH 35.8% | VERY HIGH 37.4% | VERY LOW - 78.4 DFS | LOW -41.4 DFS | VERY LOW -127.4 DFS | LOW -84 DFS | | |
| SWD | HIGH 0% | HIGH 5.4% | VERY HIGH 31.8% | VERY HIGH 39.6% | VERY LOW -144.1 DFS | VERY LOW -97.3 DFS | VERY LOW -186.2 DFS | VERY LOW -130 DFS | | |
| Hispanic/L atino | HIGH 0% | MEDIUM 3.3% | VERY HIGH 37.2% | VERY HIGH 35.8% | VERY LOW -83.6 DFS | LOW -38.6 DFS | VERY LOW -132.5 DFS | LOW -83.4 DFS | | |

Object 6: 2023 California School Dashboard Student Group Data for AJH and the State

| | Suspension Rate | | Chronic Absenteeism | | English Language Arts | | Mathematics | | English Learner Progress | |
|---------------------|-----------------|----------------|---------------------|-----------------|-----------------------|---------------------|-----------------------|-------------------------|--------------------------|-----------------|
| | AJH | State | AJH | State | AJH | State | AJH | State | AJH | State |
| All | RED 6.2% | ORANGE 3.5% | RED 37.3% | YELLOW 24.3% | RED -93.3 DFS | ORANGE -13.6 DFS | ORANGE -125 DFS | ORANGE -49.1 DFS | GREEN 48% | YELLOW 48.7% |
| EL | RED 6.1% | ORANGE 3.7% | RED 38.8% | YELLOW 26.3% | RED -115.3 DFS | ORANGE -67.7 DFS | ORANGE - 144 DFS | ORANGE -93.4 DFS | | |
| SED | RED 6.3% | ORANGE 4.5% | RED 37.3% | YELLOW 29.9% | RED -95.8 DFS | ORANGE -42.6 DFS | RED -126.5 DFS | YELLOW -80.8 DFS | | |
| SWD | RED 13.8% | ORANGE 5.9% | RED 39.3% | YELLOW 33.1% | RED -151.5 DFS | RED -96.3 DFS | RED -221.1 DFS | ORANGE -127.3 DFS | | |
| Hispanic/ Latino | RED 6.5% | ORANGE 3.8% | RED 37.8% | YELLOW 28.4% | RED -96.9 DFS | ORANGE -40.2 DFS | RED -131.6 DFS | ORANGE -80.8 DFS | | |

Object 7, below, shows data comparing the suspension indicator by student group for AJH and ARUSD in 2018-19, 2021-22, and 2022-23 (in 2019-20 and 2020-21 publication of the California Schools Dashboard was suspended due to COVID). ARUSD showed mixed results schoolwide and for each student group year over year. In 2021-22, the Dashboard reported zero suspensions for all students and all numerically significant student groups at AJH due to a technical mapping error. AJH provided in its petition the correct suspension data, showing the school had a 3.4% suspension rate in 2021-22. The increase from the erroneous 0% suspension rate in 2021-22 to an increase in suspensions in 2022-23 caused AJH to have a red indicator for all students and for numerically

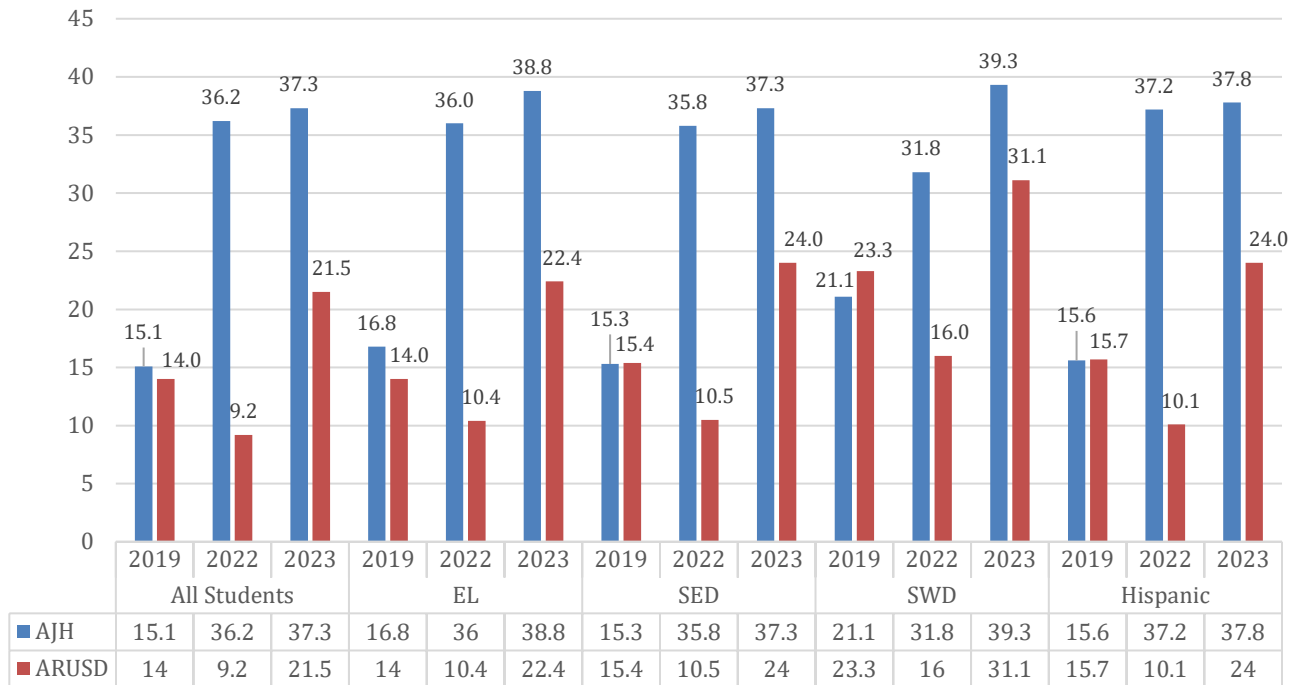
significant student groups. Had the error not occurred AJH would have shown a 2.8% increase and an orange performance level for suspensions. Otherwise, AJH showed the desired decreases for all students and almost all student groups from 2018-19 to 2022-23.



Object 8, below, displays Dashboard data comparing the chronic absenteeism rate indicator by student group for AJH and ARUSD in 2018-19, 2021-22, and 2022-23 (in 2019-20 and 2020-21 publication of the California Schools Dashboard was suspended due to COVID). For suspension rate and chronic absenteeism rates, the metric is reversed. Therefore, the desired outcomes are for suspensions and chronic absenteeism rates to be low and decline. In each of the years compared, AJH student groups, had a higher chronic absenteeism rate than ARUSD. Moreover, the chronic absenteeism rate is increasing for AJH instead of decreasing. However, in 2018-19, prior to COVID, the chronic absenteeism at AJH was on par with ARUSD.

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Object 8: Comparison of AJH and ARUSD Chronic Absenteeism Rate



Data retrieved from: www6.cde.ca.gov/californiamodel/

* An asterisk indicates there are fewer than 11 students, the minimum size for any reporting

CAASPP Data

The tables below reflect the CAASPP data (<https://caaspp-elpac.cde.ca.gov>) verified by SCCOE staff while determining AJH's schoolwide student performance and progress relative to the district and schools with the largest student populations enrolled at AJH. Due to COVID-19, all statewide testing for 2019-20 was cancelled. Further, AJH submitted its Renewal Petition at the beginning of the 2024-25 school year, prior to the expected October 2024 release of 2023-24 testing results. The tables below constitute the most recent academic data available for review. Statewide summative testing begins at third grade; therefore, the charts contain data only for the tested grade levels (third through eighth) served by AJH.

Object 9: Percentage of ALL STUDENTS at or Above Standard on CAASPP in ELA and Math at AJH, ARUSD, and Statewide

| 2022-23 CAASPP (ELA) | | | |
|----------------------|-------|-------|-------|
| Grade | AJH | ARUSD | State |
| 3 | 10.34 | 21.73 | 42.96 |
| 4 | * | 23.90 | 43.73 |
| 5 | 17.86 | 31.86 | 46.69 |
| 6 | 13.79 | 20.43 | 44.16 |
| 7 | 22.95 | 26.60 | 47.44 |
| 8 | 25.00 | 30.58 | 45.66 |
| All | 18.11 | 25.92 | 45.11 |

| 2022-23 CAASPP (Math) | | | |
|-----------------------|-------|-------|-------|
| Grade | AJH | ARUSD | State |
| 3 | 13.79 | 28.85 | 45.11 |
| 4 | * | 22.13 | 40.79 |
| 5 | 10.71 | 18.95 | 33.38 |
| 6 | 3.45 | 17.90 | 33.19 |
| 7 | 16.39 | 16.78 | 33.16 |
| 8 | 10.00 | 15.60 | 29.94 |
| All | 10.95 | 20.05 | 35.93 |

* No testing data available for grade 4 at AJH in 2022-23, as 4th grade was added to the school in 2023-24

Object 9, above, reflects the 2022-23 CAASPP results in English Language Arts (ELA) and Math for AJH, ARUSD, and the State. In ELA and Math, AJH underperforms both ARUSD and the State. While the State serves students K-12, the State scores here represent only grades 3-8 to show comparison to AJH and ARUSD. Grade 11 scores are not included for the State.

Object 10: Four-Year Trend of the Percentage for ALL STUDENTS at or Above Standard on CAASPP ELA and Math at AJH, ARUSD, and Statewide

| Four-Year Trend CAASPP (ELA) | | | | | Four-Year Trend CAASPP (Math) | | | | |
|------------------------------|-------|-------|-------|-------|-------------------------------|-------|-------|-------|-------|
| | 17-18 | 18-19 | 21-22 | 22-23 | | 17-18 | 18-19 | 21-22 | 22-23 |
| AJH | 31.15 | 32.43 | 20.10 | 18.11 | AJH | 20.44 | 23.44 | 8.33 | 10.95 |
| ARUSD | 38.67 | 38.10 | 28.13 | 25.92 | ARUSD | 30.43 | 29.17 | 18.85 | 20.05 |
| State | 49.88 | 46.66 | 45.74 | 45.11 | State | 38.65 | 34.62 | 34.51 | 35.93 |

Data for 2019-20 is NA or not available due to cancelation of statewide testing due to COVID-19.

AJH and ARUSD did not administer the CAASPP in 2020-21, in accordance with the flexibility granted by the CDE during that school year.

Object 10, above, reflects schoolwide student achievement in ELA and Math across the last four years of available CAASPP data for AJH, ARUSD, and the State. Due to COVID-19 and the suspension of statewide testing, the California School Dashboard was suspended for 2020 and 2021. While the AJH results reflect a rate of progress below that in ARUSD and the State, and AJH's scores declined in ELA for 2022-23 from 2021-22, AJH's scores increased in ELA and Math from 2017-18 to 2018-19, prior to COVID, and show an upward trajectory in Math from 2021-22 to 2022-23.

Object 11: Four-Year Trend of the Percentage of Numerically Significant Student Groups at or Above Standard on CAASPP in ELA and Math for AJH Grades 3-8

| Four-Year Trend CAASPP (ELA) | | | | | Four-Year Trend CAASPP (Math) | | | | |
|------------------------------|-------|-------|-------|-------|-------------------------------|-------|-------|-------|-------|
| | 17-18 | 18-19 | 21-22 | 22-23 | | 17-18 | 18-19 | 21-22 | 22-23 |
| ALL | 31.15 | 32.43 | 20.10 | 18.11 | ALL | 20.43 | 23.44 | 8.33 | 10.95 |
| SWD | 2.44 | 8.11 | 0.00 | 3.23 | SWD | 2.50 | 2.70 | 0.00 | 3.23 |
| Hispanic/ Latino | 28.47 | 31.05 | 18.69 | 16.33 | Hispanic/ Latino | 16.26 | 21.61 | 6.63 | 9.39 |
| SED | 29.05 | 30.53 | 20.85 | 16.48 | SED | 17.85 | 18.05 | 8.65 | 10.59 |
| EL | 14.43 | 13.55 | 0.84 | 7.23 | EL | 8.25 | 12.57 | 0.00 | 4.28 |

Data for 2019-20 is NA or not available due to cancelation of statewide testing due to COVID-19.

Data for 2020-21 is NA or not available as AJH did not administer the CAASPP in accordance with the flexibility granted by the CDE during that school year.

Object 11, above, reflects the CAASPP results for all students and the numerically significant student groups at AJH over the last four years of available data. As stated above, there is no data for 2019-20 or 2020-21. Prior to the pandemic, all students, and each numerically significant student group, except EL, showed increases in the percentage of students at or above standard in ELA, and in math all students and every numerically significant student group showed an increase. Following the pandemic, only SWD and ELs show increases in the percentage of students at or above standard in ELA while all other student groups declined from 2021-22 to 2022-23, and in math all students and each student group showed increases in the percentage of students reaching and exceeding standard. With the exception of SWD, which shows an increase in the percentages of students at or above

standard in ELA from 17-18 to 22-23, the ELA data shows decreases in the percentage of all students and the remaining numerically significant student groups. All students and the other numerically significant student groups all declined across the data period. Math shows a similar pattern. While growth is made periodically during the time frame for various groups, SWD showed an increase across the charter term, demonstrating AJH's progress in serving a historically underperforming group. All students and the other numerically significant student groups showed declines across the charter term.

Object 12: Comparison of the Percentage of Students at or Above Standard on 2023 CAASPP ELA Results for ARUSD, AJH, and ARUSD Schools Near AJH

| 2022-23 CAASPP (ELA) | | | | | |
|----------------------|-------|-------|---------|---------|---------|
| Group | AJH | ARUSD | Aptitud | Hubbard | State** |
| ALL | 18.11 | 25.92 | 22.26 | 17.16 | 45.10 |
| SED | 16.48 | 20.86 | 20.88 | 14.23 | 33.44 |
| Hispanic/Latino | 16.33 | 20.41 | 20.08 | 13.55 | 34.22 |
| EL | 7.23 | 5.98 | 9.49 | 2.56 | 10.53 |
| SWD | 3.23 | 4.48 | 0.00 | 2.78 | 15.57 |

***The State of California serves students TK-12, but for purposes of comparison to AJH, the scores below only include grades 3-8 (grade 11 is not included).*

Object 13: Comparison of the Percentage of Students at or Above Standard on 2023 CAASPP Math Results for ARUSD, AJH, and ARUSD Schools in Close Proximity (percentage at or above standard on CAASPP)

| 2022-23 CAASPP (Math) | | | | | |
|-----------------------|-------|-------|---------|---------|---------|
| Group | AJH | ARUSD | Aptitud | Hubbard | State** |
| ALL | 10.95 | 20.05 | 22.26 | 13.17 | 35.93 |
| SED | 10.59 | 15.47 | 19.84 | 11.31 | 23.96 |
| Hispanic/Latino | 9.39 | 14.01 | 17.44 | 10.36 | 23.98 |
| EL | 4.28 | 7.59 | 10.96 | 3.73 | 9.63 |
| SWD | 3.23 | 4.48 | 3.13 | 0.00 | 13.40 |

***The State of California serves students TK-12, but for purposes of comparison to AJH, the scores below only include grades 3-8 (grade 11 is not included).*

Objects 12 and 13, above, reflect the 2022-23 CAASPP data as compared to ARUSD and the ARUSD schools that AJH students would otherwise have attended. Like AJH, Aptitud and Hubbard are both TK-8 schools. Overall, AJH's ELA scores outperform Hubbard, but are surpassed by ARUSD, Aptitud, and the State. In Math, AJH is outperformed by ARUSD, all comparison schools, and the State.

As stated above, AJH submitted its Renewal Petition on August 1, 2024, prior to the 2023-24 academic achievement data being made publicly available in October 2024. As a low performance category charter school, if renewal is granted, the term would only be for two years, through June 30, 2027. Were AJH to submit its renewal

request prior to the public availability of the CAASPP data for the penultimate year of its term – 2025-26 – the available statewide academic data for consideration of the renewal request and potentially for establishing AJH’s performance category would be from 2023-24 and 2024-25, so would include the last school year before the *current* renewal request was even submitted. This would make it difficult to assess AJH’s performance, including the effectiveness of its board-adopted plan for improving performance. As such, CSD Staff recommends that if the Charter is renewed, AJH agrees in the MOU or an amendment thereto not to submit its next request for renewal prior to the earlier of the public availability of its 2025-26 CAASPP data or December 1, 2026, in order to endeavor to provide adequate performance data on which to base the next renewal decision while providing an adequate timeline to process AJH’s request for renewal.

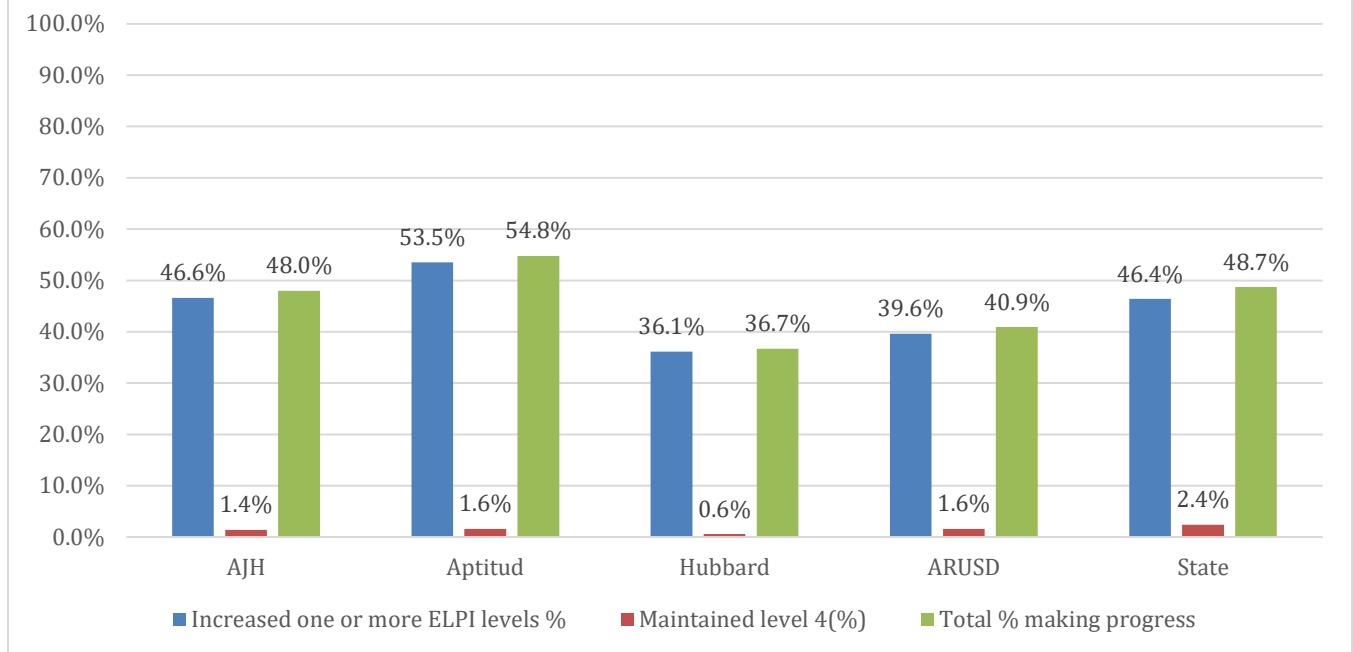
ELPAC Data

Objects 14 and 15, below (from <https://caaspp-elpac.cde.ca.gov/>), reflect the 2022-23 English Language Proficiency Assessment of California (ELPAC) data as compared to the schools in ARUSD that AJH students otherwise would have attended, Aptitud and Hubbard are both TK-8 schools located in ARUSD. Of the comparison schools, AJH had the second highest percentage of students who went up one or more English Language Progress Indicator (ELPI) levels.

Object 14: 2023 Comparison of EL Progress Measured by ELPAC

| | AJH | Aptitud | Hubbard | ARUSD | State |
|--|------------|----------------|----------------|--------------|--------------|
| Increased one or more ELPI levels | 46.6% | 53.5% | 36.1% | 39.6% | 46.4% |
| Maintained level 4 | 1.4% | 1.6% | 0.6% | 1.6% | 2.4% |
| Total % making progress | 48% | 54.8% | 36.7% | 40.9% | 48.7% |
| Performance Level | Green | Green | Red | Orange | Yellow |
| Number of Students | 221 | 188 | 158 | 2,368 | 829,209 |

Object 15: 2023 Comparison of EL Progress Measured by ELPAC



School Improvement Plan

As part of the Renewal Petition, AJH submitted an academic performance improvement plan, titled “School Improvement Plan” that was approved by the APS Board on July 24, 2024. This School Improvement Plan is intended to remediate the root causes of AJH’s placement in the low performance category, based on AJH’s California School Dashboard for two years in the three academic indicators that apply to AJH: English Language Arts (ELA), Math, and the English Learner Performance Indicator (ELPI).

The School Improvement Plan addresses the three academic indicators named above as well as Chronic Absenteeism and Suspension Rate. The School Improvement Plan breaks each indicator down into a year-by-year overview of actions taken to address the root causes, both from a historical perspective within the 2023-24 school year and the current plan to be implemented in the 2024-25 school year. Each year is then further broken down into sections reporting on the actions to remediate the performance gaps for four key subgroups: English Learners (ELs), students who identify as Hispanic or Latino, students who are socioeconomically disadvantaged (SED), and students with disabilities (SWD). The plan outlines a series of actions and metrics for each indicator, as well as a series of actions and metrics for each subgroup within each indicator.

CSD staff reviewed the School Improvement Plan and found that while some of the actions were focused on improving root causes for student achievement, many of the actions were repeated verbatim in each different section. Many of the same interventions occurred in the section for ELA as in the math section. Similarly, the same interventions would occur from subgroup to subgroup with little to no differentiation for subgroup qualities included. These observations were shared as feedback during the September 9, 2024, site visit and emailed to AJH leadership on September 13, 2024.

On September 6, 2024, AJH shared an additional action plan document used to track the progress of the School Improvement Plan. This “tracker” provided additional detail, such as the staff member responsible for overseeing the execution of each action, the status of the action, narrative descriptions of the status of the action, and documents connected to the progress of the action. In addition, more subgroup-focused items were added to the School Improvement Plan targeting specific needs of the subgroups. This tracker is a live document, and AJH has granted CSD staff view-only access to it, in order to increase transparency on AJH’s progress toward full implementation. To better address specific student group needs, AJH needs to refine its School Improvement Plan, including, but not limited to, integrating the differentiated actions from the tracker into the Plan. The updated plan must then be reapproved by the Board. Additionally, to monitor the success of the implementation of the School Improvement Plan, CSD Staff recommends the charter school submit its local assessment data results at least twice a year, October and May, and that it be required to attend quarterly School Improvement Plan progress meetings with the CSD.

During the site visit on September 9, the CSD staff focused on observing as many elements of the School Improvement Plan that had been implemented as possible. A majority of the School Improvement Plan focuses on training and development of AJH staff, but CSD staff was able to observe and verify student-facing strategies in use, such as high-dosage tutoring.

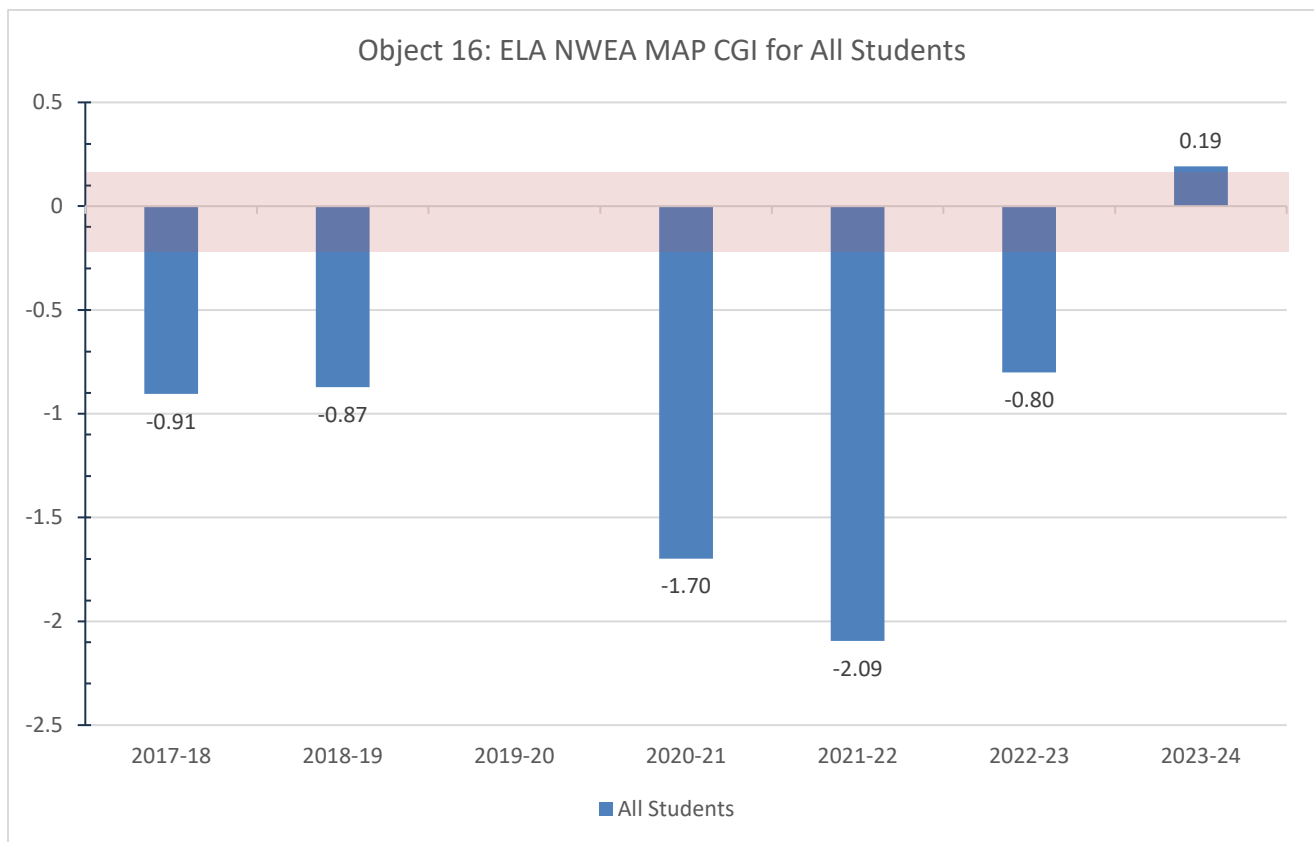
As such, based on this factual analysis and findings regarding the School Improvement Plan, CSD staff finds that AJH is taking meaningful steps to address the underlying causes of low performance and the School Improvement Plan, as adopted by the APS Board on July 24, 2024, sets forth *some* of those meaningful steps. However, for the reasons explained above, CSD staff finds it is necessary for AJH to update and refine the School Improvement Plan to address the concerns identified by CSD Staff and for the APS Board to adopt a revised plan that meets these requirements as a condition of renewal in order to support the finding that those steps will be reflected in a written plan adopted by AJH’s governing board. As a condition of approval, AJH staff must meet with CSD staff

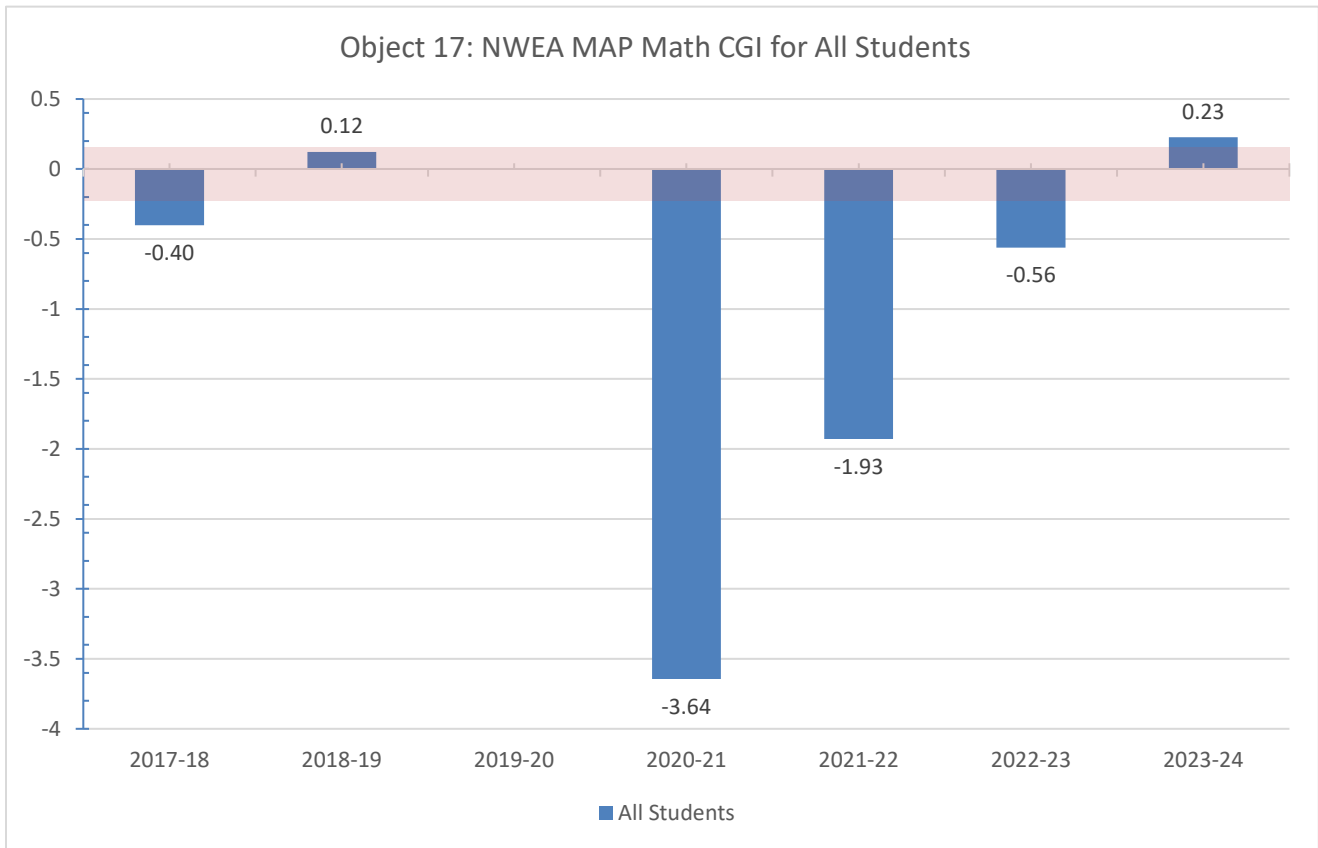
quarterly to provide an update on the progress of the implementation of the School Improvement Plan and to examine student progress data used to measure success of the improvement actions.

Verified Data

Per EC 47607.2(a), schools in the low performance category must provide additional sources of verified data to provide clear and convincing evidence to support renewal, including in AJH's case that the school achieved measurable increases in academic achievement. The verified data come from a list of valid and reliable assessments and measures adopted by the State Board of Education. AJH provided data from the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) assessments to show academic growth by its students. Guidance from NWEA states schools and other educational partners can use the Conditional Growth Index (CGI) to measure the growth of groups of students, and average CGI scores within the -0.2 and 0.2 range are considered to have met growth targets for one year.

In Object 16 and Object 17 below, the CGI for each year of the charter term has been tracked for all students each year. The pink bar highlights the "one year's growth" range of -0.2 to 0.2. In both ELA and Math, all students at AJH made one year's growth in the 2023-24 school year, however, positive progress trends are also visible across the charter term. Between the 2017-18 and 2018-19 school years, AJH students were showing growth on the MAP for Math and an upward progress trend on the MAP for ELA. No data was available in 2019-20 due to COVID. After returning to in-person instruction after the pandemic-era restrictions were lifted, AJH students' growth scores showed learning loss on both Math and ELA. Each year thereafter has seen an improvement in Math scores, and after 2021-22 an improvement in ELA scores. As demonstrated in Object 15 and Object 16 below, the 2023-24 growth is significant when compared to prior years' data.





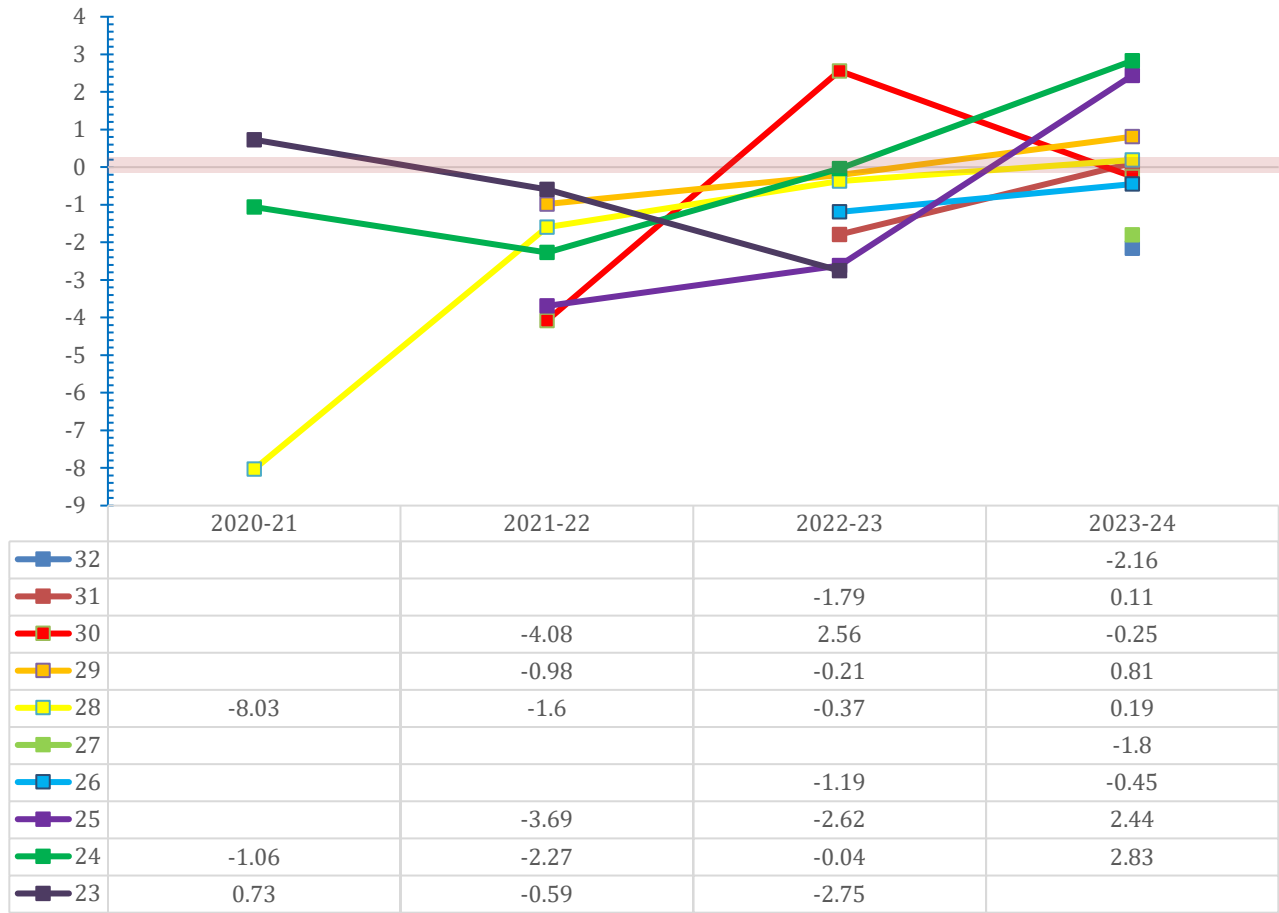
In Object 18 and Object 19 below, the CGI for student cohorts has been tracked longitudinally across four years, for ELA and Math respectively. Each cohort has been numbered according to the year it will complete AJH's program; the cohort that will be in eighth grade in 2032, currently first grade, has been labeled "32." The pink bar highlights the "one year's growth" range of -0.2 to 0.2.

The data provided by AJH demonstrates an upward trend for each cohort over the four-year period, except for the "30" cohort, which has just begun its third grade year. For ELA, four cohorts are below the one year's growth range for the most recent assessment. Two of the four cohorts have only a single data point and cannot demonstrate a trend. For Math, two cohorts are below the one year's growth range for the most recent assessment and one cohort has only one data point.

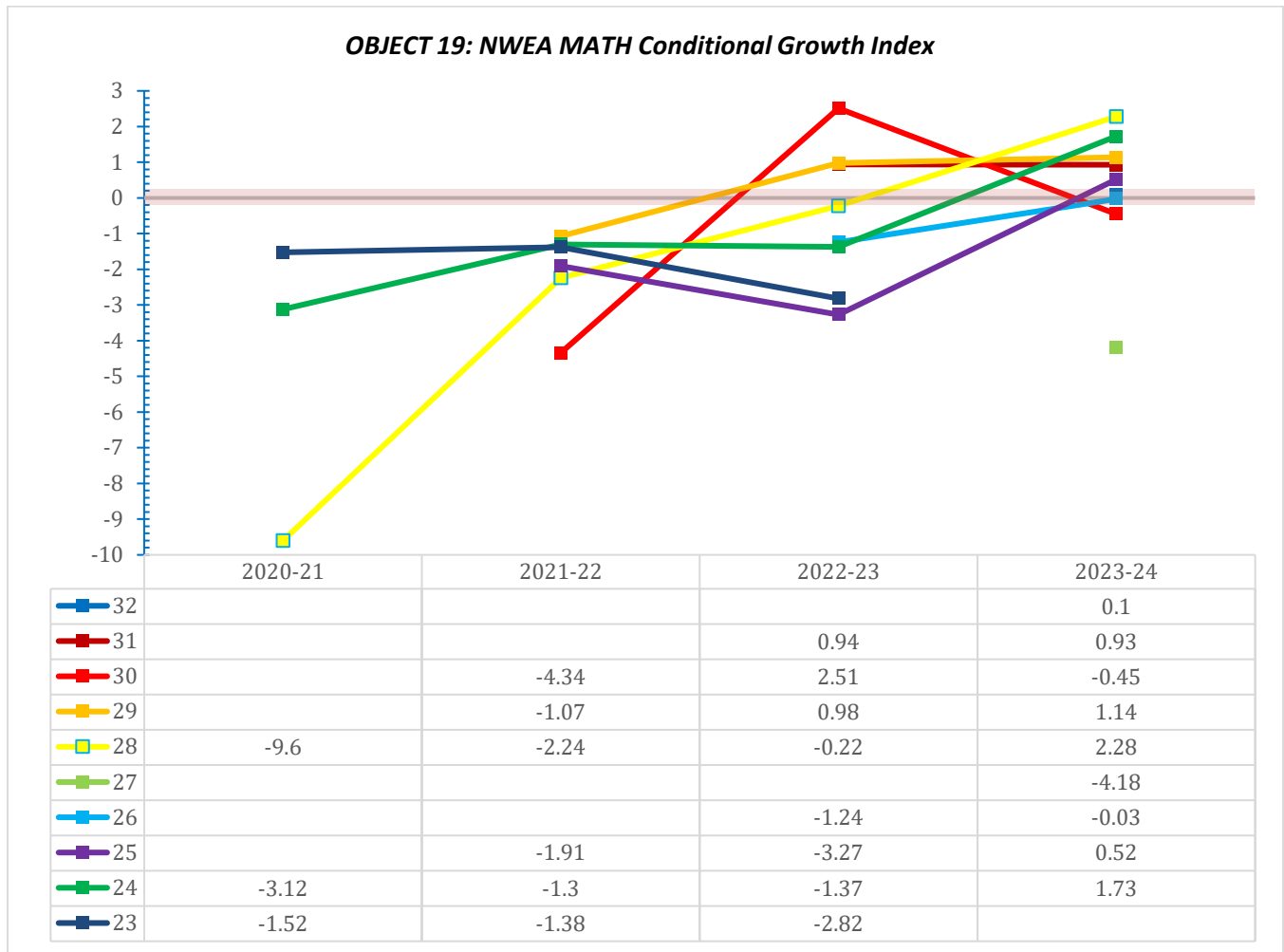
The average CGI range for all grade levels for the 2023-24 school year is 0.19 for ELA and 0.22 for Math. Overall trends for CGI indicate that students who stay with the AJH program see growth in both subjects.

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Object 18: NWEA ELA Conditional Growth Index



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Renewal Site Visit

On September 9, 2024, the Charter Schools Department (CSD) staff conducted a visit to the AJH campus. During this visit, CSD staff met with school site and APS network leadership, observed classrooms, and conducted focus groups with the AJH's education partner groups including students, families and guardians, teachers, and board members. CSD staff was able to observe in classrooms strategies named in AJH's board-approved School Improvement Plan, such as high-dosage tutoring through Littera and Ignite, newcomer English Learner supports, and increased staffing for academic interventionists and paraprofessionals. In addition, through the focus group and interview process, CSD staff was able to assess other components of the School Improvement Plan, specifically the increased focus on data-focused cycles of coaching and professional development. AJH staff has shared with CSD staff a live link to a metric-focused project tracker built for managing the implementation of the School Improvement Plan.

While not directly connected to academics, AJH also offers several services to its community that improves the school climate in which AJH students matriculate and addresses the social need of students and their families. In addition to after-school care, the Alpha Parent Learning Center offers ESL coursework, a food bank, and a folklorico dance program to community members. As a recipient of the California Community Schools Partnership Program (CCSPP) grant, AJH has incorporated into its LCAP plans to offer mental health services and hire community liaisons to connect families in need to community services.

Low Performance Tier Analysis Conclusion

Based on the facts set forth above, including observations and conversations resulting from the site visit, in conjunction with the Renewal Petition, verified growth data, and the School Improvement Plan, CSD staff finds that AJH meets the standards for a two-year renewal of a low-performance tier charter school pursuant to the performance criteria of Education Code Section 47607(c) and 47607.2(a)(4), if it complies with the condition that its governing board adopt a revised School Improvement Plan. Specifically, CSD staff found that AJH is taking meaningful steps to address the underlying causes of low performance and the School Improvement Plan, if supplemented through updates and refinements adopted by the APS Board, will set forth those meaningful steps. Additionally, CSD staff found that the verified data submitted by AJH demonstrates clear and convincing evidence that AJH has achieved measurable increases in academic achievement when taking into consideration the expected impacts of learning loss as a result of the COVID-19 pandemic and the trajectory of the cohort student data, including the 2023-24 NWEA data showing one year of growth for one year in school.

As noted above, AJH was extremely close to qualifying as a middle tier charter school. If AJH were a middle tier charter school, the chartering authority would also be required to consider clear and convincing evidence demonstrated by verified data that it achieved measurable increases in academic achievement, defined as one year's progress for each year in school. A middle performing charter school may only be denied pursuant to this performance criterion if the authorizer makes "written findings, setting forth specific facts to support the findings, that the charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, that closure of the charter school is in the best interest of pupils and, if applicable pursuant to [Education Code Section 47607.2(b)(2) and (3)], that its decision provided greater weight to performance on measurements of academic performance." (EC 47607.2(b)(6).) Under all of the circumstances of AJH's renewal, including how close to the middle tier the school's Dashboard results place it and the overall growth trend demonstrated by its verified data, including that the data from the most recent year demonstrates one year of growth for one year in school, CSD found it appropriate to consider whether these findings would apply to AJH's renewal, and determined that they would not. Given the measurable increases in academic growth as demonstrated by the verified data both before and after COVID, the academic achievement demonstrated by English Learners moving toward reclassification as measured by the ELPI, implementation of a new ELA curriculum focusing on the science of reading, implementation of an intervention block using Littera, Ignite, and High Dosage Tutoring, CSD Staff does not believe that closure of AJH is in the best interest of pupils.

Finances

Object 20, below, presents an eight-year historical financial summary for AJH from Fiscal Year (FY) 2016-17 through FY 2023-24. Over these years, AJH has demonstrated a relatively stable financial position. A notable increase in revenue in recent years is primarily due to various one-time funding received by charter schools to help navigate the unprecedented challenges posed by the pandemic. The increase in revenue was accompanied by a corresponding increase in expenditures. AJH used these one-time funds to ensure the continuity of education, maintain safe learning environments, and address the immediate and long-term impacts of COVID-19 on students, staff, and school operations.

Despite some periods of planned deficit spending, AJH has successfully met and exceeded the 4% reserve requirement in its Memorandum of Understanding with the SCCOE. As of June 30, 2023, AJH reported an audited reserve balance of \$2,925,396, representing 38% of its total expenses. The Independent Auditor's Report for the Year Ending June 30, 2023, issued an Unmodified Opinion on AJH's financial statements, as well as on its State and Federal compliance. Additionally, no deficiencies or material weaknesses were identified in internal controls over financial statements and internal controls over compliance for fiscal year 2022-23. AJH has also consistently fulfilled its obligations to submit all fiscal reports required by law and SCCOE in a timely manner.

AJH Charter School

The Charter Schools Department Fiscal Staff is not aware of any significant financial concerns for AJH. However, staff recommends that AJH align its spending with anticipated revenues to ensure long-term financial sustainability.

| | | Object 20: AJH Historical Financial Summary ¹ | | | | | | | |
|-------------------|---------------------------------|--|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| [A] | Total Revenues | 5,023,557 | 3,935,275 | 3,633,330 | 4,657,721 | 5,418,863 | 6,974,182 | 8,870,670 | 9,271,945 |
| [B] | Total Expenses | 4,310,146 | 3,786,358 | 3,755,172 | 4,787,753 | 5,431,841 | 6,601,657 | 7,640,714 | 9,534,273 |
| [C] = [A - B] | Net Income (Loss) | 713,411 | 148,917 | (121,842) | (130,032) | (12,978) | 372,525 | 1,229,956 | (262,328) |
| [D] | Beginning Fund Balance | 725,439 | 1,438,850 | 1,587,767 | 1,465,925 | 1,335,893 | 1,322,915 | 1,695,440 | 2,925,396 |
| [E] | Adjustment to Beg. Fund Balance | - | - | - | - | - | - | - | - |
| [F] = [(C+D) + E] | Total Net Assets, End of Year | \$ 1,438,850 | \$ 1,587,767 | \$ 1,465,925 | \$ 1,335,893 | \$ 1,322,915 | \$ 1,695,440 | \$ 2,925,396 | \$ 2,663,068 |
| [G] = [F/B] | Fund Balance % | 33% | 42% | 39% | 28% | 24% | 26% | 38% | 28% |

1. Source of Data: Audited Financial Reports for FY 2016-17 - 2022-23. FY 2023-24 is based on Estimated Actuals reported for FY 2023-24 (Prior Year) during FY 2024-25 Adopted Budget.

Demographic Data

In accordance with Education Code Section 47607(d)(1)(B) and (C), SCCOE requested from CDE, received, and reviewed aggregate data reflecting pupil enrollment patterns and test score patterns at AJH, as well as other demographic data from CDE through the CDE website.

In Objects 21 and 22, a comparison of the average Distance from Standard (DFS) academic assessment scores is made between students who left AJH and DFS for the students remaining at AJH. Object 21 reviews the average DFS for students who left after Census Day and Object 22 reviews the data for the students who left AJH at the end of the year and did not return who could have for the following school year. This does not include students who would age out of the school. Based on the aggregate data from CDE, students who leave AJH are not students who appear to have been counseled out based on lower academic performance, as the average DFS in academic assessments for students leaving AJH or not returning to AJH are higher than or comparable to the students remaining at AJH. Further, the student enrollment numbers for the students who left AJH are for all grades, whereas the number of students tested only includes grades 3-8, as those are the grade levels that are tested at AJH.

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Object 21: Comparison of Average DFS for Students Who Left AJH After Census Day and AJH DFS

| Academic Year | Subject | Enrolled Beginning of Year but Not Enrolled Conclusion | Cumulative Enrollment | Percent Enrolled Beginning Not Enrolled Conclusion | Number of Students Tested who left AJH | DFS Average for Students who left AJH | DFS Average for Students Remaining at AJH |
|---------------|---------|--|-----------------------|--|--|---------------------------------------|---|
| 2016-17 | ELA | 29 | 478 | 6.07% | 7 | -82.71 | -40.4 |
| 2016-17 | Math | 29 | 478 | 6.07% | 7 | -116.86 | -64.9 |
| 2017-18 | ELA | 46 | 357 | 12.89% | 22 | -15.82 | -45.0 |
| 2017-18 | Math | 46 | 357 | 12.89% | 22 | -36.32 | -75.3 |
| 2018-19 | ELA | 38 | 311 | 12.22% | 13 | -64.38 | -43.2 |
| 2018-19 | Math | 38 | 311 | 12.22% | 13 | -69.54 | -68.4 |
| 2019-20 | ELA | 28 | 367 | 7.63% | 8 | -12.25 | * |
| 2019-20 | Math | 28 | 367 | 7.63% | 9 | -26.22 | * |
| 2022-23 | ELA | 39 | 471 | 8.28% | 6 | -78.50 | -80.3 |
| 2022-23 | Math | 39 | 471 | 8.28% | 6 | -173.00 | -129.5 |

* No Dashboard DFS available

Object 22: Comparison of Average DFS for Students Attended AJH for at Least 90 days and Did Not Return the Following Year and AJH DFS

| Academic Year | Subject | Enrolled for 90 days in Prior Year but Not on Census Day of Current Year | Prior Year Cumulative Enrollment | Percent Enrolled for 90 days Prior Year but Not on Census Day | Number of Students Tested who left AJH | DFS Average for Students who left AJH | DFS Average for Students Remaining at AJH |
|---------------|---------|--|----------------------------------|---|--|---------------------------------------|---|
| 2016-17 | ELA | 76 | 347 | 21.90% | 47 | -55.06 | -40.4 |
| 2016-17 | Math | 76 | 347 | 21.90% | 46 | -86.35 | -64.9 |
| 2017-18 | ELA | 225 | 478 | 47.07% | 188 | -26.71 | -45.0 |
| 2017-18 | Math | 225 | 478 | 47.07% | 192 | -47.21 | -75.3 |
| 2018-19 | ELA | 58 | 357 | 16.25% | 50 | -44.74 | -43.2 |
| 2018-19 | Math | 58 | 357 | 16.25% | 50 | -62.74 | -68.4 |
| 2019-20 | ELA | 39 | 311 | 12.54% | 30 | -73.00 | * |
| 2019-20 | Math | 39 | 311 | 12.54% | 31 | -91.71 | * |
| 2022-23 | ELA | 61 | 447 | 13.65% | 21 | -82.10 | -80.3 |
| 2022-23 | Math | 61 | 447 | 13.65% | 17 | -165.29 | -129.5 |

* No Dashboard DFS available

Objects 23 and 24 show the cumulative enrollment data for AJH from 2016-17 to 2022-23; the total enrollment data for AJH from 2016-17 to 2023-24; and the enrollment stability data for AJH from 2016-17 to 2022-23. Cumulative enrollment data for 2023-24 was not available as it is still being formulated by CDE. Cumulative

enrollment consists of the total number of unduplicated primary and short-term enrollments within the academic year (July 1 to June 30), regardless of whether the student is enrolled multiple times within a school or district.

Object 23: Cumulative Enrollment for AJH from 2017-18 to 2022-23

| | Cumulative Total Number of Students | Number of Hispanic or Latino | Number of Asian | Number of Filipino | Number of White | Number of African American | Number of Two or More Races | Number of Not Reported |
|----------------|--|---------------------------------------|--------------------|--------------------------|--------------------|----------------------------------|--------------------------------------|------------------------------|
| 2017-18 | 357 | 324 | 17 | * | * | * | * | * |
| 2018-19 | 311 | 219 | 12 | * | * | * | 68 | * |
| 2019-20 | 367 | 321 | 16 | * | * | * | 16 | * |
| 2020-21 | 405 | 368 | 17 | * | * | * | * | * |
| 2021-22 | 447 | 413 | 15 | * | * | * | * | * |
| 2022-23 | 471 | 449 | * | * | * | * | * | * |

**Data is suppressed for categories if the student population (cumulative students) is 10 or less.*

Object 24: Cumulative AJH Student Group Data from 2016-17 to 2022-23

| | Cumulative Total Number of Students | Number of SED | Number of EL | Number of SWD |
|----------------|--|---------------|--------------|---------------|
| 2017-18 | 357 | 344 | 219 | 43 |
| 2018-19 | 311 | 286 | 205 | 38 |
| 2019-20 | 367 | 329 | 251 | 50 |
| 2020-21 | 405 | 370 | 279 | 45 |
| 2021-22 | 447 | 425 | 293 | 45 |
| 2022-23 | 471 | 457 | 327 | 58 |

**Data is suppressed for categories if the student population (cumulative students) is 10 or less.*

The total enrollment for a school is established on California Basic Educational Data System (CBEDS) day in early October. CBEDS is a one-moment-in-time snapshot of all the educational demographic data across California. Objects 25 and 26 below, show the total enrollment demographic and student group data for the number of students enrolled in each category across the charter term for AJH on CBEDS day.

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Object 25: AJH Total Enrollment Demographic Data from 2016-17 to 2023-24

| | Total Number of Students | Number of Hispanic or Latino | Number of Asian | Number of American Indian | Number of Pacific Islander | Number of Filipino | Number of White | Number of African American | Number of Two or More Races | Number of Not Reported |
|---------|--------------------------|------------------------------|-----------------|---------------------------|----------------------------|--------------------|-----------------|----------------------------|-----------------------------|------------------------|
| 2017-18 | 346 | 313 | 17 | * | 2 | 1 | 3 | 3 | * | 7 |
| 2018-19 | 277 | 196 | 11 | 1 | 4 | 1 | 62 | * | 2 | 0 |
| 2019-20 | 339 | 199 | 14 | 2 | 7 | 1 | 113 | 2 | * | 1 |
| 2020-21 | 378 | 342 | 16 | 2 | 8 | * | 8 | 2 | * | 0 |
| 2021-22 | 412 | 382 | 13 | 1 | 8 | * | 4 | 2 | * | 2 |
| 2022-23 | 451 | 429 | 10 | 1 | 7 | * | 2 | 1 | * | 1 |
| 2023-24 | 461 | 447 | 5 | 0 | 0 | 6 | 0 | 1 | 2 | 0 |

Data gathered from Dataquest: <https://data1.cde.ca.gov> *No data reported for this group in this year.

Object 26: AJH Total Enrollment Student Group Data from 2016-17 to 2023-24

| | Total Number of Students | Total Number of SED | Total Number of EL | Total Number of SWD |
|---------|--------------------------|---------------------|--------------------|---------------------|
| 2017-18 | 346 | 321 | 214 | 43 |
| 2018-19 | 277 | 259 | 177 | 24 |
| 2019-20 | 339 | 312 | 223 | 49 |
| 2020-21 | 378 | 349 | 216 | 41 |
| 2021-22 | 412 | 384 | 255 | 41 |
| 2022-23 | 451 | 422 | 300 | 42 |
| 2023-24 | 461 | 440 | 313 | 57 |

Data gathered from Dataquest: <https://data1.cde.ca.gov>

Objects 27 and 28 show the Stability Rate data for AJH from 2017-18 to 2022-23. The Stability Rate is defined as the percentage of California public school students enrolled during the academic year (July 1 – June 30) who completed a "full year" of learning in one school. The Stability Rate data below shows what percentage of students stayed at AJH throughout each school year.

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Object 27: AJH Enrollment Demographic Stability Percentage Data from 2017-18 to 2022-23

| | Total Number of Students | % Total | % Hispanic or Latino | % Asian | % Filipino | % American Indian | % White | % African American | % Not Reported |
|----------------|--------------------------|---------|----------------------|---------|------------|-------------------|---------|--------------------|----------------|
| 2017-18 | 357 | 91 | 90 | 33 | * | * | * | * | * |
| 2018-19 | 311 | 82 | 85 | 92 | * | * | 75 | * | * |
| 2019-20 | 367 | 86 | 88 | 94 | * | * | 31 | * | * |
| 2020-21 | 405 | 90 | 90 | 94 | * | * | * | * | * |
| 2021-22 | 447 | 90 | 90 | 87 | * | * | * | * | * |
| 2022-23 | 471 | 91 | 90 | 100 | 100 | 100 | 100 | 100 | 100 |

Data gathered from Dataquest: <https://data1.cde.ca.gov>

*To protect student privacy, data are suppressed population size within a selected student population (eligible cumulative enrollment) is 10 or less.

Object 28: AJH Student Group Stability Percentage Data from 2017-18 to 2022-23

| | Total Number of Students | Stability Percentage SED | Stability Percentage EL | Stability Percentage SWD |
|----------------|--------------------------|--------------------------|-------------------------|--------------------------|
| 2017-18 | 357 | 91 | 90 | 100 |
| 2018-19 | 311 | 83.9 | 80 | 90 |
| 2019-20 | 367 | 87.8 | 87 | 90 |
| 2020-21 | 405 | 92.2 | 92 | 98 |
| 2021-22 | 447 | 92 | 91 | 96 |
| 2022-23 | 471 | 91 | 90 | 93 |

Data gathered from Dataquest: <https://data1.cde.ca.gov>

REVIEW OF THE CHARTER PETITION

SCCOE Staff reviewed the Renewal Petition using the criteria established in California Education Code Sections 47605(c), 47607, and 47607.2, consistent with County Board Policy 0420.4 (c), and found:

1. Sound Education Program

AJH outlines a comprehensive educational program rooted in its educational philosophy and instructional strategies. The school's philosophy emphasizes cultivating students who are curious, critical thinkers, and community oriented. AJH aims to develop graduates with strong leadership skills, academic preparation, and community support. Central to this philosophy is the concept of "productive struggle," where students engage in challenging tasks, seek feedback, and learn from their mistakes in a supportive environment created by the educators.

Instructional strategies at AJH are designed to foster continuous improvement and are supported by a structured coaching model. The school's approach includes professional development for teachers to ensure they can deliver high-quality instruction.

The curriculum selection at AJH is guided by the goal of preparing students for success in college and life. It incorporates a variety of materials and technologies, including textbooks, computers, software programs, and laboratory science materials. The curriculum also adheres to state standards and is designed to be interactive and engaging, allowing teachers to customize lessons and differentiate instruction. The overarching goal is to equip students with foundational literacies, competencies, and character qualities necessary for the 21st century, as defined by the World Economic Forum. In addition, AJH uses the Sown to Grow program as its social emotional learning (SEL) curriculum, which provides a comprehensive SEL framework, including student-driven goal setting. This curriculum includes daily lessons and check-ins to build students' social, emotional, and academic skills over time.

AJH integrates special education and English learner (EL) services into its overall program to ensure all students receive appropriate support. For students who are ELs, the school follows state and federal guidelines, utilizing the English Language Proficiency Assessments for California (ELPAC) to identify and monitor students' progress. The instructional model is tailored to provide research-based programs and practices that enhance linguistic and academic attainment, recognizing the significant proportion of students who are ELs in the student population. This inclusive approach ensures that all students, regardless of their background or learning needs, can succeed academically and develop essential life skills.

Students Performing Below Grade Level

AJH supports students who are performing below grade level through a Multi-Tiered System of Supports (MTSS). This system provides three levels of intervention to ensure students receive the assistance they need. Tier 1 supports include universal interventions that are available to all students, such as a rigorous academic model with built-in scaffolding and differentiation to ensure access to grade-level material. Tier 1 supports include “high dosage tutoring” delivered through online platforms such as Littera or Ignite. Each student is paired with a remote tutor who works to address their standard-specific skill gaps during the “Reach block,” a designated period at the beginning of the day for students to access resources and get help on academics.

For students needing more targeted support, Tier 2 interventions are available, which involve small group sessions aligned with specific academic and social-emotional needs. These interventions typically occur at least three times per week and include progress monitoring and data collection. Approximately 15-20% of the student population may require Tier 2 supports.

Tier 3 interventions provide individualized support for students who need more intensive assistance, often through the Student Success Team (SST) process. This team identifies a student's strengths and needs to develop specific, targeted interventions to be implemented over a six-week cycle. Progress is monitored regularly, and the team reconvenes to evaluate the effectiveness of these interventions and determine next steps. AJH emphasizes that the SST process is not a direct pathway to special education but a means to better understand and address individual student needs. Additionally, the Reach block and weekly office hours with teachers offer further targeted support for low-achieving students, ensuring they are integrated into the student body and participate in all aspects of the curriculum.

Special Education

AJH's special education program is grounded in the principles of inclusion and tailored support for students with exceptional needs. As a member of the El Dorado County Charter SELPA, AJH operates as an independent Local Educational Agency (LEA) for special education. This affiliation enables the school

to receive state and federal funding directly and to ensure compliance with all applicable laws, including the Individuals with Disabilities Education Improvement Act (IDEA). AJH is committed to providing a free and appropriate public education to all students, regardless of disability, and to working collaboratively with the SELPA to meet these obligations. AJH is also committed to, and has plans and staffing to enable, compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Staffing at AJH includes a dedicated team of qualified special education professionals, including special education teachers, paraprofessionals, and education specialists. These staff members participate in ongoing training through APS, the county, or the SELPA to ensure they are equipped to meet the diverse needs of students. AJH also employs or contracts with itinerant staff such as speech therapists, occupational therapists, and behavioral therapists to provide necessary related services as indicated in students' Individualized Education Programs (IEPs).

AJH's approach to inclusion involves both push-in and pull-out support strategies. Push-in support allows special education staff to work alongside general education teachers in the classroom, providing targeted assistance to students with special needs. Pull-out support is available for students requiring more intensive, small-group instruction to make academic progress. This support can focus on accessing grade-level content or addressing foundational skill gaps. Related services, including speech therapy, counseling, and occupational therapy, are provided based on the specific needs outlined in each student's IEP.

The IEP process at AJH is collaborative. IEP teams at AJH include special education teachers, general education teachers, SELPA representatives, and other relevant professionals. These teams work with parents and guardians to ensure their participation, providing interpreters and alternative meeting methods, as necessary. IEPs are reviewed annually to assess their effectiveness and are reassessed every three years as part of a comprehensive reevaluation. AJH ensures all accommodations, modifications, and services outlined in the IEPs are implemented by qualified personnel and progress is communicated to parents.

**Object 29: 2023-24 Special Education Enrollment by Program Setting for AJH
and Comparison Schools and District and State**

| | AJH | ARUSD | Aptitud | Hubbard | State |
|---|-------|-------|---------|---------|---------|
| Special Education Enrollment | 57 | 1,262 | 52 | 53 | 836,846 |
| Regular Class 80% or More of the Day | 91.2% | 57.7% | 61.5% | 73.6% | 59.1% |
| Regular Class 40-79% of the Day | 3.5% | 11.4% | 23.1% | 7.5% | 15.2% |
| Regular Class 39% or Less of the Day | 1.8% | 18.8% | 11.5% | 5.7% | 17.1% |
| Separate School & Other Settings | 1.8% | 0.5% | 0% | 0% | 2.5% |
| Preschool Setting | 1.8% | 11.6% | 3.8% | 13.2% | 6.1% |
| Missing/Unknown | 0% | 0% | 0% | 0% | 0% |

Data gathered from Dataquest: <https://data1.cde.ca.gov>

English Learners (EL)

The student population at AJH includes 67.9% identified as English Learners (EL). AJH outlines a comprehensive approach for supporting students who are ELs from identification through reclassification. AJH employs a dual approach to English Language Development (ELD) through Integrated and Designated

ELD. Designated ELD involves daily instruction tailored to students' proficiency levels using the EL Achieve Systematic ELD curriculum. This curriculum emphasizes explicit language modeling, vocabulary development, and sentence structure practice. Integrated ELD embeds language development within core academic instruction, ensuring students who are ELs engage with grade-level content while acquiring language skills. Teachers utilize scaffolding techniques and differentiation within core subjects such as mathematics, literacy, science, and social studies to support the language needs of students who are ELs. AJH's systematic approach aims to provide ELs with the necessary linguistic and academic tools for success, fostering a supportive environment for English acquisition.

During SCCOE Staff's annual visits across the charter term, informal observations, and discussions with AJH staff, AJH agreed that although all staff had been trained, more training and follow-through with ELD is needed. Members of the AJH Team have been working to improve the quality of instruction for students who are English Learners, and improvement has occurred.

Educational Leadership

The principal and assistant principals are the educational and instructional leaders at AJH, in addition to being responsible for teacher supervision, evaluation, and providing input and approval of each faculty and staff member's Goals. The administrators are encouraged to possess valid teaching and administrative services credentials. The sample job descriptions for the Principals and the Assistant Principals included in the Renewal Petition specify that the positions prefer a valid teaching or admin credential from California. However, if AJH administrators "cover" classes for teachers when a substitute is not available, they are required to hold a California teaching credential.

The job duties assigned in the Renewal Petition to administrative positions are consistent with the need for at least a valid teaching or PPS credential, if not an administrative credential. This is particularly true in light of the mandate that all charter schoolteachers now hold a Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. AJH's current Principal and Assistant Principals should also meet this requirement applicable to the teachers they supervise and evaluate. The lack of a teaching credential for a person holding one of these positions could negatively impact the quality of educational services provided to AJH students, and requiring teaching credentials is consistent with the County Board of Education's expressed expectations for charter schools under its oversight in order to help ensure a sound educational program. SCCOE Staff strongly encourages AJH to commit to revise the minimum qualifications for the positions of Principal and Assistant Principals to require a valid California credential through the MOU or an addendum thereto.

The Charter Schools Department Staff concluded the AJH Renewal Petition provides sufficient information to substantiate the required elements for a sound educational program, when supplemented by the updated School Improvement Plan, though AJH is strongly encouraged to address the credential issue described above through the MOU or an addendum thereto.

2. Ability to successfully implement the program set forth in the Petition

Staff found facts demonstrating the Petitioners are likely to successfully implement the program only if AJH resolves the other identified concerns and conditions through the MOU or an addendum to the MOU, as described more fully throughout this Staff Analysis and Findings of Fact.

3. Affirmation of each of the conditions required by statute

SCCOE Staff found the Petition contains the required affirmations. While the Charter does not specify that the notice prepared by the California Department of Education per Education Code Section 47605(e)(4)(D) will be posted on the website, that notice *is* posted on AJH's website, and AJH should affirm in the MOU or addendum thereto its commitment to maintaining the notice on its website in a manner that can be readily located by parents and students.

4. Reasonably comprehensive description of the required elements

For the description of each element to be considered "reasonably comprehensive," it is not enough for the Renewal Petition to include a description, but, rather, the description should be acceptable to SCCOE and be consistent with and not contrary to SCCOE's standards and expectations for charter schools under its oversight. SCCOE's indication that the description of an element is "reasonably comprehensive" should not be interpreted to mean SCCOE does not believe additional or different terms relating to an element would need to be agreed to by the Petitioner through the MOU and addendum process. Further, while SCCOE may make recommendations for remediation in an area or specify issues or terms that have been or will need to be clarified or resolved through the MOU or an addendum to the MOU, this does not mean other areas may not need additional correction to be included in the MOU or in an addendum to the MOU. Further, Staff's determination an element as reasonably comprehensive may be premised on noted issues being remediated through the MOU and addendum process.

The Charter Schools Department Staff found as detailed below, that additional specificity and requirements governing AJH's educational program, governance and operations, including its compliance with the required charter elements, will need to be addressed through the MOU and/or an addendum among AJH and the SCCOE.

In preparing the Renewal Petition, AJH appears to have overlooked a variety of updates. Examples include, but are not limited to, failing to update the governance section to include the names and qualifications of all board members and failing to fully update the petition to designate the County as the authorizer. This Staff Analysis will not detail each of these omissions and concerns, but SCCOE Staff recommend the SCCBOE, as a condition of renewal, require AJH to address these oversights and omissions.

A. Element One: Description of the Educational Program/Plan for Student Academic Achievement

The Renewal Petition describes AJH Charter School's instructional design as rooted in a rigorous, yet supportive, equity-focused approach aimed at developing critical thinkers and problem solvers. AJH's educational program is designed with a focus on inclusivity, cultural responsiveness, and academic rigor. The instructional strategies and delivery models aim to provide a rich learning environment where students are encouraged to take ownership of their education. AJH employs a mix of direct instruction, project-based learning, and collaborative activities to engage students actively in their learning process. The curriculum is aligned with Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and other state content standards, ensuring a comprehensive and challenging academic experience.

The curriculum selection at AJH is based on research and best practices that support the achievement of low-income students of color. Culturally responsive teaching, inspired by Zaretta Hammond's principles, is a cornerstone of AJH's instructional philosophy. This approach emphasizes the importance of recognizing and valuing students' diverse cultural backgrounds as

assets in their educational journey. Lessons and activities are tailored to reflect and honor these cultural experiences, making learning more relatable and meaningful for students. Additionally, AJH integrates cognitive development strategies that challenge students to think critically and solve problems, fostering independent and collaborative learning environments.

AJH's educational philosophy is grounded in the belief that learning best occurs in an environment that is inclusive, supportive, and challenging. The school's program is designed to develop students into educated individuals who are prepared for life in the 21st century. This preparation includes building foundational literacies, such as literacy, numeracy, and scientific literacy, as well as competencies like critical thinking, creativity, communication, and collaboration. Character qualities such as curiosity, initiative, persistence, adaptability, leadership, and social and cultural awareness are also emphasized. These attributes are crucial for students to navigate and succeed in a diverse and interconnected world.

AJH addresses the needs of its diverse learners, including low-income students of color, through targeted instructional supports and a multi-tiered system of support (MTSS). The school incorporates specific strategies for students who are English learners and students with special needs, ensuring they have access to the same rigorous curriculum while receiving the necessary scaffolds and interventions. By focusing on culturally responsive teaching, equitable access to educational resources, and continuous progress monitoring, AJH strives to close the achievement gap and support the academic success of all its students.

The Charter Schools Department Staff believes this section, when supplemented by the updated School Improvement Plan, includes a reasonably comprehensive description.

B. Element Two: Measurable Student Outcomes

The Charter Schools Department Staff has identified concerns regarding the measurable pupil outcomes presented in AJH's Renewal Petition, particularly in the alignment of these outcomes with long-term student achievement. While the document does outline the school's Local Control and Accountability Plan (LCAP) goals, it lacks specific descriptions of the long-term outcomes for students who complete the AJH program. For instance, Goal 1, which states "All student groups will demonstrate growth toward meeting or exceeding standards in English Language Arts (ELA) and Math," is focused on short-term growth rather than defining clear, long-term student outcomes, as is expected for a three-year planning document like the LCAP. However, the governing law seeks a description of the long term, specific, measurable skills and knowledge students receive by participating and completing the program described in Element A.

Additionally, the LCAP goals provided in the Renewal Petition are broad and general in nature, particularly in relation to student outcomes. Only two of the five goals – Goal 1 and Goal 2 – directly address academic performance. The remaining goals (Goals 3, 4, and 5) focus on creating a positive school environment, family engagement, and staff retention, which, while important, do not directly address the ultimate academic or post-graduation outcomes for students.

The AJH Renewal Petition included its 2024-27 LCAP in the appendices. The LCAP addresses state priority requirements and provides both quantitative and qualitative indicators for determining performance and progress.

For the 2024-27 LCAP, Charter-wide parental input was considered as AJH determined the best way to utilize its Local Control Funding Formula (LCFF) funds. AJH's LCAP sets benchmarks scaffolded across the three-year span, utilizing student proficiency levels on CAASPP in English Language Arts and Math as the academic criteria. Additional academic metrics involve student performance and progress on the English Language Proficiency Assessments for California (ELPAC), attendance, absenteeism, suspension, and expulsion rates, with broad benchmark goals.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description only if the issue described above regarding the description of long-term goals for measurable student outcomes is addressed and resolved through the MOU or an addendum to the MOU.

C. Element Three: Method by Which Pupil Progress in Meeting Outcomes will be Measured

AJH employs a variety of assessment tools that are both valid and reliable to measure student outcomes across multiple areas. These tools include state assessments like the SBAC, California Science Test (CAST), and ELPAC, as well as internal assessments such as NWEA MAP, Renaissance Star Early Literacy, and curriculum-embedded assessments. The school's assessment strategy is designed to be comprehensive, covering academic data as well as culture and operations data, ensuring a holistic view of student progress. For each of these assessments, AJH has defined minimum performance standards that students are expected to meet. For instance, students taking the SBAC are expected to meet or exceed grade-level standards, while English learners are assessed with the ELPAC, where they aim to reach at least Level 3 or 4, indicating early advanced proficiency.

AJH has established a plan for the collection, analysis, and reporting of data collected from these assessments. Data is gathered and reviewed at multiple levels – from individual students to the entire school network – to identify areas requiring intervention or enrichment. For instance, results from formative assessments like exit tickets or curriculum-embedded tests are used to guide instructional adjustments on an ongoing basis. Additionally, AJH holds regular collaborative data analysis sessions where teachers review student performance data to make informed decisions on curriculum design and instructional delivery. These practices are complemented by “stepback days,” during which all staff analyze both Network and site-based data to ensure alignment between standards, instruction, and student needs.

AJH also emphasizes the involvement of parents and students in the assessment process. The school provides access to performance data through secure online platforms, allowing families to stay informed about their children's progress and areas for improvement. This transparency is crucial in fostering a collaborative environment where parents and students are active participants in the educational process. Furthermore, AJH publishes a School Accountability Report Card (SARC) annually, which disaggregates student achievement data by subgroups and makes it accessible to the broader school community. The Renewal Petition describes AJH's commitment to data-driven decision-making and continuous improvement in its educational program.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description.

D. Element Four: Governance Structure

The Alpha: José Hernández school is operated and governed by Alpha Public Schools, a tax-exempt 501(c)(3) California nonprofit public benefit corporation. The AJH Renewal Petition states the Board will consist of at least five (5) directors and no more than fifteen (15), including parent members who represent each of the four APS schools. The Charter and Bylaws recognize the charter authorities' rights to appoint a representative to the Board. The AJH Renewal Petition shows that APS currently has fourteen (14) seats on its Board.

Per EC 47605, AJH was required to provide the names and qualifications of the proposed charter board with its Renewal Petition. However, AJH merely included the names, titles, term length, and term end dates. As such, AJH must provide the qualifications information as a condition of any renewal.

The Renewal Petition specifies AJH shall comply with the Brown Act, the Political Reform Act of 1974, and Government Code Section 1090 et seq., and provide annual training on these topics. AJH adopted revised Bylaws at its June 28, 2024, meeting. No interested persons may serve on the board.

The Renewal Petition states the Board will comply with all federal, state, and local laws applicable to independent public charter schools and has adopted a Conflict of Interest (COI) Code (included in the appendix section) that has been approved by the County Board of Supervisors. The COI Code was adopted on September 13, 2022.

In accordance with the Political Reform Act and the Conflict of Interest (COI) Code, all directors and senior AJH staff are required to file a "Form 700" annually disclosing specified interests. During the charter term, SCCOE staff have reviewed the Forms 700 filed on behalf of AJH reporters and found that directors or staff have identified reportable interests as required.

AJH has both a School Site Council and an English Learner Advisory Committee that encourage parents to advocate and participate in their children's education.

The Bylaws provide that written notice of any proposed revisions to the APS Articles of Incorporation or Bylaws shall be submitted to the County Superintendent at least three weeks prior to the APS Board's consideration of the revision(s). If the County Superintendent or designee considers the proposed revision(s) to be a material revision to AJH's governance structure or a charter authorized by the County Board, such revision(s) may not be adopted unless and until the revision(s) is first approved through the material revision process.

The Charter provides for the APS Board to delegate the implementation of its duties (other than those specifically excluded from such delegation authority) to employees or other responsible parties. The Board currently oversees operations, with day-to-day authority delegated to the Chief Executive Officer. It must be made clear through the MOU or an addendum thereto that the Board may not delegate the authority to close Alpha: José Hernández school, as that must be a decision of the Board. The Principal is the senior authority at the school site, but final management authority is with the CEO and ultimate overall organizational authority retained by the Board.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description only if the governance issues described above are addressed and resolved through the MOU or an addendum to the MOU.

E. Element Five: Employee Qualifications

AJH states it recruits qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities. AJH further asserts the staff recruited believe in the instructional philosophy outlined in its vision statement. In accordance with Education Code 47605(c)(5)(e), AJH shall be nonsectarian in its employment practices and all other operations. AJH shall not discriminate against any individual (employee or student) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

AJH teaching staff are required to have valid California teaching credentials. Administrative staff are also encouraged to have teaching and administrative credentials. As stated above, SCCOE Staff strongly encourages AJH to commit to revise the minimum qualifications for the positions of Principal and Assistant Principal to require a valid California credential through the MOU or an addendum thereto.

As part of the annual review process, SCCOE Staff will determine whether all AJH Staff meet the current credentialing requirements.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description, though, again, encourages AJH to modify the minimum requirements for the Principal and Assistant Principal positions to include at least a valid teaching credential.

F. Element Six: Health and Safety

AJH provided an overview of Health and Safety Policies and Procedures and the process for employee fingerprinting and background checks. All staff are expected to comply with *EC* Section 47605(c)(5)(f), *EC* Section 44691, and all other legal requirements, and AJH states it is committed to providing a safe, compliant working environment. AJH submitted its 2023-24 Comprehensive School Safety Plan that declares AJH will review and update the plan by March 1 of every year and that the plan shall include the required safety topics. AJH has updated its description of health and safety policies and procedures to address some changes and new requirements of law that have gone into effect since its Charter was last renewed.

CSD staff notes that AJH has a single Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy. There are different minimum standards and procedures that apply to different types of complaints, including Title IX and the Uniform Complaint Procedures, including different standards and appeal rights. Moreover, the Title IX regulations were recently updated, and it is not clear that AJH's Title IX policies have been updated accordingly, nor is there specific information concerning the training and notice requirements of Title IX. While CSD staff understands that AJH may be seeking to streamline the various complaint procedures through the use of one policy, as a condition of any renewal, CSD staff recommends that AJH be required to

confirm that the policy has been updated to conform with current legal requirements, and to modify the policy to more clearly identify what is covered by each procedure and how each procedure is implemented, as well as to confirm appropriate training has and will continue to be provided. The reference to its anti-discrimination policies in this element of the Charter omits reference to nondiscrimination on the basis of immigration status, which appears to be an unintentional omission as other nondiscrimination statements in the Charter include this protected characteristic.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description so long as the concerns identified above are addressed in the MOU or addendum to the MOU. The Charter Schools Department Staff notes the updated MOU provided to AJH includes supplemental information on compliance with additional health and safety requirements.

G. Element Seven: Racial, Ethnic, English Learner, and Special Education Balance

On July 1, 2020, AB 1505 took effect, updating Element G to require schools to provide a reasonably comprehensive description of how the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, reflective of the general population residing within the territorial jurisdiction of the district to which the AJH charter was initially submitted, which, as previously established, is ARUSD. AJH's Renewal Petition has been updated to comply.

Central to AJH's mission is serving historically underserved student groups and closing the achievement gap. As specified in AJH and APS' mission and vision, "Ultimately the vision of Alpha Public Schools is that students from underserved communities are prepared to compete successfully on life's uneven playing field – to struggle, to overcome, and to thrive." As such, AJH has a higher proportion of some historically underserved student groups, consistent with the intent and purposes of the Charter Schools Act, including improving pupil learning and increasing learning opportunities for all pupils.

As specified in the Charter:

Alpha: José Hernández serves a population of students and families who have been marginalized and exists to meet their specific needs. While we have included our required plan to achieve balance in Element G – Student Population Balance, due to our target population and community, we simply serve a much larger population of students and families who are furthest from opportunity.

Object 30, below, demonstrates that while the EL and SED groups exceed the population at ARUSD, the SWD population at AJH is similar to ARUSD.

Object 31, below, illustrates that no student demographic group served by ARUSD is reflected with parity at AJH. The Hispanic or Latino group is approximately 17.0% more represented at AJH than the district, and approximately 10.0% on average of the other TK-8 schools in ARUSD. Conversely, while the district enrolled population of students from the Asian student group is 11.5%, AJH's population is only 1.1% students of Asian descent.

Object 30: Comparison of 2023-24 Student Group Data Among AJH, ARUSD, and Schools AJH Students Would Otherwise Have Attended

| | Total Number of Students | EL | SWD | SED |
|----------------|--------------------------|-------|-------|-------|
| AJH | 461 | 67.9% | 12.4% | 95.4% |
| ARUSD | 8668 | 45.5% | 13.2% | 79.1% |
| Aptitud | 409 | 58.4% | 12.7% | 90.2% |
| Hubbard | 453 | 49.0% | 10.2% | 81.9% |

Data gathered from Dataquest: <https://data1.cde.ca.gov>

Object 31: Comparison of 2023-24 Demographic Data Among AJH, ARUSD, and Schools AJH Students Would Otherwise Have Attended

| | Hispanic or Latino | Asian | Filipino | American Indian | Pacific Islander | White | African American | Two or More Races |
|----------------|--------------------|-------|----------|-----------------|------------------|-------|------------------|-------------------|
| AJH | 97.0% | 1.1% | 1.3% | 0.0% | 0.0% | 0.0% | 0.2% | 0.4% |
| ARUSD | 79.7% | 11.5% | 4.3% | 0.2% | 0.5% | 1.4% | 0.7% | 1.5% |
| Aptitud | 86.1% | 6.6% | 4.9% | 0.0% | 0.0% | 0.5% | 1.2% | 0.7% |
| Hubbard | 87.6% | 3.8% | 2.4% | 1.1% | 0.9% | 0.7% | 2.0% | 1.5% |

Data gathered from Dataquest: <https://data1.cde.ca.gov>

AJH outlines a strategy to achieve racial, ethnic, special education, and English Learner balance that reflects the general student population within the ARUSD. The school emphasizes the importance of diversity in enhancing the learning environment and prepares students for a diverse world. AJH has implemented a recruitment strategy that includes multilingual outreach, diverse staff participation, and community engagement efforts. These initiatives are designed to attract a cross-section of students, particularly those who are socio-economically disadvantaged, English Learners, and students with special needs, ensuring that these groups are represented in their student body.

Specific practices include the following:

- Distribution of multilingual promotional materials, including Spanish and Vietnamese.
- Targeted outreach to local communities, including storefront canvassing, posting advertisements in local businesses and apartment complexes, and local community newsletters.
- Hosting of information sessions in multiple languages at local libraries, churches, community health clinics, and parks.

This is not a complete list of practices listed in the Renewal Petition, and AJH has included a recruitment plan as part of the appendices.

The Charter specifies that APS develops a unique outreach plan for each of its schools, and reviews and revisits it weekly, alongside recruitment data.

AJH also focuses on recruiting students with special needs by providing specialized brochures, training recruitment teams on special education, and monitoring recruitment data to ensure balance.

Object 32: AJH Demographic Data from 2016-17 to 2023-24

| | Total Number of Students | % Hispanic or Latino | % Asian | % Filipino | % American Indian | % Pacific Islander | % White | % African American | % Two or More Races |
|----------------|--------------------------|----------------------|---------|------------|-------------------|--------------------|---------|--------------------|---------------------|
| 2017-18 | 346 | 90.5 | 4.9 | 0.6 | 0.0 | 0.3 | 0.9 | 0.9 | 0.0 |
| 2018-19 | 277 | 70.8 | 4.0 | 1.4 | 0.4 | 0.4 | 22.4 | 0.0 | 0.7 |
| 2019-20 | 339 | 58.7 | 4.1 | 2.1 | 0.6 | 0.3 | 33.3 | 0.6 | 0.0 |
| 2020-21 | 378 | 90.5 | 4.2 | 2.1 | 0.5 | 0.0 | 2.1 | 0.5 | 0.0 |
| 2021-22 | 412 | 92.7 | 3.2 | 1.9 | 0.2 | 0.0 | 1.0 | 0.5 | 0.0 |
| 2022-23 | 451 | 95.1 | 2.2 | 1.6 | 0.2 | 0.0 | 0.4 | 0.2 | 0.0 |
| 2023-24 | 461 | 97.0 | 1.1 | 1.3 | 0.0 | 0.0 | 0.0 | 0.2 | 0.4 |

Data gathered from Dataquest: <https://data1.cde.ca.gov>

Object 33: AJH Student Group Data from 2016-17 to 2023-24

| | Total Number of Students | Percentage of SED | Percentage of EL | Percentage of SWD |
|----------------|--------------------------|-------------------|------------------|-------------------|
| 2017-18 | 346 | 92.8 | 61.8 | 12.4 |
| 2018-19 | 277 | 93.5 | 63.9 | 8.7 |
| 2019-20 | 339 | 92.0 | 65.8 | 14.5 |
| 2020-21 | 378 | 92.3 | 57.1 | 10.8 |
| 2021-22 | 412 | 93.2 | 61.9 | 10.0 |
| 2022-23 | 451 | 93.6 | 66.5 | 9.3 |
| 2023-24 | 461 | 95.4 | 67.9 | 12.4 |

Data gathered from Dataquest: <https://data1.cde.ca.gov>

Over the period from 2017-18 to 2023-24, the student population at AJH experienced significant demographic shifts, particularly in terms of racial and ethnic composition. The most notable trend is the increasing proportion of Hispanic or Latino students, which grew steadily from 90.5% in 2017-18 to 97.0% in 2023-24. This shift indicates a growing concentration of Hispanic or Latino students within the school. Conversely, there has been a marked decline in the White student population, which decreased from 22.4% in 2018-19 to 0% by 2023-24, indicating a significant demographic change. Other racial and ethnic groups, such as Asian, Filipino, and African American students, have remained relatively stable or decreased over the years.

The percentage of SED students has remained consistently high, with a slight increase from 92.8% in 2017-18 to 95.4% in 2023-24. The EL population has also remained significant, with a gradual increase from 61.8% in 2017-18 to 67.9% in 2023-24. However, the percentage of SWD has fluctuated, peaking at 14.5% in 2019-20, then decreasing to 9.3% in 2022-23 before returning to 12.4% in 2023-24. These trends suggest that while the school has maintained its focus on serving

SED and EL students, there has been variability in the enrollment of SWD, possibly reflecting changes in student needs or service availability.

AJH needs to continue its work, including revisions as necessary to its recruitment plans, to more closely reflect the balance of racial and ethnic pupils residing within ARUSD while continuing its work in serving marginalized pupil groups. This must necessarily include ongoing assessment, review, and modification of AJH's plans for outreach and recruitment in order to improve the effectiveness of its efforts to achieve the requisite pupil balance.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description only if AJH commits in the MOU or an addendum to the MOU to at least annually review and audit the results of its open enrollment process and the effectiveness of its plan and modify it as necessary.

H. Element Eight: Admissions Policies and Procedures

AJH says it has articulated student admission policies and procedures. The school is nonsectarian, tuition free, and does not discriminate against any pupil on the basis of protected characteristics.

With the changes to the Charter Schools Act since AJH's most recent renewal, the actual policies and procedures for admission – including how AJH implements the admission preferences, conducts the admission public random drawing (lottery) procedures, adds students to the waitlist, and offers them admission from the waitlist – must also be included in the Renewal Petition. AJH has updated the Renewal Petition to include these items, though there are a few clarifications needed, as described below.

The Renewal Petition requests County Board approval of revised and additional admission preferences in cases in which there are more applicants than spaces at a particular grade level. AJH is seeking approval of the following preferences in the following order:

1. Siblings of students admitted to or attending the charter school.
2. Children of APS staff or Board members, not to exceed 10 percent of total enrollment.
3. Students residing within the District who are eligible for FRPM.
4. Students residing within the District who are not eligible for FRPM.
5. Students residing outside the District who are eligible for FRPM.
6. All other applicants.

The previously approved preferences that are currently in effect are:

1. Siblings of currently enrolled students. (During any PCSGP funding, siblings will be considered an "exception" to the single weighted drawing.)
2. Students residing within the boundaries of the District.
3. All other students who wish to attend the School. Admission to the school is not determined by the place of residence of pupils or parents, except in the case of public random drawing, as allowed by law.

AJH has not specified its reason(s) for seeking the revised preferences. Whether to approve any or all of the requested preferences, other than the preference for residents of ARUSD, is within the discretion of the SCCBOE, per EC Section 47605(e)(2)(B). If the County Board does not approve

all of the preferences, AJH would be required to revise this provision of the Charter and its admission policies and procedures accordingly.

Providing a preference for children of staff and board members is a common preference that can assist a charter school in recruiting high quality staff and board members, so CSD staff recommends approval of this preference. The preferences for students who qualify for free or reduced-price meals (FRPM) increase enrollment opportunities for historically underserved students, so CSD staff recommends approval of those preferences.

AJH currently has as its first preference siblings of students who are currently enrolled at AJH. The Charter School is seeking to expand that preference to include not only students who are currently enrolled, but students whose siblings are admitted during the particular lottery. In other words, as currently authorized by SCCBOE, if a student who is attending AJH in 2024-25 has a sibling apply during the open enrollment process for admission for 2025-26, that student would be eligible for a sibling preference. As proposed in the Renewal Petition, that preference would continue to apply, but, additionally, if two siblings who do not attend AJH in 2024-25 both apply for admission for 2025-26, immediately upon one of those siblings receiving a place through the lottery, the other sibling would automatically be entitled to an admission preference even though neither of the siblings are current AJH students. In fact, as written, AJH is proposing that if a student's name is drawn in the lottery, any and all siblings of that student who are also participating in the lottery are immediately moved to first place for their particular grade level (without clarity as to the impact on a sibling for whom the grade level lottery has already been completed) rather than just moved to the sibling preference group for their grade level. This effectively means that siblings of admitted student are being granted an exemption from the lottery and have higher priority than siblings of students who are currently attending AJH. It is not clear if that is AJH's intent.

CSD staff recognizes the benefits of allowing families to enroll all of their children at the same school, so recommends that the SCCBOE approve the addition of the preference for siblings of students who are admitted to AJH. However, CSD staff recommends against providing an exemption or greater preference to siblings of admitted students than to siblings of students who are currently enrolled at AJH, so recommends that the County Board limit the admitted student preference to be commensurate with the preference for enrolled students. Moreover, AJH must clarify how any sibling preference works in practice, specifically including if a sibling is drawn in the lottery after their sibling in another grade was placed on the waitlist rather than offered admission, and the impact, if any, of sibling preference should a student be admitted from the waitlist.

The Renewal Petition specifies, "applications received after the application deadline will be held in abeyance for a subsequent lottery, if needed," rather than adding students who apply after the open enrollment period to the end of the waitlist. AJH does not, however, explain what would constitute the need for a "subsequent lottery." If the Charter is renewed, AJH should be required, through the MOU or addendum process, to clarify what would cause a need for a subsequent lottery or to revise this provision to allow students to be added to the waitlist after the open enrollment and public random drawing process is completed.

The Charter Schools Department Staff recommends that the SCCBOE approve the preferences as proposed by AJH. The Charter Schools Department Staff believes this section includes a reasonably comprehensive description only if, through the MOU and/or an addendum thereto,

the public random drawing procedures are amended and clarified, as described above, and as necessary to correspond to the preferences as approved by the SCCBOE.

I. Element Nine: Financial Audit

AJH states in the Renewal Petition that the audit will be conducted in accordance with *EC* Sections 47605(c)(5)(I) and 47605(m), generally accepted accounting procedures, and with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. The Petition defines the APS financial audit procedure, which includes how the independent auditor will be selected and retained, the qualifications the independent auditor needs to possess, the timing of the audit, how any deficiencies will be resolved, and how this will be communicated to the necessary outside parties. The APS Board of Directors has an Audit committee that selects the independent auditor and oversees audit requirements.

The Charter indicates that documents and issues will be presented to and resolved to the satisfaction of the District instead of the County Office. Additionally, the Charter proposes that disputes regarding resolution of audit exceptions and deficiencies be referred to the dispute resolution process. However, the Charter Schools Act requires that the Charter describe how any "audit exceptions and deficiencies will be resolved to the satisfaction of the chartering authority. (*EC* § 47605(c)(5)(c).) As such, AJH must resolve exceptions and deficiencies to SCCOE's satisfaction, and any agreement to submit such a matter to the dispute resolution process would be solely within the voluntary discretion of the SCCOE.

The Charter Schools Department Staff believes that this section, in conjunction with the terms of the current MOU, includes a reasonably comprehensive description, only if it is clarified through the MOU or an addendum to the MOU that the audit information must be submitted to the SCCOE (not the district) and audit exceptions and deficiencies must be resolved to the SCCOE's (not a district's) satisfaction and will only be submitted to the dispute resolution process if the SCCOE so agrees

J. Element Ten: Student Suspension/Expulsion Procedures

AJH's Renewal Petition and the MOU set forth its comprehensive suspension and expulsion policies and procedures that have been updated to reflect current law.

These policies and procedures are consistent with SCCOE's expectations and best practices and are consistent with the changes to this portion of the Charter Schools Act.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description.

K. Element Eleven: Employee Retirement System

The AJH Renewal Petition states all employees of AJH shall participate in the federal social security system. The Renewal Petition also states the AJH Board offers a 403(b) with a non-elective, employer-contributed three percent contribution and up to a five percent match by APS. The Executive Director or designee is responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees at AJH Charter School.

The AJH Renewal Petition also affirms that the APS Board of Directors retains the option to participate in the State Teachers Retirement System (STRS) or Public Employees Retirement System (PERS) or to implement any other retirement plan at its disposal. Should the Board of Directors exercise that option it asserts that it will work with the SCCOE to implement and provide that plan in compliance with EC 47611.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description.

L. Element Twelve: Public School Attendance Alternatives

Students who choose not to attend AJH may attend other district schools or pursue an intra- or inter-district transfer in accordance with existing district enrollment and transfer policies. Parents and guardians of each student enrolled in AJH will be informed their students have no right to admission to a particular school of any local education agency as a consequence of enrollment in the Charter School, except to the extent such a right is extended by the local education agency.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description.

M. Element Thirteen: Description of the Rights of An Employee of the County Superintendent of Schools, Upon Leaving the Employment of the County Superintendent of Schools, to be Employed by the Charter School

The AJH Renewal Petition addresses return rights of employees of the “Santa Clara County Office of Education” in accordance with applicable law. However, SCCOE employees are actually employees of the “Santa Clara County Superintendent of Schools.” This will need to be clarified in the MOU or addendum to the MOU. The Charter includes cross-references to the discussion of salary, benefits, and employment status in Element Five: Employee Qualifications and Element Eleven: Employee Retirement Systems, as well as discussion of employee rights in the Employee Handbook attached in the Appendix to the Renewal Petition.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description, but it must be updated through the MOU or addendum to the MOU to reflect the Santa Clara County Superintendent of Schools as the employer of personnel at SCCOE.

N. Element Fourteen: Dispute Resolution

AJH includes dispute resolution language from the 2017 MOU and includes additional clauses governing internal complaint procedures. As noted above, some clarification is required regarding AJH’s Uniform Complaint Policy and Title IX, Harassment, Intimidation, Discrimination, and Anti-bullying Policy, particularly as this element of the Charter specifies, “Alpha maintains a Uniform Complaint Policy that addresses complaints/disputes, other than those between SCCOE and the Charter School ...,” incorrectly implying that *all* internal complaints and disputes are processed pursuant to the UCP.

The Charter Schools Department Staff believes this section includes a reasonably comprehensive description of the process of resolving disputes between SCCOE and AJH, which may be supplemented through the updated MOU or addendum, but the discussion of procedures for

processing internal complaints must be clarified through the MOU and/or an addendum to the MOU.

O. Element Fifteen: Closure Protocol

AJH outlines a process to be used if the charter school closes. Once documented as official action by the AJH Board, there is a process addressing notification of all entities, and to ensure smooth transition of students and pupil records to suitable alternative programs. AJH will provide a Final Audit and plans for disposition of assets and liabilities and transfer of public records. On closure, the school shall remain solely responsible for all liabilities arising from the operation of the school. As a non-profit public benefit corporation, the APS Board will follow the California Corporations Code for any dissolution of the corporation and make all necessary filings with appropriate state and federal agencies. As part of the SCCOE standards of excellence contained in the 2017 MOU, AJH agreed to supplementary closure procedures described in the 2017 MOU, and in the case of a discrepancy between the 2017 MOU and Charter closing procedures, the 2017 MOU will prevail, so the procedures in the 2017 MOU informed CSD Staff's analysis of this Charter element.

CSD Staff notes that the Renewal Petition specifies:

On closure of the Charter School, all assets of the Charter School – including but not limited to all leaseholds, personal property, intellectual property developed or acquired using state or federal funds, and all ADA apportionments and other revenues generated by students attending the Charter School – which have been determined to have been generated exclusively through state and federal apportionment funds for Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall remain the assets of the Alpha Public Schools corporation.”

This is in direct contravention of the requirements of the 2017 MOU, which specifies:

Notwithstanding any rule, regulation, Charter provision, corporate Bylaw or document to the contrary, on closure of the Charter School, all assets of the Charter School . . . which have been determined to have been generated exclusively through state and federal apportionment funds for Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall be distributed to another Alpha school within Santa Clara County or if there are no other Alpha schools in Santa Clara County to a California public school or school district, which identity shall be determined by mutual agreement between Alpha Public Schools and SCCOE.

As noted, the 2017 MOU remains in full force and effect during any renewal term, and it specifies that the Closure Protocol therein prevails in the case of a conflict with the Charter. Thus, the provision proposed by AJH whereby APS retains state and federal apportionment funds in the case of closure of AJH, which is inconsistent with the requirements of the 2017 MOU, is impermissible and superseded by the current MOU and any updated MOU or addendum to the MOU.

The Charter Schools Department Staff believes this section, only as supplemented and updated through the MOU or any addendum, includes a reasonably comprehensive description.

Required Supplemental Information

CSD Staff reviewed the AJH Renewal Petition, which includes the budget narrative, projected budget, and cash flow for Fiscal Years (FY) 2025-26 through 2029-30. CSD Staff also reviewed supplemental documents and the public hearing information to assess and provide clarification on AJH's financial position. The supplemental documents include, but are not limited to, financial audits, monthly financial statements, state-required financial reports, annual visit documents, and the Fiscal Crisis Management Assessment Team (FCMAT) Local Control Funding Formula (LCFF) Calculator, which CSD Staff recreated to recalculate the LCFF Revenue sources reported in the petition for accuracy.

During the review of the budget for the Renewal Petition, CSD staff identified discrepancies in enrollment numbers for FY 2027-28 through 2029-30 (Years 3-5) between the FCMAT LCFF calculator and Petition Appendix 12, the AJH budget narrative Section 1: Revenues, Assumptions for Enrollment and Attendance Projections. CSD staff contacted AJH for clarification, and AJH staff confirmed the discrepancy. On August 30, 2024, AJH submitted updated budget documents with corrected enrollment numbers that aligned with the FCMAT LCFF calculator's enrollment, ADA, and revenue projections. This appears to have been a clerical error in enrollment numbers, and the error did not impact the AJH multi-year revenue projections, which were accurate and aligned with the FCMAT LCFF calculator.

Objects 34 and 35 below reflect the initial submission and updated enrollment data. However, the updated enrollment data demonstrates an increase of 30 students in Years 3-5, bringing the total enrollment for these years to 423 students.

Object 34: AJH Renewal Petition Enrollment Projections (Initial)

| | FY26 (Year 1) | FY27 (Year 2) | FY28 (Year 3) | FY29 (Year 4) | FY30 (Year 5) |
|--------------------|---------------|---------------|---------------|---------------|---------------|
| Grades TK-3 | 163 | 133 | 133 | 133 | 133 |
| Grades 4-6 | 174 | 174 | 144 | 144 | 144 |
| Grades 7-8 | 86 | 116 | 116 | 116 | 116 |
| Total | 423 | 423 | 393 | 393 | 393 |

Object 35: AJH Renewal Petition Enrollment Projections (Updated)

| | FY26 (Year 1) | FY27 (Year 2) | FY28 (Year 3) | FY29 (Year 4) | FY30 (Year 5) |
|--------------------|---------------|---------------|---------------|---------------|---------------|
| Grades TK-3 | 163 | 133 | 133 | 133 | 133 |
| Grades 4-6 | 174 | 174 | 174 | 174 | 174 |
| Grades 7-8 | 86 | 116 | 116 | 116 | 116 |
| Total | 423 | 423 | 423 | 423 | 423 |

Enrollment & Average Daily Attendance (ADA)

Objects 36 and 37 below show AJH's historical and projected enrollment and Average Daily Attendance (ADA) data. The historical enrollment data indicates AJH experienced enrollment fluctuations in its early

AJH Charter School

years, with total enrollment decreasing from 447 students in 2016-17 to 277 students in 2018-19, when AJH served students in Grades 5 through Grade 8 only. However, enrollment began to increase steadily starting in 2019-20 as AJH expanded its program to include TK through 4th Grade. AJH continued adding one grade per year, culminating in the 2023-24 school year, when it served all grades from TK through 8.

Similarly, AJH's ADA has mirrored the enrollment trends, showing a decline in earlier years, with a low of 257.72 in 2018-19, followed by a gradual recovery, reaching 413.01 in 2023-24. Additionally, the ADA percentage, which measures the proportion of enrolled students attending daily, has remained relatively stable, averaging 91-93% over the years.

Furthermore, Object 37 demonstrates that AJH's Charter projects a slight decline in enrollment from 453 students in 2024-25 to 423 students in 2025-26, with enrollment stabilizing at 423 students thereafter. AJH has been conservative in budgeting its enrollment projections, and this projection aligns with the California Department of Finance (DOF) forecast of statewide declining enrollment trends.

Overall, AJH's enrollment and ADA projections in the Renewal Petition appear reasonable and are consistent with its historical enrollment trends.

| Object 36: AJH Historical and Projected Enrollment and ADA ¹ | | | | | | | | | | | | | | |
|---|-----------------|---------|---------|---------|---------|---------|---------|---------|-----------------------|---------|---------|---------|---------|---------|
| | Historical Data | | | | | | | | Enrollment Projection | | | | | |
| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
| Grades TK - 3 | 0 | 0 | 0 | 75 | 160 | 193 | 238 | 224 | 193 | 163 | 133 | 133 | 133 | 133 |
| Grades 4-6 | 189 | 174 | 116 | 96 | 87 | 94 | 91 | 119 | 174 | 174 | 174 | 174 | 174 | 174 |
| Grades 7-8 | 258 | 172 | 161 | 168 | 131 | 125 | 122 | 118 | 86 | 86 | 116 | 116 | 116 | 116 |
| [A] Actual Enrollment | 447 | 346 | 277 | 339 | 378 | 412 | 451 | 461 | | | | | | |
| [B] Projected Enrollment | | | | | | | | | 453 | 423 | 423 | 423 | 423 | 423 |
| [C] Year-Over-Year (YOY) Enrollment Change ² | 119 | (101) | (69) | 62 | 39 | 34 | 39 | 10 | (8) | (30) | 0 | 0 | 0 | 0 |
| [D] YOY Enrollment Change (%) ³ | 36% | -23% | -20% | 22% | 12% | 9% | 9% | 2% | -2% | -7% | 0% | 0% | 0% | 0% |
| [E] YOY Enrollment Growth/ Decline Rate ⁴ | | -59% | 3% | 42% | -11% | -3% | 0% | -7% | -4% | -5% | 7% | 0% | 0% | 0% |
| [F] ADA | 411.64 | 310.40 | 257.72 | 317.49 | 346.70 | 373.53 | 396.96 | 413.01 | 421.29 | 393.39 | 393.39 | 393.39 | 393.39 | 393.39 |
| [G] ADA % ⁵ | 92% | 90% | 93% | 94% | 92% | 91% | 88% | 90% | 93% | 93% | 93% | 93% | 93% | 93% |

¹ Historical enrollment data is based on Census Day enrollment and historical ADA is based on Annual ADA.

FY 2023-24 ADA data is based on P-2. FY 2024-25 through 2029-30 is based on Renewal Petition Updated Projections.

² Current Year Enrollment minus Prior Year Enrollment

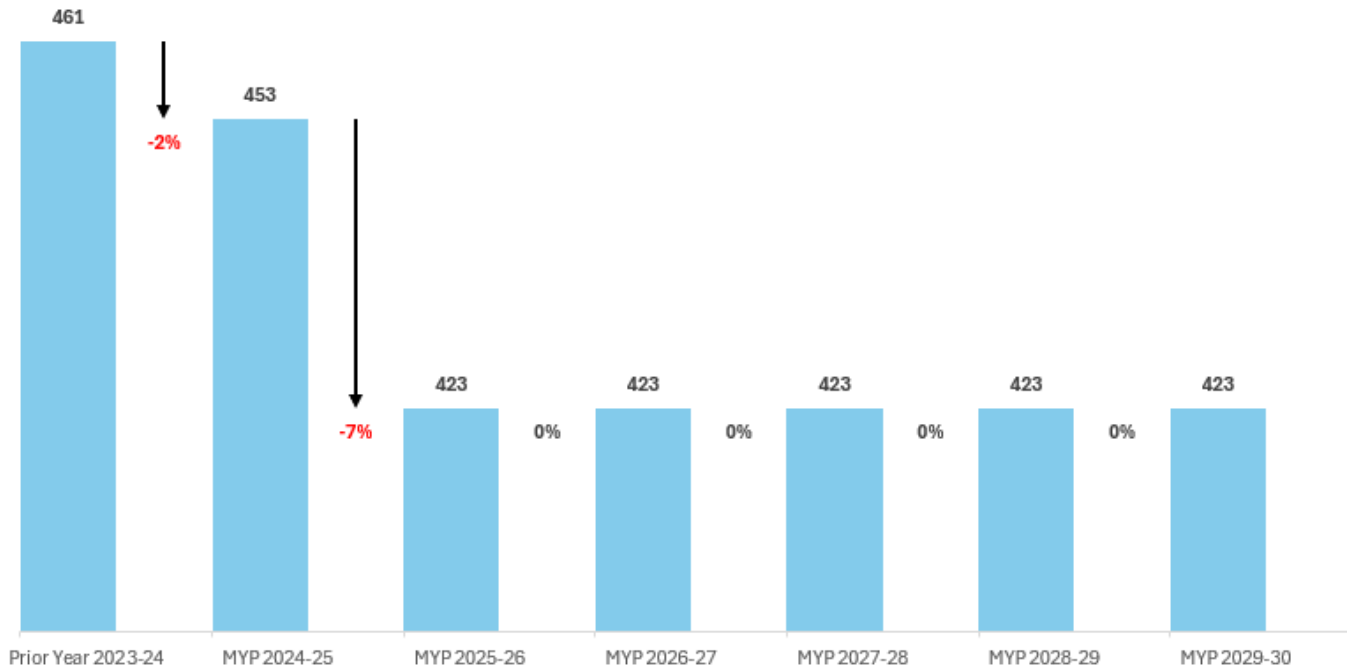
³ Row C/Prior Year Enrollment

⁴ Current Year Enrollment % change - Prior Year Enrollment % Change (Row D)

⁵ Row F/Row A or Row B

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Object 37: AJH Renewal Petition Enrollment Projections



Revenues & Expenses

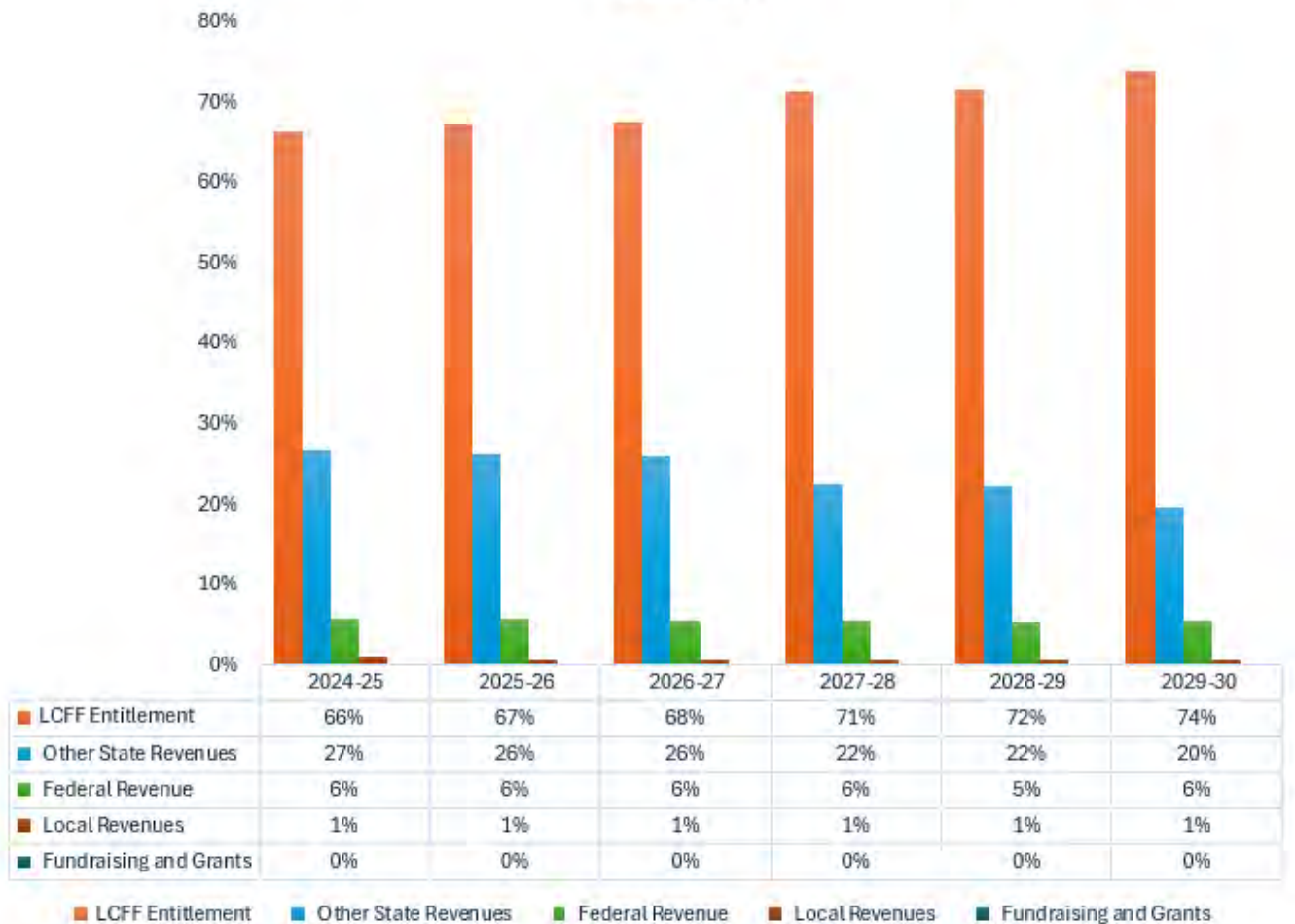
Object 38, below, shows financial projections for AJH over the next five fiscal years (FY 2025-26 through 2029-30). AJH anticipates planned deficit spending in FY 2024-25 and FY 2025-26 due to increased investments in program services to meet student needs. This is followed by a slight surplus in subsequent years. Despite projected deficit spending in earlier years, AJH projects its net assets to grow, with the reserve percentage increasing from 28% to 30% by 2027-28. AJH's reserve projections appear reasonable and align with historical financial performance.

| | | Object 38: AJH Renewal Petition Multi-Year Projection Summary ¹ | | | | | |
|-------------------|-------------------------------|--|-------------|-------------|-------------|-------------|-------------|
| | | 2024-25* | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
| [A] | Total Revenues | 9,357,238 | 8,851,859 | 9,049,207 | 8,855,937 | 9,121,733 | 9,077,131 |
| [B] | Total Expenses | 9,375,039 | 8,957,419 | 9,021,437 | 8,821,133 | 9,047,670 | 9,063,510 |
| [C] = [A - B] | Net Income (Loss) | (17,801) | (105,560) | 27,770 | 34,804 | 74,063 | 13,621 |
| [D] | Beginning Fund Balance | 2,663,068 | 2,645,267 | 2,539,707 | 2,567,477 | 2,602,281 | 2,676,344 |
| [E] | Adj. to Beg. Fund Balance | | | | | | |
| [F] = [(D+E) + C] | Total Net Assets, End of Year | \$2,645,267 | \$2,539,707 | \$2,567,477 | \$2,602,281 | \$2,676,344 | \$2,689,965 |
| [G] = [F/B] | Reserve Percentage | 28% | 28% | 28% | 30% | 30% | 30% |

1. Source of Data for *FY 2024-25 Adopted Budget, FY 2025-26 - FY 2029-30 AJH Renewal Petition projections.

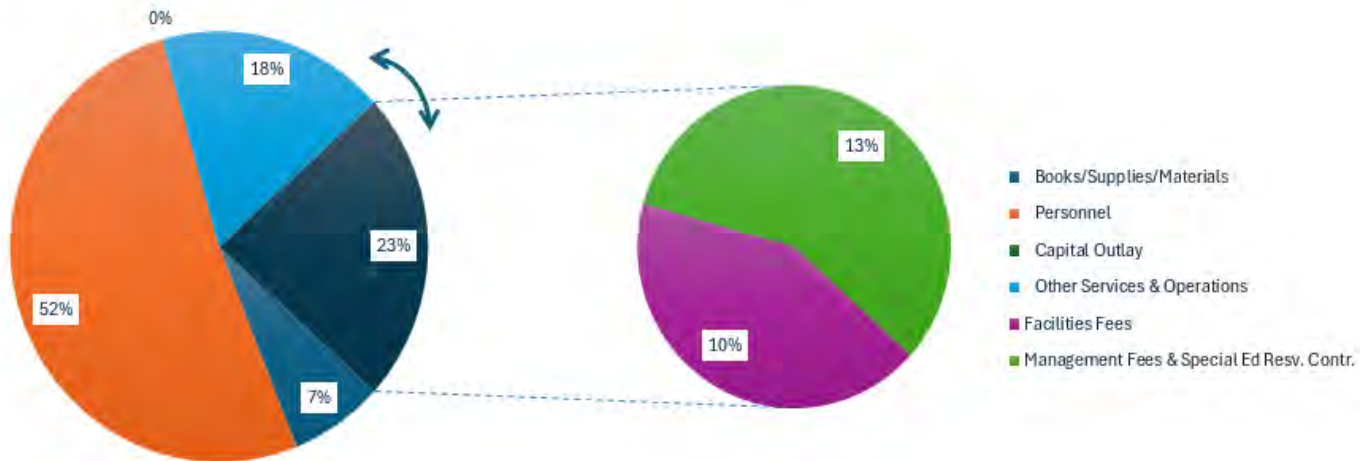
Object 39, below, shows the AJH Renewal Petition projected revenues by various revenue categories. Local Control Funding Formula (LCFF) sources remain the largest revenue source. AJH projects an average of 70% of total revenue from LCFF entitlement, 24% from other state funding, and approximately 6% from federal revenue sources. The presented multi-year budget projects reasonable revenue with the primary anticipated revenue sources including state and federal.

Object 39: AJH Renewal Petition Projected Revenues by Category



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Object 40: AHJ Renewal Petition Projected Average Expenses by Category



*Total Services & Operations: 41% : Management fees & Special Ed. Reserve Contribution 13% and Facilities fees 10% , total 23% managed through APS Network (CMO) and Other services and operations 18% .

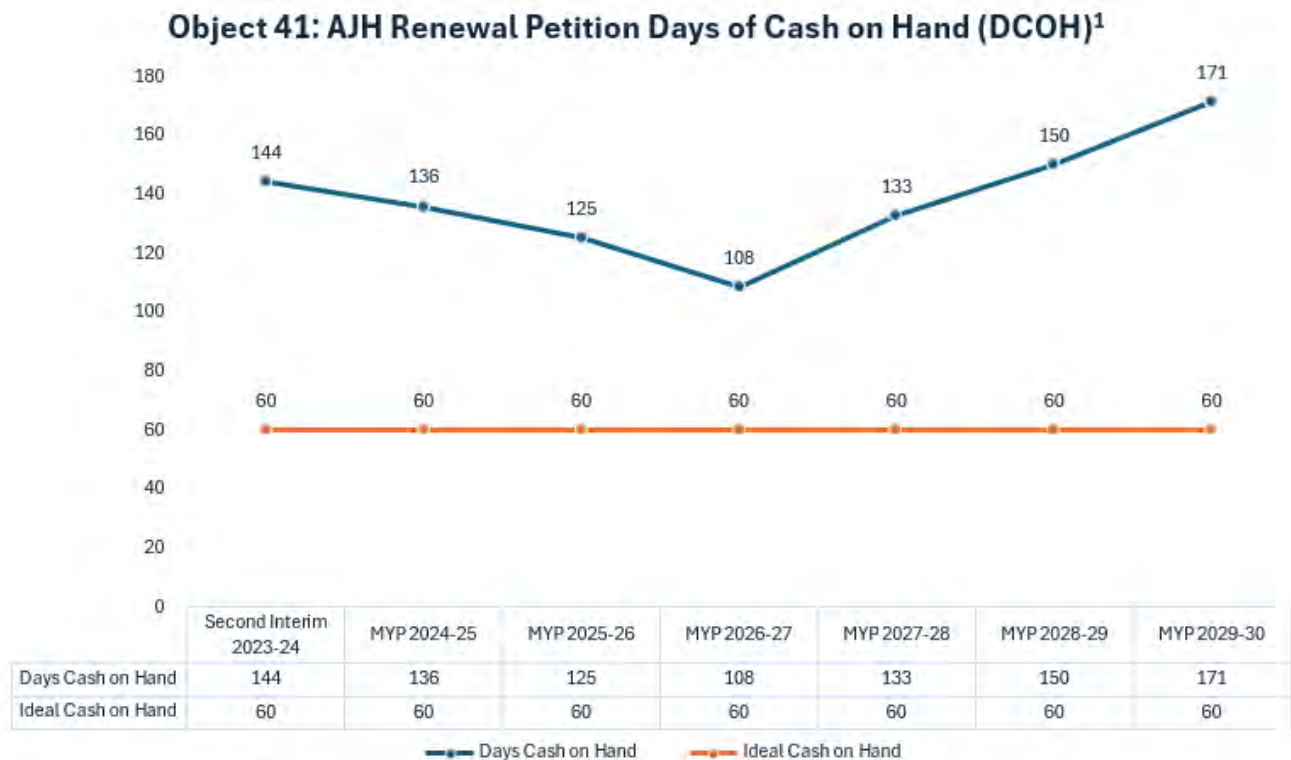
Object 40, above, exhibits AJH's projected average expenditure distribution over the next five years. AJH is projecting an average of 52% of the projected average expenditures in personnel costs; the remaining 48% of expenditures include, but are not limited to, expenses for APS Network management fees, facilities fees, anticipated Special Education reserve, materials and supplies, and other services and operations. Specifically, 13% of average expenditures account for network management fees and special education reserve contributions, 10% for facilities fees, 18% for other services & operations, and 7% for books, supplies, and other materials. These projections are consistent with AJH's historical expenditure patterns and appear reasonable based on past data.

The SCCOE Staff finds that the multi-year budget projections presented in the Charter Renewal Petition include a reasonably comprehensive description of anticipated revenue and expenses and satisfactorily demonstrate AJH's ability to meet its financial obligations.

Cash Flow

The AJH Charter Renewal Petition includes cash flow projections for FY 2025-26 through FY 2029-30. The cash flow projections include reasonable assumptions regarding the timing of cash inflows from major revenue sources. AJH anticipates maintaining a positive ending cash balance and sufficient cash reserves to meet all its financial obligations during this period. As reflected in Object 41, AJH's Days of Cash on Hand (DCOH) are projected to exceed the best practice and SCCOE's expectation benchmark of 60 days, with DCOH ranging from 108 days to 171 days by 2029-30. Historically, AJH has maintained an average of

90 days of cash on hand, and the Renewal Petition maintains this trend with a projected average of 138 days for the renewal term.



¹Days of Cash On Hand: Cash and Cash Equivalents/ ([Total Expenditures-Depreciation]/365)

Potential Civil Liability Effects on the School and County Office

AJH is in compliance with its current MOU, including the insurance and indemnification, defense, and hold harmless provisions. This 2017 MOU will remain in effect until a new MOU and/or addendum to the MOU is agreed upon, which will address any new provisions as required by SCCOE's risk management team. There is no reason to believe AJH will not continue to abide by SCCOE's requirements, and the agreed upon MOU and any addendum thereto, as indicated in the Renewal Petition.

5. Exclusive Public Employer

As required by the Charter Schools Act, the Charter specifies APS shall be deemed the exclusive public employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act ("EERA").

6. Requirements for Grade-Levels Served, Facility Location, and Students Served

AJH currently serves TK-8. It is located within the boundaries of the ARUSD at facilities through an agreement with ARUSD, and the Charter specifies AJH's intent to continue working with ARUSD for its ongoing facility needs. AJH is located at 1601 Cunningham Avenue, San Jose, CA 95122.

The Charter Schools Department Staff found the Petitioners are able to meet the requirements for grade levels served, facility location, and students served.

7. Any Other Criteria Set Forth in the Statute

Since AJH's Charter was last renewed, several new laws have gone into effect, including but not limited to AB 1505, AB 1507, AB 1219, SB 126, SB 820, and SB 98, which enacted broad changes to the Charter Schools Act. AJH will need to comply with the changes to the law.

CONCLUSION

The Charter Schools Department Staff reviewed AJH's Renewal Petition, including its School Improvement Plan and verified data of measurable increases in academic achievement, in response to AJH being designated as a low performing school, utilizing the criteria for possible charter renewal set forth in Education Code Sections 47605, 47607, and 47607.2.

Based on observations and conversations resulting from the site visit, in conjunction with the CSD Renewal Petition review, the clear and convincing evidence of a positive growth trajectory as demonstrated by AJH's NWEA verified data, including the most recent data showing one year of growth for one year in school, and AJH's commitment to taking meaningful steps to address the underlying cause(s) of low performance, which have been partly addressed through the currently adopted School Improvement Plan, Charter Schools Department Staff recommends that the SCCBOE conditionally renew the AJH Charter for two years. CSD Staff further recommends that the renewal be subject to the condition that the Charter School and SCCOE enter into an updated MOU and/or an addendum to the MOU on or before December 6, 2024, or such later deadline as may be agreed to by the County Superintendent or designee, to address each of Staff's concerns, including those specifically reviewed in this Staff Analysis and Proposed Findings of Fact, including those relative to the need for AJH to revise and supplement the School Improvement Plan and have it adopted by the APS Board, along with increased oversight through quarterly progress meetings with CSD Staff and continued fall and spring submission of performance assessment data, as well as any additional requirements identified by the SCCBOE, and adopt the Board Resolution Conditionally Approving the Charter Renewal for AJH Charter School for the period of July 1, 2025, through June 30, 2027, and, Alternatively, Making Written Factual Findings Supporting Denial & Denying the AJH Charter School Charter Renewal if the Conditions Are Not Met.

Student Impact

The Charter School Department provides oversight and monitoring for 21 County Board of Education authorized charter schools. AJH was authorized in 2013 and currently serves approximately 450 students.

EXHIBIT B

AJH CHARTER

Alpha: José Hernández

Charter Renewal Petition

Respectfully submitted to the
Santa Clara County Board of Education **RECEIVED**

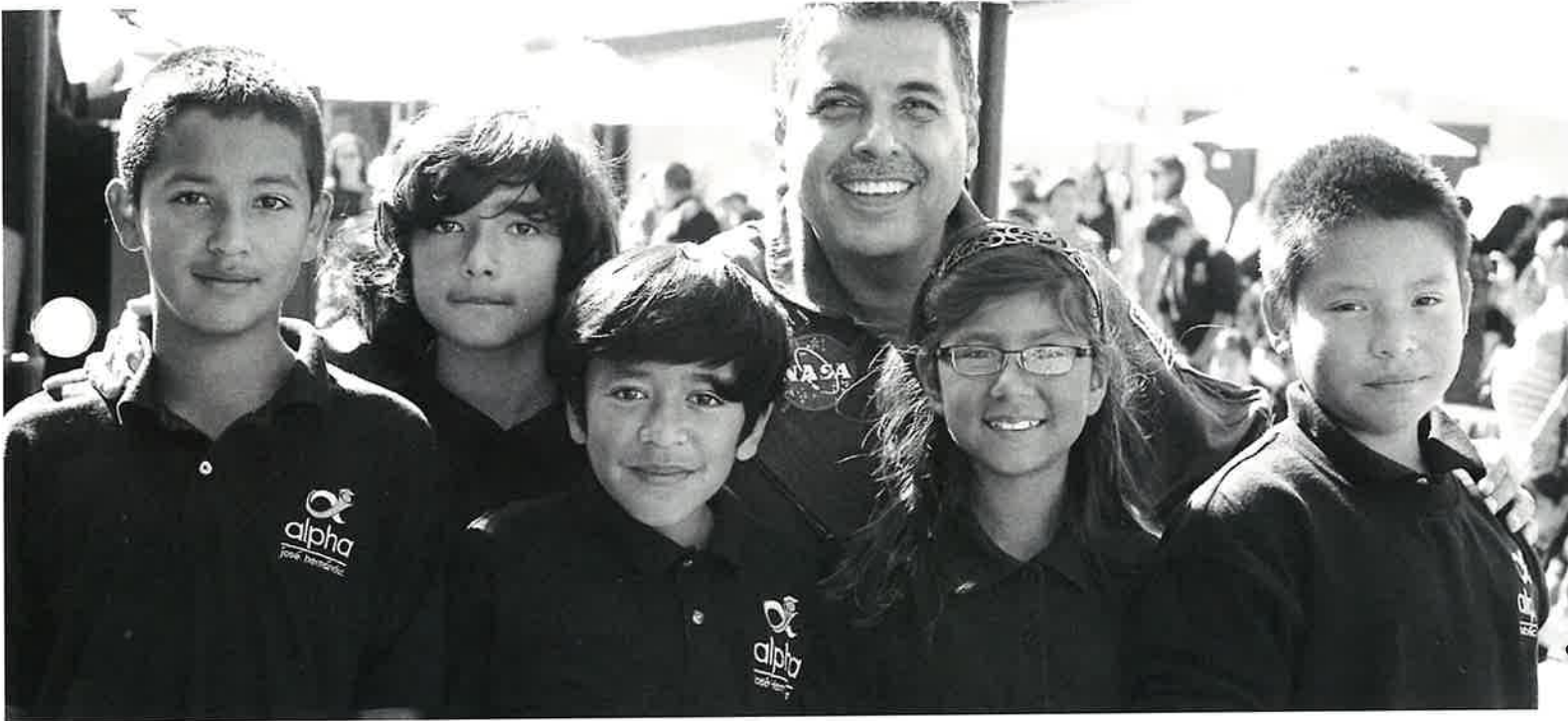
August 1, 2024

for the term of

July 1, 2025 - June 30, 2027

AUG 01 2024

CHARTER SCHOOLS DEPARTMENT



by

Julianna Parra, Principal

Alpha: José Hernández

Shara Hegde, Chief Executive Officer

Alpha Public Schools



Renewal Petitioner Certification Form

(TO BE USED FOR RENEWAL OF A SANTA CLARA COUNTY BOARD OF EDUCATION-AUTHORIZED CHARTER)

This form constitutes the petitioner's signed certification that the petitioner deems the petition to be complete for purposes of commencing the timelines, as specified in Education Code §47605(b) and 47605.6(b).



(MUST BE COMPLETED AND SIGNED BY PETITIONER)

| Instructions to Lead Petitioner |
|---|
| 1. Complete the SCCOE Charter Renewal Review Matrix Form (including petition page numbers). |
| 2. Complete and sign this Petitioner Certification Form. |
| 3. Submit completed & signed Petitioner Certification Form, Matrix, budget documents, and all other required documents with the charter petition to SCCOE Charter Schools Department. |

| | |
|--|--|
| (A) The petition includes a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and has been updated as necessary to reflect the current program offered by the charter school. | <input type="checkbox"/> YES <input type="checkbox"/> NO |
| (B) The petition contains academic performance data of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for the most recent preceding two years and any/all other data, plans, or information necessary to support renewal. | <input type="checkbox"/> YES <input type="checkbox"/> NO |
| (C) The dashboard data is not available for the most recently completed year before renewal, and the petition contains verifiable data related to the dashboard indicators, such as data from the California Assessment of Student Performance and Progress, or any successor system for the most recent academic year. | <input type="checkbox"/> YES <input type="checkbox"/> NO |
| (D) The petition includes a redlined version indicating all changes to the petition from when the petition was originally granted or last renewed. The petition packet includes a hard-copy version and electronic (Word & pdf) versions, including an Excel spreadsheet of the budget, LCFF calculator, and an executive summary of the changes from the current charter. | <input type="checkbox"/> YES <input type="checkbox"/> NO |

I hereby certify in accordance with Education Code Section 47605(b) or 47605.6(b) and County Board Policy 0420.4 that the attached petition, including any appendices and attachments, is deemed complete and the terms of this certification form are true and correct. I understand and acknowledge that failure to provide accurate or complete information may subject the charter to denial or revocation if later discovered and the omission/inaccuracy is material.

Name of Charter School:
Alpha: José Hernández

| | | |
|---|--|--|
| <u>Sara Hegde, CEO</u> <small>Name & Title of Lead Petitioner</small> | <u>08-01-24</u> <small>DATE</small> |  <small>Signature of Lead Petitioner</small> |
| <u>Mefula Fairley</u> <small>Name & Title of County Personnel Receiving Petition</small> | <u>8.1.2024</u> <small>DATE</small> |  <small>Signature of County Personnel Receiving Petition</small> |

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CERTIFICATION OF COMPLETE CHARTER PETITION



Renewal Petitioner Certification Form

(TO BE USED FOR RENEWAL OF A SANTA CLARA COUNTY BOARD OF EDUCATION-AUTHORIZED CHARTER)

This form constitutes the petitioner's signed certification that the petitioner deems the petition to be complete for purposes of commencing the timelines, as specified in Education Code §47605(b) and 47605.6(b).

(MUST BE COMPLETED AND SIGNED BY PETITIONER)

| Instructions to Lead Petitioner |
|---|
| 1. Complete the SCCOE Charter Renewal Review Matrix Form (including petition page numbers). |
| 2. Complete and sign this Petitioner Certification Form. |
| 3. Submit completed & signed Petitioner Certification Form, Matrix, budget documents, and all other required documents with the charter petition to SCCOE Charter Schools Department. |

| | |
|--|---|
| (A) The petition includes a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and has been updated as necessary to reflect the current program offered by the charter school. | <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO |
| (B) The petition contains academic performance data of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for the most recent preceding two years and any/all other data, plans, or information necessary to support renewal. | <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO |
| (C) The dashboard data is not available for the most recently completed year before renewal, and the petition contains verifiable data related to the dashboard indicators, such as data from the California Assessment of Student Performance and Progress, or any successor system for the most recent academic year. | <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO |
| (D) The petition includes a redlined version indicating all changes to the petition from when the petition was originally granted or last renewed. The petition packet includes a hard-copy version and electronic (Word & pdf) versions, including an Excel spreadsheet of the budget, LCFF calculator, and an executive summary of the changes from the current charter. | <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO |

I hereby certify in accordance with Education Code Section 47605(b) or 47605.6(b) and County Board Policy 0420.4 that the attached petition, including any appendices and attachments, is deemed complete and the terms of this certification form are true and correct. I understand and acknowledge that failure to provide accurate or complete information may subject the charter to denial or revocation if later discovered and the omission/inaccuracy is material.

Name of Charter School:
Alpha: José Hernández

Shara Hegde, CEO

08-01-24

Name & Title of Lead Petitioner

DATE

Signature of Lead Petitioner

Name & Title of County Personnel Receiving Petition

DATE

Signature of County Personnel Receiving Petition

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AFFIRMATIONS AND DECLARATION

Alpha: José Hernández (Alpha or the Charter School), operated by Alpha Public Schools, Inc. (APS), and authorized by the Santa Clara County Board of Education (SCCBOE or the County Board) with oversight by the Santa Clara County Office of Education (SCCOE or the County Office) (collectively, the County) hereby certifies that the information submitted in this petition for renewal for Alpha is true to the best knowledge and belief of the Charter School. Alpha will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Alpha Public Schools declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act (EERA). [Ref. Education Code Section 47605(c)(6)]. Alpha Public Schools recognizes the employees' rights under the EERA provisions to organize for collective bargaining.
- The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act of 1990 (ADA) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing (CTC) certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. Education Code Sections 47605(l)(1) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is

subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education (CDE) notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (ESEA), as reauthorized and amended by the Every Student Succeeds Act (ESSA).
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, et seq. (CPRA).
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (FERPA).
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, et seq. (Brown Act).
- The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1 (Section 1090).
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, et seq. (PRA).
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960].



Shara Hegde, Lead Petitioner

Alpha: José Hernández

August 1, 2024

Date

EXECUTIVE SUMMARY

Who We Are

At Alpha Public Schools, we believe all children have a fundamental right to an excellent education. We ensure that all scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

Ultimately, the vision of Alpha Public Schools is that students from underserved communities are prepared to compete successfully on life's uneven playing field — to struggle, to overcome, and to thrive.

Alpha: José Hernández was created with and for — and today, continues to be sought out by — some of the most underserved families in Santa Clara County. With the highest percent of Unduplicated Pupils of any traditional elementary or middle school in the county, the school is serving a community of students with a diverse and significant range of assets and needs — and we are serving them well.

Why We Exist

Alpha: José Hernández was born in response to a group of parents in East San José who wanted educational options for their children. Intent on creating a high-quality public middle school, in 2010 these activist mothers approached John Glover, a leader and former teacher at a high-performing charter network in Oakland. They convinced him to help them found a public charter school, one that would help their children acquire the academic skills they needed to go to college and thrive.

Alpha: José Hernández was founded as a middle school in 2014. Building upon the successful practices of Alpha: Cornerstone Academy, a California Distinguished School founded with an intentional focus on elementary students, the school successfully expanded its program to include transitional kindergarten (TK) through 4th grade over the last charter term, reaching the full TK-8 continuum in 2023-24. This TK-8th continuity benefits students and families greatly, helping develop long term relationships and constantly building off prior successes to achieve high school and college readiness. The addition of Alpha: Cindy Avitia High School, founded in 2015, provides Alpha Public Schools families with a full TK through 12th grade continuum.

Today, collaboration with families continues to be an essential element. Alpha: José Hernández is a vital part of the East Side community — it has been a “community school” since long before

the formal state-funded program existed. We enroll a significant number of newcomer students every year (15% in 2023-24) as well as highly mobile students (9.4% in 2023-24).¹ Families can be assured that they will find staff who communicate with them in their home language and treat them with respect and support. In addition to frequent opportunities to engage directly with the school via cafecitos, family conferences, and a range of special events, families can access a wealth of resources through Alpha's Parent Learning Center such as a monthly food bank, English language classes, and connections to a range of social resources.

In addition, at Alpha: José Hernández we are committed to educating the whole child. Our use of the innovative Sown to Grow platform develops students' ability to reflect, goal set, and plan. Schoolwide events celebrate student achievement and incentivize positive student behavior. We have full time mental health coverage, including our onsite Mental Health Counselor who supports the accentuated mental health needs of our target population, and through our partnership with Family Alliance for Counseling Tools and Resources (FACTR), which provides counseling and case management. Additionally, we have put in place a home visit practice for students who are chronically absent, to work with them and their families to increase attendance. Finally, our suite of after-school programs helps students discover new passions, from sports to leadership opportunities.

We were honored to name the Charter School after astronaut José M. Hernández. The son of migrant farmworker parents, José became enamored with space when he watched Apollo 17 on television as a child and decided he wanted to be an astronaut. While he didn't learn to speak English until he was 12, hard work and determination made his dream come true. Hernández was assigned to the crew of Space Shuttle mission STS-128, which launched in 2009. His story makes him both a role model and inspiration for our students.

¹ CALPADS. (2024, January 24). *Alpha: José Hernández School: Primary and short-term enrollment count by subgroup*.



Our school was started by the community and remains a vital part of it today. We have deep partnerships within the local Latino community, including our school namesake, Astronaut José Hernández, San José City Councilman The Honorable Peter Ortiz, the Latino Education Advancement Fund (LEAF), the School of Arts and Culture at the Mexican Heritage Plaza, the Latina Coalition of Silicon Valley, Latinos United for a New America (LUNA), Second Harvest, and Dell Technology (Latino Connection ERG), among others. Together with our students, families, and community we are committed to using education to transform lives.

In a recent illustration of our collaboration with community partners, in October 2023 Alpha, in conjunction with Farmworkers Caravan and Amazon, hosted two community screenings of the film *A Million Miles Away* at the Mexican Heritage Plaza, along with a STEAM fair featuring NASA and performances from Alpha's folklórico group. The film tells the story of our namesake, José M. Hernández. Dr. Hernández was a featured speaker at the event, participating in an interactive discussion with Alpha students and families as well as the broader community. We are grateful for the support of our community partners, including Councilmember Peter Ortiz and the School of Arts and Culture, who made this event possible and have written letters in support of Alpha's charter renewal.

Please see **Appendix 1 – Letters of Support** to hear directly from community members voicing their support for the charter renewal of Alpha: José Hernández.

Please see **Appendix 3 – Curriculum & Instruction** for the APS College Readiness Map for TK - 8th grade, demonstrating our firm commitment to the goal of college access for all expressed by our families.

Our Students and Families

East San José

Alpha: José Hernández was created with and for the students and families of East San José, and that continues to be the community we serve. Our students and families live predominantly along and to the east of the 101 corridor in the neighborhoods of Alum Rock, Mayfair, Tropicana, Pink Elephant and PAL, and Lanai-Cunningham.

Community Population

The families we serve in East San José are hard working, seeking opportunities for their children that they themselves could not access. They are passionate about their children's success and diligent in overcoming obstacles. These obstacles include significantly lower household median income despite being in one of the highest density communities, coupled with low adult educational attainment that exacerbates the income gap. As detailed in the 2020 census, families in East San José:

- Have a significantly lower household median income, 22% below that of the City of San José and 36% below the greater San José area. When looking at the specific tracts in which our students live, this drops precipitously.
- Did not have the opportunity for high educational attainment. 35% do not have a high school diploma, compared to only 17% in San José and 13% in the greater San José area. And whereas 48% of adults in greater San José have a Bachelor's degree or higher, and 40% in San José proper, only 16% in East San José do. Again, looking at the individual neighborhoods where Alpha's families live, this drops further.
- Reside in some of the highest density population neighborhoods in the region, at 10,210/square mile in East San José and 11,150/square mile in Alum Rock.

These are also the neighborhoods that were hit hardest by the Covid-19 pandemic. The vast majority of our families held jobs as essential workers, and therefore were more exposed to the

virus while also having extremely limited access to sick leave and health benefits.² The impact on these neighborhoods was devastating - 30 of the first 100 deaths in San José happened in the Mayfair community alone. It also meant that their children were attempting to learn at home, often alone.

In San José, 15% of all children with immigrant parents live in linguistic isolation, meaning they have limited exposure to English at home.³ At Alpha: José Hernández, a full 84% of our students are or have been English learners (EL) at one point – the vast majority of whom have immigrant parents. The extended time away from schools had a devastating effect on these students' English language acquisition process, as they had limited interaction with the English language during this extended time away from school.

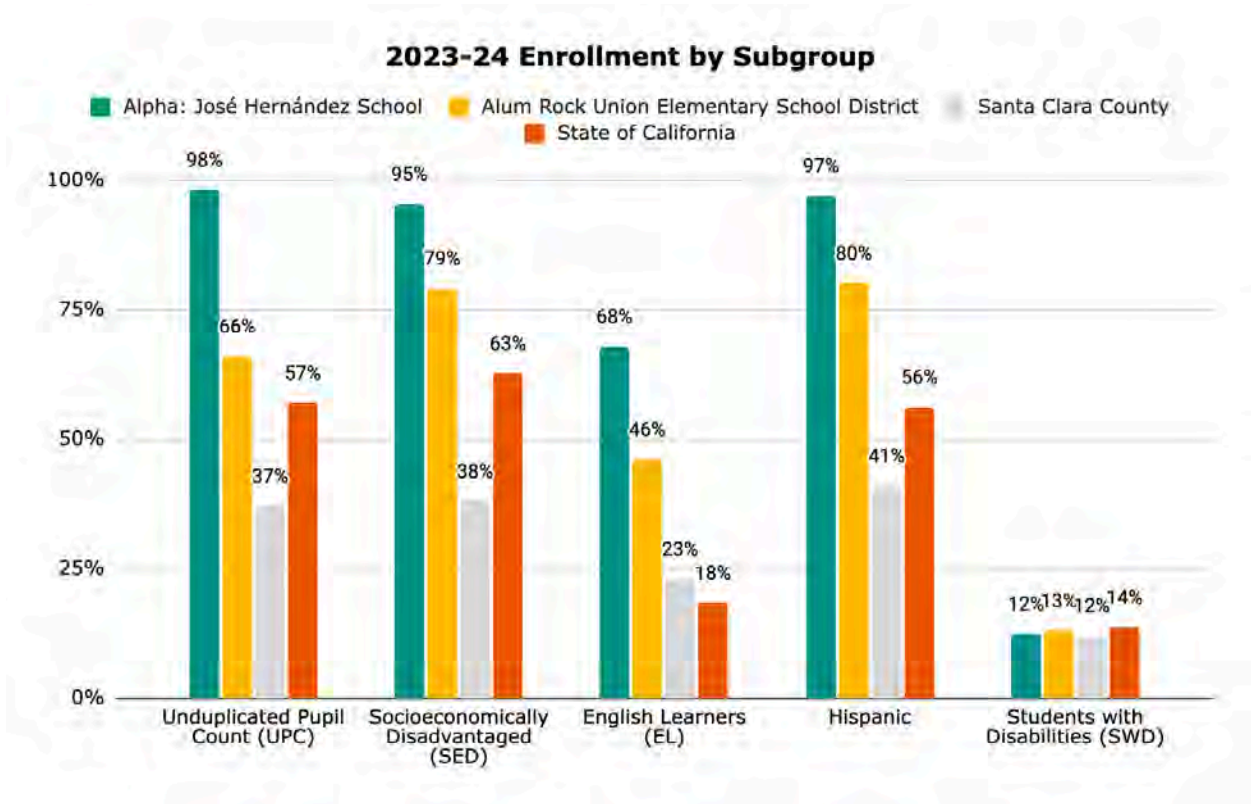
Finally, the pandemic placed extreme stress on families and students alike with detrimental impacts on their mental health. Many families were ineligible for pandemic relief funding through the CARES Act, causing financial hardship and stress. A full 40 percent of ELs' families were dealing with food insecurity, further impacting their wellness. For students who may be the only English speakers in their family, and thus needed to support their family in navigating systems while also trying to keep up with remote schoolwork, all while coping with social isolation, the tolls on their mental health were significant. Our families are still working to heal the harm caused to their health, their welfare, and their children's education. Despite all of these odds, Alpha families and students consistently push forward, working to ensure the youth develop the academic skills and leadership habits required to succeed in college and live with integrity.

² Centers for Disease Control and Prevention (July 16, 2021). *Hospitalization and death by race/ethnicity*. <https://www.cdc.gov/coronavirus/2019-ncov/covid-data/investigations-discovery/hospitalization-death-by-race-ethnicity.html>.

³ Kids Count Data Center (2022). *Children living in linguistically isolated households by family nativity in San José*. The Annie E. Casey Foundation.

Student Demographics

Alpha: José Hernández serves a population of students and families who have been marginalized, and exists to meet their specific needs. While we have included our required plan to achieve balance in **Element G – Student Population Balance**, due to our target population and community, we simply serve a much larger population of students and families who are furthest from opportunity. As seen in our unduplicated pupil count in the table below, this population far exceeds that of the local district, Alum Rock Union Elementary School District (ARUSD or the District), the authorizer, Santa Clara County, and the State of California as a whole.



The Alpha population includes high percentages of students who are socio-economically disadvantaged, eligible for free or reduced price meals (FRPM), are currently or have been English learners, and have identified special needs. Notably, it also includes significant numbers of students who are newcomers or who have high mobility. Finally, the Charter School primarily serves the Latino community of East San José – one that was impacted across metrics as detailed in the 2020 census above.

| 2023-24 Student Demographics | | | | |
|---|-------------------------|--|--------------------|-----------------|
| | Alpha: José Hernández | Alum Rock Union Elementary School District | Santa Clara County | California |
| Unduplicated Pupil Count ⁴ | 98.0% | 66% | 37% | 57% |
| Socio-economically Disadvantaged | 95.4% | 79.0% | 38.1% | 62.7% |
| FRPM Eligibility | 92.8% | 56.0% | 35.9% | 61.7% |
| English Learner | 67.9% | 45.5% | 22.7% | 18.4% |
| Ever EL | 82.7% | 62.2% | 41.3% | 34.2% |
| Special Education | 12.4% | 13.2% | 12.1% | 13.7% |
| Title III Immigrant (Newcomer) | 13% ⁵ | - | 5% ⁶ | 3% ⁷ |
| Mobility (Non-stable enrollment) ⁸ | 9.3% | 13.7% | 8.4% | 8.8% |
| Race/Ethnicity | | | | |
| Latino | 97.0% | 79.7% | 40.5% | 56.1% |
| Asian | 1.1% | 11.5% | 56.1% | 9.9% |

Source: California Department of Education (<https://dq.cde.ca.gov>) and Education Data Partnership (www.ed-data.org)

⁴ The unduplicated pupil count data is from 2022-23, the most recent data available from the Education Data Partnership portal. Per Education Data Partnership's methodology, the District total does not include the unduplicated pupil counts of its charter schools as seen at:

<https://www.ed-data.org/district/Santa-Clara/Alum-Rock-Union-Elementary>.

⁵ CALPADS (2024, January 24). *Alpha: José Hernández: Primary and short-term enrollment count by subgroup*.

⁶ California Department of Education. (n.d.) *Title III immigrant student demographics*.

<https://www.cde.ca.gov/sp/ml/t3immdemographics.asp>

⁷ Ibid.

⁸ DataQuest. (2023). *2022-23 Stability report*.

<https://dq.cde.ca.gov/dataquest/DQCensus/StbStudentReportLevels.aspx?cds=43&aggllevel=County&year=2022-23>

To put an even finer point on the student population served at Alpha: José Hernández, in comparison to other schools in the local school district (Alum Rock Union Elementary School District), serves the highest percent of students who are socio-economically disadvantaged and the highest percent of students who are English learners.

Our Staff

The staff of Alpha: José Hernández are committed to the mission and vision of the school – and the students and families it serves. With this said, we are not immune to the impact of the pandemic on the teaching profession more broadly. The pandemic intensified challenging working conditions across the education sector, resulting in high attrition rates among teachers and leaders. For schools serving high percentages of students living in poverty, this is intensified. Even before the pandemic, nationally 20% of teachers in these high needs schools left each year and within three years half of the staff is new to these schools.⁹ California, and the Bay Area specifically, faces unique challenges with regards to teacher retention. Many educators have relocated to areas with a lower cost of living or have left the profession, leading to a scarcity of high-quality educators. Over the past decade, enrollment in teacher education programs in the state has declined by over 70 percent, meaning there are fewer and fewer educators available to fill these open positions.¹⁰ This has led to inconsistent instruction and a limited pool of highly effective educators from which to draw.¹¹

Given this, Alpha Public Schools invests heavily in talent development. As articulated in the *Educational Philosophy* found in **Element A** of this petition, we believe that all must continually grow in order to achieve our vision – students and adults. We believe that if we develop strong coaches, they in turn will develop strong teachers, who in turn will provide excellent instruction for students. We provide a full month of onboarding training for new instructional staff, weekly coaching, and regular facilitated data meetings. Our practice is a reflection of the changing labor force and allows us to meet the needs of an increasingly *green* teaching force that requires direction and support.

⁹ Garcia E. & Weiss E. (2019). *The perfect storm in the teacher labor market*. Economic Policy Institute. <https://www.epi.org/publication/the-teacher-shortage-is-real-large-and-growing-and-worse-than-we-thought-the-first-report-in-the-perfect-storm-in-the-teacher-labor-market-series>.

¹⁰ Carver-Thomas, D., Kini, T., & Burns, D. (2020). Sharpening the divide: How California's teacher shortages expand inequality. Learning Policy Institute. <https://learningpolicyinstitute.org/product/sharp-divide-california-teacher-shortages-report>.

¹¹ Carver-Thomas, D., Burns, D., Leung, M., & Ondrasek, N. (2022). *Teacher shortages during the pandemic: How California districts are responding*. Learning Policy Institute. <https://doi.org/10.54300/899.809>.

Our Results – Evidence of Meeting Charter Renewal Criteria

Overview of State Requirements

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2 by Assembly Bill (AB) 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (Dashboard), and, in some circumstances, the performance of the charter school on assessments that deemed to be verified data.

In alignment with the criteria set forth below, Alpha: José Hernández has been identified as a low-performing school by the California Department of Education under criterion two (performance schoolwide and for subgroups, against state averages). As detailed in this executive summary and the charter petition itself, “the Charter School is taking meaningful steps to address the underlying cause or causes of low performance, and those steps are reflected...in a written plan adopted by the governing body of the charter school, consistent with Education Code Section 47607.2(a)(4)(A), which we believe should encourage the County Board to approve the charter renewal petition for a two year term.” The Alpha: José Hernández Improvement Plan (our *written plan* as contemplated in law) is provided in **Appendix 2 – Theory of Action**, which alongside this petition details our plans for improvement under a two-year charter term.

Performance Tiers

AB 1505 created a three-tiered system for evaluating charter schools’ performance, aligned to the new Dashboard data. Three performance categories were established, each with unique qualifying criteria as follows:

- **High Performing** – Presumptive renewal if the charter school meets the established renewal criteria—Education Code Section 47607(c)(2).
- **Low Performing** – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term —Education Code Section 47607.2(a).
- **Middle Performing** – Presumptive renewal unless a chartering authority makes written findings, supported by specific facts, that the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of

students, giving greater weight to measurements of academic performance – Education Code Section 47607.2(b).

Charter schools were not placed in performance categories in 2020 nor 2021, as the Dashboard was placed on hold given the Covid-19 pandemic. In 2022, the Dashboard was implemented using a single year of data (2020-21) as a baseline, and providing schools with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low). No color coding or performance levels were given. The 2023 Dashboard was the first to hold two years of data; however, it did not contain two years of color-coded data. 2024 was the first year (since 2020) that charter schools received a performance rating from the CDE, based on Dashboard data.

Dashboard Performance Renewal Criteria – Low Performing

Education Code Section 47607.2(a) states:

(1) The chartering authority shall not renew a charter if either of the following apply for two consecutive years immediately preceding the renewal decision:

- A. The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels.
- B. For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average.

...

(3) A charter school that meets the criteria established by this subdivision and paragraph (2) of subdivision (c) of Section 47607 shall only qualify for treatment under this subdivision.

(4) The chartering authority shall consider the following factors, and may renew a charter that meets the criteria in paragraph (1) only upon making a written factual finding, specific to the particular petition, setting forth specific facts to support the findings:

(A) The charter school is taking meaningful steps to address the underlying cause or causes of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school.

(B) There is clear and convincing evidence showing either of the following:

(i) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

(ii) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

...

(6) For a charter renewed pursuant to this subdivision, the chartering authority may grant a renewal for a period of two years.

State Indicators

Measurements of academic performance are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3)).¹²

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only (Note: The College/Career Indicator was not reported on the 2022 Dashboard)
- Academic: grades three through eight and grade eleven in English Language Arts (ELA)/Literacy and Mathematics

¹² California Education Code. (1992). *Title 2, Division 4, Part 26.8, Chapter 2, 47607(c)(3)*.
https://leginfo.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=4.&title=2.&part=26.8.&chapter=2.&article=

Verified Data Criteria

In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined . . .

Verified data is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1)).¹³ In November 2020 (and updated in 2023), the California State Board of Education (SBE) approved the criteria to define verified data and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2. From the SBE-approved list of reliable assessments, the Charter School currently utilizes Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) to meet the verified data requirement.

Alpha: José Hernández

Alpha: José Hernández serves a high-need community in East San José, CA, supporting a higher percentage of unduplicated students than any traditional public elementary or middle school in all of Santa Clara County.

In 2020, prior to the pandemic-driven delay of charter renewals, Alpha was deemed a middle-performing school by the California Department of Education (CDE), based on 2018 and 2019 California School Dashboard data. Per Education Code Section 47607.2(b), a middle-performing charter school may only be denied renewal upon the chartering authority making written factual findings that the charter school has failed to meet or make sufficient progress toward meeting standards, closure of the school is in the best interest of pupils, and its decision provided greater weight to performance on measurements of academic performance.

However, the complex, post-pandemic challenges faced by Alpha resulted in a low-performing placement. The underlying cause of this placement were our declines in CA Dashboard data

¹³ Ibid.

during the 2021-22 and 2022-23 school years. Performance colors were not available on the 2022 CA Dashboard, so the 2023 CA Dashboard results are listed below:

1. **Chronic Absenteeism:** Red overall, and for subgroups
2. **Suspension Rate:** Red overall, and for subgroups
3. **English Language Arts (ELA):** Red overall, and for subgroups
4. **Math:** Red for EL and SWD subgroups

Notably, Alpha's performance on the English Learner Progress indicator (ELPI) was *Green* on the 2023 Dashboard, with performance roughly in line with that of the state. Given our significant population of English Learners, we are proud of these results and are working to maintain and accelerate our progress on this indicator.

Alpha: José Hernández is focused on addressing the underlying causes of low performance that have contributed to its academic outcomes in the past two school years. External factors, such as learning loss, systemic staffing shortages, chronic absenteeism, and heightened social-emotional needs driven by the pandemic have had adverse impacts on our school community. In addition, we recognize our internal performance gaps and where we must strengthen our academic programs, staff development, and family engagement to address and improve performance. Alpha: José Hernández has taken meaningful steps to address the underlying causes of low performance and we have seen positive results from our actions. In the 2023-24 school year, Alpha: José Hernández students exceeded a year's growth for each year in school in ELA and Math as measured by verifiable data from the NWEA MAP assessment. Based on this data, we have identified opportunities for continued improvement in the 2024-25 school year. Our 2023-24 action steps and results and our 2024-25 plan are detailed in our Improvement Plan, which is provided in **Appendix 2 - Theory of Action**.

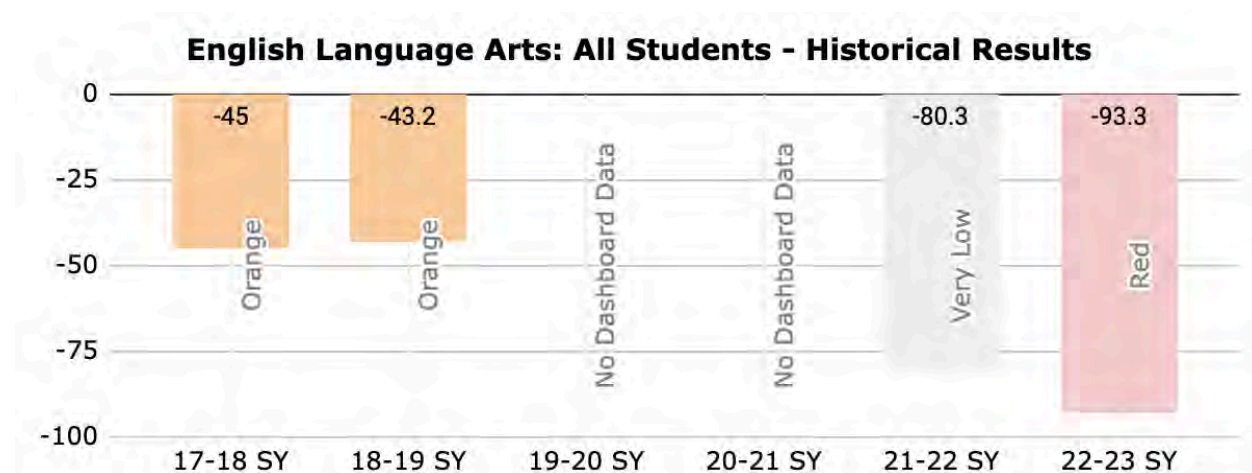
Academics

English Language Arts

Alpha: José Hernández is committed to developing proficiency in English Language Arts for its students, a majority of whom are also English learners. As mentioned above, the pandemic had significant negative impacts on student performance as reflected in our CAASPP data. However, our NWEA results demonstrate strong indications of student recovery. Each is detailed below.

CAASPP

Prior to Covid-related school closures in the 2019-20 school year Alpha: José Hernández was experiencing modest growth in student achievement in ELA. However, the pandemic had significant adverse effects on student performance, as seen in the chart below showing data over the past charter term.



While the 2023-24 CAASPP data was not released at the time of charter petition submission, and therefore is not included in this analysis, we are optimistic about our growth trajectory based on our NWEA MAP Growth results, included below.

NWEA MAP Growth

Per the CDE, MAP Growth by NWEA is a verified data source for charter renewals. To demonstrate one year of growth, a NWEA Conditional Growth Index (CGI) score of -0.2 to 0.2 (or greater) can be used as an approximation of one year's growth (or more) in a subject.¹⁴

In looking at the 2023-24 school year, Alpha: José Hernández had a schoolwide CGI score of 0.51, indicating that the Charter School has supported its students in exceeding a year of growth in Reading using a weighted average. Individual grade level CGI and growth percentile scores are provided in the table below.

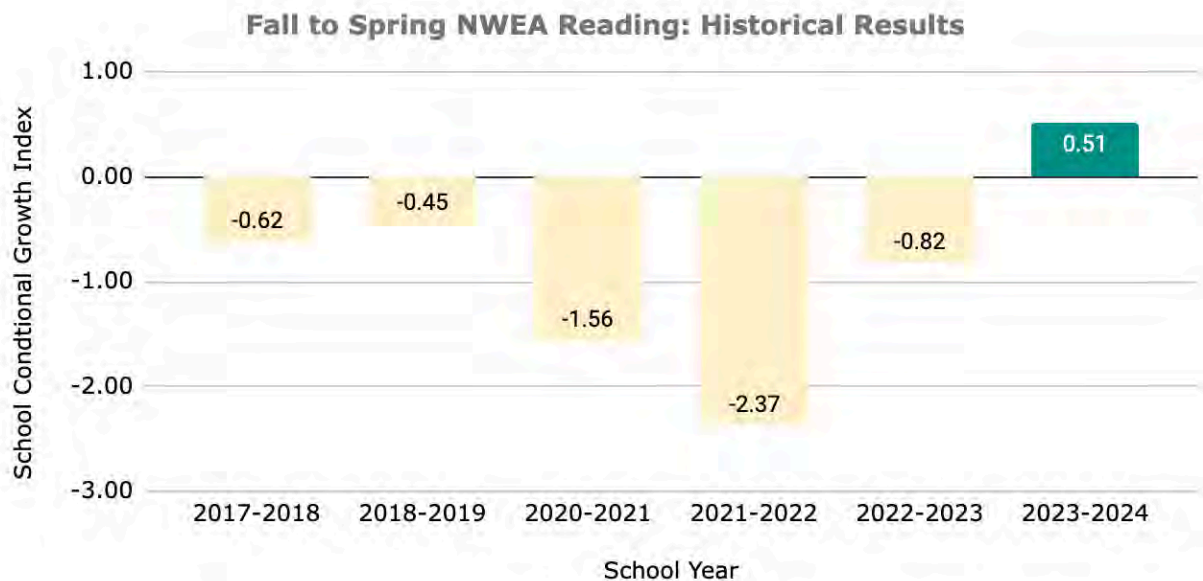
¹⁴ California Department of Education. (2023, May). *California State Board of Education May 2023 agenda, item #02* [Board Agenda]. <https://www.cde.ca.gov/be/ag/ag/yr23/documents/may23item02.docx>

| 2023-24 (Fall to Spring) NWEA Reading | | | |
|--|---------------|---------------------------------|--------------------------------------|
| | # of Students | School Conditional Growth Index | School Conditional Growth Percentile |
| Schoolwide | 414 | 0.51 | 60 |
| K | 29 | -2.16 | 2 |
| 1 | 59 | 0.11 | 54 |
| 2 | 55 | -0.25 | 40 |
| 3 | 53 | 0.81 | 79 |
| 4 | 56 | 0.19 | 58 |
| 5 | 24 | -1.80 | 4 |
| 6 | 30 | -0.45 | 33 |
| 7 | 55 | 2.44 | 99 |
| 8 | 53 | 2.83 | 99 |

Note: Schoolwide Conditional Growth Index and Conditional Growth Percentile were calculated using a weighted average.

7th and 8th grade students experienced significant gains in ELA, rising to the 99th percentile for growth. However, our students with less time at Alpha: José Hernández (kindergarten and 5th grade) experienced lower growth this year as they transitioned into our school community. Because the 2023-24 school year is the first year that we have offered 4th grade, all 5th grade students were new students to Alpha - enrolling from other schools and not matriculating from within the Charter School - in 2023-24.

When reviewing NWEA Reading results for the duration of our charter term, as seen in the chart below, we see that the students at Alpha: José Hernández have experienced meaningful improvement in performance in the 2023-24 school year.



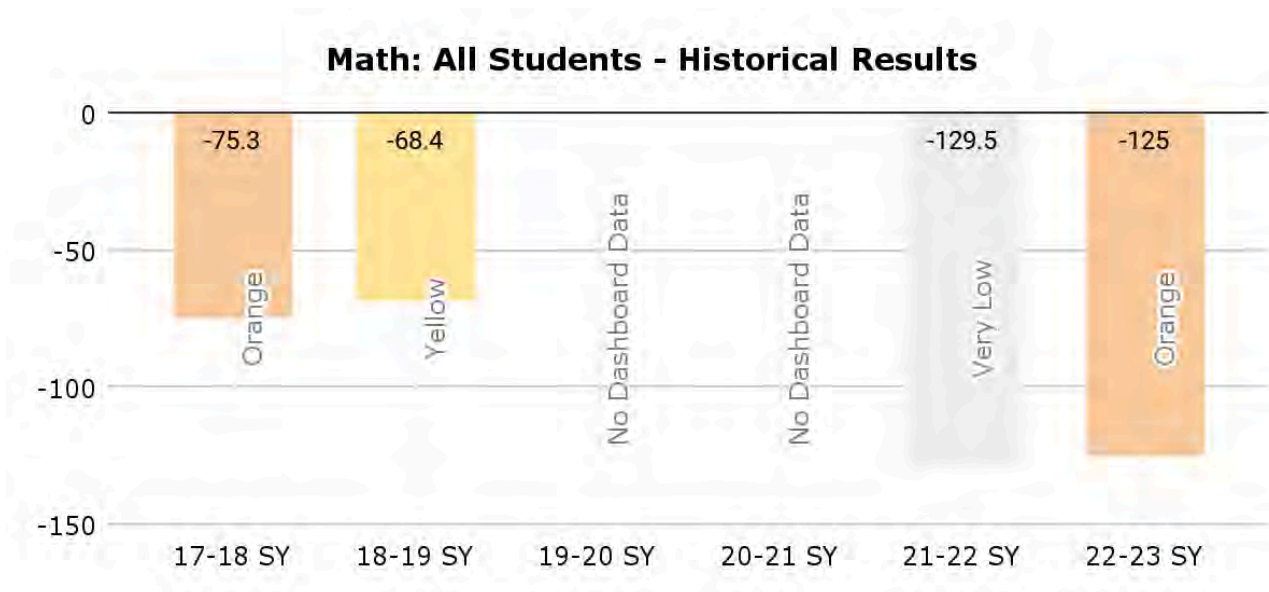
As evidenced in the data, Alpha: José Hernández has been focused on recovering from the considerable pandemic impacts that our students experienced. Given the sudden midyear shift to remote learning, we do not have test results from the 2019-20 school year. We set our foundation for academic recovery in the 2022-23 school year, which has set us up to experience positive growth in Reading in 2023-24, a trajectory that we expect will continue moving forward.

Please see **Appendix 5 – Assessment** for MAP reports from NWEA for Fall to Spring growth in 2017-18, 2018-19, 2020-21, 2021-22, 2022-23, and 2023-24 to support verification of data. There is no report for 2019-20 given the pandemic and inability to complete spring testing that year. Please see **Appendix 2 - Theory of Change** for the Alpha: José Hernández Improvement Plan, which provides specific detail on plans for increasing proficiency in English Language Arts.

Mathematics

CAASPP

Prior to school closures in the 2019-20 school year Alpha: José Hernández was experiencing steady progress in improving student achievement in Math, as seen in the chart below showing data over the past charter term.



While the 2023-24 CAASPP data was not released at the time of charter petition submission, and therefore is not included in this analysis, as with ELA we are optimistic about our growth trajectory based on our NWEA MAP Growth results, included below.

NWEA MAP Growth

As with ELA, MAP Growth by NWEA is a verified data source for charter renewals by the CDE. To demonstrate one year of growth, a NWEA Conditional Growth Index score of -0.2 to 0.2 (or greater) can be used as an approximation of one year's growth (or more) in a subject.¹⁵

Based on a weighted average of Alpha: José Hernández results, our school CGI score in NWEA Math for the 2023-24 school year is 0.59, indicating that Alpha: José Hernández has supported its students in exceeding one year of growth in Math. Almost all grade levels showed meaningful growth in Math, with a notable outlier of 5th grade. The 2023-24 school year was the first year that Alpha: José Hernández offered 4th grade, which meant that all 5th grade students were new to the school.

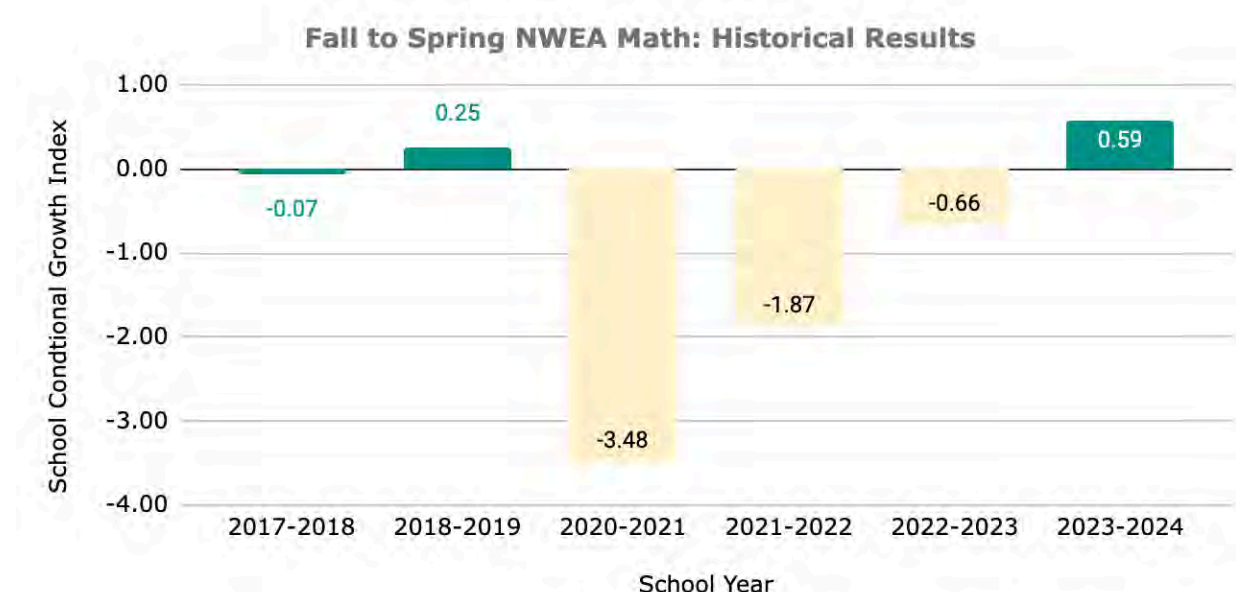
A summary of the Fall 2023 to Spring 2024 NWEA Math scores is below.

¹⁵ California Department of Education. (2023, May). *California State Board of Education May 2023 agenda, item #02* [Board Agenda]. <https://www.cde.ca.gov/be/ag/ag/yr23/documents/may23item02.docx>

| 2023-24 (Fall to Spring) NWEA Math | | | |
|------------------------------------|---------------|---------------------------------|--------------------------------------|
| Grade | # of Students | School Conditional Growth Index | School Conditional Growth Percentile |
| Schoolwide | 417 | 0.59 | 70 |
| K | 29 | 0.10 | 54 |
| 1 | 59 | 0.93 | 82 |
| 2 | 55 | -0.45 | 33 |
| 3 | 53 | 1.14 | 87 |
| 4 | 58 | 2.28 | 99 |
| 5 | 24 | -4.18 | 1 |
| 6 | 30 | -0.03 | 49 |
| 7 | 56 | 0.52 | 70 |
| 8 | 53 | 1.73 | 96 |

Note: Schoolwide Conditional Growth Index and Conditional Growth Percentile were calculated using a weighted average.

When reviewing our NWEA Math results for the duration of our charter, we have seen meaningful improvement in our performance in the 2023-24 school year. The chart below shows the weighted average of the Alpha: José Hernández CGI score in Math over time.



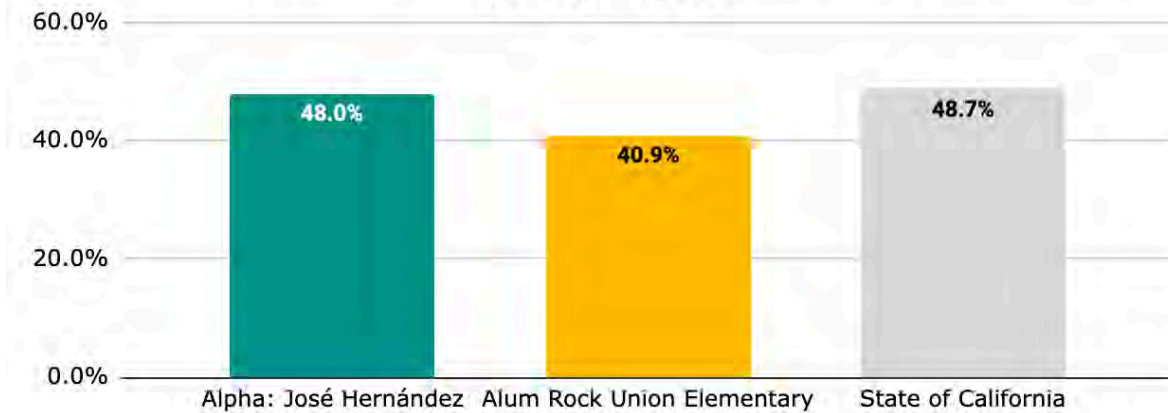
Prior to the pandemic, our students were consistently meeting the benchmark of one year of growth in Math. However, testing was not completed for the 2019-20 school year due to school closures. In the 2020-21 school year we saw a significant dip as students dealt with inconsistent learning environments and various pandemic impacts. Impressively, Alpha: José Hernández has been working towards resuming its pre-Covid trajectory of strong Math growth, which it has accomplished in the 2023-24 school year.

In summary, Alpha: José Hernández has a proven track record of accelerating student growth in Math, helping students close the achievement gap through consistent above average annual growth. Please see **Appendix 5 – Assessment** for MAP reports from NWEA for Fall to Spring growth in 2017-18, 2018-19, 2020-21, 2021-22, 2022-23, and 2023-24 to support verification of data. There is no report for 2019-20 given the pandemic and inability to complete spring testing that year. Please see **Appendix 2 - Theory of Change** for the Alpha: José Hernández Improvement Plan, which provides specific detail on plans for continued acceleration in developing math proficiency.

English Learner Progress Indicator (ELPI)

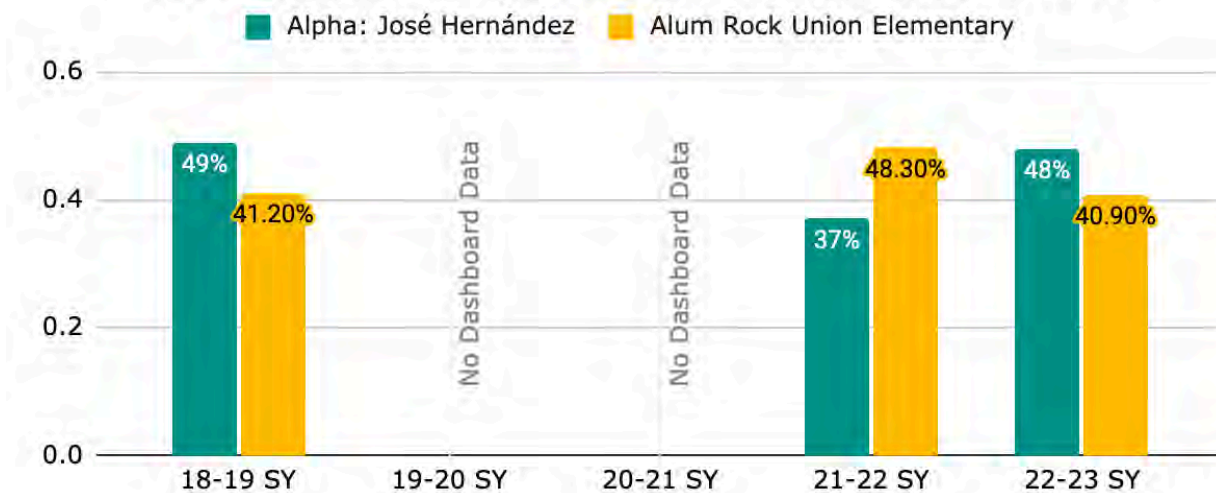
Alpha: José Hernández serves a majority population of students who are English learners. As such, we ensure strong integrated and designated English Language Development (ELD) for these students. On the most recent California School Dashboard, our students outperformed the local district, ARUSD, on the English Learner Progress Indicator as seen in the chart below. This is notable, given the significant percentage of English learners (67%) whom Alpha supports, compared to the District (46%) and the State of California (18%). The Charter School nearly met the rate of the State, falling within one percent of the state average.

2023 CA School Dashboard English Learner Progress Indicator (ELPI) Results



In looking at available data on English Learner progress over time, Alpha: José Hernández has shown strong performance in comparison to ARUSD, while continuing to serve ELs in significantly greater percentages, highlighting our strength in supporting the majority population of English learners that we serve.

ELPI - Historical Alpha Results Compared to ARUSD



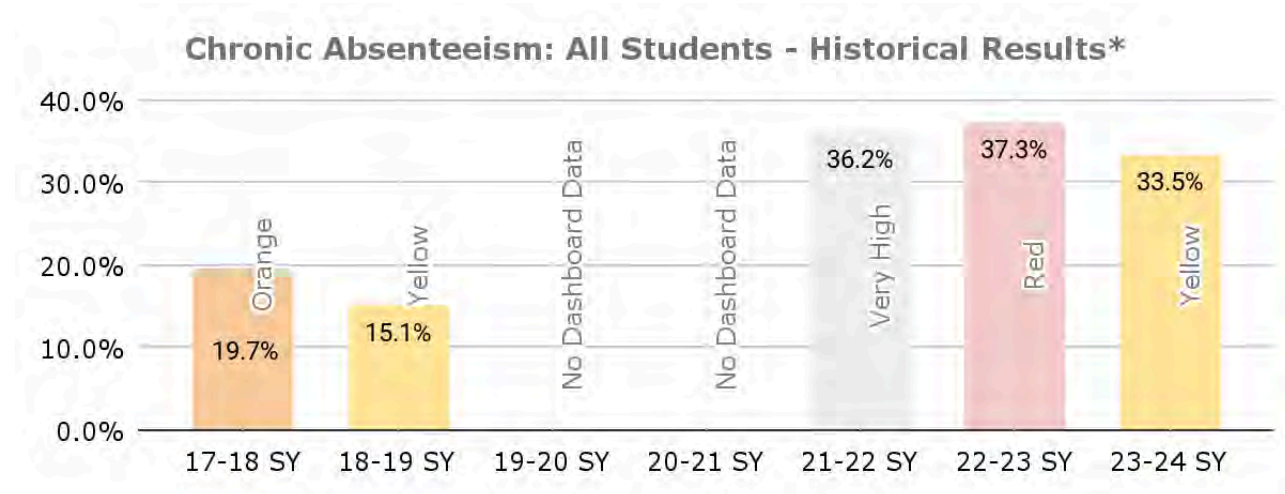
In summary, Alpha: José Hernández has a proven track record of accelerating English language acquisition for students who are English learners over the course of the charter term.

Culture & Climate

At Alpha: José Hernández, we understand that a healthy school culture and climate plays a pivotal role in supporting student achievement. We actively teach the social, emotional and behavioral skills conducive to building this environment.

Chronic Absenteeism

Chronic absenteeism is a challenge facing the district and state, following the pandemic. During the two school years preceding the pandemic, 2017-18 and 2018-19, Alpha: José Hernández saw a 24% improvement in its chronic absenteeism rate for all students on the CA School Dashboard. Since then, we have seen a sharp increase in chronic absenteeism among our students, mirroring nationwide trends in absenteeism.¹⁶



*Colors represent actual or projected CA School Dashboard color.

In the 2023-24 school year, Alpha: José Hernández began a targeted focus on reversing this trend. Informed by best practices from Attendance Works, state and county attendance resources (Santa Clara County Attendance Collaborative), and discussions with other schools across California, we have transitioned from a truancy-based system to a chronic absenteeism-based approach. This new strategy, documented in Alpha's Attendance Playbook, takes a tiered approach to attendance interventions and centers relationships and home-school partnerships to address absenteeism.

¹⁶ Chang, H., Balfanz, R., & Byrnes, V. (October 12, 2023). *Rising tide of chronic absence challenges schools*. Attendance Works. <https://www.attendanceworks.org/rising-tide-of-chronic-absence-challenges-schools/>.

We have seen very positive outcomes both overall and across all subgroups as a result of these efforts, as evidenced in the table below.

| Group | 2022-23 SY Chronic Absenteeism Rate | 2023-24 SY Chronic Absenteeism Rate as of 6-6-24 | 2022-23 to 2023-24 Change |
|----------|-------------------------------------|--|---------------------------|
| All | 37.3% (Red) | 33.5% (projection: Yellow) | Improved by 3.8 ppts |
| ELs | 38.8% (Red) | 34.1% (projection: Yellow) | Improved by 4.7 ppts |
| Hispanic | 37.8% (Red) | 34.0% (projection: Yellow) | Improved by 3.9 ppts |
| SED | 37.3% (Red) | 33.9% (projection: Yellow) | Improved 3.4 ppts |
| SWD | 39.3% (Red) | 41.4% (projection: Red) | Declined by 2.1 ppts |

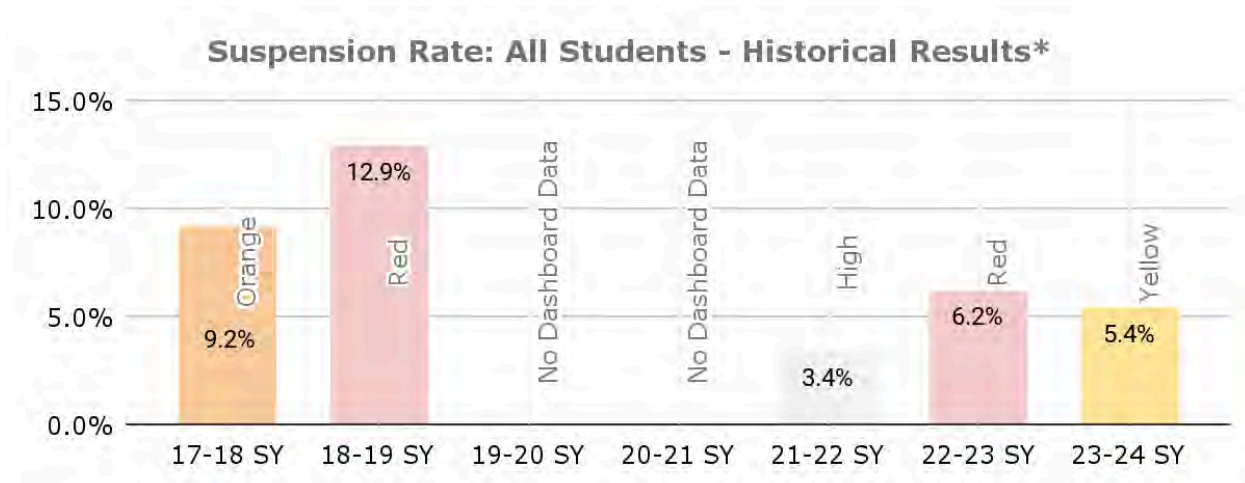
Based on chronic absenteeism data as of June 6, 2024, Alpha: José Hernández is projected to move into Yellow on the 2024 CA School Dashboard for All students, English learners, Hispanic students, and Socio-economically Disadvantaged students. Students with Disabilities are projected to remain in Red.

Please see **Appendix 2 - Theory of Change** for the Alpha: José Hernández Improvement Plan, which provides additional detail on plans for increasing attendance.

Suspension Rate

Alpha: José Hernández has seen improvement in lowering its suspension rate since its pre-pandemic results in the 2017-18 and 2018-19 school years, as detailed in the chart below.¹⁷

¹⁷ On the 2022 Dashboard, Alpha: José Hernández misreported suspension rate data as 0% due to a technical mapping error. The error and correct data were reported to the CDE and to SCCOE, however, these changes are not reflected on the dashboard. The actual suspension rate and performance levels for the 2022 and 2023 CA School Dashboard are reported here.



Note: Colors represent actual or projected CA School Dashboard color.

With its focus on developing a healthy and thriving school culture through positive behavioral interventions and supports (PBIS), restorative justice practices, and a SEL curriculum, we have continued to reduce the suspension rate both overall and across subgroups in the 2023-24 school year.

| Group | 22-23 SY Suspension Rate | 23-24 SY Suspension Rate as of 6-6-24 | 22-23 to 23-24 Change |
|----------|--------------------------|---------------------------------------|-----------------------|
| All | 6.2% (Red) | 5.4% (projection: Yellow) | Improved by 0.8 ppts |
| ELs | 6.1% (Red) | 5.5% (projection: Yellow) | Improved by 0.6 ppts |
| Hispanic | 6.5% (Red) | 5.6% (projection: Yellow) | Improved by 0.9 ppts |
| SED | 6.3% (Red) | 5.5% (projection: Yellow) | Improved by 0.8 ppts |
| SWD | 13.8% (Red) | 7.9% (projection: Yellow) | Improved by 5.9 ppts |

Based on suspension rate data as of June 6, 2024, Alpha is projected to move into Yellow on the 2024 CA School Dashboard for All students and for EL, Hispanic, SED, and SWD subgroups.

Please see **Appendix 2 - Theory of Change** for the Alpha: José Hernández Improvement Plan, which provides additional detail on plans for reducing suspension rates.

Local Indicators

Finally, the Charter School is proud of its performance on the Dashboard local indicators. Performance on local indicators is rated through one of three designations: (1) Standard Met; (2) Standard Not Met; or (3) Standard Not Met for Two or More Years.¹⁸

As detailed in the table below, Alpha: José Hernández has met the standard in all categories of the five Local Indicators in all years of the charter term.

| Category | Local Indicator | 2018 | 2019 | 2020 & 2021 | 2022 | 2023 |
|----------------------|---|--------------|--------------|---------------------|--------------|--------------|
| Academic Performance | Academic Standards | Standard Met | Standard Met | Dashboard Suspended | Standard Met | Standard Met |
| Academic Engagement | Broad Course of Study | Standard Met | Standard Met | | Standard Met | Standard Met |
| Conditions & Climate | Basics: Teachers, Instructional Materials, Facilities | Standard Met | Standard Met | | Standard Met | Standard Met |
| Conditions & Climate | Parent & Family Engagement | Standard Met | Standard Met | | Standard Met | Standard Met |
| Conditions & Climate | Local Climate Survey | Standard Met | Standard Met | | Standard Met | Standard Met |

Summary of Results

Alpha: José Hernández serves a high-need community in East San José, CA, supporting a higher percentage of unduplicated students than any traditional elementary or middle school in all of Santa Clara County. These are the children and families who were hit the hardest by the global pandemic and are still recovering from its effects. The Charter School's CAASPP data reflects this, with further improvement needed in both ELA and Math.

Bright spots, however, exist and reflect our commitment to serving the students we have. This begins with advancing English language proficiency, an area where Alpha: José Hernández outperforms the local district. In addition, NWEA MAP data demonstrates students are making at least one year of progress – an increase that may not yet transfer to changes in CAASPP levels, but that underscores their growth nonetheless. Both chronic absenteeism and

¹⁸ California Department of Education (n.d.). *California school dashboard: Frequently asked questions*. <https://www.caschooldashboard.org/about/faq>.

suspension rates are going down, and hold a specific focus next year and over the next two years of our next charter term. We have developed a detailed Improvement Plan, provided in **Appendix 2 – Theory of Action**, that details the work ahead across all of these areas, in alignment with the requirements set forth by Education Code Section 47607.2(a).

Pursuant to that section, a charter petition for a low-performing school may be granted a renewal term of two years. As clearly demonstrated by the evidence above, Alpha: José Hernández meets this renewal criterion and should be granted a renewal term of two years to implement its improvement plan and demonstrate increases across indicators.

Our Team

Alpha: José Hernández and its supporting network, Alpha Public Schools, are led by an experienced team of educational professionals with the combined skill set necessary to ensure successful delivery of the program established in this charter.

Alpha: José Hernández

The Alpha: José Hernández team is led by Principal Julianna Parra and a School Leadership Team that consists of three Assistant Principals, a Dean of Students, and a School Operations Manager.

Julianna Parra, Principal

Julianna Parra is the principal of Alpha: José Hernández, one of three TK-8 schools within Alpha Public Schools serving students and families in East San José. Julianna’s personal experience of navigating the education system as the child of Colombian immigrants and learner of English as a second language drives her work towards an educational system that provides equitable support for all students and sees multilingualism as a strength instead of a barrier. She believes that one of the most important markers of success is access to making well informed choices and that it is our responsibility to ensure all students and families have access to the skills, tools and resources to do this for themselves.

Prior to her current role, Julianna’s interest in education started with developmental and psycholinguistics studies at Boston University where she earned her bachelor’s degree in Psychology. Shortly after graduating, she began her teaching career in Houston, TX, working as a Bilingual elementary teacher before moving to San José, CA to work as a middle school humanities teacher. During this time, she earned her Master of Science in Education with a

focus in Elementary Studies from the Johns Hopkins University and began to look into more specialized opportunities to further her impact.

Julianna joined the Alpha: José Hernández team as a consultant for the English Language Development program in 2019 before transitioning into ELD Specialist supporting TK-8 in strengthening intentional support of English learners. Her work in this role laid the foundation for improved results for all identified English learners and prepared her for principalship with the vision of serving all learners.

Liz Minatee, Assistant Principal

Liz Minatee is an assistant principal at Alpha: José Hernández. Born and raised in the East Side of San José, Liz has first-hand experience of the barriers and inequities that first generation students might face as they persevere through their TK-12 and post secondary educational journey. Liz believes in the importance of equitable education for all and understands the support needed for all students and families to achieve their American Dream.

Liz joined Alpha: José Hernández in 2019 as a founding kindergarten teacher and eagerly supported the effort to expand the school to serve grades TK-8. In 2020, Liz then became the founding first grade teacher to continue the effort of integrating a positive and successful elementary program. In 2022, Liz was promoted to become the assistant principal of TK-2 to continue building the elementary program. Prior to joining Alpha: José Hernández, Liz worked for seven years as an elementary school teacher after spending three years working for the YMCA After School Program. Liz earned her bachelor's degree in sociology and her master's degree in Curriculum and Instruction, with a focus on English as a second language from Arizona State University. She currently holds a multi subject clear teaching credential.

Savina Vargas, Assistant Principal

Savina Vargas is an assistant principal at Alpha: José Hernández, supporting grades 3-5. Savina's drive to support students comes from her personal experiences in the education system. From kindergarten through high school, Savina struggled with literacy, and once in college, she found out that she was dyslexic. This pushed Savina to enter into a field where she could support others in their academic journey and help students learn to advocate for themselves.

Savina joined Alpha: José Hernández as a part-time learning coach in 2017. She then moved into the 6th-grade STEM teacher role for five years before moving into a leadership role in the 2022-23 school year. Prior to joining Alpha: José Hernández, Savina worked as an Operations

Manager for a program focused on supporting returning, reinstated, and transfer students into the University of California, Merced. This work further supported her love for wanting to support others in any way she could in the academic setting.

Savina attended the University of California, Merced where she received her bachelor's degree in psychology. While working as a teacher at Alpha: José Hernández, Savina obtained her master's degree in educational teaching through Alliant International University.

MaríaJosé Fúnez Castro, Assistant Principal

MaríaJosé Fúnez Castro is an Assistant Principal at Alpha: José Hernández. Born and raised in Honduras, MaríaJosé immigrated to the United States to pursue her dream career of becoming a teacher. In 2017, she began her teaching career working in a dual immersion school as a TK/kindergarten teacher demonstrating a strong commitment to educational equity. MaríaJosé joined Alpha: Blanca Alvarado School as their founding kindergarten teacher. Deeply committed to creating safe learning spaces for students, families and staff, she transitioned into a school leadership role as a School Operations Manager. Her passion for educational equity then led her to serve as a Program Manager at Catholic Charities; this work significantly broadened her perspective on educational equity and community engagement. MaríaJosé's experiences over the years have shown her that fostering strong community ties is essential for creating an equitable and supportive learning environment for students.

MaríaJosé pursued her bachelor's degree in liberal studies with a concentration in teaching English as a second language from the Master's University. She holds a master's degree in urban education with an emphasis in literacy from Loyola Marymount University. Most recently she graduated from the Aspiring Latinx Leadership Institute, as well as completed a policy and advocacy equity leader certification through Leadership for Educational Equity.

Charles Arcadia-Sanchez, Dean of Students

Charles Arcadia-Sanchez is the dean of students of Alpha: José Hernández. Charles understands the struggles that come with being “the first in the family to...” As a son of immigrant parents himself, Charles recognizes the invisible burdens that many of our students have, and encourages them to find their voice and be unafraid to express their cultural adaptations as a first generation student.

Charles transitioned into the dean of students role after working at our sister school, Alpha: Cornerstone Academy Preparatory School as a mathematics and science middle school teacher

for four years, where he challenged students to build strong academic habits, in order to succeed in high school and beyond. Prior to joining the Alpha Public Schools network in 2017, Charles served as a YMCA after school director and assistant director at various schools around Santa Clara for nine years, providing students and families with an enriching balance of academic support and active collaborative projects and activities.

Charles holds an associate degree in liberal arts, with an emphasis in science and mathematics, from West Valley College in Saratoga, California. He continued his education at San José State University, where he earned his Bachelor of Science degree in criminal justice. Charles is currently certified by the Crisis Prevention Institute and holds a crisis prevention intervention blue card.

Cecilia Mendoza, School Operations Manager

Cecilia Mendoza is the school operations manager at Alpha: José Hernández. Cecilia is a firm believer in the power of collaboration among families, schools, and communities to support students in overcoming obstacles and pursuing opportunities and choices. Growing up as a first-generation Mexican American provided Cecilia with many benefits, including the opportunity to grow up in a culturally diverse community and gain educational and personal experiences that influenced her decision to work in the education sector.

Cecilia has worked at Alpha: José Hernández for eight years, joining as an operations associate before being promoted to a school operations manager, which has been her role for the last six years. Before joining Alpha: José Hernández, Cecilia worked as a school office manager for a charter high school in East San José and a middle school in Campbell. Cecilia's twenty-five years of experience working in public education have allowed her to build extensive experience and strong relationships with the families and students at Alpha: José Hernández. A proud community college alumna, Cecilia earned her Associate of Arts at San José City College in San José, CA.

Alpha Public Schools

Alpha Public Schools' Executive Team is led by chief executive officer Shara Hegde. Shara and her team leverage deep experience across the charter school sector – specifically in high-quality, high-results charter management organizations – to ensure Alpha Public Schools is continuously improving in pursuit of our shared mission.

Shara Hegde, Chief Executive Officer

Shara Hegde serves as the chief executive officer for Alpha Public Schools, a TK-12 network of charter schools in East San José, CA, focused on preparing first generation students for college and career. In this role, she provides leadership, vision, and strategic direction for the network and serves as the external leader of the Alpha Public Schools organization. Additionally, she plays a key role in furthering educational equity efforts at the local and state level, serving as a member of the California Charter Schools Association board of directors and playing an active leadership role in the Charter Community of Silicon Valley. She was recognized for her leadership efforts, being named California Charter School Leader of the Year by the state charter school association in 2023. She was also recently named a Pahara Institute Fellow.

Before assuming the role of chief executive officer, she served as Alpha Public Schools' chief schools officer, directing the academic program vision and providing coaching and management to several key senior leaders. Under her leadership, all schools at Alpha Public Schools made significant academic progress while growing in enrollment and students served. Prior to joining the Alpha Public Schools team, Shara served as the founder, executive director, and principal of Cornerstone Academy Preparatory School, a TK-8 elementary charter school that is now part of the Alpha Public Schools network. Since its opening in 2010, Alpha: Cornerstone Academy has been amongst the highest performing schools in the city of San José. It was named a California Distinguished School in 2014 and 2018, as well as a 2023 School to Watch by the California Department of Education.

Shara received her bachelor's degree in history from Brown University in Providence, RI, and has her master's degree in education policy, organizations, and leadership studies from Stanford University. She also has an additional master's degree in instructional leadership from the Reach Institute for School Leadership in Oakland, CA, as well as a clear multiple subject teaching credential and clear administrative services credential.

Chris Kang, Chief Operating Officer

Chris Kang is the chief operating officer for Alpha Public Schools. In this role, which he assumed in 2017, Chris manages the operations function at Alpha Public Schools. Ensuring that schools have strong systems and processes so that school leaders and teachers are able to focus on providing highly effective instruction for our students is a driving priority for Chris.

Prior to joining Alpha Public Schools, Chris worked as the senior director, KIPP school leadership programs operations at the KIPP Foundation. Chris began his career in education as an

AmeriCorps member at Partners in School Innovation in San Francisco. After moving to New York City, Chris worked for the next five years as a middle school math teacher in public and charter schools in New York City and Hoboken, New Jersey. Chris then served as the director of operations of the Excellence Boys Charter School Middle Academy, part of the Uncommon Schools network in Brooklyn, NY. Chris earned a bachelor's degree from the University of Michigan, a master's degree in education from Bank Street College, and an MBA from Yale University.

Cynthia Martínez Nava, Chief Schools Officer

Cynthia Martínez Nava serves as the chief schools officer at Alpha Public Schools. Nava leads the charge in driving towards the fulfillment of Alpha Public Schools' vision, mission, and North Star goal. Her focus lies in cultivating and supporting an exceptional schools team while fostering a culture where all members embody the core values and leadership principles of Alpha Public Schools.

Nava's journey in education spans various leadership roles, from serving as a school principal, director in extended learning, and a teacher. Nava joined Alpha Public Schools in 2015 as an assistant principal at Alpha: Blanca Alvarado School. That year, the Alpha: Blanca Alvarado School principal transitioned out of her role in October, and Nava immediately stepped in. She effectively managed the school, and she was promoted to principal for the 2016-17 school year. Over the next four years, Nava built strong foundational systems for the school, improved the adult and student culture, and led the team to achieve stronger results year after year. Alpha: Blanca Alvarado School was twice recognized as a top school for underserved students by Innovate Public schools, a testament to her strong leadership.

Nava's commitment to education is deeply personal. As an immigrant, a student of color, and the first in her family to attend college, she understands firsthand the transformative power of education. She believes that education should nurture curiosity, encourage critical thinking, and cultivate individuals who are keenly aware and proud of their strengths and capabilities.

Nava holds an undergraduate degree from the University of California, Berkeley, earning a double major with distinguished honors. She then pursued a MEd in education policy and management from Harvard's Graduate School of Education.

Nicole Wais, Chief Strategy Officer

Nicole Wais is chief strategy officer at Alpha Public Schools, where she has worked in support of an exceptional education for students in East San José since 2018. Nicole’s own experience growing up in excellent public schools led her to become a strong proponent of school choice: every family should have the right to seek out the best education for their child.

Before stepping into her current role, Nicole led the talent team at Alpha Public Schools, which is responsible for attracting, retaining, and developing the hardworking educators who have the privilege of serving the students of Alpha Public Schools every day. Prior to joining Alpha Public Schools, Nicole accumulated a range of experiences within and outside the education sector. She spent several years serving nonprofit and private sector organizations as a consultant and project leader at Boston Consulting Group. Nicole first experienced the potential and impact of charter schools while working at DC Prep, where she led the organization’s foray into data-informed instruction. She began her career as a first grade teacher in Atlanta, GA; in her time at Fulton County Schools, she served as grade level chair and was honored as Hamilton E. Holmes Elementary School’s Teacher of the Year in 2009.

Nicole graduated cum laude from Yale University with a bachelor’s degree in history. She holds an MBA and MA in education from Stanford University and is a graduate of the Broad Residency in Urban Education.

Brandon Paige, Chief Financial Officer

Brandon Paige is the chief financial officer at Alpha Public Schools. In this role, he is responsible for the financial health of APS and each of its school sites. Brandon began his career as a math teacher and brings that lens to his role, focusing on how the resources of Alpha Public Schools are spent to support students’ outcomes and the experiences of school staff.

Brandon joined Alpha Public Schools after serving as the director of finance at Lighthouse Community Public Schools in Oakland. Prior to that, Brandon was a client manager at EdTec, a firm supporting charter schools with finance and operations. In that role, he was able to support Alpha: Cornerstone Academy Preparatory School in its initial years. Prior to EdTec, Brandon was a high school math teacher for six years in New York and San Francisco. Brandon earned a bachelor’s in economics from Princeton University and a Masters of Science in Education from Pace University.

Jorge Arellano, Senior Director of Community Advocacy and Engagement

Jorge Arellano is the senior director of community advocacy and engagement at Alpha Public Schools. In this role, he is responsible for driving the strategic vision, planning, and execution related to external relationships, community engagement, parent leadership and advocacy.

Before stepping into his current role, Jorge served as the principal at Alpha: Cindy Avitia High School, where he increased parent engagement, improved student and staff culture and led the school through the WASC accreditation process. Prior to joining Alpha Public Schools, Jorge spent over 20 years working in East San José, as a youth mentor, counselor, teacher, and school leader. While at ACE Charter High School, he was in charge of academic culture, discipline, recruitment, parent participation, special education, and teacher coaching.

An East San José native, Jorge graduated from ARUSD schools and is passionate in his wish to see all students in the community experience success in school. Jorge's academic and professional career started at San José City College, where he took general education classes before transferring to Santa Clara University. During his three years there, he worked with special needs students and students who were not doing well in school. At Santa Clara University, Jorge attained a BA in sociology while working at the Bill Wilson Center as a counselor. He continued at Santa Clara University until receiving his teacher credential and MEd in education. Jorge also holds an administrative services credential from the Santa Clara County Office of Education.

Russ Michaud, Managing Director of Special Education

Russ Michaud is the managing director of special education at Alpha Public Schools. He joined Alpha Public Schools in 2014 as the founding director of special education; in this role, he has worked to build out the internal special education department, including the staffing model, compliance structures, and continuum of services. Russ has a deep commitment to providing equitable educational opportunities for all students, including students with disabilities, and has been supporting individuals with exceptional needs since high school.

In the past, Russ served as a special education consultant for charter schools in the Bay Area. Prior to joining Alpha Public Schools, he served as an elementary special education teacher in a therapeutic day class in the Alum Rock Union Elementary School District, and served as a coach and mentor to new special education teachers in the Bay Area. Russ currently serves as a commissioner on California's Advisory Committee on Special Education after being appointed by the State Board of Education in 2023. Originally hailing from Boston, Massachusetts, he earned

his bachelor's degree in psychology from Ithaca College and his master's degree in educational leadership from San José State University. He possesses an education specialist instruction credential from Alliant International University and an administrative services credential from the Santa Clara County Office of Education.

Dr. Rosie Carlson, Managing Director of Academics

Rosie Carlson, EdD, brings over a decade of dedicated experience in educational leadership and instructional excellence. As the Managing Director of Academics, Rosie provides direct support to our principals and Academic Team, supporting the vision and implementation of Alpha Public Schools' model for driving academic excellence for our students.

Concurrently, Rosie serves as a coach at All Means All, where she fosters transformative adult learning spaces with a focus on fostering equity and inclusion and on accelerating the progress of special populations. She collaborates with leaders nationwide, championing the mission of cultivating humans to change the world through impactful professional development initiatives.

Before stepping into her current role, Rosie was the principal of Alpha: José Hernández, where she established strong foundational systems for the school, invested in building the adult and student culture, and led the team to achieve stronger results year after year. Prior to this, Rosie served as a school leader and a teacher at Aspire Public Schools in Los Angeles. Rosie began her teaching career in East Palo Alto as a 3rd grade teacher.

Rosie holds a BS in child and adolescent development from California State University, Fullerton and a MA in secondary education and teaching from the University of Southern California. She then earned an EdD in education leadership and administration from California State University, Fullerton, in addition to completing a principal-leadership residency.

Erin Bryan, Chief Talent Officer

Erin is the chief talent officer at Alpha Public Schools where she acts as a coach and trusted advisor to school and network team leaders. Erin develops the multi-year talent strategy at APS to support the organization's mission, vision, and goals, while managing a multidisciplinary talent team to enhance retention, recruitment, and development across our schools.

Prior to her current role, Erin worked as the managing director of talent operations and director human resources at Alpha Public Schools. In these roles, Erin led talent and HR strategy and operations work and managed the HR Operations and Talent Acquisition departments.

Erin's career in human resources began in healthcare research companies such as Scanadu and inui Health. There she served as an HR manager and HR director supporting cutting edge research in at-home medicine. As the HR director at inui Health, she was a member of the executive team, managing HR operations and recruitment and supporting the company's mission to provide FDA-approved mobile diagnostic capabilities to consumers.

Erin holds a Masters in classics from San Francisco State University and a post-baccalaureate in classical languages from the University of California, Davis. She earned her Bachelors in ancient history and classical archaeology from Brandeis University. She holds a professional certificate in Human Resource management from the Society of Human Resource Management, where she is an active member of SHRM's advocacy team.

Our Future Commitment

Alpha Public Schools is deeply committed to the community of East San José. From 2014 when Alpha: José Hernández opened its doors to today, we have held a singular focus in our work: ensuring that students from underserved communities are prepared to compete successfully on life's uneven playing field — to struggle, to overcome, and to thrive. We believe all children have a fundamental right to an excellent education and we look forward to providing this over the course of the next charter term. We stand side by side with the Santa Clara County Office of Education in this work.

By approving this charter, the Santa Clara County Board of Education will be fulfilling the intent of the Charter Schools Act of 1992 to: Improve pupil learning.

- (1) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (2) Encourage the use of different and innovative teaching methods.
- (3) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (4) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (5) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

- (6) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Approval of the charter shall be governed by the standards and criteria in Education Code Sections 47607 and 47607.2. Alpha: José Hernández pledges to work cooperatively with the Santa Clara County Office of Education to answer any questions on the contents of this document and is presenting the Santa Clara County Office of Education with the strongest possible charter proposal requesting a two-year term to renew operation.

Please see **Appendix 1 – Letters of Support** to hear from key community members voicing their support for the charter renewal of Alpha: José Hernández.

Please see **Appendix 2 – Theory of Action** for the 2024-25 Alpha Public Schools Strategic Plan, the 2024-27 Alpha: José Hernández LCAP, and the Alpha: José Hernández Improvement Plan.

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ELEMENT A — EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(5)(A)(i)

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii)

Mission & Vision

At Alpha Public Schools, we believe all children have a fundamental right to an excellent education. We ensure that all scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

Born in response to a group of parents in East San José who wanted educational options for their children, Alpha Public Schools actively works with our community to provide a high quality TK-12 education.

Ultimately, the vision of Alpha Public Schools is that students from underserved communities are prepared to compete successfully on life’s uneven playing field — to struggle, to overcome, and to thrive.

Core Values

Alpha Public Schools believes strong character development is essential for preparing students for future success. All APS community members learn, demonstrate, and embody the following core values.

- **Leadership.** We believe everyone can be a leader if they possess a growth mindset, the drive to improve, and access to the right resources and supports. At APS, we nurture the

leadership of every member of our community so that they can continue to grow and develop.

- **Relationships.** We believe that genuine, non-transactional relationships have the power to transform communities, deepen investment, and improve student outcomes. At APS, people are not just a means to an end. We accomplish great things by caring deeply about both people and performance, and we work collaboratively in service of our students and families.
- **Excellence.** We seek to be the best school system in America in which to teach, learn and lead. By setting and maintaining a clear and consistently high bar for success and remaining relentless in our pursuit of excellence, we will ultimately operate the highest performing schools in the nation.
- **Integrity.** We do the right thing, even when it is difficult, even when no one is watching. We are honest, ethical, trustworthy, and fair. We make big and important promises and do everything in our power to keep them.
- **Joy.** We approach our work with positivity and joy. We demonstrate a love and appreciation for our students, families, and each other.

Targeted School Population and Community Interest

Alpha: José Hernández operates as part of Alpha Public Schools, serving students in TK through 8th grade. Born of community demand, the Charter School serves a targeted population of students and families in East San José.

Age, Grade, and Student Enrollment

Alpha: José Hernández provides a TK through 8th grade continuum, currently serving 461 students¹⁹, with a target enrollment of 560 students. Originally opened to serve middle school students, APS saw the need to work with students and families earlier in their education. Building upon the successful practices of Alpha: Cornerstone Academy Preparatory School, the Charter School successfully expanded its program to include TK through 4th grade over the last charter term. To do so, Alpha: José Hernández grew by one grade per year starting with TK/K in 2019-20 and continuing through 2023-24 when the continuum was complete from TK through

¹⁹ DataQuest. (n.d.) *2023-24 Enrollment reports*. California Department of Education. <https://dq.cde.ca.gov/dataquest/>.

8th grade. 2024-25 will be the first year in which the Charter School’s own 4th graders will rise to fill the 5th grade seats.

The anticipated enrollment plan for the next charter term is detailed below and will be followed as adequate facilities and family demands allow. There are two cohorts of students in kindergarten through 8th grade and one cohort in transitional kindergarten. Please note that this anticipated enrollment closely aligns with the anticipated total enrollment on our previously approved charter petition. Alpha also serves a highly mobile population of students and families and continues to enroll additional students at each grade level as seats become available through at least December of each school year.

| Anticipated Enrollment by Grade | | | | | | | | | | |
|---------------------------------|----|-----|-----|-----|-----|-----|-----|-----|-----|-------|
| TK | K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Total |
| 20 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 560 |

Alpha: José Hernández serves a population of students and families who have been marginalized and exists to meet their specific needs. As seen in our unduplicated pupil count, this population far exceeds that of the local district, Alum Rock Union Elementary School District, Santa Clara County, and the State of California as a whole. This includes students who are socio-economically disadvantaged, English learners, and those with identified special needs. It also includes significant numbers of students who are newcomers or who have high mobility. Finally, it primarily serves the Latino community – one that is furthest from opportunity across metrics in East San José.

| 2023-24 Student Demographics | | | | |
|--|-----------------------|--|--------------------|------------|
| | Alpha: José Hernández | Alum Rock Union Elementary School District | Santa Clara County | California |
| Unduplicated Pupil Count | 98.0% | 66% | 37% | 57% |
| Socio-economically Disadvantaged | 95.4% | 79.0% | 38.1% | 62.7% |
| FRPM Eligibility | 92.8% | 56.0% | 35.9% | 61.7% |
| English Learner | 67.9% | 45.5% | 22.7% | 18.4% |
| Ever EL | 82.7% | 62.2% | 41.3% | 34.2% |
| Special Education | 12.4% | 13.2% | 12.1% | 13.7% |
| Title III Immigrant (Newcomer) ²⁰ | 13% | - | 5% | 3% |
| Mobility (Non-stable enrollment) ²¹ | 9.3% | 13.7% | 8.4% | 8.8% |
| Race/Ethnicity | | | | |
| Latino | 97.0% | 79.7% | 40.5% | 56.1% |
| Asian | 1.1% | 11.5% | 56.1% | 9.9% |

Source: California Department of Education (<https://dq.cde.ca.gov>) and Education Data Partnership (www.ed-data.org). Additional citations provided on pages 20-21.

Community Need

Alpha: José Hernández was born out of a deep desire from families in the community to create a school for their children that was more responsive to parents' needs and attuned to the college matriculation and success rate in the community. Parents in the community organized and recruited a founder with whom they could partner to make their vision a reality. From the beginning, these founding families instilled a focus on college going metrics. The APS TK - 8th College Readiness Map, provided in **Appendix 3 – Curriculum & Instruction**, was developed in

²⁰ Data for Alpha: José Hernández from CALPADS (2024, January 24). *Primary and short-term enrollment count by subgroup*. Data for Santa Clara County and California from the California Department of Education (2024, March 27). Title III immigrant student demographics. <https://www.cde.ca.gov/sp/el/t3/imdemographics.asp>

²¹ Data is from 2022-23, the most recent available on Dataquest.

direct response to this ensuring a developmentally appropriate focus on college readiness builds across a student's time at Alpha: José Hernández.

Alpha predominantly serves the students and families of East San José, with a focus on families living to the east of Highway 101 in the neighborhoods of Alum Rock, Mayfair, Tropicana, Pink Elephant and PAL, and Lanai-Cunningham. These families are hard working, seeking opportunities for their children that they themselves could not access. They are diligent in overcoming obstacles. Relative to San José, these include significantly lower household median income despite being in one of the highest density communities, coupled with low adult educational attainment that exacerbates the income gap. As detailed in the 2020 census, families in East San José:

- Have a significantly lower household median income, 22% below that of San José proper and 36% below the greater San José area. When looking at the specific tracts in which our students live, this drops precipitously.
- Did not have the opportunity for high educational attainment. 35% do not have a high school diploma, compared to only 17% in San José and 13% in the greater San José area. And whereas 48% of adults in greater San José have a Bachelor's degree or higher, and 40% in San José proper, only 16% in East San José do. Again, looking at the individual neighborhoods where families live this drops further.
- Reside in some of the highest density population neighborhoods in the region, at 10,210/square mile in East San José and 11,150/square mile in Alum Rock.

These are also the neighborhoods that were hit hardest by the Covid-19 pandemic. The vast majority of families held jobs as essential workers, and therefore were more exposed to health risks. It also meant that their children were attempting to learn at home, often alone. Adding to this, as 84% of students are or have been English learners, the extended time away from schools placed them in linguistic isolation. The impact on these neighborhoods was devastating – 30 of the first 100 deaths in San José happened in Mayfair alone. Our students and families are still working to heal the harm on their health, their welfare, and their children's education.

Despite all of these odds, Alpha families and students consistently push forward, working to ensure the youth develop the academic skills and leadership habits required to succeed in college and live with integrity.

Please see **Element G – Student Population Balance** for additional information on student population balance vis a vis the District.

Attendance Requirements

Alpha: José Hernández will offer annually, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5 as follows:

- Transitional kindergarten and kindergarten — 36,000 minutes
- Grades 1 to 3 — 50,400 minutes
- Grades 4 to 8 — 54,000 minutes

In addition, the Charter School will offer a minimum of 175 school days in alignment with California Code of Regulations, Title 5, Section 11960.

Alpha: José Hernández shall maintain accurate and contemporaneous written records using a student information system that complies with state law, and documents all pupil attendance to ensure contemporaneous record keeping, support for state average daily attendance claims, and to satisfy audits and inspections related to attendance that may be conducted.

Furthermore, it will annually develop an attendance-reporting calendar to provide the chartering authority with attendance reports as required.

A Focus on More

While Alpha: José Hernández will meet the minimum requirements set forth above, it seeks to exceed these in the service of its mission. Research clearly indicates that regular attendance — and extra time through extended days and years — promotes overall academic achievement.

Multiple studies both domestically and internationally demonstrate the correlation between time in school and student achievement — and the differences that play out due to class in terms of achievement. As stated poignantly in a study by the Nellie Mae Foundation, researchers found that:

“Children in all socioeconomic groups are learning at the same rate, at least when it comes to basic skills, during the school year, and that nearly all the differences in achievement between poor and middle-class children are rooted in the inequities that young people experience outside the schoolhouse door: namely, before they begin kindergarten, and once in school, during out-of-school time. These inequities are especially pronounced during the summer months, when middle-class children continue

to learn or hold steady in reading and language skills, while poor children lose knowledge and skills.”²²

At Alpha: José Hernández, these challenges are faced head-on through a focus on attendance and extra time.

Attendance

Attendance Works has documented that chronic absence (missing 10 percent or more of school days for any reason) can translate into students having difficulty learning to read by the third-grade, achieving in middle school, and graduating from high school.²³ Alpha holds an expectation of 95% attendance for all students and works with both students and families to help them meet this expectation.

Following the global Covid-19 pandemic, schools and districts nationally have struggled in returning students to the classroom. At Alpha: José Hernández our students are back in our classrooms through a strategic effort, with a 91% attendance rate and climbing.

Alpha will implement a student attendance recording and accounting system that complies with state law, to ensure contemporaneous record keeping, support for state average daily attendance claims, and to satisfy audits related to attendance that may be conducted.

School Day

| Alpha: José Hernández | | |
|-----------------------|-------------|--------------|
| | Regular Day | Minimum Day |
| TK/K | 8:00 - 1:30 | 8:00 - 12:00 |
| Grades 1 - 4 | 8:00 - 2:30 | 8:00 - 12:00 |
| Grades 5 - 8 | 8:00 - 3:00 | 8:00 - 12:00 |

Alpha: José Hernández’s calendar and daily schedule may change annually and will be reviewed prior to confirming any adjustments to ensure the Charter School is in compliance with legally required minutes and days. Such changes shall not be considered a material revision of the

²² Nellie Mae Education Foundation. (2020). *Advancing racial equity in public education: A case study of how to apply the Principles for Racial Equity to grantmaking practices.*

²³ Ginsburg, A., Jordan, P., and Chang, H. (2014, August). *Absences add up: How school attendance influences student success.* Attendance Works. <https://www.attendanceworks.org/research/>.

charter. The Charter School calendar, bell schedule, and calculation of instructional minutes will be submitted to the chartering authority by July 1 of each year for the following school year. If summer school, extended day, or intersession programs are offered then calendars and bell schedules for these programs will be submitted as well.

In addition, a future health emergency or natural disaster may require further changes based on the requirements of state and local education and health agencies. Any changes to in-person attendance requirements and annual instructional minutes will be made in full alignment with state and federal agency guidance and requirements and submitted to the required agencies as legally required, as well as to the Alpha Public Schools Board of Directors.

Please see **Appendix 3 – Curriculum & Instruction** for an example of the yearly calendar, the 2023-24 APS School Calendar.

Mode of Delivery

Alpha: José Hernández offers a classroom-based learning environment as its regular mode of delivery. If circumstances require (e.g., health needs), independent study is offered on a limited, short-term basis to students in compliance with all applicable laws. The Charter School shall comply with all applicable independent study laws, as they may change from time to time, including but not limited to Education Code Section 51745, *et seq.*

Classroom Environment

Over the TK/K to 8th grade continuum, Alpha transitions students from a self-contained classroom to a departmentalized classroom as a scaffolded and responsible way to help students move from the structure of elementary school to the freedoms of high school.

- **TK/Kindergarten - 4th Grade** — Classrooms have an average of 20 students at TK, maintaining the adult to student ratio required by Education Code Section 48000(g), and 30 students in kindergarten through 4th grade. The teacher is responsible for delivering all core content, developing and monitoring data, communicating with families, directing and monitoring differentiation and extension activities, and modifying instruction based on analysis of student data. This allows for the development of a healthy and thriving culture in each classroom, where caring and involved teachers set high expectations and hold students accountable for meeting them.

- **5th - 6th Grade²⁴** — Classrooms have an average of 30 students, with two teachers playing a role as the primary adults in a student’s life at school. These two teachers collaborate around the data progress process, family communication, and other activities in which the student is engaged. Students are assigned to one of their two teachers as an advisor, and this teacher continues to provide a single point of contact for families. Providing a single point of contact is of significant benefit to families, who are able to develop a relationship with a single teacher who provides specific information about a child’s performance in each core area, and can also provide an overview of both academic growth and character development.
- **7th - 8th Grade** — Classrooms have an average of 30 students, and these grades follow the departmentalized model, with four teachers playing a role teaching the core subjects (English Language Arts, Math, Science, and History/Social Studies) to students. Each student is also assigned to an advisor, who knows the student well and supports their growth plan.

Remote Learning Contingency Plan

Alpha: José Hernández has developed, implemented, and continues to refine its Remote Learning Contingency Plan to provide flexibility to this classroom-based model, to ensure preparation for any future health emergency or natural disaster that would require remote learning.

Educational Philosophy

At Alpha Public Schools, we believe education should enable students to be curious, think critically, challenge themselves, and care for themselves, their communities, and our world. We cultivate graduates who know their own strengths, believe in their own capabilities, and take pride in their own identities. Our long-term goal is that students have the leadership skills, academic preparation, and community support to make important choices and succeed in life.

We believe that to achieve this students must learn to productively struggle. Productive struggle looks like students persisting through rigorous, complicated tasks by asking questions to make meaning, giving and receiving feedback, defending their rationale, and learning from mistakes through reflection and problem solving. In order for this to happen, students must feel safe,

²⁴ Due to facility constraints, 5th and 6th grade utilized the self-contained model for 2023-24. It may continue to do so as a response to space limitations. The core model is stated in this petition, as it is the preferred model within APS.

motivated, and challenged. The adults at Alpha are responsible for creating the conditions for learning to best occur.

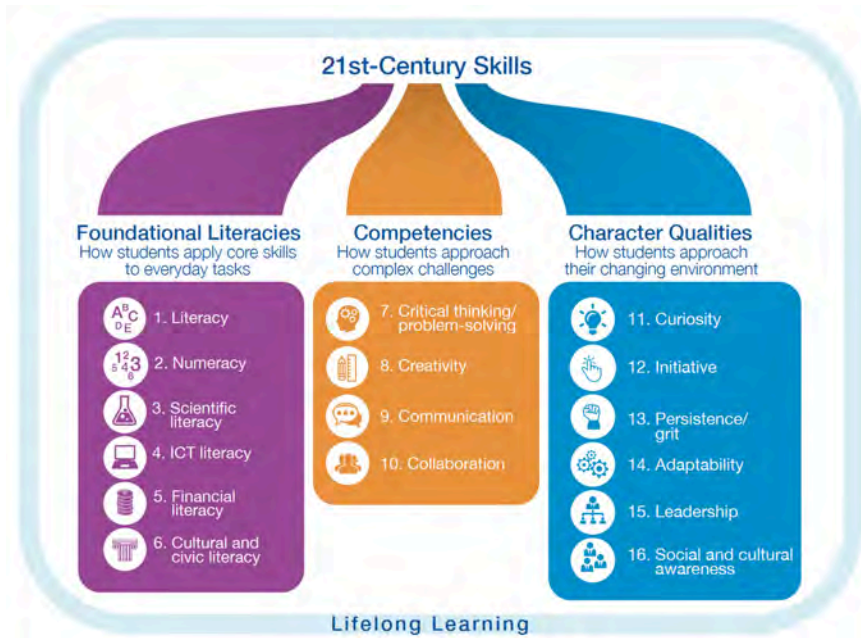
Finally, our theory of change is rooted in a belief that all must grow in order to achieve this vision - students and adults. We believe that if we develop strong coaches, they will in turn develop strong teachers, who in turn will provide excellent instruction for students. It is this focus on continuous improvement that is at the heart of our educational philosophy.

This educational philosophy drives our instructional program, including how we believe learning best occurs as well as our instructional practices and selection of curriculum. Furthermore, it drives the strategic planning process as illustrated in the 2024-25 APS Strategic Plan, which is provided in **Appendix 2 – Theory of Action**.

What it Means to Be an Educated Person in the 21st Century

Alpha: José Hernández aligns with the World Economic Forum in its definition of what it means to be an educated person in the 21st century as detailed in the figure below.²⁵ We believe all children have a fundamental right to an excellent education that prepares them for success in college and to live with integrity. Alpha works diligently to impart the foundational literacies, competencies, and character qualities detailed in the figure below by the time a student has completed middle school. Alpha aims to support its students to become self-motivated, competent, lifelong learners.

²⁵World Economic Forum. (2016, March 16). *Ten 21st-century skills every student needs*. <https://www.weforum.org/agenda/2016/03/21st-century-skills-future-jobs-students/>.



Source: World Economic Forum, 2016.

Foundational Literacies

Alpha students will graduate able to apply core skills to everyday tasks through:

- Literacy
- Numeracy
- Scientific literacy
- Information, Communication, and Technology (ICT) literacy
- Financial literacy
- Cultural and civic literacy

Competencies

Alpha students will approach complex challenges through:

- Critical thinking and problem-solving
- Creativity
- Communication
- Collaboration

Character Qualities

Alpha students will approach their changing environment with:

- Curiosity
- Initiative
- Persistence and grit
- Adaptability
- Leadership
- Social and cultural awareness

How Learning Best Occurs

Curriculum and instruction at Alpha: José Hernández is designed to align with the mission, vision, target student population, educational philosophy, and description of how learning best occurs as detailed above. The framework is developed for TK/kindergarten through 8th grade with the explicit purpose of enabling students to become self-motivated, lifelong, competent learners and putting all students on track for academic proficiency and eventual college and career success.

Please see **Appendix 3 – Curriculum & Instruction** for the APS College Readiness Map for TK - 8th grade.

Instructional Design

At Alpha Public Schools we ground ourselves in research that decisively shows the achievement gap for traditionally underserved students – mostly low-income children of color – can be bridged if the school community focuses its attention on several key areas. This research includes the Education Trust’s *Dispelling the Myth*,²⁶ Fordham Institute’s *Needles in a Haystack*,²⁷ Nellie Mae Education Foundation’s *Advancing Racial Equity in Public Education*,²⁸ and Zaretta Hammond’s *Culturally Responsive Teaching and the Brain*.²⁹

²⁶ Education Trust. (2005). *Dispelling the myth: High poverty schools exceeding expectations*. <https://edtrust.org/resource/dispelling-the-myth/>.

²⁷ Fordham Institute. (2010). *Needles in a haystack: Lessons from Ohio’s high-performing urban high schools*. <https://fordhaminstitute.org/national/research/needles-haystack>.

²⁸ Nellie Mae Education Foundation. (2020). *Advancing racial equity in public education: A case study of how to apply the Principles for Racial Equity to grantmaking practices*. <https://www.nmefoundation.org/resources/advancing-racial-equity-in-public-education/>.

²⁹ Hammond, Zaretta L. (2015) *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Corwin.

Though successful schools are often innovative, and no two successful schools are the same, we believe the practices detailed below provide the foundation for success and are how learning best occurs.

Designed for the Students in Front of Us

At Alpha, we are committed to providing a student learning experience that is both inclusive and empowering, guided by Zaretta Hammond's learning design principles. Central to our approach is culturally responsive teaching, which recognizes and values the diverse cultural backgrounds of our students as vital assets in their educational journey.

Our classrooms at Alpha are designed to foster a rich, engaging learning environment where every student feels seen and respected. Key components of our learning experience include:

1. **Cultural Relevance** – Lessons and activities are tailored to reflect and honor the diverse cultural experiences of our students, making learning more relatable and meaningful.
2. **Cognitive Development** – We emphasize building students' cognitive skills through challenging and thought-provoking tasks that promote critical thinking and problem-solving abilities.
3. **Independent Learning** – Students are encouraged to take ownership of their learning, developing self-efficacy and autonomy through structured opportunities for independent study and inquiry.
4. **Collaborative Learning** – Our classrooms leverage collaborative activities that connect students' real-world experiences with academic content, fostering teamwork and communication skills.
5. **Engagement and Motivation** – By creating a learning environment that is both supportive and challenging, we aim to keep students motivated and engaged, helping them to achieve their full potential.

At Alpha, we believe that by embracing Zaretta Hammond's learning design, we can create a dynamic and equitable educational experience that prepares all students for success in a diverse and interconnected world.

Standards-aligned

The instructional program is grounded in the rigor of the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), History-Social Science Framework, ELD Standards, and the remaining State Content Standards (collectively referred to herein as State Standards),

using them as an anchor in implementation of curriculum and instruction, assessment of student work and progress, and evaluation of teachers and staff. All students receive grade level instruction, every day. Curriculum maps outline the content and standards that will be covered for each subject and grade level. Teachers are trained on their curriculum and implementation tools during intensive summer professional development. Ongoing support through weekly professional development, collaborative planning time, and weekly coaching ensure proper implementation.

Brain-based

Alpha uses brain-based learning design, aligning teaching methods with how the brain processes and retains information, with the aim of optimizing learning outcomes. This involves igniting students' brains into wanting to engage in a complex task, creating relevant and meaningful learning activities that engage students, ensuring variety in learning activities, and providing time for feedback and reflection.

Internalized

At Alpha, there is a deliberate focus on internalization of instructional content for teachers. This focus goes beyond acquiring knowledge and skills, and there is an expectation that this focus is deeply incorporated into the professional identity and practice of all teachers. Strong internalization of instructional content is a core component of effective teaching, and ensures that teachers are prepared to support student access and achievement in the classroom.

Data Driven

Data analysis is a fundamental part of our approach to teaching and instruction, grounded in the Multi-Tiered System of Supports (MTSS) framework. In order to drive instruction, teachers collect and analyze data on a regular basis. By systematically collecting and analyzing student performance data, our teachers gain valuable insights into each student's strengths, areas for improvement, and overall progress. This data-driven approach allows educators to tailor instruction to meet the diverse needs of their students, providing targeted interventions and support where needed.

All teachers engage in collaborative data analysis with their coach and team of teachers, examining student work such as exit tickets, quizzes, unit assessments, projects, and writing assignments. This collaboration ensures teachers know exactly where their students are performing and can make appropriate changes to upcoming lessons. It also allows staff to

compare data, share best practices, and normalize grading applications. Specifically, this process helps support subgroups such as English learners and students with disabilities by identifying specific learning needs and implementing specialized strategies to address them.

Additionally, scheduled *Stepback Days* enable all staff to analyze network and site-based data to inform future planning, ensuring strong alignment between standards, instructional practice, and curriculum. Ultimately, data analysis within the MTSS framework empowers our teachers to make informed decisions that enhance the learning experience, providing equitable support for all students and driving their success. Please see **Appendix 5 – Assessment** for samples of APS Data Strategy Professional Development for Teachers and for Leaders, as well as Data Meeting Guides, Agendas, and Worksheets for both.

Integrated with Technology

Technology is used as a tool throughout a student’s experience at Alpha to provide each student with access to information stored around the world, to facilitate communication and collaboration on projects with other students, and as another vehicle through which a student can express his or her knowledge and understanding of content. Instruction properly integrated with technology allows more individualized and differentiated delivery of the curriculum.

Every student at Alpha is provided with a personal computer to use at school beginning in kindergarten. Throughout professional development, teachers learn to integrate the use of online software into their daily lessons so that students are able to further explore content and practice skills. The software used is highly personalized so that all students may access the material. For example, a science teacher may have students read an article about earthquakes. Instead of each student being handed the same article, the article is available online in a variety of reading levels. This allows all students, regardless of reading level, the ability to access the same content. The use of online learning tools also allows students to learn and practice in a variety of different ways. This further differentiates instruction and gives students more control over their learning.

Supporting Conditions

At Alpha Public Schools we also know the importance of underlying conditions in supporting student success and work with all stakeholders – students, families, staff, and the community – to ensure these are in place at Alpha: José Hernández.

Healthy and Thriving Environment

School culture is an integral piece to the success of students. Teachers are trained in proactive and positive classroom management techniques that foster a comfortable and community driven learning environment. Teachers also receive training on a comprehensive advisory curriculum that is implemented throughout the school year. In addition to professional development centered on student culture, teachers participate in activities and discussions that encourage the development of a positive and productive staff culture.

Family Empowered

Family involvement is encouraged at many levels, from parent advocate, to volunteer, to family leader. Families are both encouraged and supported in helping to improve the academic outcomes for their children, as well as the efficacy of the school program in supporting their children. The multilingual Los Dichos program brings them directly into classrooms, reading multicultural books alongside our youth.

Invested Adults

Adult actions are recognized as the largest influence on student achievement within the school, with teachers having the strongest impact on student learning followed by leadership. As such, Alpha works to attract and effectively retain high-quality teachers and leaders, leveraging professional development and an accountability practice focused on student outcomes that have real impact on adult practices. Career paths and ladders that reward success with more responsibility, greater compensation, or both are offered. The Alpha organizational structure ensures that there are ample administrators to support teachers as they develop their understanding of standards, learning design, and data based instruction at Alpha. Regular classroom observations by school leaders, annual reviews of school leaders by the Network Team, annual reviews of the organization's leader and overall performance by an independent Board of Directors, and parent organization meetings ensure that all stakeholders are involved in supporting student achievement.

Community Focused

Strong, positive relationships are built between school, family, and community that empower students and families as leaders. Positive relationships between students, teachers, and families are elevated by multiple contact points as well as a focus on student and family voice and

collaboration. Alpha maintains deep roots in East Side San Jose and maintains a strong focus on including and supporting the larger community.

Curriculum

Alpha: José Hernández has selected research-based curricula across core subject areas that promote mastery of State Standards for its target student population. In compliance with Education Code Section 60210, LEAs may utilize instructional materials not adopted by the State Board of Education, as long as the materials are aligned to state standards and a majority of the participants of any review process conducted by the District are classroom teachers who are assigned to the subject area or grade level of the materials being reviewed. Alpha meets these requirements.

Our curricula are rooted in State Standards for each content area and grade level, as applicable, using grade-appropriate instructional materials. Courses are heterogeneously grouped, with students of all abilities and language levels participating. Differentiation and Integrated English Language Development support are incorporated into each course to ensure that each student receives both the challenge and assistance they need to be successful. Individual and small group instruction is leveraged within the classroom, as detailed above, to provide students with targeted support at their level.

A description of each core curriculum area follows, with current instructional materials and approaches described for each. Revisions to the list of courses and curricula offered by Alpha are made based on a continuous improvement process that involves analyzing student performance data and educational trends to determine how the curricula can best meet the needs of the student population and align with the mission of the Charter School. Such adjustments and adoptions shall not constitute a material revision of the charter.

Transitional Kindergarten

While our standards-aligned and rigorous education program focuses on ensuring that all students receive the optimal support and instruction to meet the State Standards for each grade level, our TK program is specifically designed to meet developmentally appropriate learning outcomes. We leverage the Desired Results Developmental Profile (DRDP) to ensure that we are developing our youngest students with the appropriate skills. This includes employing curricula designed specifically for TK, which provides specialized instruction and tailored assessments to support all TK students as detailed in “Curriculum and Instruction” below. Our approach ensures

that each child's unique needs are met through carefully structured activities and personalized learning plans.

English Language Arts

English Language Arts provides grade-level, standards-based instruction aligned to the CCSS in ELA. The literacy program lays the foundation for future academic success by teaching scholars to use strategic actions to process texts, flexibly integrating many different kinds of information in order to construct meaning.

At Alpha, we value authentic and culturally responsive literature to reflect the diverse student population that we serve. Our students must be able to critically read diverse texts, write for multiple audiences and purposes, speak persuasively, and listen deeply. As a result, students will become informed scholars who are successful in college, career, and life. As such, we hold the following three principles:

- **Ensure Students Read Diverse Texts** – Students must have access to complex text, and must grapple with fiction, poetry, drama, and literary and informative nonfiction. They should read canonical literature and they should read culturally relevant texts; texts should provide both mirrors and windows for students.
- **Ensure Students Read For Various Purposes And Tasks** – Students need to read in a variety of different groups and structures. Their purposes for reading (and what they do during and after their reading) should be varied, so they develop different skills and understandings about text.
- **Ensure Students Write** – Students need to write for a variety of purposes and recognize that the writing process starts long before the first sentence is crafted. Everything we read and discuss, every prompt we unpack, sets us up for effective writing. They formulate evidence-based claims in every aspect of their lives and we all need to adjust our thinking away from focusing on creating the perfect product to focusing on improving the quality of the process.

Core Curriculum

The ELA curriculum at Alpha is aligned to Scarborough's Reading Rope, developed in 2001 by Dr. Hollis Scarborough. Scarborough's Reading Rope is made up of lower strands focused on word recognition and upper strands focusing on language comprehension, which come together to develop skilled and accurate, fluent reading with strong comprehension as seen in the figure

below.³⁰ This combined approach of knowledge building alongside decoding is essential for English learners, who comprise the majority of the population at Alpha: José Hernández.



Source: <https://www.reallygreatreading.com/scarboroughs-reading-rope>

Alpha utilizes three core curricula across the TK through 8th grade ELA continuum:

- **Amplify Core Knowledge Language Arts (CKLA), TK - 5th** – Amplify CKLA is grounded in the Science of Reading. In alignment with Scarborough's Rope, the program combines knowledge-building and research-based foundational skills to develop strong readers, writers, and thinkers. Amplify CKLA is rated *green* on all indicators by EdReports as seen in the figure below,³¹ meets the criteria for Tier I-Strong Evidence as an education intervention under ESSA, and is recognized by the Knowledge Matters Campaign for its excellence in intentionally building knowledge. Additionally, CKLA has been found to be

³⁰ Scarborough, H.S. (2001). *Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice*. In Neuman, S., & Dickinson, D. (Eds.). *Handbook for research in early literacy*. Guilford Press.

³¹ Ed Reports. (2014). *Amplify: Core knowledge language arts (CKLA)*.

<https://www.edreports.org/reports/overview/core-knowledge-language-arts-ckla-2015>.

particularly effective for students from low-income areas, whose growth outperformed both the control group and students from high- and middle- income areas.³²



Source: Ed Reports (<https://www.edreports.org/reports/overview/core-knowledge-language-arts-ckla-2015>)

³² Core Knowledge. (2023, April). New independent efficacy study: *Core Knowledge has a significant positive impact on state reading test scores.* https://amplify.com/pdf/uploads/2023/04/CKLA_Flyer-CoreKnowledgeResearch_041423-Web.pdf.

- **Institute for Multi-Sensory Education (IMSE) Phonics, TK - 2nd** – IMSE Impact’s direct, explicit, and sequential curriculum addresses all tiers of learners, meeting each student where they are to more effectively increase reading proficiency.
- **StudySync, 6th - 8th** – StudySync is a complete ELA curriculum designed to engage adolescents through both traditional and contemporary text. The program includes integrated reading and writing, embedded skills lessons, extended writing projects, assessments, peer review processes, and specific supports for English learners.³³

Alpha also utilizes the following supplemental curricula:

- **Levels of Literacy Intervention, TK - 8th** – Levels of Literacy intervention is a comprehensive, systematic design for high-impact literacy instruction that provides scaffolded support as needed.
- **Freckle ELA, TK - 8th** – Freckle is an online program from Renaissance Learning that provides self-paced exercises that meet students at their current level of proficiency, then continuously adapts to each student’s level as they progress. Teachers can assign exercises based on specific standards to the whole class, or discrete standards for small groups or individual students in need of additional practice.
- **Lalilo, TK - 2nd** – Similar to Freckle, and also from Renaissance Learning, Lalilo is an online tool for K, 1st and 2nd grade teachers and students. It provides personalized, adaptive exercises in phonics, word recognition, and comprehension.
- **myON, TK - 8th** – Renaissance Learning’s myON is a student-centered, personalized digital library. The more than 7000 enhanced digital books are matched to each individual student’s interests, grade and reading level. The program provides a suite of close reading tools and embedded supports.

Together, these core and supplementary curricula support both prioritization and mastery of the CCSS. Please see **Appendix 3 – Curriculum & Instruction** for the Core Knowledge ELA Scope & Sequence for TK - 5th grade.

Instructional Practice

ELA is provided additional time and focus within the Alpha school day. Students in all grades have approximately 165 minutes of daily reading and writing instruction or practice on a typical day. All classrooms begin their ELA block with a mini lesson, Interactive Read Aloud or Shared

³³ StudySync. (n.d.) *StudySyncELA: A comprehensive English language arts curriculum for grades 6-12.* <https://www.studysync.com/products/ela>.

Reading, which sets the tone for the rest of literacy instruction. During the mini-lesson, the teacher teaches an important strategic action (i.e., Routines, Literary Analysis, Strategies and Skills, Writing About Reading). The objective for all classrooms is to have scholars working independently or in pairs or small groups on activities to practice and improve their literacy skills and strategies. The teacher meets with small groups or individuals during this time for Guided Reading lessons and conferencing. In addition to the time devoted to literacy, the class also has a writing block to ensure students become clear, competent writers.

| Literacy Blocks TK - 5th | |
|--------------------------|---|
| Components | Focus |
| Listening and Learning | This component focuses on building students' listening comprehension skills through engaging read-alouds of rich, content-focused texts. It aims to develop students' vocabulary, background knowledge, and comprehension skills across various subjects such as history, science, and literature. |
| Skills | The Skills strand of CKLA emphasizes the development of foundational literacy skills including phonemic awareness, phonics, spelling, handwriting, and grammar. It provides systematic instruction and practice to ensure students acquire essential reading and writing skills. |
| Reading | The Reading strand of CKLA aims to strengthen students' independent reading abilities by providing them with opportunities to apply the skills and strategies learned in the Listening and Learning and Skills components. It includes a wide range of fiction and non-fiction texts that align with the CKLA content domains. |
| Writing | This component focuses on developing students' writing abilities through explicit instruction in writing genres, organization, mechanics, and language usage. It encourages students to apply their knowledge and skills acquired through listening, reading, and skills instruction to express their ideas effectively in writing. |

Within this literacy block, Alpha has clearly delineated expectations of what instruction should look like and has differentiated these expectations between the elementary and middle grades.

| Literacy Blocks 6th - 8th | |
|----------------------------|---|
| Components | Focus |
| Core ELA Program | StudySync provides a comprehensive English Language Arts curriculum that includes a wide range of texts and genres, both literary and informational. It focuses on building critical reading, writing, speaking, and listening skills aligned with academic standards. |
| Text-Based Learning | Students engage with a variety of literary and informational texts aligned with academic standards. These texts are carefully selected to build vocabulary, comprehension, and critical thinking skills. |
| Close Reading and Analysis | Students participate in close reading activities where they analyze texts deeply for meaning, author's purpose, and literary devices. This encourages students to cite evidence from the text to support their interpretations. |
| SyncBlasts | Students explore non-fiction articles (SyncBlasts) that cover a range of topics across disciplines. These articles help students build content knowledge, critical thinking skills, and the ability to evaluate sources. |
| Writing Instruction | Students receive explicit instruction in writing through scaffolded assignments that guide them through the writing process—from brainstorming and drafting to revising and editing. They may also engage in peer review activities to provide and receive constructive feedback. |
| Skill Development | Students participate in lessons that focus on language and grammar skills essential for effective communication. These lessons cover topics such as vocabulary development, sentence structure, punctuation, and literary analysis. |
| Digital Resources | Students access a digital library that includes multimedia elements such as audio recordings, videos, and interactive activities. These resources support differentiated instruction and engage students through varied modalities. |
| Collaborative Learning | Students may collaborate with peers on discussions, projects, or peer review activities facilitated by StudySync's platform. This fosters communication skills, teamwork, and deeper understanding of content. |

Assessments

The core and supplementary curricula in both CKLA and StudySync are anchored in curriculum-embedded assessments. While students receive grade-level instruction aligned with the Common Core State Standards in English Language Arts, assessments tailored to individual student levels enable targeted support and opportunities for acceleration. CKLA employs a range of formal and informal assessments, such as comprehension checks, fluency assessments, writing prompts, and phonics assessments, ensuring mastery of content and skills while guiding instructional planning. StudySync integrates formative and summative assessments including quizzes, writing assignments, performance tasks, and automated scoring tools, providing ongoing feedback to guide instructional decisions and support student progress effectively. Additionally, all students take the NWEA Reading test as a screener and progress monitor to ensure readiness for the end-of-year SBAC assessment, further supporting comprehensive assessment practices aligned with educational standards and student achievement goals.

Mathematics

Mathematics provides grade-level, standards-based instruction aligned to the CCSS in Mathematics. The mathematics program supports students in developing basic fact knowledge and automaticity with procedural computation, as well as a deep conceptual understanding of important math principles and the ability to solve complex mathematical problems.

Core Curriculum

Alpha currently utilizes the Eureka Math² curriculum as its core curriculum in TK - 8th grade and Number Corner in TK - 2nd.

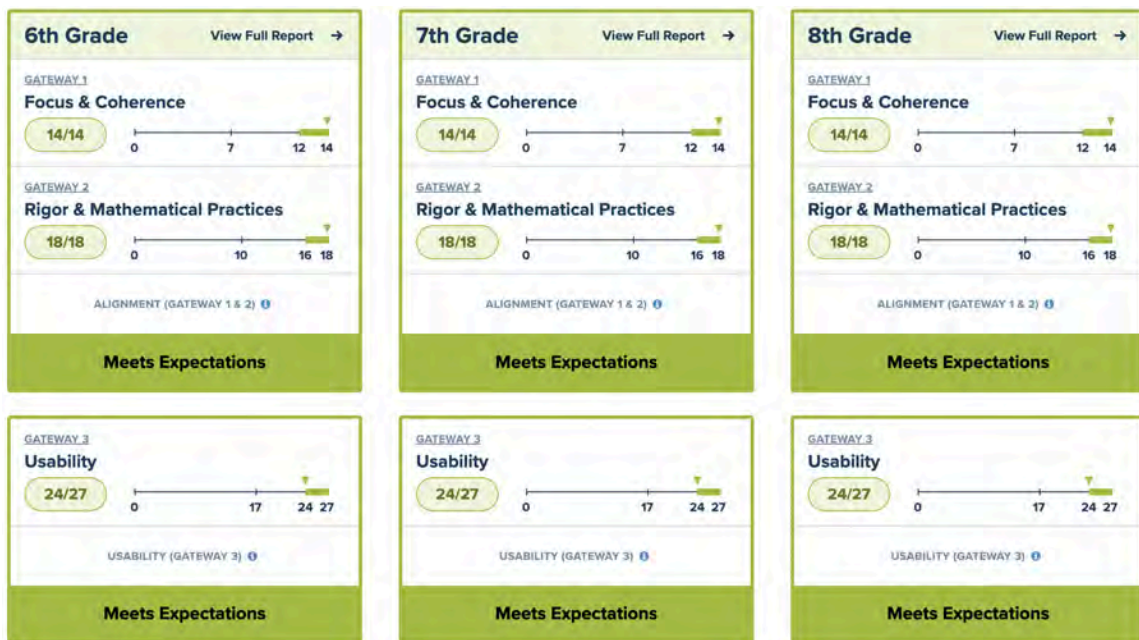
- **Eureka Math², TK - 8th** – Eureka Math² is a complete Pre-K through 8th grade curriculum that carefully sequences the mathematical progressions into highly effective modules that give students an exceptionally strong foundation in arithmetic skills, procedural computation, and conceptual understanding. The TK through 5th grade curriculum is organized within *A Story of Units* and 6th through 8th grade are part of the *A Story of Ratios* sequence. Differentiation and intervention are built into the Eureka Math program, providing scaffolding as needed and necessary to support all students. Eureka Math was the first cohesive math curriculum for grades Pre-K through 12th grade completely aligned to the CCSS in Mathematics.³⁴ The curriculum earned the highest ratings from EdReports.org across all categories (focus/coherence, rigor, and usability in

³⁴ Great Minds. (n.d.). *Eureka Math²: Exponentially greater*. <https://greatminds.org/math>.

the classroom), as seen in the figure below.³⁵



³⁵ Ed Reports. (2015). *Great minds: Eureka Math*. <https://www.edreports.org/reports/overview/eureka-math-2015>



Source: Ed Reports (<https://www.edreports.org/reports/overview/eureka-math-2015>)

- **Number Corner, TK - 2nd** – Number Corner is a skill-building program revolving around the classroom calendar, developed by The Math Learning Center. It provides daily practice as well as continual encounters with broader mathematical concepts in 15–20 minutes of engaging instruction.

Alpha: José Hernández also utilizes the following supplemental curricula:

- **Freckle Math, TK-8th** – Freckle is an online program from Renaissance Learning that provides self-paced exercises that meet students at their current level of proficiency, then continuously adapts to each student's level as they progress. Teachers can assign exercises based on specific standards to the whole class, or discrete standards for small groups or individual students in need of additional practice.

Please see **Appendix 3 – Curriculum & Instruction** for the Eureka Math² Scope & Sequence for TK - 8th grade.

Instructional Practice

The Eureka Math² curriculum is distinguished not only by its adherence to and support of the CCSS — it is also based on a theory of teaching math that is proven to work. That theory posits that mathematical knowledge is conveyed most effectively when it is taught in a sequence that

follows the *story* of mathematics itself. This is why we call the elementary portion of Eureka Math *A Story of Units*. The sequencing has been joined with methods of instruction that have been proven to work, in this nation and abroad. These methods drive student understanding beyond process to deep mastery of mathematical concepts. The goal of Eureka Math² is to produce students who are not merely literate, but fluent, in mathematics.

In addition to literacy, Alpha focuses deeply on mathematics instruction. All students receive 55-90 minutes of math instruction daily. As with literacy, Alpha has identified key practices it expects to see across all mathematics classrooms.

| Math Blocks TK - 8th | |
|----------------------------|---|
| Components | Focus |
| Engaging Tasks and Lessons | Students participate in hands-on and interactive math tasks and lessons designed to promote conceptual understanding and problem-solving skills. |
| Problem Sets | Eureka Math 2.0 provides structured problem sets that encourage students to apply newly acquired skills and concepts independently. |
| Sprints | These are short, timed exercises designed to build fluency in math facts and computational skills. |
| Digital Resources | Eureka Math 2.0 offers digital resources such as interactive lessons, online tools, and digital manipulatives to enhance learning and engagement. |
| Integrated Problem Solving | The curriculum emphasizes real-world problem-solving tasks that integrate mathematical concepts across different topics and domains. |
| Scaffolded Instruction | Eureka Math 2.0 provides scaffolded instruction that builds upon prior knowledge and guides students through increasingly complex mathematical concepts and skills. |

Assessments

Eureka Math² integrates CCSS-aligned, curriculum-embedded assessments throughout each mathematics unit, including assessments at the conclusion of each unit. Teachers utilize data from these assessments to pinpoint students requiring additional support and remediation on

specific skills and content covered in the unit, thereby facilitating personalized learning paths to ensure all students advance at their optimal pace. Additionally, all students take the NWEA Math test as a screener and progress monitor to ensure readiness for the end-of-year SBAC assessment, further supporting comprehensive assessment practices aligned with educational standards and student achievement goals. These formative and summative assessments serve to continuously monitor student progress and inform instructional planning, enabling educators to effectively target areas where students may benefit from additional support or enrichment opportunities.

Science

Science instruction at our school offers grade-level, standards-based learning aligned with the Next Generation Science Standards. This curriculum emphasizes a three-dimensional approach, focusing on the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts essential for achieving these standards. Additionally, the integration of the Common Core State Standards in English Language Arts enhances scientific learning through activities such as reading and analyzing nonfiction texts, exploring global and local scientific issues, participating in scientific discussions both orally and in writing, and documenting research findings in research papers and laboratory reports. Teachers also emphasize key mathematical skills, particularly graphing and measurement, to reinforce understanding and application within scientific contexts.

Core Curriculum

Alpha utilizes Amplify as the core curriculum for its science program. This includes:

- **Amplify CKLA, TK - 4th** – The Amplify CKLA program integrates science exploration into the ELA program, building scientific knowledge as students develop their literacy.
- **Amplify Science, 5th - 8th** – Amplify Science is a NGSS-aligned science program that draws primarily from the principles, curriculum, instructional strategies, and research base of UC Berkeley’s Lawrence Hall of Science.³⁶ Amplify Science reflects state-of-the-art practices in science teaching and learning and is the highest rated Science curriculum reviewed by EdReports for both TK/K through 5th grade³⁷ and 6th through 8th grade,³⁸ with ratings for 5th - 8th grade provided in the figure below.

³⁶ Amplify. (n.d.) *Amplify science: A phenomena-based science curriculum*. <https://www.amplify.com/programs/amplify-science>.

³⁷ Ed Reports. (2022). *Amplify science, K - 5*. <https://www.edreports.org/compare/results/science-k-5>.

³⁸ Ed Reports. (2018). *Amplify science, 6 - 8*. <https://www.edreports.org/compare/results/science-6-8>.



Source: Ed Reports (<https://www.edreports.org/compare/results/science-k-5> and <https://www.edreports.org/compare/results/science-6-8>)

Please see **Appendix 3 – Curriculum & Assessment** for the Amplify Science Scope & Sequence for 5th through 8th grade.

Instructional Practice

The Amplify Science program utilizes a research-based sequence of Do, Talk, Read, Write, and Visualize to guide instruction. The program blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers.

Assessments

Amplify Science has curriculum-embedded assessments, with each unit providing multiple assessment opportunities including a pre-unit assessment, assessments at each *critical juncture*, and an end-of-unit assessment.

Social Studies

Alpha's Social Studies curriculum follows the comprehensive and challenging CCSS in ELA for History-Social Studies, as well as the California History-Social Science Framework. Students are expected to master the key concepts and vocabulary, analyze primary sources, debate different points of view, and make cause-and-effect connections. As a critical component of this, Alpha is committed to an inclusive and multi-dimensional approach to teaching history and government to our students.

We recognize that traditionally, history instruction in public schools has perpetuated systemic inequalities, has centered on dominant voices and Eurocentric perspectives, and has whitewashed important events for political gain. At Alpha, we intentionally center and celebrate marginalized stories, perspectives, and voices that have been intentionally oppressed to ensure our students have an unsanitized, comprehensive, and complete picture of their world, as they find their voices and become the next generation of scholars, activists, and leaders.

This approach exemplifies APS's network-wide commitment to dismantling systems of oppression and engaging in reform-focused discourse. Students engage with the Social Justice Standards published by Learning for Justice (formerly Teaching Tolerance) and work to decide where and how they want to have a voice.³⁹ Our schools are composed predominantly of students of color, students who come from groups that have for too long been left out of the historical narrative. Our program seeks to add them back in along with all of the other intersections of identity that have been previously excluded, exploring historical and modern voices that recognize the perspectives and experiences of marginalized communities and ensuring students see celebration along with struggle.

Please see **Appendix 3 – Curriculum & Instruction** for more details on the APS Social Studies Vision.

Core Curriculum

Alpha utilizes the following core curricula for social studies instruction.

- **Amplify CKLA, TK - 5th** – The Amplify CKLA program integrates social studies exploration into the ELA program, building knowledge as students develop their literacy.

³⁹ Teaching Tolerance. (2016). *Social justice standards: The teaching tolerance anti-bias framework*. https://www.learningforjustice.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf.

- **National Geographic, 6th - 8th** – The National Geographic Social Studies curriculum provides dynamic content that engages the student through accessible photographs, adapted articles, primary sources, and visuals.⁴⁰

Please see **Appendix 3 – Curriculum & Instruction** for the National Geographic Scope & Sequence for 6th - 8th grade.

Instructional Practices

In social studies classes at Alpha, students engage in a dynamic and inquiry-based learning environment aimed at developing their non-fiction reading skills, mastering key content, and demonstrating understanding through essays, projects, and oral presentations. Teachers adopt a facilitative role, encouraging active student participation, investigation, and discovery rather than traditional lecturing. Students explore diverse viewpoints and multiple representations of historical events, utilizing primary and secondary sources alongside historical fiction. They are taught to analyze each text's perspective, identify any marginalized voices, and evaluate the implications of these omissions. Additionally, students are encouraged to seek out representations of underrepresented perspectives to foster a more inclusive understanding of history.

Assessment

Amplify CKLA and National Geographic all include curriculum-embedded assessments, at the lesson and unit level. In addition, a robust test bank is available linked to both units and standards, allowing teachers to develop both formative and summative assessments.

Physical Education & Personal Leadership Training

Alpha offers a Physical Education curriculum we call Personal Leadership Training (PLT) to all Alpha scholars. PLT is designed to promote physical fitness while highlighting concepts of teamwork and leadership.

Core Curriculum

Curriculum for Physical Education is backwards designed from standards and frameworks by teachers, providing students with the direct instruction, guided and independent practice, engaging experiences, and collaboration opportunities necessary to develop a range of physical

⁴⁰ National Geographic Learning. (n.d.) *National Geographic social studies*. Cengage.
<https://ngl.cengage.com/search/showresults.do?N=201+4294891961+4294918395+4294891796>.

and athletic skills, healthy lifestyle choices, as well as a habits and mindsets of teamwork, cooperation, collaboration, fair play, and leadership.

Instructional Practices

PLT integrates a variety of instructional practices aimed at promoting physical fitness, skill development, and overall well-being. PE teachers focus on creating a supportive and inclusive environment where all students feel motivated to participate actively. They incorporate structured warm-ups, fitness activities, and skill-building exercises tailored to individual abilities and needs. Through progressive lesson plans, students learn fundamental movement skills, sportsmanship, teamwork, and strategies for lifelong physical activity. Teachers emphasize the importance of goal-setting and self-assessment to encourage personal growth and improvement. Additionally, PE classes often include opportunities for students to engage in cooperative games, problem-solving challenges, and reflective discussions on health-related topics. By fostering a positive and engaging learning environment, PE instructors promote not only physical health but also social-emotional development and lifelong habits of physical activity.

Assessment

Alpha teachers develop and conduct ongoing formative and summative assessments of student's physical and athletic skills, knowledge of physical education content, and habits and mindsets. In addition, all students in grades 5 and 7 participate in the California Physical Fitness Test that is administered once per year.

Electives

Alpha offers a range of elective classes, which may include but are not limited to visual or performing arts and foreign language.

Core Curriculum

Curriculum for electives are backwards designed from standards and frameworks by teachers, providing students with direct instruction, guided and independent practice, and engaging hands-on experiences.

Instructional Practices

Alpha's elective teachers incorporate a variety of instructional practices appropriate for the subject. Teachers also incorporate practices applicable to our core courses that they practice

during our professional development cycle and, as much as possible, incorporate strategies for English Language development and SEL.

Assessment

Alpha teachers develop and conduct ongoing formative and summative assessments of student's skills, knowledge, and expression.

English Language Development

Alpha is deeply committed to supporting students who are English learners, who comprise the majority of the student population. Developing fluency in the English Language is a critical component in meeting the Alpha mission. As such, the ELD curriculum is aligned to the California English Language Development Standards and Framework, as well as the new Proficiency Level Descriptors (PLD), to ensure students' language development across the four domains of reading, writing, listening, and speaking.

Core Curriculum

At Alpha, EL Achieve's Systematic ELD (Designated ELD) and Constructing Meaning (Integrated ELD) are the foundation of the ELD program.

- **EL Achieve, Systematic ELD, TK - 8th** – A TK-12 program designed to move students from one proficiency level to the next, Systematic ELD builds a solid foundation in English by teaching language that English learners:
 - Are not likely to learn outside of school or efficiently pick up on their own,
 - Will not explicitly learn in other subject areas, and
 - Need to use for effective academic learning, classroom participation, and real-life purposes.⁴¹
- **EL Achieve's Constructing Meaning, TK - 8th** – Provides teachers with the process for identifying the language required in discipline-specific content, then backwards planning to provide this explicit language instruction within content area teaching. Based on this backward design and a gradual release of responsibility, the Constructing Meaning process prompts teachers to: understand the role language plays in content learning, decide what language knowledge students need to access content and express

⁴¹ EL Achieve. (n.d.). *Systematic ELD*. <https://www.elachieve.org/systematic-eld/>.

understanding, and provide appropriate, explicit oral and written language instruction and practice.⁴²

Instructional Practices

Designated English Language Development instruction at our school utilizes the EL Achieve systematic ELD curriculum, emphasizing specialized instructional practices to support English learners in acquiring language proficiency. All students identified as ELs receive daily instruction grouped with peers of similar language proficiency levels. Teachers implement scaffolded lessons that integrate listening, speaking, reading, and writing activities tailored to each group's needs. Instructional strategies include explicit language modeling, vocabulary development, and practice with sentence structures to enhance English communication skills. The curriculum incorporates content from various academic subjects, ensuring that ELs learn language in context while gaining academic knowledge. EL Achieve's systematic ELD approach equips educators with effective tools and resources to meet the linguistic needs of diverse learners comprehensively.

At our school, supporting students identified as English learners in core content subjects involves a comprehensive approach including Integrated ELD and supported by EL Achieve's Making Meaning curriculum, along with scaffolds within the core content curricula. Integrated ELD emphasizes embedding language development into academic instruction, ensuring ELs engage meaningfully with grade-level content while acquiring language skills. Teachers utilize EL Achieve's strategies to scaffold instruction, including vocabulary development, language modeling, and differentiated tasks that cater to varying proficiency levels. Within core content curricula, such as Eureka Math 2.0 for mathematics, CKLA for literacy, StudySync for English Language Arts, Amplify Science for science, and National Geographic for social studies, specific supports are integrated to accommodate ELs' language needs. These include visual aids, simplified language models, and opportunities for collaborative learning that promote language acquisition alongside content mastery. By employing these instructional practices and targeted scaffolds, our school ensures that ELs receive tailored support to enhance both their academic and language development, fostering a supportive learning environment conducive to their success.

Please see **Appendix 4 – Professional Development** for a sample ELD Professional Development Session supporting teachers in developing their practice.

⁴² EL Achieve. (n.d.). *Constructing meaning*. <https://www.elachieve.org/constructing-meaning/>.

Assessment

During Systematic ELD instruction, teachers regularly capture qualitative notes on each student using the proficiency continuum, which identifies targeted speaking and writing goals based on their current ELD level. Additionally, all teachers at Alpha integrate exit tickets and unit assessments aligned with California ELD standards to continuously assess students and guide core instruction effectively. These formative assessments play a crucial role in monitoring progress and making instructional adjustments, fostering a supportive learning environment where English learners are motivated to participate actively and excel academically.

Social Emotional Learning (SEL)

The Alpha Social Emotional Learning program is anchored in the five Collaborative for Academic, Social & Emotional Learning (CASEL) Core Competencies, illustrated in the table below.

| CASEL Core Competencies | |
|-----------------------------|--|
| Self-Awareness | <ul style="list-style-type: none">● Recognize own emotions and their influence on behavior● Accurately assess own strengths and limitations● Well-grounded sense of confidence and purpose |
| Self-Management | <ul style="list-style-type: none">● Regulate emotions, thoughts and behaviors in different situations● Manage stress and feel motivation and agency to accomplish personal/collective goals● Set goals and achieve them→ stay self-motivated and persist when faced with challenges |
| Social Awareness | <ul style="list-style-type: none">● Take perspective of, and empathize with, others from diverse backgrounds & cultures● Understand broader historical and social norms for behavior in different settings● Build awareness that family, friends and teachers can provide social support |
| Relationship Skills | <ul style="list-style-type: none">● Communicate and cooperate/Negotiate conflict situations● Establish and maintain healthy and supportive relationships● Effectively navigate settings with diverse individuals and groups |
| Responsible Decision-Making | <ul style="list-style-type: none">● Make caring and constructive choices about personal behavior and social interactions across diverse situations |

| | |
|--|--|
| | <ul style="list-style-type: none">• Understanding of social norms and safety and consequences of their actions |
|--|--|

Core Curriculum

Alpha utilizes the Sown to Grow program as its core curriculum, a comprehensive, research-based social and emotional learning program that builds school-wide community and develops students’ social, emotional, and academic well-being. The Sown to Grow platform engages students and teachers in a reflection and feedback process that builds better, more confident learners at their own pace. The Sown to Grow curriculum is fully aligned to the CASEL standards.⁴³

Instructional Practice

Sown to Grow provides a full 40 weeks of daily, 30 minute, grade-specific lessons and student check-ins across K - 12, with a comprehensive scope and sequence to build relationships, social skills, and competencies intentionally over time. Effective classroom management practices and structures are integrated, helping teachers build relationships and create calm, safe classrooms that are more conducive to learning.

Materials and Technology

The materials used by Alpha teachers are selected in accordance with the guidelines and recommendations provided by the California Department of Education and in service of supporting a college-preparatory program. These include, but are not limited to, the following:

- Textbooks
- Computers and Projection Devices
- Software Programs
- Laboratory Science Materials
- Test Preparation Guides
- Internet Connectivity
- Research and Reading Library Materials
- Math Manipulatives

⁴³ Sown to Grow. (n.d.) Every student: Seen, heard, understood, known, supported. <https://www.sowntogrow.com/>.

- Maps and Atlases
- Dictionaries and Thesauruses
- Televisions and DVD Players
- California Physical Fitness Test Equipment

The availability of online curricula and learning resources has grown tremendously over the last several years. Alpha continuously engages the technology community so richly found in our geographic area. Alpha constantly evaluates — and where appropriate — selects new computer-based content for the Charter School, in addition to the programs currently in use by Alpha schools, with which we have had success in improving student performance. Criteria for selection are that programs:

1. Adhere to State Standards
2. Provide rich, interactive, and engaging materials and activities for students
3. Provide a sufficient number and variety of lessons and materials for teachers to be able to differentiate their instruction
4. Allow teachers to customize lessons
5. Include embedded assessments

Please see **Appendix 3 – Curriculum & Instruction** for the complete list of APS Board Adopted Curricular Materials, as well as an overview of APS Teacher Resources for K - 8 curriculum and assessment.

Professional Development

In order to realize our organization’s mission and vision, we aim to cultivate excellent teachers, leaders, and support staff. Staff development is at the heart of Alpha’s stated theory of change: *If we develop excellent coaches, then they will develop excellent educators, which will result in improved student outcomes.*

What It Means to Be a Successful Teacher at Alpha

Just as we do with students, at Alpha we clearly articulate our vision of excellence when it comes to teaching. This includes beliefs, knowledge, and skills and is articulated in the APS Vision of Excellent Teaching, provided in **Appendix 3 – Curriculum & Instruction** and below.

Purpose of Education

At Alpha Public Schools, we want our students to learn to be curious, think critically, challenge themselves, and care for themselves, their communities, and our world. We cultivate graduates who know their own strengths, believe in their own capabilities, and take pride in their own identities. Our long-term goal is that students have the leadership skills, academic preparation, and community support to make important choices and succeed in life.

In order to achieve this for our students, an excellent teacher at Alpha Public Schools has the following beliefs, knowledge, and skill.

Beliefs

1. ALL students deserve access to a high-quality education. All students have the ability to learn and excel.
2. We are all responsible for ALL of our students. By working together, we will achieve bold goals.
3. Our students, staff, families and community are our greatest strengths. Our community is already rich in knowledge and skills. All voices in our community matter, and we value diverse perspectives.
4. We are a community of learners who are constantly growing. We ask questions and think critically about our learning and world.
5. We reflect on the impact our actions have on our community. We take responsibility for our actions and lead positive change, and we teach our students to do the same.
6. We take ownership of our individual obstacles, progress, and successes. It is ultimately each teacher's responsibility to develop the knowledge and skills to teach students what they need to know.
7. Joy, integrity, leadership, excellence, and relationships are critical to our success as a community.

Knowledge

The teacher...

1. Knows strategies to support literacy across all content areas they teach.
2. Knows the California Common Core Standards and/or content specific standards (e.g. Next Generation Science Standards) and the depth of learning they require.
3. Knows the pedagogy necessary to effectively teach the required content.

4. Understands child and adolescent development and its effects on learning; familiar with developmentally appropriate interventions and support.
5. Knows the domains of social-emotional learning; knows how to incorporate and develop SEL skills.
6. Recognizes and builds on community strengths.

Skills

The teacher...

1. Provides access to instruction for all students by responding to social-emotional needs, supporting literacy development across all classes and content areas, using culturally responsive instructional strategies, and accommodating individual learning differences.
2. Reflects on their own performance and progress to identify strengths, areas of growth, and next steps.
3. Solves problems by taking a solutions-oriented approach, accurately assessing the root cause, generating solutions, and implementing them.
4. Takes initiative to identify and address issues, seek out resources, and respond to their own and others' needs.
5. Works well independently and collaboratively.
6. Communicates effectively; responds productively to communication (including giving and receiving feedback).
7. Names their own emotions with precision and unpacks them; bounces back from challenges and setbacks.
8. Lives out Alpha community and interaction norms.

Leadership Principles

To support all teachers in achieving excellence in instruction, at Alpha we anchor our work in a core set of leadership principles that focus on continuous improvement.

- **One Team. One Purpose** – We have a clear North Star, and we all understand our responsibilities in helping Alpha achieve its mission. We feel a sense of belonging to the team, are committed to our work, and recognize and celebrate that we are part of something greater than ourselves.
- **Be the Light** – We look for opportunities to be uplifting in challenging situations, to create and inspire joy among teammates, and to respect and acknowledge the efforts of others.

- **Trust = Character + Competence** – We are always looking for opportunities to earn, build, maintain, and (when necessary) rebuild trust. We try always to do what is right, lead with humility and vulnerability; speak candidly; listen attentively; express gratitude; treat others respectfully; and employ social practices that advance the interests of others, such as empathy, collaboration, open mindedness, fairness, and generosity. We demonstrate competence by doing what we’ve promised to do.
- **Keep Small Problems Small** – We approach conflict promptly and with the best intent, to build shared understanding, learning, and trust. We always apologize when we’ve made a mistake.
- **Feedback is the Breakfast of Champions** – We demonstrate a developmental mindset by enthusiastically and positively asking for and receiving feedback and support, urgently working to improve, and giving specific and actionable feedback to others.
- **Expect and Accept Only the Best** – We consistently hold high standards, and we relentlessly pursue excellence. We care deeply about the outcomes that occur on our watch, about achieving our goals, and about keeping our promises, and so we find a way, or we make a way.
- **Debate, Decide, and Do** – When a decision is being made, we look at data, solicit opposing views, collaborate with teammates, and challenge ideas when we disagree. Whenever possible, we seek meaningful input from those who will be responsible for implementing decisions and those who will be affected by them. Once a decision is made, everyone commits wholly and builds alignment and commitment to the chosen path.

Continuous Improvement

To ensure all members of the Alpha team are continuously improving, we prioritize professional development in our yearly and weekly schedules. This includes extensive summer professional development, ongoing weekly professional development, and coaching aligned to job function and tenure. All professional development is designed in alignment with the APS Learning Design Model, with all sessions both designed and evaluated against the APS Session Facilitation Checklist, both of which are provided in **Appendix 4 – Professional Development**.

Summer Professional Development

Prior to the beginning of the school year, Alpha staff engage in multiple weeks of professional development to ensure they and their colleagues are fully prepared to meet the needs of our students. This starts with a week in July, in which all site and network leaders come together

prior to other staff returning. Those leaders then facilitate four weeks of development for new educators and two or more weeks of development for returning staff and educators.

We include a *State of Alpha* presentation in all network-wide development, to both share data, model data analysis practices, and develop shared accountability. Please see **Appendix 5 – Assessment** for samples of APS Data Strategy Professional Development for Teachers and for Leaders, as well as Data Meeting Guides, Agendas, and Worksheets for both.

Professional development topics are aligned to the five core areas of expectation for in Alpha’s instructional staff, with a sixth specific to education specialists, as detailed in the APS Teacher Rubric:

- Foundations
- Planning
- Environment & Relationships
- Facilitating & Cultivating Learning
- Communication, Collaboration, & Community
- Case Management (Education Specialists Only)

Please see **Appendix 4 – Professional Development** for the APS Teacher Rubric and APS Education Specialist Evaluation Rubric, which further delineates expectations in each of these core areas.

While the specifics of the summer professional development schedule may vary from year to year in order to meet the needs of the adult learners and respond to student data, what remains constant is that our programming is anchored in our theory of change, which holds that adult learning is a key driver for accelerating student learning. The table below provides an example of the typical summer professional development schedule.

| 2024-25 Alpha Public Schools Summer Professional Development Schedule | | |
|---|---|--|
| Week | Attendees | Focus Areas |
| 1 (4 days) | School Leadership Team members Executive Team Academic Team | <ul style="list-style-type: none"> - Orientation (Goals, LCAP, Scorecards) and enablers - People management - Instructional leadership - Student support - Individual and team planning |

| | | |
|-------------|-----------------------------|---|
| 2 (3 days) | All new APS staff | <ul style="list-style-type: none"> - Orientation to APS - HR / Payroll / Tech - APS programs (Alumni Success, Parent Learning Center) - Teambuilding - Mandatory trainings (e.g. mandated reporter) - Supporting students with disabilities - Supporting multilingual learners |
| 3 (4 days) | All new instructional staff | <ul style="list-style-type: none"> - Teacher rubric and performance management - Academic model - Curriculum training - Classroom management - Planning and internalization - Data analysis |
| 4 (5 days) | All APS instructional staff | <ul style="list-style-type: none"> - Unit planning and internalization - Grade level collaboration - Healthy and thriving environment - Restorative practices - Supporting multilingual learners - Social emotional learning |
| 5 (10 days) | Alpha: José Hernández staff | <ul style="list-style-type: none"> - School policies and procedures - Unit and lesson planning and internalization - Classroom management - Supporting all learners |

School Year Professional Development

The key to professional development at Alpha is that it focuses on continuous improvement. Therefore, weekly Wednesday sessions, Stepback Days, and an additional Winter Retreat are incorporated into the calendar to ensure ongoing reinforcement of summer learning and to provide for new inputs. This includes weekly professional development for all educators on Wednesdays when students are released early, as well as standalone days dispersed in the school year. Approximately once per month, all network professional development brings together staff with job-alike functions. For example, teachers across the three TK - 8th grade

schools are able to collaborate with a broader group of peers on curriculum internalization, data analysis, and instructional planning. Likewise, site leaders are able to receive targeted development in their coaching practices and teams such as those working within the multi-tiered system of supports and with multilingual learners have dedicated time to develop their job specific craft. Please see the table below for an example of this programming over the course of a school year.

| Alpha Public Schools School Year Professional Development Schedule | | | |
|--|---|--|--|
| | Leaders | New Educators | Returning Educators |
| Site PD (3/month) | Facilitating PD | <ul style="list-style-type: none"> • Site-specific training • Grade band and content area meetings | |
| APS PD (7-8/year) | <ul style="list-style-type: none"> • Coaching development | Planning <ul style="list-style-type: none"> • Internalization Environment & Relationships • Classroom management | Planning <ul style="list-style-type: none"> • Data driven instruction |
| | Environment & Relationships <ul style="list-style-type: none"> • Diversity, Equity, Inclusion, & Belonging Supporting All Learners <ul style="list-style-type: none"> • SPED Team & ELD Lead specific sessions | | |
| Stepback Day (2/year) | Foundations & Planning <ul style="list-style-type: none"> • State of Alpha – Data analysis • Alpha: José Hernández – Data analysis Planning <ul style="list-style-type: none"> • Cross site collaboration in grade bands and content areas | | |
| Winter Retreat Day | Foundations & Planning <ul style="list-style-type: none"> • State of Alpha Environment & Relationships <ul style="list-style-type: none"> • Adult social, emotional, and cultural development and connection | | |

Professional development is adjusted annually to account for any new legal requirements, as applicable. Please see **Appendix 4 – Professional Development** for examples of full year schedules for both educators overall, as well as for leaders, the 2023-24 APS Teacher

Professional Development Schedule and 2023-24 APS Leader Professional Development Schedule, which provide additional detail on schedule and topics.

Coaching

Finally, at Alpha we believe that every staff member deserves direct, regular support from their manager that facilitates their development. To ensure quality in coaching, we anchor our work in the Alpha Coaching Rubric which holds the following foci:

- **Foundations** – Interaction norms
- **Structures & Processes** – Goal setting and progress monitoring, planning for coaching, and use of data
- **Dispositions** – Emotional intelligence and agility in self (i.e., developing awareness of and ability to regulate one's emotions and reactions, in service of managing conflict and maintaining relationships)

Coaching support at Alpha occurs on at least a weekly basis, through the following avenues:

- **New Educators** – Six weeks of intensive coaching and practice labs at the beginning of the year to ensure a *strong start*.
- **All Educators** – Weekly observations and/or meetings by their assigned manager and/or grade level or content team, to analyze, reflect, and inform future practice
- **Network & Site Leaders** – Ongoing hands-on coach development, tailored to the needs of the leadership team in a given year and rooted in Alpha's coaching rubric
- **Executive Team** – Weekly meetings with their supervisor, as well as targeted work with an outside PD provider and/or an external executive coach.

Please see **Appendix 4 – Professional Development** for the APS Abridged Coach Rubric, which details expectations of coaches in advancing teacher practice.

Family Involvement

Alpha partners with families to champion the academic success of their students and to foster their agency in the community. We do this through a four-pillar approach, as detailed in the following table.

| Pillar | Impact | Examples |
|--|--|---|
| Programs and Services (Parent Learning Center) | The Alpha Parent Center provides families with educational, career, and wellness programs to champion their agency in the community. | <ul style="list-style-type: none"> • Adult English classes • Community food bank • Support with social resources • Folklórico classes • Los Dichos program (family multicultural literacy) |
| School Community | Events and convenings bring together students, families, and staff to build and celebrate community. | <ul style="list-style-type: none"> • Student conferences • Classroom visits and school walkthroughs • Cafecitos • Classroom celebrations • Back-to-school events • Ice cream socials • Award ceremonies • Seasonal performances |
| Parent Participation | Parents partner with Alpha to support their students' school experience. | <ul style="list-style-type: none"> • Classroom volunteering • Field trip chaperones • Field day support • Event planning and fundraising |
| Parent Power | Alpha parent leaders establish relationships with community stakeholders to advocate for their schools and other needs in their communities. Opportunities are available in person and remotely, increasing opportunities for participation. | <ul style="list-style-type: none"> • Parent Council • English Learner Advisory Committee • Alpha Board membership • Parent associations • Community organizing trainings • Parent leader committees • Research meetings • Voter education • Candidate forums |

Please see **Appendix 6 – Family Involvement** for the 2023-24 Family Involvement Calendar, to provide additional detail on how Alpha: José Hernández engages and involves its families. The 2023-24 Parent Council Agendas and Meeting Minutes, as well as a sample Cafecitos presentation and information on the Los Dichos program are also provided in **Appendix 6 – Family Involvement**, as examples of topics discussed through each of these participatory structures.

Supporting All Learners

Alpha leverages a Multi-Tiered System of Supports model as its foundation in ensuring we serve all students in achieving at their optimal level. MTSS is an evidence-based model of schooling that uses data-based problem solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. *Need-driven decision making* seeks to ensure that resources reach the appropriate students at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency.

The MTSS system is described below, then followed with a specific discussion on serving students who are English learners, students who are high-achieving, students who are low-achieving, and students with special needs. The APS Multi-Tiered Systems of Support Playbook is provided in **Appendix 3 – Curriculum & Instruction**.

Multi-Tiered System of Supports

At Alpha, we meet the needs of all students by utilizing the MTSS framework for designing instruction and interventions. MTSS utilizes three tiers, and within each tier, we identify and define the instructional practices and curriculum that support teachers in accelerating student development academically, socially, emotionally, and behaviorally.

- Tier 1 — High-quality instructional practices and universal supports and screenings
- Tier 2 — Targeted, intensified interventions
- Tier 3 — Intensive individualized interventions and support planning

To implement our MTSS system, Alpha teachers employ an instructional learning cycle for both Tier 1 and Tier 2 learning in classrooms. They draw from the embedded Tier 1 and Tier 2 supports provided in the adopted curriculum, then differentiate these to meet the specific needs of the student. The MTSS process is used to identify and evaluate the efficacy of these interventions and to determine the need to advance to Tier 3. Tier 2 and Tier 3 interventions

can be provided on a push-in basis within the classroom, or on a pull-out basis to focus on specific needs. They may be provided individually or in small groups.

To comprehensively support teachers to successfully implement MTSS, we rely on these structures to reinforce both the what and the how of our model as detailed in the figure below.



Tiers of Service

Multi-Tiered System of Supports rely upon viewing support and intervention through the lens of three different tiers of service and beyond.

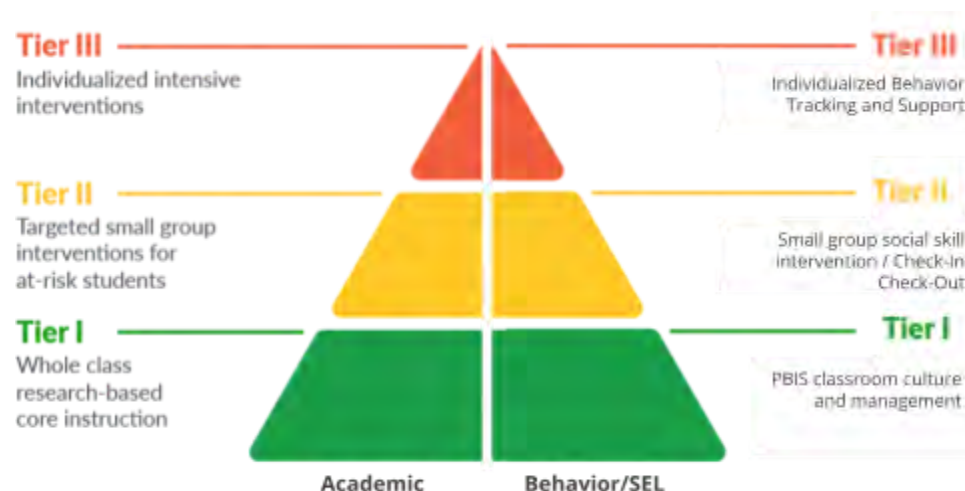
- **Tier 1 – Universal Support** (whole population)
 - Interventions and supports that are available and provided to 100% of the population served. This can include everything from core curricula to school-wide incentive systems.
 - Example – Start with a rigorous academic model that emphasizes built-in scaffolding and differentiation to increase all students' access to grade-level material.
 - When carried out with consistency and integrity, Tier 1 support should be sufficient for about 80% of the population to be successful without additional support.
 - All school-site staff are involved in providing Tier 1 support.

- A common mistake is prematurely assigning students to needing *additional support* before making sure that Tier 1 supports are being implemented at a high level. In most cases, focusing on improvement of Tier 1 supports will lead to adequate progress and save unnecessary time and effort spent on Tier 2 supports.
- **Tier 2 – Supplemental Support** (small groups)
 - Interventions and supports that are available and provided to small groups of students only (e.g. intervention pull-out that is aligned to their specific academic/social-emotional needs).
 - If Tier 1 supports are carried out with consistency and integrity, Tier 2 supports should only be necessary for about 15 - 20% of the population to be successful. Once we see sustained progress, students are gradually released from Tier 2 supports.
 - School leaders and support staff are involved in providing Tier 2 supports, with limited teacher involvement.
 - Smaller groupings of students that are being supported by 1-2 support staff at a time (*high fliers* should also receive supplemental support)
 - At least 3 intervention sessions per week for 15-30 minutes each through the REACH block
 - Includes data collection
 - A common mistake is skipping Tier 2 and going straight to individualized supports. A small number (2 - 3) strongly implemented Tier 2 small-group supports will usually lead to desired progress and prevent misuse of resources with highly individualized supports.
- **Tier 3 – Individual Support**
 - Interventions and supports that are available and provided on an individual basis. In a school setting, this includes students who are going through the Student Success Team (SST) process
 - If Tier 1 and 2 supports are carried out with consistency and integrity, Tier 3 supports should only be necessary for about 5% or less of the population to be successful.
 - School site Administration and other specialized staff are sometimes involved in providing Tier 3 supports.
 - Once we see sustained progress, students are gradually released from Tier 3 supports and return to receiving only Tier 2 supports.

Please see **Appendix 11 – Organizational Team** for Job Descriptions for the Education Specialist, Speech and Language Pathologist, Mental Health Counselor, Special Education Paraprofessional, and Academic Interventionist who all play a role in providing tiered supports.

Meeting Students Where They Are

Tiered supports are provided to address the specific needs of students. Therefore, a single student could be getting Tier 3 support in math computation, while only receiving Tier 1 support for ELA and SEL due to their needs while another student may be receiving Tier 2 support for SEL and ELA, but Tier 1 supports in Math.



Student Success Team

The Student Success Team folds into the MTSS model as the process for understanding a student’s strengths and needs in order to better identify supports and interventions to assist that child in making growth. The interventions can be targeted towards concerns about a student’s academic and/or behavioral needs. In the SST, our team uses data to identify goals and specific interventions targeted to an individual student’s needs to be implemented over a six-week cycle. The team reconvenes to evaluate the effectiveness of the targeted interventions and to identify the appropriate next steps for that student to meet their goals.

The SST process is an important component for our school’s MTSS model. That said, in addition to producing better results for students, it also develops the capacity of teachers to better differentiate for their classroom and students. The SST process is an important tool to address three essential questions:

- Are we serving the kids who need us the most?
- Are our children progressing and achieving academically?
- Are our students staying with us?

In addition, we hold the following essential understandings for the SST process:

- The SST differs from a general education small group structure because teachers identify needs for a particular student and appropriate interventions unique for that student rather than planning a small group and identifying who can benefit.
- All team members play an important role in identifying supports for a student. Team members should include at least: the general education (GE) teacher(s), school leadership team member(s), the school psychologist, SPED Teacher(s), other staff when needed (e.g. speech team, mental health counselor, etc.)
- Interventions can vary from child to child. Differentiation strategies should be considered to address the identified needs of a student. These interventions can occur in a variety of settings, including during a class period or during the Reach block. Interventions vary, and can include a differentiation strategy or a specific intervention program.
- Data is an essential component of this process.
- Progress monitoring happens throughout the process by the SST Coordinator and GE Teacher (at least at the midpoint and end of the cycle)
- The SST process is not a direct pathway to special education, and does not exist solely as a way to refer children to Special Education.

Academically Low-Achieving Students

At Alpha, low-achieving students are defined as those who perform at a level one (standard not met) or level two (standard nearly met) on the SBAC state assessment, those who earn one or more grades of “C-” or lower per grading period, or those who score below proficiency level on interim benchmark assessments. Students designated as low-achieving may or may not qualify for special education services (as discussed below). Additionally, students designated as low-achieving require holistic support that goes beyond academic interventions, which are addressed through the robust MTSS model described above.

Low-achieving students benefit from learning experiences that have clear and high expectations combined with a supportive learning environment. Additionally, low-achieving and at-risk students benefit greatly from placement in a classroom with students who achieve at different

levels. Low-achieving students are thoroughly integrated into the entire student body at the Charter School and participate fully in all aspects of the curriculum.

The central support system for students who are low-achieving is the full MTSS model discussed in the previous section, providing three levels of intervention for students in need of additional assistance. In addition to the integrated supports, the *REACH* block and weekly office hours with teachers provide additional targeted support for students who are low-achieving.

Academically High-Achieving Students

At Alpha, academically high-achieving students are those who perform at a *Standard Exceeded* level on the SBAC state assessment and/or who consistently earn *A grades* in a majority of their courses. The curriculum at Alpha is designed to challenge all students, including high-achieving students. The differentiated curriculum regularly provides high achieving students with opportunities to deepen their study of concepts and subject matter, via specialized projects and assignments.

In addition to ensuring that the needs of high-achieving students are met inside the classrooms, Alpha takes steps to support high-achieving students outside of core instruction. This includes providing access to novels and supplemental literature activities that are appropriate for each student's reading level. An example of this may include listening to a podcast and holding a Socratic seminar based on that content, or utilizing project-based learning to incorporate ELA and Social Studies standards.

Alpha's academically high achieving students also have access to more advanced content when using online learning programs to ensure they continue to accelerate. These programs are adaptive and allow students to work at their own pace and move ahead if they have demonstrated mastery on specific standards.

Students Who Are English Learners

Overview

Alpha has the same goal for its students who are ELs as it does for all of its students – that they develop the academic skills and leadership habits required to succeed in college and live with integrity. As such, all students who are ELs have daily access to grade-level core curriculum.

The majority of students currently enrolled in Alpha: José Hernández School are multi-language learners who speak a language other than English at home. Alpha supports all students in

becoming proficient in academic English through a combination of Integrated and Designated ELD in accordance with California’s ELD roadmap.⁴⁴

Alpha provides appropriate English Learner services and meets all applicable legal requirements, in accordance with state and federal law, for students who are ELs, including long-term English learners or English learners at risk of becoming long-term English learners, as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher credentialing and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Alpha implements policies to assure proper placement and evaluation (Principle 1: Assets-Oriented and Needs-Responsive School), strong and supportive environment and instructional programming (Principle 2: Intellectual Quality of Instruction and Meaningful Access and Principle 3: System Conditions that Support Effectiveness) and communication regarding ELs and the rights of students and parents (Principle 4: Alignment and Articulation Within and Across Systems).

The program for serving students who are ELs is outlined below and addresses the process for student identification, curriculum, assessments, reporting, and redesignation as well as professional development and teacher qualifications for working with students who are ELs.

Identification, Designation & Notification

Alpha administers the home language survey upon a student’s initial enrollment in a California public school (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is one other than English are tested with the ELPAC. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- **Initial Assessment (IA)** — The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time

⁴⁴ California Department of Education. (2014, June 18). *The California English learner roadmap: Strengthening comprehensive educational policies, programs, and practices for English learners*. <https://www.cde.ca.gov/sp/ml/roadmap.asp>

in the California public school system based upon the results of the home language survey. The locally scored IA is the official score. The IA is given to students in grades TK–12 whose primary language is not English to determine their English proficiency status.

- **Summative Assessment (SA)** — ELs take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered over seven grade spans — K, 1, 2, 3-5, 6-8, 9-10, and 11-12. In kindergarten and grade 1, all domains are administered individually. In grades 2-12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA is administered via a computer-based platform, while the ELPAC Writing Domain for kindergarten through 2nd grade continues to be administered as a paper-pencil test.

Testing times vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window is year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, is assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window is a four-month window after January 1 (February 1 - May 31). The English language proficiency of all currently enrolled English learners is assessed by administering the test during the annual assessment window.

Alpha notifies all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC is used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Ongoing Assessment, Monitoring, and Reclassification Procedures

Alpha complies with all applicable state and federal laws in regard to the testing and service requirements for English learners. Students who are identified as ELs take the ELPAC annually to determine growth in English language proficiency until they are reclassified. Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Alpha uses a variety of assessment tools, including those discussed above, to diagnose the needs of students who are English learners. Based on the annual ELPAC results, as well as the range of assessments administered to all students, students in need of additional support and/or challenge — including students who are English learners — are identified for differentiated instructional, acceleration, and/or support services. In addition, Alpha monitors the academic progress of reclassified students for four years.

Instruction and Intervention Strategies for Students Who Are ELs

Given that the vast majority of Alpha: José Hernández students are ELs, Alpha's program is explicitly designed to provide these students with effective, research-based educational programs and practices for increased linguistic and academic attainment. The overall model for ELD at Alpha is the use of both Integrated and Designated ELD, aligned with the California ELD

Standards and State implementation guide. These standards focus on ELs interacting in meaningful ways with the content, as well as learning about how English works.

All students who are ELs are enrolled and participate in a regular course of study along with all other students, which is designed to ensure that all students have access to grade level content and receive the appropriate scaffolds up to grade level rigor. Teachers are involved in the ongoing program development, and families are informed of the plan and provided opportunities for feedback through existing parent leadership structures. The EL program is overseen by the Principal and supported by Alpha's ELD specialist, with additional support from Alpha Public Schools' network team.

Integrated ELD

Integrated ELD is not a curriculum, but rather a set of instructional practices and scaffolds that support all students to develop the academic language needed to access the core content curriculum. Teachers need to understand the language demands of content standards and also have a set of instructional practices that support and scaffold students to meet those demands. English Language Development standards and instructional practices are integrated across all content areas, not just English Language Arts.

The most effective support that can be provided to English learners is strong Tier 1 instruction. Alpha: José Hernández has carefully curated high-quality instructional materials for all content areas that include appropriate supports and scaffolds for English learners. All teachers are supported through regular observation, weekly coaching meetings, and data review to ensure that the highest-leverage scaffolds are being implemented, and adjusted as needed. Other integrated strategies that should be seen in every classroom are: intentional vocabulary instruction, use of visuals (e.g., word walls and anchor charts), structured student talk routines, tasks that cross all language building domains: reading, writing, speaking and listening, and the introduction and ongoing reference of language functions with appropriate sentence stems to prompt students and overall, increase students' metalinguistic awareness. All staff are trained to ensure bilingualism is lifted as an asset, and translanguaging is encouraged.⁴⁵

Designated ELD

Designated ELD is a specific instructional block where teachers use the California ELD standards to provide targeted instruction to all ELs. Alpha utilizes the Systematic ELD program from EL

⁴⁵ California Department of Education. (2020). *Improving Education for multilingual and English learner students: Research to practice*. <https://www.cde.ca.gov/sp/el/er/documents/mleleducation.pdf>.

Achieve as its Designated ELD curriculum. Students are regrouped by language development level for 30 minutes daily of Designated ELD instruction.

EL students at Alpha are screened yearly to determine whether or not they are making adequate yearly progress in ELD. Students who are not making adequate yearly progress, as well as students who have gaps in their academic English language development, may receive additional support.

English Learner Advisory Committee

Alpha has an English Learner Advisory Committee (ELAC). All families have the opportunity to participate on the Charter School's ELAC, to advise the principal and staff on programs and services for students who are ELs, advise the Charter School Leadership on the development of the Local Control and Accountability Plan (LCAP), develop the Charter School's needs assessment, implement the Charter School's annual language census, and help make parents aware of the importance of regular school attendance.

Teacher Qualifications and Professional Development

Alpha is committed to hiring an instructional staff that can meet the needs of all students, including students who are ELs. As such, all teachers at Alpha meet requirements of the Elementary and Secondary Education Act and are authorized to serve English learners, which is most frequently attained through a Cross-cultural, Language and Academic Development (CLAD) Certification.

Alpha supports all teachers in their ongoing growth and professional development in serving students who are ELs. Professional development is provided to all administrators and teachers on effective strategies for serving students who are ELs in both integrated and designated settings. Professional development is provided on site for teachers in these programs and strategies, as well as through ongoing coaching.

Please see **Appendix 11 – Organizational Team** for the ELD Specialist Job Description. Please see **Appendix 4 – Professional Development** for a sample ELD Professional Development Session supporting all teachers in developing their ELD practice.

Monitoring and Evaluation of Program Effectiveness

Alpha monitors and evaluates the effectiveness of the program by carefully monitoring and evaluating the instructional practices employed by our staff and the growth and achievement of the students we serve. For students who are ELs, the Charter School tracks progress toward

academic, social, emotional, and behavioral goals in the same way it does for any student. In addition, the Charter School carefully tracks student progress toward fluency in English. Key assessments in measuring the progress of ELs include the SBAC, the ELPAC, the NWEA MAP, and classroom based assessments aligned with the CCSS.

The results from all the above assessments are used in the MTSS process to track student achievement. Teachers analyze these results every cycle to determine what re-teaching is necessary and to identify which students require targeted intervention. For students who are ELs, this explicitly includes looking at their language needs in alignment with their language level.

For students who exhibit the need for additional support, classroom-based interventions are implemented, along with supplementary instruction provided through targeted intervention. Alpha's small size and curricular approach enables greater personalization of instruction and improved identification of language needs, allowing for Integrated ELD supports and scaffolds as well as Designated ELD based on language level and need.

In addition to student-level data, the evaluation for the program effectiveness for students who are ELs in Alpha include:

- Adhering to Alpha-adopted academic benchmarks by language proficiency level and years in program to determine annual progress
- Monitoring of teacher qualifications
- Monitoring use of appropriate instructional strategies based on program design
- Monitoring of student identification and placement
- Monitoring of parental program choice options
- Monitoring of availability of adequate resources
- Gathering of qualitative data from students, parents, and teachers during the LCAP process, to gauge its effectiveness at providing instruction to students who are ELs

Alpha is committed to continuous improvement and will continue to refine and improve our measurement systems to monitor program effectiveness in response to student needs.

Special Education

Alpha leverages MTSS as its foundation in ensuring we serve all students in achieving their academic, social, emotional, and behavioral outcomes. The MTSS model is described in detail

earlier in **Element A – Educational Program, Serving All Students**. In addition to supports through the MTSS structure, Alpha provides special education services to eligible students.

Assurances

Alpha recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with a Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. Alpha complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to the IDEA, Section 504, and any other civil rights law enforced by the U.S. Department of Education Office for Civil Rights (OCR). Alpha complies with all California laws pertaining to students with disabilities. Furthermore, Alpha complies with the chartering authority and SELPA guidelines pertaining to students with disabilities.

SELPA Affiliation

Alpha: José Hernández is its own local educational agency (LEA) for purposes of special education and participates as a member of the El Dorado County Charter SELPA in conformity with Education Code Section 47641(a). In the event Alpha seeks membership in a different state-approved SELPA, Alpha shall provide notice to the County, the SELPA, and the California Department of Education before February 1st of the year before services are to commence. As an LEA member of the SELPA, Alpha receives state and federal revenues directly, in accordance with the SELPA's allocation plan.

Alpha assumes full responsibility for providing special education and related services to eligible charter school students across all disabilities and levels of severity, in accordance with state and federal law and regardless of students' district of residence.

Alpha follows policies and procedures of the SELPA in which it is a member and utilizes SELPA forms and information systems necessary to identify and serve students who qualify for special education. Alpha agrees to collaborate with the SELPA to respond to inquiries and requests and provide access to information and records, as needed, and is responsible for maintaining confidentiality of student records.

Alpha retains its right to operate as a public school of the authorizer within which it operates for purposes of special education, pursuant to Education Code Section 47641(b). Should Alpha exercise this right, the specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding (MOU), delineating

the respective responsibilities of Alpha and the County. The language that follows is not meant to preclude alternative arrangements between the County and Alpha as agreed upon in the MOU.

Section 504 of the Rehabilitation Act

Alpha recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504. The Charter School assumes full responsibility for providing appropriate accommodations, modifications and services to address the needs of any student regardless of the student's district of residence.

A 504 team is assembled by the 504 Coordinator and includes the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team reviews the student's existing records, including academic, social, and behavioral records, and is responsible for making a determination as to whether an evaluation for a 504 Plan is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation is carried out by the 504 team, which evaluates the nature of the student's disability and the impact upon the student's education. This evaluation includes consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports

to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If, during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA shall be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team is responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education (FAPE). In developing the 504 Plan, the 504 team considers all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff. The 504 Plan describes the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator ensures that teachers include 504 Plans with lesson plans for short-term substitutes and that they review the 504 Plan with a long-term substitute. A copy of the 504 Plan is maintained in the student's file. Each student's 504 Plan is reviewed at least once per year to determine the appropriateness of the Plan and any needed modifications to the plan, if any. Each student's 504 Plan is reviewed every three years to determine continued eligibility.

Services for Students under IDEA

The following description regarding how special education and related services, including Designated Instruction and Services (DIS), shall be provided and funded is being proposed by Alpha for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition.

Staffing

All special education services at Alpha are delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Alpha staff participates in Alpha, County, or SELPA in-service training relating to special education.

Alpha is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and education specialists. Alpha ensures that all special education staff hired or contracted by the Charter School are qualified pursuant to SELPA policies, as well as meet all legal requirements. Alpha is responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, counselors, and psychologists.

Please see **Appendix 11 – Organizational Team** for Job Descriptions for the Education Specialist, Speech and Language Pathologist, Mental Health Counselor, and Special Education Paraprofessional. Please see **Appendix 4 – Professional Development** for the APS Education Specialist Evaluation Rubric, which details expectations of these staff in serving students with special needs.

Notification and Coordination

Alpha follows SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The SELPA policy will be used for notification of students' home districts when they 1) enroll with an IEP or 504 plan in place, 2) disenroll with an IEP or 504 plan in place, 3) become eligible for special education, 4) exit special education Alpha shall adopt and implement policies relating to all special education issues and referrals.

Identification

Alpha understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, evaluated, and served regardless of the severity of the disability.

Alpha implements a multi-tiered instructional and support framework, often referred to as MTSS, prior to referring a child for an evaluation under IDEA. However, Alpha ensures that Child Find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or Charter School staff member may

request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated in an MTSS process. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. Alpha may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. No assessment or evaluation are used for admission purposes.

As an independent LEA for special education purposes, Alpha is solely responsible for compliance with state and federal Child Find requirements. Alpha implements policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students who have or may have exceptional needs that qualify them to receive special education services.

Referral for Assessment

The term *assessments* shall have the same meaning as the term *evaluation* in the IDEA, as provided in Section 1414, Title 20 of the United States Code. Alpha determines what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. Alpha obtains parent/guardian consent to assess Charter School students.

Development and Implementation of Individualized Education Program (IEP)

Alpha arranges and notices the necessary IEP meetings. IEP team membership is in compliance with state and federal law.

Every student who is assessed for special education has an IEP that documents assessment results and eligibility determination for special education services.

As an LEA for special education, Alpha is solely responsible for ensuring that all aspects of the IEP and school site implementation are maintained. Alpha provides modifications and accommodations outlined within each individual's IEP and serves each student in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP development, implementation, and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are made by the IEP team. The IEP team includes all of the following members:

- The parent or guardian of the student
- The student, if appropriate
- The Principal or the Principal's designee
- At least one special education teacher
- A general education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment
- A SELPA representative, if appropriate
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results
- Others familiar with the student may be invited as needed

Alpha provides an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the Charter School ensures their participation using other methods, such as conferencing by telephone or video conference.

A copy of the IEP is given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP is implemented by Alpha. The IEP includes all required components and is written on SELPA forms.

Alpha understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education is the decision of the IEP team, pursuant to the IEP process. Programs, services and placements are provided to all eligible Charter School students in accordance with the policies, procedures, and requirements of the SELPA and State and Federal law.

IEP Review

The IEP team formally reviews the student's IEP at least once a year to determine how the IEP is meeting their needs. In accordance with IDEA regulations, the IEP team also conducts a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

As an LEA for special education, Alpha is responsible for conducting IEP reviews and determining necessary supports, services, and placements, in accordance with SELPA policies and all applicable laws.



Unless otherwise specified on the student's IEP, parents are informed of the student's progress toward meeting annual goals and whether the student is expected to meet their annual goals at least as frequently as report cards are provided for Alpha's non-special education students.



Alpha also provides all home-school coordination and information exchange. Alpha is also responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Special Education Strategies for Instruction and Services

As an independent LEA for special education purposes, Alpha offers a comprehensive inclusion-based program that includes scaffolded and differentiated learning in the core classroom, individual and small group instruction as part of the model, and daily intervention, extension, and enrichment to students based on need during the school day. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP are built around the student's needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, Alpha provides the necessary placement and/or services. The instruction outlined in each student's IEP is delivered by qualified personnel.

Special education programming at Alpha ensures that regardless of where students fall along the continuum of services, teachers use the following foundational programmatic pillars to serve as the base of their work at Alpha.

| Special Education at Alpha | | |
|---|------------------|---|
|  | Push-In Support | Alpha Public Schools believes in inclusion, and supports teachers in planning and executing targeted, varied, and purposeful push-in support for students with special needs. |
|  | Pull-Out Support | For students that require additional support, Alpha offers pull-out academic groups for students that require small group instruction in order to make academic progress. Pull-out support can be focused on access (e.g. supporting students in accessing grade level content) and/or intervention (e.g. supporting students in closing foundational skills gaps). The frequency and |

| | | |
|---|------------------|--|
| | | duration of this support falls across a wide spectrum depending on the needs of the student. |
|  | Related Services | Alpha provides all related services that are indicated in the IEP, including speech, counseling, occupational therapy, adapted physical education, and any other service listed in the IEP. |
|  | Evaluation | At Alpha, we strive to constantly improve our effectiveness. To this end, we carefully evaluate our teachers, programs, and student outcomes to ensure that we are providing our community with the best education possible. |

Interim and Initial Placements of New Charter School Students

Alpha complies with Education Code Section 56325 with regard to students transferring into Alpha within the academic school year.

As an independent LEA for special education purposes, Alpha provides transferring students with free and appropriate public education, including services comparable to those listed in the student's existing IEP.

For students transferring to Alpha from another school within the same SELPA, Alpha, pursuant to Education Code Section 56325(a)(2), continues, without delay, to provide services comparable to those described in the existing approved IEP, unless parents/guardians and Alpha agree to develop, adopt, and implement a new IEP.

For students transferring to Alpha from another school within a different SELPA, Alpha, pursuant to Education Code Section 56325(a)(1), continues to provide services comparable to those described in the previously approved IEP for a period of up to thirty (30) days, by which time Alpha shall adopt the previously approved IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

For students transferring to Alpha from a school outside of California, Alpha provides the student with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parents, until Alpha conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the

United States Code, if determined to be necessary by Alpha, and develops a new IEP, if appropriate, in accordance with federal and state law.

Non-Public Placements/Non-Public Agencies

Alpha shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of their disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School has adopted policies for responding to parental concerns or complaints related to special education services. The Charter School receives any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative investigates as necessary, responds to, and addresses the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it represents itself at all SELPA meetings.

Funding

The Charter School understands that it is subject to the allocation plan of the SELPA and that it is responsible for any legal fees relating to the application and assurances process.

ELEMENT B — MEASURABLE PUPIL OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and aptitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).

Overview

Alpha designs backwards from its mission: We believe all children have a fundamental right to an excellent education. We ensure that all scholars develop the academic skills and leadership habits required to succeed in college and live with integrity. To achieve this mission, Alpha engages in a comprehensive planning process each year to determine the priorities, initiatives, and goals for the Charter School in order to achieve increases in pupil performance, both schoolwide and across all significant subgroups of pupils.

Goals, Actions, and Outcomes in Alignment with State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the Alpha: José Hernández LCAP provides a reasonably comprehensive description of the Charter School’s annual goals, actions, and measurable outcomes, both schoolwide and for numerically significant subgroups of pupils, which address and align to the Eight State Priorities identified in Education Code Section 52060(d), as well as the mission, curriculum, and assessments of the Charter School. The Charter School maintains the same goals, actions, and outcomes for all students, both schoolwide and for all numerically significant student subgroups, except where explicitly noted within the LCAP. The Charter School strongly believes that all students can achieve the goals it sets. Please see **Appendix 2 – Theory of Action** for the 2024-27 LCAP for Alpha: José Hernández.

To support authorizer review, the table below provides a crosswalk between the eight state priorities and the sections of the Charter School LCAP that contain the relevant goals, actions, measures, and applicable subgroups.

| Goal 1 - Focused Subgroup Supports | | |
|--|---|--|
| Goals | Metrics (Measurements) | 3-Year Goal (Outcomes) |
| <p>Goal 1: All student groups will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math.</p> <p>This work is aligned to the following State Priorities:</p> <ul style="list-style-type: none"> • State Priority 2: Implementation of State Standards • State Priority 4: Student Achievement <p>This work is aligned to the following APS strategic priorities:</p> <ul style="list-style-type: none"> • Clarify the Academic Program | EL access to CCSS and ELD standards <i>Data source:</i> Local Indicator Priority 2 Survey (internal) | Maintain 4.0 or higher |
| | English Learner Progress Indicator <i>Data source:</i> California School Dashboard | 56% (Green) |
| | Reclassification Rates <i>Data source:</i> Internal calculation | 10% |
| | SBAC Distance from Standard (DFS) ELA, by all significant student groups <i>Data source:</i> California School Dashboard | EL: Orange 100 pts below SWD: Orange 137 pts below Hispanic: Orange 82 pts below SED: Orange 81 pts below |
| | SBAC Distance from Standard Math, by all significant student groups <i>Data source:</i> California School Dashboard | EL: Orange 129 pts below SWD: Orange 206 pts below Hispanic: Orange 117 pts below SED: Orange 116 pts below |
| Actions | | |
| <p>The Charter School will engage in actions to support achievement of the goal, as set forth and subject to annual revision as defined in the school LCAP:</p> <ol style="list-style-type: none"> 1. Provide English Learner and Long-Term English Learner supports 2. Purchase and provide training for high quality ELD curriculum 3. Provide supports for Students with Disabilities 4. Staff Academic Interventionists 5. Provide supplemental literacy intervention 6. Strengthen Tier 1 instruction | | |

| Goal 2 - Academic Program | | |
|--|--|------------------------|
| Goals | Metrics (Measurements) | 3-Year Goal (Outcomes) |
| <p>Goal 2: Support growth and achievement for all students through strong instructional practices, informed by our assessment and data strategy.</p> <p>This work is aligned to the following State Priorities:</p> <ul style="list-style-type: none"> • State Priority 2: Implementation of State Standards • State Priority 4: Student Achievement • State Priority 7: Course Access • State Priority 8: Pupil Outcomes <p>This work is aligned to the following APS strategic priorities:</p> <ul style="list-style-type: none"> • Clarify the Academic Program | Sufficient Access to Standards-Aligned Instructional Materials <i>Data source:</i> School Accountability Report Card (SARC) | 100% |
| | Implementation of academic standards <i>Data source:</i> Local Indicator Priority 2 Survey (internal) | 4.0 or higher |
| | SBAC Distance from Standard (DFS) ELA, all students <i>Data source:</i> California School Dashboard | Orange 78 pts below |
| | SBAC Distance from Standard (DFS) Math, all students <i>Data source:</i> California School Dashboard | Orange 110 pts below |
| | Other Pupil Outcomes: Fall to Spring NWEA Conditional Growth Index (CGI) ELA <i>Data source:</i> NWEA Assessment | >-.20 |
| | Other Pupil Outcomes: Fall to Spring NWEA Conditional Growth Index (CGI) Math <i>Data source:</i> NWEA Assessment | >-.20 |
| Actions | | |
| <p>The Charter School will engage in actions to support achievement of the goal, as set forth and subject to annual revision as defined in the school LCAP:</p> <ol style="list-style-type: none"> 1. Strengthen instructional practices 2. Execute on a standardized assessment strategy 3. Leverage a high quality curriculum 4. Implement a data strategy, supported by a robust data platform 5. Provide online platforms and technology 6. Staff Associate Teachers 7. Offer a broad course of study | | |

| Goal 3 - Healthy & Thriving Environment | | |
|--|--|--|
| Goals | Metrics (Measurements) | 3-Year Goal (Outcomes) |
| <p>Goal 3: Develop and cultivate a healthy and thriving school environment that promotes the safety and belonging of all students.</p> <p>This work is aligned to the following State Priorities:</p> <ul style="list-style-type: none"> • State Priority 1: Basic • State Priority 5: Student Achievement • State Priority 6: School Climate <p>This work is aligned to the following APS strategic priorities:</p> <ul style="list-style-type: none"> • Clarify the Academic Program | <p>Suspension Rate <i>Data source:</i> California School Dashboard</p> | <p>All: 2.7% (Green) EL: 2.6% (Green) Hispanic: 2.7% (Green) SED: 2.7% (Green) SWD: 2.7% (Green)</p> |
| | <p>Average Daily Attendance (ADA) <i>Data source:</i> CALPADS</p> | <p>≥95%</p> |
| | <p>Middle School Drop Out Rate <i>Data source:</i> Internal calculation</p> | <p>0%</p> |
| | <p>Chronic Absenteeism <i>Data source:</i> California School Dashboard</p> | <p>All: 28% (Yellow) EL: 30% (Yellow) Hispanic: 29% (Yellow) SED: 28% (Yellow) SWD: 30% (Yellow)</p> |
| | <p># of identified instances where facilities do not meet the <i>good repair</i> standard <i>Data source:</i> School Accountability Report Card (SARC)</p> | <p>Facility Rating of Good or Exemplary</p> |
| | <p>Expulsion Rate <i>Data source:</i> Internal calculation</p> | <p>0%</p> |
| | <p>% of students who feel safe at school <i>Data source:</i> Internal survey</p> | <p>≥95%</p> |
| | <p>% of students who feel that there is at least one adult who cares about them <i>Data source:</i> Internal survey</p> | <p>≥95%</p> |

| Actions | |
|--|--|
| <p>The Charter School will engage in actions to support achievement of the goal, as set forth and subject to annual revision as defined in the school LCAP:</p> <ol style="list-style-type: none"> 1. Monitor and respond to student culture and behavioral data 2. Select, implement, and train on a SEL curriculum 3. Incorporate restorative justice practices in response to student behaviors 4. Refine, train, and track accountability to attendance systems and protocols 5. Improve and maintain facilities 6. Provide various non-academic student experiences 7. Implement the Community Schools Program 8. Enhance expanded learning progress 9. Continue to strengthen implementation of the National Student Lunch Program (NSLP) 10. Monitor and assess implementation of the Positive Behavioral Interventions and Supports system | |

| Goal 4 - Family Engagement | | |
|--|---|------------------------|
| Goals | Metrics (Measurements) | 3-Year Goal (Outcomes) |
| <p>Goal 4: Build and cultivate community and family engagement to support student achievement and wellness</p> <p>This work is aligned to the following State Priorities:</p> <ul style="list-style-type: none"> • State Priority 3: Parental Involvement and Family Engagement • State Priority 6: School Climate <p>This work is aligned to the following APS strategic priorities:</p> <ul style="list-style-type: none"> • Strengthen Parent Engagement & Community Advocacy | <p>% of families that feel a sense of belonging & connectedness to the school community <i>Data source:</i> Internal survey</p> | ≥95% |
| | <p>% of families that agree that the school listens to family voice and input when making decisions <i>Data source:</i> Internal survey</p> | ≥95% |
| | <p>% of families that are satisfied with the amount of opportunities provided to families to participate in school activities and programs (by subgroups) <i>Data source:</i> Internal survey</p> | ≥95% |
| | <p>% of families that are satisfied with the level of physical and emotional safety <i>Data source:</i> Internal survey</p> | ≥95% |
| Actions | | |

The Charter School will engage in actions to support achievement of the goal, as set forth and subject to annual revision as defined in the school LCAP:

1. Strengthen family communication strategies
2. Create an execute on an annual scope and sequence for school community events and celebrations
3. Maintain and improve services from the Alpha Parent Learning Center
4. Expand parent school partnerships through parent volunteer opportunities
5. Develop parent power by providing parents with leadership opportunities

Goal 5 - Talent Retention

| Goals | Metrics (Measurements) | 3-Year Goal (Outcomes) |
|---|---|------------------------|
| <p>Goal 5: Hire, develop, value, and retain a high-quality faculty & staff</p> <p>This work is aligned to the following State Priorities:</p> <ul style="list-style-type: none"> • State Priority 1: Basic <p>This work is aligned to the following APS strategic priorities:</p> <ul style="list-style-type: none"> • Retain Alpha's Team | <p>% of teachers appropriately assigned and credentialed</p> <p><i>Data source:</i> Internal calculation</p> | 100% |
| | <p>Teacher perception on the spring TNTP question regarding Learning Environment</p> <p><i>Data source:</i> TNTP Insight Survey</p> | 4.0 |
| Actions | | |
| <p>The Charter School will engage in actions to support achievement of the goal, as set forth and subject to annual revision as defined in the school LCAP:</p> <ol style="list-style-type: none"> 1. Provide teachers with professional development and coaching 2. Facilitate robust professional development for new staff 3. Develop instructional excellence in instructional support staff 4. Offer leadership development opportunities to leaders 5. Foster a healthy and thriving school culture 6. Provide all teachers with certification / credential support 7. Use a variety of strategies to hire a diverse, highly-qualified, and appropriately credentialed teaching staff 8. Capture staff feedback to regularly reevaluate compensation and benefits | | |

Local Control and Accountability Plan

In accordance with Education Code Section 47606.5, Alpha shall annually update and develop the LCAP to achieve the goals and actions in the State Priorities, using the LCAP template adopted by the State Board of Education. Alpha reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. Alpha shall submit the LCAP to SCCOE annually on or before July 1, as required by Education Code Section 47604.33. Alpha shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 each year at a regularly scheduled board meeting.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site. Please see **Appendix 2 – Theory of Action** for the Alpha: José Hernández LCAP.

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ELEMENT C – METHODS TO ASSESS PUPIL PROGRESS TOWARD MEETING OUTCOMES

Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C).

Alpha uses a variety of assessment tools that are appropriate for the grade level, curriculum, subject matter, skills, knowledge, and attitudes being assessed. These assessments are aligned with the Charter School's mission, academic program, State Standards, and academic outcomes, as identified in Elements A and B of this charter, which themselves are aligned with the Eight State Priorities. As such, the assessments selected provide targeted information about student progress towards meeting the above described pupil outcomes. Alpha uses objective means of assessment that are frequent and sufficiently detailed to determine whether students are making satisfactory progress. Assessments utilized, and the outcomes themselves, may be modified over time.

Types of Assessment Data

Alpha maintains a central data hub, ensuring data is readily accessible to staff to inform practice while adhering to FERPA. Data includes the following:

- Academic Data
 - CAASPP and California Alternate Assessments (CAA)
 - NWEA MAP
 - STAR Early Literacy
 - ELPAC
 - Curriculum Assessments
 - Grades
- Culture & Operations Data
 - Attendance
 - Discipline
 - Culture Survey
 - Student Demographics
 - Address Reports

- Scorecards & Combination Data
 - School Scorecards
 - Network Scorecards
 - Multilingual Learner Dashboard
 - Special Education Dashboard

Purpose & Frequency of Assessment

To support our focus on continuous improvement, Alpha gathers data annually, at each trimester, and on an ongoing basis within each classroom. As mandated by Education Code Section 47605(d)(1), Alpha annually administers assessment measures under the CAASPP or any equivalent statewide assessment system to all applicable students. The table below provides an overview of the assessment tools, purposes, applicable grades and subjects, frequency, analysis and use, and target performance levels.

| State Assessments | | | |
|---|--|---|--------------------------|
| Data Tool & Purpose | Grade, Subject, & Frequency | Analysis & Use | Target Performance Level |
| Attendance and Discipline Data Indicators of a healthy, positive learning environment. | TK - 8 Ongoing | Determine interventions needed to maintain excellent attendance. Determine behavioral interventions for students. Determine professional development and coaching needs of staff. | 95% Attendance |
| SBAC <i>(or CAA, as applicable)</i> Provide criterion-based data on mastery of grade level standards and growth over time. | 3 - 8 ELA Math Annually | Data is used to guide curriculum design, determine intervention and enrichment groups, and support individualized learning. Data is analyzed overall and by subgroups to inform classroom, school, and network levels adjustments to practice. | Meets Standard |
| CAST <i>(or CAA and CAPA, as applicable)</i> | 5, 8 Science Annually | Data is used to guide curriculum design, determine intervention and enrichment groups, and support individualized learning. | Meets Standard |

| | | | |
|---|--|--|---|
| Provide data on mastery of grade level standards. | | Data is analyzed overall and by subgroups to inform classroom, school, and network levels adjustments to practice. | |
| PFT Provide data on level of physical fitness. | 5, 7 Physical Fitness Annually | Data is used to guide curriculum design, determine intervention and enrichment groups, and support individualized learning. Data is analyzed overall and by subgroups to inform classroom, school, and network levels adjustments to practice. | Physically fit in at least 4 of 6 areas |
| ELPAC Provide data on level of proficiency in English for English learners. | TK - 8 ELD Upon enrollment, then annually until exited | Determine ELD levels of English learners. Inform grouping for designated ELD instruction. Determine instructional needs and level of scaffolding required via integrated ELD to enable students to access and express understanding of core content. | Level 3 or 4, Early Advanced (4) Or meeting threshold for annual growth in English fluency |
| IEP Provide data on progress toward goals for students with special needs. | TK - 8 Annually | Identify unique needs and goals for students with identified special needs. Inform specialized instruction. Determine appropriate scaffolding to ensure students can access and understand core content. | Goal Met |
| Internal Assessments | | | |
| Data Tool & Purpose | Grade, Subject, & Frequency | Analysis & Use | Target Performance Level |
| In-Lesson Formative Assessments (e.g. observation, exit tickets) Provide data on the extent to which each student reached the lesson objective. | TK - 8 ELA Math Science Social Studies Electives Physical Education Designated ELD Ongoing | Determine instructional needs of students. Inform differentiated instruction for both remediation and acceleration. Guide curriculum design, including adjustment of pacing and instructional delivery as needed. Identify teacher coaching and professional development needs. | Meeting grade level standard |

| | | | |
|---|---|---|--|
| Projects & Products (e.g. research projects, essays, lab reports, homework, etc.) Provide data on student progress toward mastery of grade level standards. | TK - 8 ELA Math Science Social Studies Art Spanish Physical Education Designated ELD Ongoing, and at the end of each unit of study | Determine instructional needs of students. Inform differentiated instruction for both remediation and acceleration. Guide curriculum design, including adjustment of pacing and instructional delivery as needed. Identify teacher coaching and professional development needs. | Meeting grade level standard |
| Curriculum Embedded Formative & Summative Assessments Provide data on student progress toward mastery of grade level standards. | TK - 8 ELA Math Social Studies Science Ongoing and at the end of each unit of study | Determine instructional needs of students. Inform differentiated instruction for both remediation and acceleration. Guide curriculum design, including adjustment of pacing and instructional delivery as needed. Identify teacher coaching and professional development needs. | Meeting grade level standard |
| NWEA MAP Provide data on student incoming academic levels. Monitor student growth over time in math and reading. | K - 8 ELA Math Annually, in fall, winter, and spring | NWEA is vertically calibrated, so student academic levels in math and reading can be identified and then growth can be tracked as they progress across grade levels. Data is disaggregated by the same subgroups as CAASPP. Data is used to guide curriculum design, determine intervention and enrichment groups, and support individualized learning to ensure each student is college ready by the end of grade 12. | Meeting grade level standard High growth and/or High Proficiency, or on growth trajectory to reach proficiency by end of 12th grade |

| | | | |
|--|--|--|---|
| STAR Early Literacy Provide data on student incoming reading levels. Monitor student growth over time in ELA. | TK - 2 ELA Annually, in fall, winter, and spring | Analytic scoring completed by teachers, using locally designed rubrics that clearly define mastery of standards. Provide data that supports teachers in carefully planning instruction that meets students where they are and moves them forward. | Meeting grade level standard and CCSS mastery |
| Sown to Grow Provide data on student progress toward goals in competencies of character | TK - 8 | Determine instructional and coaching needs of students. Inform differentiated instruction and coaching to support development. | Goal Met |
| Student Culture Survey (e.g. Internal Survey or California Healthy Kids Survey) | TK - 8 | Determine the degree to which students feel safe, supported, and engaged in their learning and the school community. | ≥95% |
| Family Culture Survey | TK - 8 | Determine the degree to which families feel their child is safe, supported, and engaged in their learning and the school community. Determine the degree to which families feel welcomed and engaged in the school community. | ≥95% |
| Grades | TK - 8 | Provide families with regular reports on student progress and mastery of grade level standard. | Meeting grade level standard |

Please see **Appendix 5 – Assessment** for the APS Grading Policy, which incorporates data from these assessments.

Use and Reporting of Data

The primary tool used for capturing student data is within-curriculum digital assessment platforms. Teachers and school leaders can access analyzed results specific to each curriculum within the built-in analysis tools. For curricula that do not have or do not have adequate built-in analysis tools, we use IlluminatED, a database designed specifically for school use. This system has the capability to record results for the tools described in the previous section and to aid in the analysis and reporting of data.

Collection

- All standardized assessment results are available electronically and are uploaded by the Principal their designee.
- All results from assessments given at school are inputted by faculty members.
- All information pertaining to student goals is inputted by faculty members.

Analysis

- Individual students, their families, and faculty members analyze each student's individual performance through progress reports as well as report cards.
- The Charter School faculty analyze data from all of the tools listed for individual students as well as school wide, at least four times per year.
- The Board reviews the data, and the faculty's analysis of it, regularly to monitor and improve the Charter School's educational program.

Reporting

- Results from all of the tools listed above are available for each individual student and their parents to view at all times via a secure web-based platform that can be accessed from any internet connection or on specially designated computers at the school during regular operating hours.
- The Charter School will publish a SARC that will be posted on the school's website and made available in the main office.
- On an as-needed basis, the Charter School will publish bulletins reporting general student or school performance data.

School Accountability Report Card

Alpha: José Hernández will compile data each academic year to publish a School Accountability Report Card. Student achievement data will be disaggregated annually to clearly identify the academic performance of students by subgroups (e.g., by ethnicity, gender, English learners, socio-economically disadvantaged students, and students with disabilities). This report will include required school data for the chartering authority, parents, Board of Directors, and community at large. The SARC will be posted on the Charter School's website and made available in the main office.

Continuous Improvement

Alpha is committed to using student performance data to refine and improve the educational program. In order to drive instruction, teachers collect and analyze data on a regular basis. It is essential that staff understand what students are learning and areas in which students need more assistance. Every week teachers participate in an hour of collaborative data analysis. This includes the analysis of exit tickets, quizzes, unit assessments, projects, and writing assignments. This ensures teachers know exactly where their students are performing and can make appropriate changes to upcoming lessons. It also allows for staff to compare data, share best practices, and normalize on grading applications.

There are also scheduled *Stepback Days* where all staff analyze network and site-based data to inform future planning. This ensures that there is strong alignment between standards, instructional practice, curriculum, and student need.

Too often, schools accumulate data but fail to have a plan for analysis and action. These regularly scheduled practices allow for professional development that focuses on effective uses of data, data analysis, and the development of school-wide action plans based on student performance data.

Please see **Appendix 5 – Assessment** for samples of APS Data Strategy Professional Development for Teachers and for Leaders, as well as Data Meeting Guides, Agendas, and Worksheets for both.

County Visitation/Inspection

Alpha will comply with a County requested visitation process to enable the County to gather information needed to validate the Charter School's performance and compliance with the terms of this charter. Additionally, Alpha agrees to and submits to the right of the County to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.

Response to Inquiries

Pursuant to Education Code Section 47604.3 the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County Office of Education, County Board of Education, and the State Superintendent of Public Instruction.

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ELEMENT D – GOVERNANCE STRUCTURE

Governing Law: *The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D)*

Overview

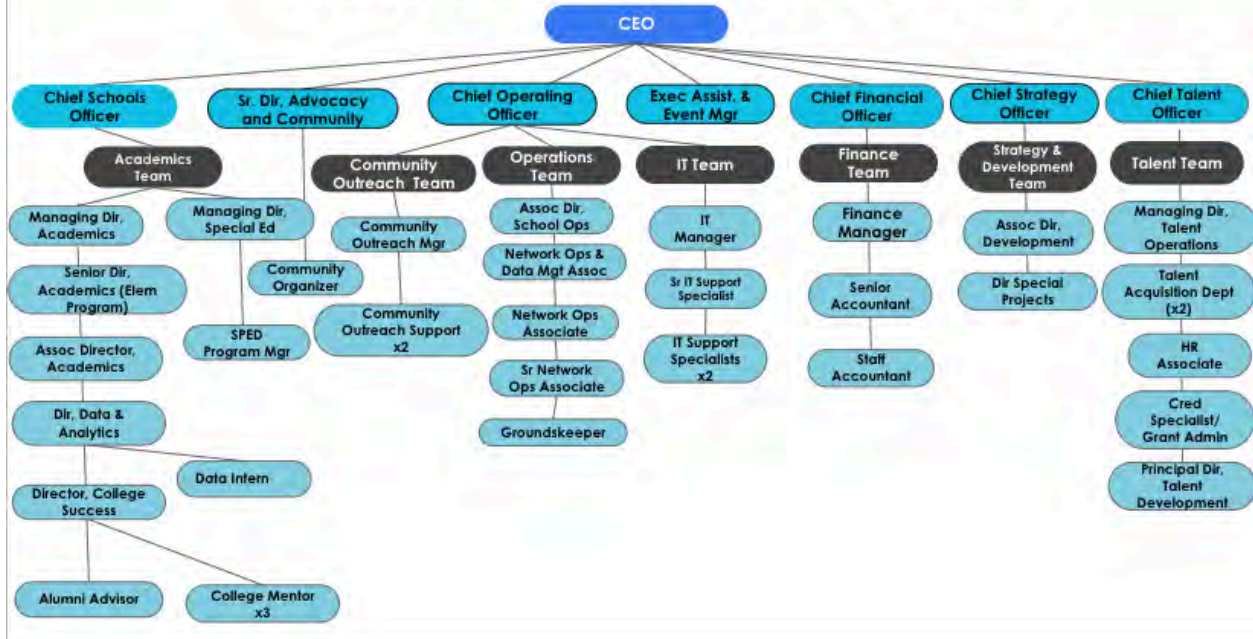
Alpha Public Schools believes that all children have a fundamental right to an excellent education. Alpha: José Hernández works in collaboration with families to ensure all scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

The governance structure of the Charter School, a California Nonprofit Public Benefit Corporation, has the following components:

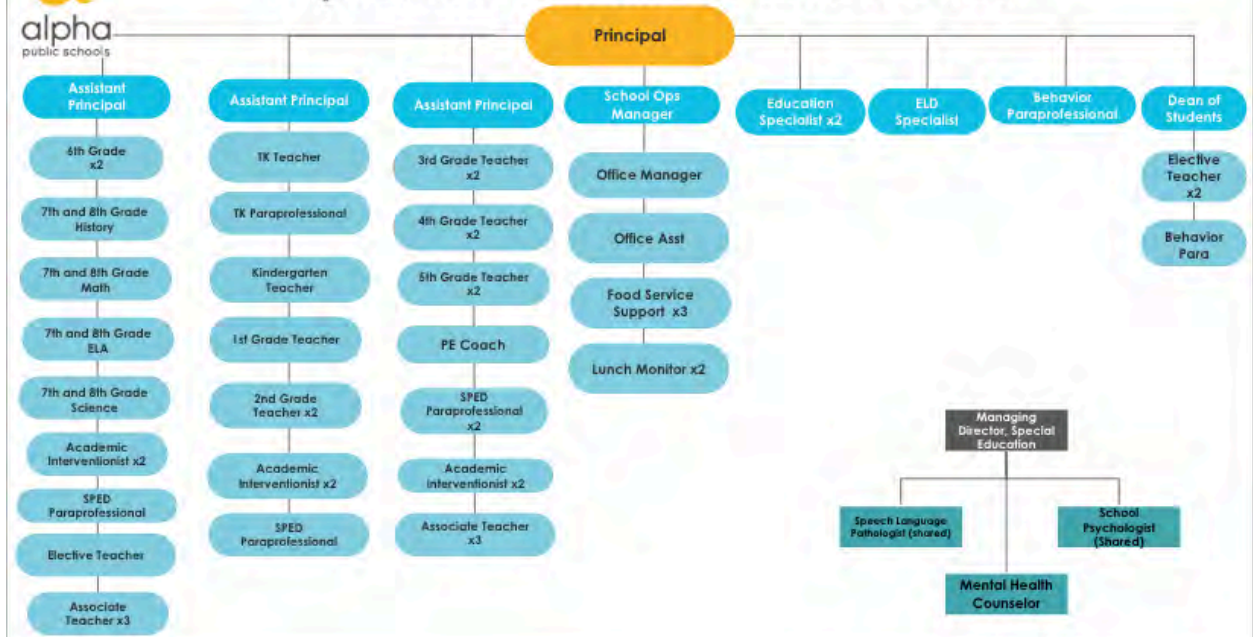
- Board of Directors
- Chief Executive Officer (CEO)
- Principal
- Parent Council
- English Learner Advisory Committee

The Organizational Charts for Alpha Public Schools and Alpha: José Hernández are as follows. Full page versions are available in **Appendix 7 – Governance**.

Alpha Public Schools Network Team Org Chart 24-25



Alpha: José Hernández School 24-25



Legal Status

Alpha Public Schools has constituted itself as a tax-exempt 501(c)(3) California nonprofit public benefit corporation pursuant to California nonprofit public benefit corporation law, as Alpha Public Schools, Inc.

Alpha: José Hernández is a direct funded charter school operated by Alpha Public Schools in accordance with Education Code Section 47604(a). Alpha is governed pursuant to the corporate bylaws adopted by the Board of Directors of Alpha Public Schools, which are consistent with the terms of this charter, the Charter Schools Act, and all other applicable laws. Alpha has adopted a Conflict of Interest Code that complies with Government Code Section 1090 *et seq.* as set forth in Education Code Section 47604.1, the Political Reform Act, and Corporations Code conflict of interest rules and which shall be updated with any charter school-specific conflict of interest laws or regulations. All eligible filers will file Form 700 annually. The Corporate Bylaws and Conflict of Interest Code are brought to the Board for review, update, and approval on at least a bi-annual basis. The Board of Directors shall comply with the California Public Records Act.

Alpha Public School's Articles of Incorporation, Corporate Bylaws, Conflict of Interest Code, and IRS Nonprofit Determination Letter are included in **Appendix 7 – Governance**.

Alpha: José Hernández shall operate autonomously from the chartering authority with the exception of supervisory oversight as required by statute. To support SCCOE in its oversight, Alpha will provide documents that are requested by the authorizer and will provide reports that are requested of us via their annual report, following their annual visit. This report is inclusive of topics identified by SCCOE, which are provided to Alpha in writing no later than 30 days before the presentation date.

Pursuant to Education Code Section 47604(d), the County Board shall not be liable for the debts and obligations of Alpha Public Schools, operated as a California nonprofit public benefit corporation or for claims arising out of the performance of acts, errors or omissions by the Charter School, as long as the County Board has complied with all oversight responsibilities required by law.

Board of Directors

Alpha Public Schools is governed by a Board of Directors (hereinafter the *Board*) in accordance with its adopted bylaws. The Board shall be ultimately responsible for the operation and activities of the Charter School. The Board shall be governed in its operations and its actions by

the corporate bylaws of the organization, which shall be consistent with the charter, the Charter Schools Act, and all other applicable laws. The primary methods for executing Board responsibilities are to create, adopt and monitor a long-term strategic plan and associated budget, and to employ and evaluate the CEO. Please see **Appendix 2 – Theory of Action** for the 2024-25 APS Strategic Plan.

Board Composition, Selection, and Term

In accordance with the Alpha Public Schools bylaws, the Board consists of at least five (5) members and should not exceed fifteen (15) members. In accordance with Education Code Section 47604(c), the chartering authority shall be entitled to a single representative on the Board of Directors of the nonprofit public benefit corporation. If the chartering authority appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. With the exception of the potential authorizer appointed representative, Board members shall have experience in one or more areas critical to charter school success, including but not limited to: legal, human resources, real estate, academic knowledge, finance, community, involvement/connection, fundraising, governance, relationship building, nonprofit/school operations. In addition Alpha will seek out members with strong geographic relationships to San José (and as appropriate, strong connection to East San José), that represent a good demographic mix, and that have strong board experience. No interested persons, as defined in the corporate bylaws, may serve on the Board.

All directors shall be designated by the existing Board, except for the chartering authority representative, if any. All directors shall have full voting rights, including any representative appointed by the chartering authority as consistent with Education Code Section 47604(c).

Under Alpha Public Schools current bylaws, each Board member, except as provided in the bylaws, shall hold office for three (3) years and until a successor director has been designated and qualified, with each term ending on June 30 of the third year, regardless of term start date. Terms are staggered to help support continuity. Should the bylaws be amended to adjust length of term or term limits, a revised copy of the bylaws will be provided to the chartering authority and our understanding is that this shall not trigger requirements for a material revision.

Board member names, titles, positions on the Board, and term expirations, as of the time of charter submission, are included below and in **Appendix 7 – Governance**. CEO or designee will provide a complete list of Board Members and Officers to the chartering authority by July 1 of each year.

| Name | Title | Term Length | Board Term Ends |
|---|------------------|-------------|-----------------|
| Peter MacDonald | Board Chair | 3 years | June 30, 2025 |
| Jennifer Wallner | Board Vice Chair | 3 years | June 30, 2026 |
| Silvia Mahan | Board Director | 3 years | June 30, 2026 |
| Adam Hendricks | Board Director | 3 years | June 30, 2025 |
| Elsa Retuta (Tenorio) | Board Director | 3 years | June 30, 2027 |
| Alicia Santillan (Parent Director) | Board Director | 3 years | June 30, 2027 |
| Lex Alvarez | Board Director | 3 years | June 30, 2025 |
| Cindy Wang | Board Director | 3 years | June 30, 2025 |
| Janine Ramirez | Board Director | 3 years | June 30, 2027 |
| Cheria Funches | Board Director | 3 years | June 30, 2025 |
| Mario Rosas | Board Director | 3 years | June 30, 2026 |
| Mary Anna Cazarez (Parent Director) | Board Director | 3 years | June 30, 2026 |
| Alejandrina Flores (Parent Director) | Board Director | 3 years | June 30, 2027 |
| Noreen Guevara (Parent Director) | Board Director | 3 years | June 30, 2027 |

Board Meetings

The Board of Directors will meet regularly, approximately six to eight times per year. The Board may also hold special meetings. All meetings shall be called, held, and conducted in accordance with the Corporate Bylaws, the Brown Act, as may be modified by subsequent legislation, and Education Code Section 47604.1(c). This includes, but is not limited to, the following:

- Regular meeting agendas will be publicly posted 72 hours prior to each meeting in a physical location within Santa Clara County and also on the homepage of the APS website with a direct and prominent link to the agenda, to encourage community and family attendance.
- Special meeting agendas will be publicly posted 24 hours prior to each meeting in a physical location within Santa Clara County and also on the homepage of the APS website with a direct and prominent link to the agenda, to encourage community and family attendance
- Meetings shall generally be held at the principal office of the Corporation or at one of the Alpha Public Schools sites, in Santa Clara County. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of Santa Clara County, California, that has been designated in the notice of the meeting.
- Meetings will be open to the public and held at a place accessible to the public. In accordance with Education Code Section 47604.1(c)(3), a two-way teleconference location shall be established at each school site where an Alpha school operates.
- Meeting agendas will include time for community input.

The Board reserves the right to meet in closed session and discuss items for which closed sessions are permitted under the Brown Act. Actions taken in closed session will be reported in open session at the conclusion of the closed session.

The Board Chair will lead the meetings of the Board of Directors. In the event the Board Chair is not available, the Vice Chair will lead the meetings.

Board Committees

In accordance with the Corporate Bylaws, the Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors, to serve at the pleasure of the Board. Only committees comprised solely of directors may exercise delegated authority of the Board. Appointments to committees of the

Board of Directors shall be by majority vote of the authorized number of directors. Committees, if appointed, will meet in accordance with the Brown Act, if applicable.

Advisory Committees

The Board may also, in accordance with the Corporate Bylaws, create one or more advisory committees composed of directors and non-directors, including faculty, parents, community members or other members of the public with varying areas of expertise. The purpose of a committee is to provide advice, expertise, and resources as necessary related to charter schools, finances, facilities, and other areas relevant to the success of the Charter School. The Board of Directors will select the committees.

Board Professional Development

All members of the board participate in annual training that covers, at a minimum, ethics, Conflicts of Interest, the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and the Brown Act. In addition, new Board members are partnered with experienced ones in order to further the new Board members' effectiveness.

Board Responsibilities

APS Board Members are expected to contribute to the Board's work in each of the following ways:

- Commit to Alpha's mission and proudly evangelize on behalf of the organization, promoting support and belief in the work being done in our schools to their friends, families, and in public
- Serve as ambassadors, advocates, and community representatives of the organization
- Attend board meetings (6-8 meetings in a typical year), including one annual retreat, in person
- Review materials for and participate in all Board meetings
- Serve on at least one committee and/or participate in other key initiatives via ad hoc working group participation
- Visit the campus and/or attend other Alpha-hosted events at least once a year
- Respond to emails or calls on a timely basis
- Complete all mandatory compliance filings and trainings
- Complete an evaluation each year that covers each of self, committee and whole Board performance

- Contribute financially at a level that is personally meaningful
- Be curious, humble, open-minded, and inclusive; and consistently demonstrate integrity in both words and actions

Additional technical responsibilities of the Board include, but are not limited to, the following:

- Oversee the implementation of the charter
- Approve and monitor the Charter School budget, fiscal reports, and the Charter School's fiscal practices
- Act as a fiscal agent, including the receipt of state and federal funds, as well as grants and donations
- Contract with an external independent auditor to produce an annual financial audit, then review and approve independent annual financial audit
- Review and approve Local Control and Accountability Plan
- Approve contracts and expenses
- Approve and monitor the Charter School's facility arrangements and plans
- Hire, oversee, evaluate and determine the compensation of the CEO
- Approve and monitor implementation of Board Policies
- Participate in the dispute resolution procedure and complaint procedures when necessary
- Take action on recommended student expulsions

Alpha Public Schools may initiate and carry out any program or activity, or may otherwise act in any manner which is not in conflict with, or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which charter schools are established.

Board Delegation

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of Alpha Public Schools any of those duties with the exception of budget approval or revision, approval of the fiscal audits, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing,
- Specify the entity designated;

- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

To the extent allowable by law, the Board of Directors may delegate the implementation of its duties to the employees of the organization or other responsible parties. At the current time, consistent with best practice, the Alpha Public Schools Board of Directors oversees operations but delegates day-to-day authority to the Chief Executive Officer, who is responsible for the day-to-day operations but may delegate certain responsibilities to other staff, including the Principal at the Charter School. The Principal may delegate their responsibilities further to other school site staff such as the Assistant Principal, school operations manager, and/or teachers.

The Principal is the senior authority at the school site but the final management authority resides with the Chief Executive Officer and the ultimate overall organizational authority resides in the Board of Directors, as indicated above. This is separate from the oversight responsibilities of the charter authorizer under the Charter Schools Act.

Key Network Personnel

Chief Executive Officer

The duties of the Chief Executive Officer with regard to the Board shall include, but not be limited to, the following, which may be completed by the CEO or their designee:

- Develop board meeting agendas in compliance with the Brown Act.
- Recommend policies to the Board for consideration to ensure the organization remains compliant with all applicable laws.
- Ensure the board receives progress updates on the organization's strategic plan and key initiatives.
- Ensure timely and accurate financial reports and presentations are given to the Board in order to facilitate the Board's responsibility for fiscal oversight.
- Ensure timely and accurate academic performance reports are given to the Board in order to facilitate the Board's responsibility for academic oversight.

Chief Operating Officer

The duties of the Chief Operating Officer (COO) with regard to the Board shall include, but not be limited to, the following, which may be completed by the COO or their designee:

- Monitor and report on operational expenditures and identify opportunities for cost savings and efficiency improvements.
- Collaborate with the Chief Financial Officer to align operational budgets with network financial goals.
- Develop and implement strategic plans for the network's operational functions, aligning them with the overall mission and goals.
- Provide visionary leadership to ensure the highest standards of operational efficiency, safety, and effectiveness.
- Manage, propose updates on, and finalize all student-related policies for board review.

Chief Schools Officer

The duties of the Chief Schools Officer (CSO) with regard to the Board shall include, but not be limited to, the following, which may be completed by the CSO or their designee:

- Monitor, analyze, and report on student achievement data to inform instructional practices and drive improvements in partnership with leaders across the network.
- Collaborate with network leaders to align operational practices with academic goals and priorities.
- Build strong relationships with parents, community members, board members, and external partners to support student success and school improvement efforts.
- Serve as a key spokesperson for the network on matters related to school performance and educational initiatives.

Chief Strategy Officer

The duties of the Chief Strategy Officer (CXO) with regard to the Board shall include, but not be limited to, the following, which may be completed by the CXO or their designee:

- Oversee the collection, analysis, and reporting of data to inform strategic decisions and improve student outcomes.
- Facilitate the strategic planning and annual planning processes.

- Identify and address potential challenges and opportunities related to strategic initiatives and provide actionable insights and recommendations to the CEO and executive leadership team based on data analysis.
- Work collaboratively with the CEO, Board, and executive leadership team to provide regular updates, facilitate cross-functional partnerships, and align strategic priorities and resources.

Chief Financial Officer

The duties of the Chief Financial Officer (CFO) with regard to the Board shall include, but not be limited to, the following, which may be completed by the CFO or their designee:

- Provide strategic financial guidance to the CEO, Board, and executive leadership team.
- Ensure financial sustainability through prudent fiscal management, long-range planning, and resource allocation.
- Communicate the network's financial status and strategies to the Board, Finance Committee, staff, parents, and the community, seeking and incorporating the input of each of these stakeholder groups.
- Oversee the preparation, presentation, and management of the annual budget, ensuring alignment with network priorities.

Chief Talent Officer

The duties of the Chief Talent Officer (CTO) with regard to the Board shall include, but not be limited to, the following, which may be completed by the CTO or their designee:

- Work collaboratively with the executive leadership team to align human capital strategies with network goals and priorities.
- Provide regular reports and updates to the CEO and Board on Talent initiatives and progress.
- In partnership with the board and CEO, develop and implement strategies to promote diversity, equity, and inclusion within the network's workforce.

Complete Job Descriptions for the Chief positions can be found in **Appendix 11 – Organizational Team**.

School Site Personnel

Principal

The Principal works full-time within the Charter School and communicates with and reports directly to the Chief Schools Officer or their designee. The Principal is the instructional leader and key person at the Charter School responsible for supervising the teachers and non-instructional staff at the school. The Principal is responsible for guiding the Charter School student achievement outcomes as outlined in the Educational Program.

The responsibilities of the Principal or their designee may include, but are not limited to, the following:

- Attend chartering authority meetings as necessary and stay in direct contact with the chartering authority regarding changes, progress, etc.
- Supervise all employees of the Charter School.
- Provide timely performance evaluations of all Charter School employees.
- Provide comments and recommendations regarding policies presented by others to the Board.
- Stay abreast of school laws and regulations.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Establish and execute enrollment procedures.
- Develop and administer the budget in accordance with generally accepted accounting principles.
- Provide assistance and coordination to the faculty in the development of curriculum.
- Oversee parent/student/teacher relations.
- Attend IEP meetings when necessary.
- Supervise student disciplinary matters.
- Coordinate the administration of Standardized Testing.
- Plan and coordinate student orientation.
- Attend Board meetings and attend, as necessary, any District meetings as the charter representative.
- Establish procedures designed to carry out Board policies.

A complete Job Description for the Principal can be found in **Appendix 11 – Organizational Team**.

Family Involvement

As the school was established by parents to serve the needs of their families and students, we believe it is imperative parents continue to be actively engaged and have a seat at the table when decisions are being made. Alpha has a strong vision for parent leadership and believes it plays a strong role in helping parents realize their power to bring about change.

Procedurally, the Charter School has the following two family government bodies, consistent with the statutory requirements for each group with respect to composition and training:

- The Parent Council
- The English Learner Advisory Committee

Details on each group are provided below. Meeting agendas and minutes are posted on the Charter School's website, with the 2023-24 Parent Council Agendas and Meeting Minutes provided in **Appendix 6 – Family Involvement**.

Parent Council

Alpha works with families to form a Parent Council which is established to facilitate communication between all members of the organization and to bring needed human resources to help meet the goals and objectives of the school. Meetings are held regularly and the Charter School principal and their designee actively participates. In this way, parents have direct and regular communication with the Charter School's leadership. Alpha parents develop their organization based on the needs of their community.

The Parent Council also assists with the development and annual review of the Charter School's Local Control and Accountability Plan, as required by law.

English Learner Advisory Committee

Alpha: José Hernández has an English Learner Advisory Committee. All families have the opportunity to participate in the Charter School's ELAC, with parents of ELs comprising at least the same percentage of the ELAC membership as ELs constitute that of the total student population. The ELAC advises the CEO, Principal, and staff on programs and services for English learners, advise the Charter School Leadership on the development of the LCAP and LCAP Federal Addendum, develop the Charter School's needs assessment, implement the Charter School's annual language census, and help make parents aware of the importance of regular school attendance.

Parental Involvement

Families are encouraged to become actively involved in the Charter School and their child's education. Several opportunities for family involvement exist and include:

- Parents are encouraged to attend the cafecitos or parent workshops each year. These meetings are planned by school leadership, in conjunction with other educational partners, and address such topics as high school and college preparation, academic program, school culture, and organizational planning.
- Parents are invited to all school social functions.
- Parents are asked to complete a parent satisfaction survey each year.
- APS Board meetings are open to the public, and parents are encouraged to attend.

Importantly, another decision-making body our parents are engaged with is the APS Board. We reserve four (4) board seats for APS parents to serve as board members, including a representative of Alpha: José Hernández. We value parent directors' experience and voices, and their input positively impacts the direction of Alpha.

Please see **Appendix 6 – Family Involvement** for the 2023-24 Family Involvement Calendar, to provide additional detail on how Alpha: José Hernández engages and involves its families. A sample Cafecitos presentation is also provided in **Appendix 6 – Family Involvement**, as an example of programming provided in these regularly scheduled sessions.

Professional Development, Performance Monitoring, and Evaluation

Each faculty and staff member engages in Alpha's performance management cycle, which begins with an individualized goal setting process early in each school year. The goals are developed by the employee with the input and approval of the Principal and/or School Leader. The plan asks the employee to identify a set of professional development goals rooted in the different areas that have been identified as the strands most pertinent to the success of an Alpha educator. For teachers these include Foundations; Planning; Environment and Relationships; Facilitating and Cultivating Learning; and Communication, Collaboration, and Community. The performance management cycle identifies the teacher's present level of performance in each strand using a standard rubric. The plan indicates the teacher's annual goals for growth in one or more strands, how the goals will be measured and what will define success. Additionally, a strategy for achieving the goals is designed, and subsequently supported by the school and its professional development activities throughout the year.

Please see **Element A – Educational Program, Professional Development**, for additional detail on Alpha professional development, monitoring, and evaluation practices. Please see **Appendix 4 – Professional Development** for the APS Teacher Rubric and APS Abridged Coach Rubric detailing criteria for success in each job function.

Salary & Benefits

At Alpha we care deeply about our scholars and staff. To support our team we offer:

- Competitive salary commensurate with experience.
- Health benefits plans for medical, vision, and dental insurance coverage for staff and their families
- Retirement matching options
- Paid time off for holidays and breaks (6 weeks throughout the school year in addition to 1 week during the summer)
- Tuition assistance in support of securing a bachelor’s degree and/or teaching credential at an accredited college/university
- Generous paternity/maternity leave benefits including 4 weeks of paid parental leave in addition to the state and federal leave allowances
- Employee Assistance Program that provides access to professional services for workplace, life, and wellbeing support and services
- Relocation assistance for teammates moving from 250+ miles away

Please see **Appendix 11 – Organizational Team** for a copy of the 2024-25 APS Teacher Salary Scale, 2024-25 APS Starting Salary Schedule (across all job functions), and an APS Overview of Benefits. Please see **Appendix 8 – Handbooks** for a copy of the APS Employee Handbook, which contains additional information on Employee Systems, Benefits, and Rights.

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ELEMENT E – EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).

Qualifications for All Employees

Alpha Qualifications

Alpha recruits and employs professional, effective, and qualified personnel for all administrative, instructional, and non-instructional support positions. These employees demonstrate a belief in the mission, program design, instructional philosophy, and curriculum documented in this charter.

Alpha specifically seeks out employees who are:

- **Committed** – Employees who are committed to working with students in traditionally underserved communities. Approximately 80% of Alpha’s students are from under-resourced communities and will be the first in their families to go to college. The majority of students identify as Latino.
- **Focused on Growth** – Employees who exhibit a strong commitment not only to our students, but also to their own continuous professional development. Employees possess the ability to receive and implement feedback quickly.
- **Collaborative** – Employees who are team-oriented and are able to implement school-wide systems effectively and consistently.
- **Organized** – Employees who are self-motivated and reliable, with the ability to plan and execute tasks.
- **Experienced** – Employees who have taught in an under-resourced community, and/or have a background of shared experience with scholars.
- **Bilingual** – Employees who are conversational in Spanish or Vietnamese is a plus.

They are also expected to possess the personal characteristics, skills, knowledge, and experience required by their individual Job Description, as detailed further below.

Additional Legal Qualifications

In accordance with Education Code Section 47605(e)(1), Alpha Public Schools shall be nonsectarian in its employment practices and all other operations. Alpha: José Hernández shall

not discriminate against any individual (employee or student) based upon the actual or perceived characteristics of race, color, religion, creed, sex and pregnancy, childbirth or related medical conditions, nationality, national origin, ancestry, ethnic group identification, genetic information, age, physical or mental disability, medical condition, family care status, military and veteran status, marital status, sexual orientation, gender, gender identity, gender expression, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation or prohibited by Education Code Section 220. All employees are subject to applicable state and federal employment laws.

In compliance with Education Code Section 44050 all employees must adhere to Alpha's adopted Professional Boundaries on employee interactions with students, which is provided on an annual basis at the beginning of the school year to all employees via the Employee Handbook and to all Students and Families via the Family Handbook. The APS Employee Handbook and APS Family Handbook are posted on the APS website and available in **Appendix 8 – Handbooks**.

All employees must comply with the Alpha employee processing policies and procedures, which are maintained at the central office and available for authorizer review:

- Teacher credentials, as required by assignment
- Documentation of TB risk assessment or examination
- Verification of state and federal criminal background check clearance
- Criminal background summaries, which will be maintained by Alpha in a confidential secured file, separated from personnel files, as required by law
- Documentation of legal employment status, most commonly in the form of an I-9 Employment Eligibility Verification form and acceptable forms of identification
- All other relevant employment documentation

For complete employment eligibility requirements, please see the APS Employee Handbook available in **Appendix 8 – Handbooks**. Additional detail on health and safety requirements is provided in **Element F – Health, Wellness, & Safety** of this petition.

Selection Process

Selection and appointment of employees at Alpha will be the exclusive prerogative of Alpha. As such, the Board of Directors shall set the terms and conditions of employment by establishing personnel policies. Decisions relative to the selection, employment, and release of the CEO rest

with the Board of Directors. Decisions relative to the selection, employment, and release of the school leadership employees rest with the CEO, in consultation with the Board of Directors as needed. Decisions relative to the selection, employment, and release of all remaining employees rest with the Principal or the leader of the functional area, in consultation with the CEO and/or Board of Directors as needed. APS Human Resources processes and monitors credentials when required by a position. Network staff and school site staff are employees of APS.

To ensure the selection of the highest quality staff, Alpha implements a robust selection process. Dependent on the position, this may include all or a subset of the following:

1. Resume screening for qualifications
2. Initial phone interview
3. Phone interview with school site administrators
4. In-person interview and live demo lesson and/or coaching demonstration. Video demo lessons can be requested for out of state candidates
5. Reference Check as appropriate for specific roles (selection can be made pending positive reference checks)
6. Offer sent by email or phone call
7. Onboarding process, including background checks, TB, and licensure verification

Key Network Personnel

Chief Executive Officer

The Chief Executive Officer serves as the superintendent of Alpha Public Schools, responsible for providing visionary leadership and strategic direction to ensure the highest quality of education for all students from TK through 12th grade and through college. This role entails overseeing all network operations, instructional programs, and staff, while fostering a culture of excellence, equity, and innovation. The Superintendent will work closely with the Board of Education, administrators, teachers, parents, and the community to promote student success and continuous improvement.

The CEO has the following competencies:

- Strong understanding of TK-12 education, including curriculum development, instructional practices, and student assessment.
- Knowledge of charter school laws and regulations.

- Expertise in financial management and budget development.
- Excellent leadership, communication, and interpersonal skills.
- Ability to think strategically and implement long-term plans.
- Strong problem-solving and decision-making abilities.
- Proficiency with technology and data analysis tools.
- Commitment to the mission and vision of the charter school.

The CEO has the following qualifications:

- Master's degree in Education, Educational Administration, Business Administration, or a related field (Doctorate preferred).
- Five to ten years of leadership experience in an educational setting, preferably within a public charter school.
- Proven track record of success in school leadership, including academic and operational achievements.

Chief Schools Officer

The Chief Schools Officer for TK-12 Schools is a key member of the executive leadership team, responsible for the overall academic performance and management of all schools within Alpha Public Schools. This position requires a visionary leader who can drive educational excellence, equity, and innovation across all grade levels from TK through 12th grade. The CSO works collaboratively with executive team members, principals, teachers, staff, and the community to ensure that all students receive a high-quality education that prepares them for college, career, and life.

The CSO has the following competencies:

- Deep understanding of K-12 education, including curriculum, instruction, and assessment.
- Knowledge of charter school laws, regulations, and best practices.
- Strong leadership and management skills, with the ability to inspire and motivate others.
- Excellent communication and interpersonal skills.
- Ability to analyze data and use it to inform strategic decisions.
- Strong organizational and project management skills.
- Commitment to diversity, equity, and inclusion in education.

The CSO has the following qualifications:

- Bachelor's degree and/or Master's degree in Education, Educational Administration, or a related field
- A minimum of seven years of experience in school leadership, with significant experience in charter schools or urban education settings.
- Proven track record of improving academic outcomes and operational efficiency in schools.

Chief Operating Officer

The Chief Operating Officer for TK-12 Schools is a vital member of the executive leadership team, responsible for overseeing the operational functions of the school network to ensure an efficient and effective learning environment. This position requires a strategic and innovative leader with extensive experience in managing operations, facilities, transportation, and technology within an educational setting. The COO works collaboratively with the CEO, school leaders, and other stakeholders to support the network's mission of providing a high-quality education to all students.

The COO has the following competencies:

- Strong understanding of strategic planning processes and methodologies.
- Robust knowledge of school operations and the public education sector (preferred)
- Excellent analytical and problem-solving skills.
- Strong leadership and management skills, with the ability to inspire and motivate others.
- Excellent communication and interpersonal skills.

The COO has the following qualifications:

- Bachelor's degree (MBA or other graduate degree preferred)
- Minimum of 5-10 years of progressively increasing operational management experience in a growing organization.
- Demonstrated project management skills, including the ability to develop and optimize business systems and processes.

Chief Financial Officer

The Chief Financial Officer for TK-12 Schools is a critical member of the executive leadership team, responsible for overseeing all financial operations and ensuring the fiscal health of the school network. This role requires a strategic thinker with a strong background in financial management, budgeting, and compliance within the education sector. The CFO will work closely with the CEO, school leaders, and other stakeholders to align financial resources with the network's mission and goals, ensuring the efficient and effective use of funds to support student achievement and operational excellence.

The CFO has the following competencies:

- Comprehensive knowledge of accounting principles, financial management, and budgeting.
- Familiarity with federal, state, and local financial regulations applicable to public school districts.
- Proficiency in financial software and Microsoft Office Suite (Excel, Word, PowerPoint).
- Strong analytical and problem-solving skills.
- Excellent communication and interpersonal skills.
- Ability to work collaboratively with administrators, staff, and stakeholders.
- Strong organizational and time management skills.

The CFO has the following qualifications:

- Bachelor's degree (Master's degree or CPA preferred).
- Five to ten years of experience in financial management, preferably in a public school district or government entity.
- Experience with school finance, budgeting, and accounting practices.

Chief Talent Officer

The Chief Talent Officer for TK-12 Schools is a key member of the executive leadership team, responsible for developing and implementing comprehensive human capital strategies to attract, develop, and retain high-quality talent within the school network. This role requires a dynamic and visionary leader with a strong background in human resources, talent management, and organizational development. The CTO works collaboratively with the CEO,

school leaders, and other stakeholders to build a highly effective and diverse workforce that supports the network’s mission of providing an excellent education for all students.

The CTO has the following competencies:

- Deep understanding of HR principles, practices, and employment laws.
- Strong leadership and management skills, with the ability to inspire and develop staff.
- Excellent communication and interpersonal skills.
- Ability to develop and implement effective talent management strategies.
- Proficiency in HR software and data analysis tools.
- Strong organizational and project management skills.
- Commitment to diversity, equity, and inclusion in the workplace.

The CTO has the following qualifications:

- Bachelor’s degree (Master’s degree preferred).
- A minimum of seven years of experience in human resources, talent management, or a related field, with significant leadership experience.
- Experience in the education sector, particularly in charter schools or urban education settings, is highly desirable.
- Professional HR certification (e.g., SHRM-CP, SHRM-SCP, PHR, SPHR) is preferred.

Chief Strategy Officer

The Chief Strategy Officer for TK-12 Schools is a pivotal member of the executive leadership team, responsible for developing and executing the network’s strategic initiatives to ensure academic excellence and operational efficiency. This role requires a visionary and strategic thinker with a strong background in educational leadership, strategic planning, and data-driven decision-making. The CXO works collaboratively with the CEO, school leaders, and other stakeholders to drive continuous improvement and innovation across all network functions.

The CXO has the following competencies:

- Strong understanding of strategic planning processes and methodologies.
- Excellent analytical and problem-solving skills.
- Strong leadership and management skills, with the ability to inspire and motivate others.
- Excellent communication and interpersonal skills.
- Ability to think strategically and implement long-term plans.

- Proficiency with data analysis and performance management tools.
- Strong organizational and project management skills.

The CXO has the following qualifications:

- Bachelor's degree (Master's degree preferred).
- A minimum of five years of experience in strategic planning, organizational development, or a related field, with significant leadership experience.
- Experience in the education sector, particularly in charter schools or urban education settings, is highly desirable.

Complete Job Descriptions for the APS Chief positions can be found in **Appendix 11 – Organizational Team**.

Qualifications for School Site Personnel

Administrators

Alpha instructional administrators should have demonstrated at least three years of successful teaching or school leadership experience.

Principal

The Principal at Alpha: José Hernández shall possess leadership abilities and a comprehensive educational vision that is consistent with the school's mission and educational program. In addition, the Principal shall possess skills in hiring and supervising excellent teachers, and, where possible, organizational leadership experience. The Principal is the instructional leader at the Charter School and is responsible for helping the Charter School and students achieve the outcomes outlined in this charter petition.

The Principal has the following competencies:

- Belief that all students from the community we serve have the capacity to go to and through college
- Ability to motivate a school community to take action to dramatically increase student results
- Demonstrated student achievement results from the teachers that the leader has managed or coached

- Ability to analyze and plan from student data and coach teachers and leaders to create excellent plans

The Principal has the following qualifications:

- Bachelor's Degree required, Masters Degree preferred
- 1-2 years of school leadership experience with proven results
- Valid teaching credential preferred
- CA administrative service credential preferred

Assistant Principals

Alpha's Assistant Principals provide teachers support via coaching and support operations at the Charter School. Assistant Principals are responsible for helping the Charter School and students achieve the outcomes outlined in this charter petition. Each Assistant Principal has the following qualifications:

The Assistant Principal has the following competencies:

- A record of success in developing teachers
- Highly collaborative style
- Relationship builder with the flexibility and finesse to *manage by influence*
- Excellent project and process management skills
- Exceptional writing/editing and verbal communication skills
- Skilled at analyzing, interpreting, and using data to identify best practices and areas for improvement, and drive results
- Excellent decision making and problem solving skills

The Assistant Principal has the following qualifications:

- A Bachelor's degree required
- Valid California teaching and/or administrative services credential (preferred)
- Instructional coaching experience required
- Performance management experience highly desired
- Conversational Spanish or Vietnamese preferred

School Operations Manager

The Charter School's School Operations Manager is responsible for overall front office activities, reports to the Principal, and works with students, parents, and outside parties. The School Operations Manager has the following qualifications:

The School Operations Manager has the following competencies:

- Strong organizational, time management, and multitasking skills
- Strong interpersonal and communication skills
- Expedience in office management capacity
- Ability to work independently as well as with a team

The School Operations Manager has the following qualifications:

- A high school diploma or GED
- 3+ years of work experience in operations management
- Bilingual in Spanish or Vietnamese preferred

Dean of Students

Alpha's Dean of Students is responsible for designing and maintaining systems for positive culture and community on campus, collaborating with other school leaders, staff, students, and parents to create and uphold school-wide systems and structures. The Dean analyzes and presents school culture data to school staff to support their development in promoting a healthy and thriving environment for Alpha's students.

The Dean has the following competencies:

- Experience working with youth and underserved communities
- Stellar interpersonal and communications skills
- Embodiment of Alpha values (Excellence, Integrity, Relationships, Leadership, and Joy)
- Coaching experience (teachers and/or youth) (highly preferred)
- Knowledge of MTSS and PBIS models and implementation of models in school settings (highly preferred)
- Knowledge of restorative justice (highly preferred)

The Dean has the following qualifications:

- High school diploma or GED required
- 5+ years of work experience in schools and/or with supporting school-aged children
- Bilingual in Spanish or Vietnamese (preferred)

Teachers

Teachers must hold the California Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment pursuant to Education Code Section 47605(l). Alpha may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed at charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. Teachers of English learners will be required to hold an English Learner authorization, such as ELA*, CLAD or BCLAD certification, or an equivalent recognized by the CTC. Teachers will only teach within the restrictions of their credentials. These credentialing documents shall be maintained on file at Alpha and shall be subject to periodic inspection by the authorizer.

Teachers are responsible for overseeing students' academic progress, for monitoring grading, and for student advancement decisions as specified in Alpha's operational policies.

In addition to the Alpha Qualifications for all employees detailed above, the minimum qualifications for teachers are:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher's certificated assignment. (Education Code Section 47605(l)).

As required under Education Code Section 48000(g)(4) and subject to any future amendments, all teachers who are first assigned to a transitional kindergarten classroom after July 1, 2025, must possess, by August 1, 2025, at least one of the following:

- At least 24 units in early childhood education, or childhood development, or both.
- As determined by the Charter School, professional experience in a classroom setting with preschool age children that is comparable to 24 units of early childhood education, or childhood development.
- A child development teacher permit, or an early childhood education specialist credential, issued by the Commission on Teacher Credentialing.

The responsibilities of Alpha teachers include, but are not limited to, the following:

- **Lead** an academically rigorous classroom through activities such as:
 - Develop lesson plans and supplementary materials to teach their subject area
 - Teach curricula aligned to State Standards along with social and emotional skills
- **Assess** and analyze students' performance and progress to ensure they are mastering developmental skills regularly, and responding to data to support all scholars in achieving academic success
- **Build Relationships** with scholars, passionate staff, and committed families
 - Maintain an open line of communication with families
 - Work to maintain a positive culture on campus by building strong relationships with scholars and staff members
 - Successfully strike a balance of warm and demanding in communication with scholars
 - Establish and maintain standards of student behavior for a productive learning environment during class sessions
- **Grow Professionally**
 - Engage in professional development opportunities provided by Alpha
 - Receive and implement feedback from experienced educational coaches
 - Seek opportunities to collaborate with and learn from colleagues committed to growing teaching through independent study and research

Academic Interventionists

As part of Alpha's unique model, academic interventionists serve an integral role in ensuring students perform exceptionally well at Alpha. Academic interventionists may be employed in this non-certificated instructional support capacity in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Academic interventionists do not assign grades or approve students' work assignments. All non-instructional staff will possess experience and expertise appropriate for their position as determined by the Principal and Board of Directors.

Alpha's academic interventionists have high expectations for all students and work with them individually and in small groups, coaching students on all computer programs and performing targeted individual interventions during the school day and during the afterschool program. Learning coaches are very comfortable with technology, skilled at tracking student progress, and

value communication with classroom teachers, collaborating effectively as part of a team. The specific responsibilities of Alpha academic interventionists include, but are not limited to, the following:

- **Schedule and execute** multiple small groups for learners in need of intervention throughout the day
 - Analyze data regularly to track student intervention progress and make informed decisions
- **Support** school leadership teams in varied capacities as needed
 - Successfully strike a balance of warm and demanding in your communication with scholars
 - Establish and maintain standards of student behavior for a productive learning environment
- **Build Relationships** with scholars, passionate staff, and committed families
 - Successfully work with multiple stakeholders such as students, staff, teachers, and families
 - Maintain an open line of communication with families
- **Grow Professionally**
 - Engage in professional development opportunities provided by Alpha
 - Receive and implement feedback from experienced educational coaches

Complete Job Descriptions for these core Alpha: José Hernández positions can be found in **Appendix 11 – Organizational Team**.

Services Provided via Contractors

Alpha: José Hernández receives services from employees of organizations outside Alpha Public Schools with which APS contracts. Additionally, Alpha: José Hernández receives financial, human resource, technology, leadership, facilities, and professional development services from Alpha Public Schools. Alpha ensures that the qualifications of the employees of contractors and Alpha Public Schools are consistent with the expectations for Alpha's employees.

Professional Development, Performance Monitoring, and Evaluation

Each faculty and staff member engages in Alpha Public School's performance management cycle, which begins with an individualized goal setting process early in each school year. The goals are developed by the employee with the input and approval of the Principal and/or School Leader. The plan asks the employee to identify a set of professional development goals rooted

in the different areas that have been identified as the strands most pertinent to the success of an Alpha educator. For teachers these include Foundations; Planning; Environment and Relationships; Facilitating and Cultivating Learning; and Communication, Collaboration, and Community. The performance management cycle identifies the teacher's present level of performance in each strand using a standard rubric. The plan indicates the teacher's annual goals for growth in one or more strands, how the goals will be measured and what will define success. Additionally, a strategy for achieving the goals is designed, and subsequently supported by the school and its professional development activities throughout the year.

At APS, teachers learn the curricula through a comprehensive and structured approach that begins with summer professional development sessions. These sessions are crucial for onboarding new staff, providing instructional training, and fostering ongoing development during the academic year, and are offered to all instructional staff. During the summer PDs, teachers delve into the curricula, collaborating with colleagues to plan and internalize the material effectively. For those who need additional support, we offer internalization labs at the school site, where teachers can work closely with instructional coaches to deepen their understanding. Meanwhile, teachers already familiar with the curriculum continue their development through weekly coaching sessions and collaboration meetings with their teacher teams, ensuring continuous growth and alignment with instructional goals.

Please see **Element A – Educational Program, Professional Development**, for additional detail on Alpha professional development, monitoring, and evaluation practices. Please see **Appendix 4 – Professional Development** for the APS Teacher Rubric, APS Education Specialist Evaluation Rubric, and APS Abridged Coach Rubric detailing criteria for success in each job function.

Salary & Benefits

At Alpha we care deeply about our students and staff. To support our team we offer:

- Competitive salary commensurate with experience.
- Health benefits plans for medical, vision, and dental insurance coverage for staff and their families
- Retirement matching options
- Paid time off for holidays and breaks (6 weeks throughout the school year in addition to 1 week during the summer)
- Generous paternity/maternity leave benefits including 4 weeks of paid parental leave in addition to the state and federal leave allowances

- Employee Assistance Program that provides access to professional services for workplace, life, and wellbeing support and services
- Relocation assistance for teammates moving from 250+ miles away

Please see **Appendix 11 – Organizational Team** for a copy of the 2024-25 APS Teacher Salary Scale, 2024-25 APS Starting Salary Schedule (across all job functions), and an APS Overview of Benefits.

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ELEMENT F – HEALTH AND SAFETY PROCEDURES

Governing Law: *The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 3282. For schools serving pupils in any of grades 7 to 12 inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the Charter School. Education Code Section 47605(c)(5)(F).*

A healthy and safe environment is imperative to productive teaching and learning. Alpha Public Schools has adopted and implemented a comprehensive set of health, safety, and risk management policies in consultation with APS' insurance carriers.

- **Health and Wellness Policies**, including immunizations, health screenings, administration of medication, emergency epinephrine auto-injectors, blood-borne pathogens, a drug free and tobacco free campus, and the role of staff as mandated child abuse reporters
- **A School Safety Plan**, including procedures for background checks, anti-discrimination and harassment policies, facility safety, and a disaster preparedness plan providing emergency procedures in case of fire, bomb threat, earthquake, flooding, crash, intrusion, or any other disaster

These policies will be reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff. The policies are incorporated as required and/or referenced into the Student and Family Handbook, Employee Handbook, and School Safety Plan. They are updated on an ongoing basis by the CEO or designee and adopted annually by the Board of Directors.

Alpha shall ensure that staff are trained annually on the health and safety policies, including but not limited to training on emergency and first aid response (inclusive of bloodborne pathogens), and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

The following is a summary of these health, wellness, and safety policies. In addition, please see **Appendix 9 – Health, Wellness, & Safety** for the APS Student Wellness Policy, Staff-Student Interaction Policy, Suicide Prevention Policy, General Complaint Policy and Procedures, Uniform Complaint Policy and Procedures, Title IX, Harassment, Intimidation, Discrimination, and Anti-bullying Policy, and Alpha: José Hernández Safety Plan. Please see **Appendix 8 – Handbooks** for the APS Employee Handbook and APS Family Handbook, which are used as a means for required distribution of policies.

Health and Wellness

Immunizations

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075 as they are currently and as they may be amended in the future. This specifically includes removal of the personal belief exemption for immunization requirements. All rising 7th grade students must be immunized with the Tdap (Tetanus, Diphtheria, Pertussis) booster.

Upon a student's admission or advancement to the 6th grade, Alpha shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus (HPV) before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Tuberculosis Risk Assessment and Examination

Alpha shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined (if necessary) and determined to be free of active tuberculosis (TB) within the period of 60 days prior to commencing employment/service and working with students, and for employees at least once each four years thereafter, or otherwise meet the requirements of Education Code section 49406. Alpha shall maintain TB clearance records and certificates on file.

Vision, Hearing, and Scoliosis

Alpha shall comply with all federal and state legal requirements, including but not limited to the requirements of Education Code Section 49450 et seq., as applicable to the grade levels served

by Alpha, related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school as applicable to the grade levels served by Alpha: José Hernández. Alpha shall maintain student immunization, health examination, and health screening records on file.

Medication in School

Alpha will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

CPR/First Aid

Alpha will provide CPR and First Aid training to all applicable employees, annually. Applicable employees may include school leadership, operations team members, and athletics staff.

Blood Borne Pathogens

Alpha shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Alpha Public Schools Board has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Nutrition

Alpha is dedicated to promoting the health and wellness of its students. All students will have access to breakfast and lunch during the school day, with meals that are nutritious and meet all Federal Nutritional guidelines.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Diabetes

Alpha will make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. Alpha will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Athletics

Alpha shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients. Alpha shall comply with the requirements of Education Code Section 49475 regarding concussions/head injuries, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Alpha shall comply with the requirements of Education Code Section 221.9 with respect to the posting and/or disclosure requirements regarding student participation in competitive athletics, and shall comply with the requirements of Education Code Section 33479 et seq. regarding recognition of signs of sudden cardiac arrest with respect to any athletic program that it offers.

Further, Alpha's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products..

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Suicide Prevention

Alpha shall maintain a policy on pupil suicide prevention that specifically addresses needs of high-risk groups, in compliance with Education Code section 215 *et seq.* Alpha shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025 to incorporate best practices identified by the California Department of Education's model policy, as revised. The APS Suicide Prevention Plan is posted on the APS website and included in **Appendix 9 – Health, Wellness, & Saefy**.

Recess

As of the 2024-25 school year and except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

Alpha shall teach sexual health education and HIV prevention education to students in grades 7-8, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Prevention of Human Trafficking

Alpha shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

Bullying Prevention

Alpha shall adopt procedures for preventing acts of bullying, including cyberbullying. Alpha: José Hernández shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Supporting LGBTQ Students

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Drug, Alcohol, and Smoke-free Environment

Alpha shall function as a drug-, alcohol-, and smoke-free environment.

Role of Staff as Mandated Child Abuse Reporters

All classified and certificated staff will be mandated child abuse reporters and follow all applicable training and reporting laws. Alpha shall provide all employees, and other persons working on behalf of Alpha who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code Section 44691. Alpha will utilize an online training module to be provided by the State Department of Social Services, or an alternate source, for this training.

Safe Place to Learn Act

Alpha shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

Family Educational Rights and Privacy Act

Alpha, including its employees and officers, shall comply with FERPA and Education Code section 49060 et seq. at all times.

Safety

Procedures for Background Checks

Employees and contractors (if working directly with students) of Alpha shall be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California teaching credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Alpha shall not hire any person, in either a certificated or classified position, or any independent contractor, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Section 44830.1 and 45122.1. APS Human Resources shall monitor compliance with this policy and report to the APS Board of Directors as needed. The Board President or their Designee shall monitor the fingerprinting and background clearance of the CEO. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Comprehensive Anti-discrimination and Harassment Policies and Procedures

Alpha is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Misconduct of this nature is very serious and will be addressed in accordance with Alpha's discrimination and harassment policies.

Alpha maintains a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). Under the direction of the Board of Directors, the CEO or designee shall be responsible for investigation, remediation, and follow-up on matters submitted to Alpha: José Hernández through this procedure. A copy of the policy shall be provided as part of any orientation program conducted for new and continuing students

at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Title IX, Harassment, Intimidation, Discrimination, and Anti-bullying Policy is annually distributed through the APS Employee Handbook and the APS Family Handbook, which are available in **Appendix 8 – Handbooks**.

Facility Safety

Alpha shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. Alpha: José Hernández agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. Alpha: José Hernández shall conduct fire drills in accordance with Education Code Section 32001.

As Alpha: José Hernández operates on a District facility, Alpha shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division and other District offices in the same manner as other District campuses and as set forth in the Memorandum of Understanding between Alpha Public Schools and the District.

Alpha affirms that it will comply with federal ADA access requirements and other applicable fire, health and structural safety requirements; will maintain on file readily accessible records documenting such compliance and facility inspection records; and that the site will be secured with an appropriate Certificate of Occupancy.

School Safety Plan

Alpha maintains a School Safety Plan, to be reviewed and updated by March 1 of every year, which includes identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address Alpha’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(L):

- Child abuse reporting procedures
- Routine and emergency disaster procedures

- Policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- A discrimination and harassment policy consistent with Education Code Section 200
- Provisions of any school-wide dress code that prohibits students from wearing *gang-related apparel*, if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning
- The rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- Procedures for conducting tactical responses to criminal incidents
- Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the Charter School, at an activity sponsored by the school, or on a school bus serving the school.
- A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose.

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the principal and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly.

The Alpha: José Hernández Safety Plan is posted on the APS website and available in **Appendix 9 – Health, Wellness, & Safety**.

Workplace Violence Prevention Plan

As of July 1, 2024, the Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Transportation Services

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

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ELEMENT G – STUDENT POPULATION BALANCE

Governing Law: *The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(c)(5)(G).*

Overview

Alpha Public Schools believes that all children have a fundamental right to an excellent education. Alpha is committed to recruiting in a way that will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils among its student body that is reflective of the general population residing within the territorial jurisdiction of the District.

Alpha strongly believes that a diverse cross section of students with a variety of life experiences adds to the learning experience for all students. As students prepare for a future in a diverse, ever-changing world, they need to have the opportunity to learn from others unlike themselves.

Current Student Demographics

Alpha: José Hernández serves a population of students and families who have been marginalized, and the Charter School exists to meet their specific needs. This includes students who are socio-economically disadvantaged, English learners, newcomers, Latino, and have identified special needs. The Charter School serves a significantly higher percentage of students who fall into one or more of these categories than the District and authorizer average, as seen in the unduplicated pupil count.

| 2023-24 Student Demographic | | | | |
|----------------------------------|-------|---------------------------------|--------|-------|
| | Alpha | Alum Rock Union School District | County | State |
| Unduplicated Pupil Count | 98.0% | 66% | 37% | 57% |
| Socio-economically Disadvantaged | 95.4% | 79.0% | 38.1% | 62.7% |
| FRPM Eligibility | 92.8% | 56.0% | 35.9% | 61.7% |
| English Learner | 67.9% | 45.5% | 22.7% | 18.4% |
| Ever EL | 82.7% | 62.2% | 41.3% | 34.2% |
| Special Education | 12.4% | 13.2% | 12.1% | 13.7% |
| Title III Immigrant (Newcomer) | 13% | - | 5% | 3% |
| Mobility (Non-stable enrollment) | 9.3% | 13.7% | 8.4% | 8.8% |
| Race/Ethnicity | | | | |
| Latino | 97.0% | 79.7% | 40.5% | 56.1% |
| Asian | 1.1% | 11.5% | 56.1% | 9.9% |

Source: California Department of Education (<https://dq.cde.ca.gov>) and Education Data Partnership (www.ed-data.org). Additional citations provided on page 20.

Recruitment Strategy

Alpha has a recruitment strategy designed to ensure students who are representative of Alpha's respective communities are recruited and feel welcome. This strategy includes, but is not necessarily limited to, the elements listed below which focus on achieving and maintaining a student population that has a balance of racial and ethnic students, special education students, and English learner students, including redesignated fluent English proficient students, which is reflective of the balance of the general population residing within the territorial jurisdiction of ARUSD.

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based application process
- The development and distribution of multilingual promotional and informational material that reaches out to students across race and ethnicities, who are English learners, and who have disabilities
- Ensuring diverse staff participation in the recruiting process that reflects the student body, including speakers of Spanish and Vietnamese
- Holding multiple forms of information sessions that go out into the community, as well as bringing the community into Alpha
- Encouraging referrals from community leaders and others seeking educational alternatives for their children

Alpha provides translation services for all promotional materials and any person-to-person interaction requiring translation services, particularly in Spanish and Vietnamese.

Outreach Plan

Within this strategic plan, Alpha develops a unique outreach plan for each school to ensure a diverse student body. This outreach plan, alongside student recruitment data, is reviewed and revisited weekly. Outreach activities to recruit a student body with a balance of students across race and ethnicities, who are English learners, and who have disabilities that is reflective of the balance of the general student population within the territorial jurisdiction of ARUSD, includes but are not limited to, the following:

- Development and distribution of multilingual materials:
 - Posting flyers and notices in local supermarkets, restaurants, businesses, churches, community centers, and apartment complexes in the community
 - Canvassing neighborhoods to reach interested families, with a focus on local houses and apartment complexes (e.g. Lanai Apartments, San José Apartments, and Foxdale Apartments)
 - Sending informational mailers to the surrounding community
 - Placing advertisements in local newspapers and community organizations' newsletters
 - As permitted, storefront canvassing (3-4 times/week) outside of local stores (e.g. Walmart, Lucky 7, and Cardenas)
- Multilingual information sessions that go out into the community, as well as bring the community into Alpha:

- Phone outreach to prospective families
- Virtual meetings for families (especially necessary during the pandemic)
- Visiting and speaking about Alpha with local community-based organizations, such as daycares (e.g. Kidango at Foxdale Apartments, San Juan Bautista Child Development Center), libraries, churches (e.g. Our Lady of Guadalupe Parish), and community health clinics (e.g. Sacred Heart Community Service, Overfelt Neighborhood Health Clinic, Gardner Health Center)
- Holding informational meetings with local Head Start and First Five programs
- Partnering with feeder schools, such as leader coffee chats, tours, and special events like the Rocketship Middle School expo
- Visiting with prospective students and families in their homes to discuss Alpha's program
- Conducting parent information sessions on site, as permitted during the pandemic, to elaborate on the educational program of Alpha schools
- As permitted, participation at local events and fairs such as Reid Hillview Community Day, Viva Parks, Emma Prusch Park, and Day by the Lake Multi-cultural Festival
- Specific outreach for students with special needs, including a specialized brochure, action plan, and tracker:
 - Holding annual training of recruitment team members regarding Special Education talking points, answers to FAQs, knowing local special education focused agencies, and when to loop in special education staff to answer detailed questions
 - Developing and distributing documents and fliers highlighting special education services
 - Having a prominent link on the APS website to a dedicated special education section, which includes FAQs, process for requesting assessments, description of services and model, etc.
 - Holding information sessions specific to special education at Alpha (philosophy, continuum of services, etc.)
 - Ongoing monitoring of recruitment numbers for students with special needs

While by no means an exhaustive list, the Recruitment Strategy and Outreach Plan detailed above provide concrete examples of how Alpha is meeting both the spirit and the letter of the law. Additional supporting evidence is provided in **Appendix 10 – Recruitment, Admissions, &**

Enrollment, including Multilingual Student Recruitment Brochures, a Special Education Recruitment Brochure, and a Sample Special Education Recruitment Tracker.

It should be noted that historically Alpha has not taken an aggressive approach to recruiting students from District schools. Alpha has not sent recruiters to District schools during pickup or dropoff; attended District community events, athletic contests, or performances for the purposes of recruiting; nor requested access to middle school information nights. Alpha has taken this approach out of respect for the District and in an effort to mitigate its financial impact it has on the District. In service of achieving a student body with a balance of racial and ethnic students, special education students, and English learner students, including redesignated fluent English proficient students that is better reflective of the balance of the general population within the territorial jurisdiction of ARUSD, Alpha would be willing to reconsider these strategic choices in the future, at the request of the County.

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ELEMENT H – ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision(e). Education Code Section 47605(c)(5)(H).

Assurances

Alpha Public Schools makes the following assurances regarding admissions to the Charter School:

- Alpha will enroll all pupils who wish to attend to the extent that space allows.
- Alpha will be an open enrollment, tuition-free public school with only the specific requirements for admission listed below (e.g., no minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code § 47605(d)(2)(A). No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School.
- Alpha will be nonsectarian in its programs, admission policies, and all other operations.
- Alpha shall consider students for admission without regard for and will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).
- Alpha shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Alpha may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admission preferences set forth in this Charter.
- Alpha shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or

attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

- Alpha shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Alpha shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the Charter School is open to enroll and provide services for all students.
- Alpha shall comply with all applicable state laws regarding admission and enrollment of homeless and foster youth. Alpha shall annually review its Uniform Complaint Procedure to account for changes in law.
- Alpha will comply with all laws establishing minimum and maximum age for public school attendance.
- Alpha will ensure that all application materials provide complete information regarding application procedures, key dates, and admission preferences and requirements consistent with the approved charter.
- Alpha will not determine admission eligibility by the place of residence of a pupil or the pupil's parent or legal guardian within the state, except as otherwise required by law.
- In accordance with Education Code Section 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.
- In accordance with Education Code Sections 47605(e)(4)(A), Alpha shall not discourage a pupil from enrolling or seeking to enroll in Alpha for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), Alpha shall not encourage a pupil currently attending the Charter School to disenroll from the school or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

- Pursuant to Education Code Section 47605(e)(4)(D), Alpha shall post a notice developed by the CDE on Alpha’s website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents/guardians.

Alpha: José Hernández shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the authorizer upon request.

Overview

The Board of Directors shall determine all policies, processes, and procedures governing application, admission, and enrollment at Alpha. All students attending Alpha must follow the application, admission, and enrollment policies of the Charter School. The application packet for admission to Alpha includes information that allows students and parents to be informed about the Charter School’s operation as a charter school, its educational programs, the academic and behavioral expectations of students, and the rights and responsibilities of students and parents who wish to become part of the Charter School. The application packet includes:

- An enrollment guide outlining the enrollment process at Alpha
- Application form which requests basic information about the prospective student, as follows:
 - Basic contact information
 - Grade level entering
 - Eligibility for preferences, as detailed below
- Alpha Student and Family Handbook

The Board shall have the sole authority to determine the size and grade-level breakdown of the student body at Alpha. The determination of Charter School capacity shall be based on, among other things, the Charter School’s academic program, the Charter School’s fiscal viability, the educational needs of currently enrolled students, the capacity of the school site, and the level of interest shown by students who want to attend the Charter School.

Alpha ensures that all application materials will reference application deadlines and proposed lottery dates, as well as provide complete information regarding application procedures, key dates, and admission preferences and requirements consistent with the approved charter.

Admission Criteria

The only admission requirement is that students wishing to attend Alpha must follow the Charter School's admission procedures with respect to completing application forms by the announced deadlines. Application deadlines, which will normally be in the winter for admission the following August, may be coordinated with local public schools to give students and their parents' opportunity to consider the full range of educational opportunities available to them.

If oversubscribed by the open enrollment deadline, admission to Alpha, except for existing students, shall be determined by a public random drawing in accordance with the preferences established in the next section.

Public Random Drawing and Preferences

Alpha will annually establish a publicly advertised open enrollment window and a deadline by which applications must be submitted for admission in the following school year. If the number of students who apply to attend Alpha within each grade level by the open enrollment deadline exceeds the Charter School's capacity, attendance, with the exception of existing students, who are guaranteed enrollment in the following year, shall be determined by a public random drawing (or *lottery*) for each grade level. Preference in the public random drawing shall be provided in the following order of descending priority:

1. Siblings of students admitted to or attending the Charter School.
2. Children of APS staff or Board members, not to exceed 10 percent of total enrollment.
3. Students residing within the District who are eligible for FRPM.
4. Students residing within the District who are not eligible for FRPM.
5. Students residing outside the District who are eligible for FRPM.
6. All other applicants.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait-list according to their draw in the public random drawing. This wait-list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait-list carry over to the following school year. The order of admission of students at any time during the year shall be based solely on the order of applicants on the admission wait-list. Applications received after the application deadline will be held in abeyance for a subsequent lottery, if needed.

The preferences in the public random drawing as listed above are consistent with Education Code Section 47605(e)(2)(B)(i)-(iv), applicable state and federal law, the California Constitution, and Education Code Section 200, as well as non-regulatory guidance, and have been approved by the County in a public hearing. The preferences in no way will result in limiting access for students with disabilities, students who are academically low-achieving, English learners, neglected or delinquent pupils, homeless pupils, economically disadvantaged pupils, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Should preferences require modification, for example in order to meet requirements of a state or federal grant program, Alpha understands that this requires a material revision of the charter.

Lottery Procedures

Public notice will be posted in public locations and the APS website regarding the date and time of the public drawing. The lottery will be conducted by a non-interested party who will execute the lottery and verify that lottery procedures are fairly executed. The lottery will be conducted at a time that enables interested parties to attend, typically late afternoon/early evening. Students who have lottery preference as stated above shall be drawn before names of children without preference are drawn.

Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place consecutively on the same day in a single location. During the course of the lottery, if a sibling (of any grade) is selected, their sibling will also be assigned the next available numerical ranking for the appropriate grade-level. If there is not a vacancy in the appropriate grade for the sibling, they will go to the top of the waiting list for that grade, after any other siblings of current students who are already on the list.

Although the lottery is open to the public and families are encouraged to attend, families are not required to be present at the time of the drawing to be eligible for admission. Results are texted and emailed to all applicants and follow-up phone calls are made.

Admission to Alpha is offered to students according to their numerical ranking (based on preferences) until capacity is reached. All remaining names are placed on a waiting list in order according to their numerical rank. Families of students who are offered admission will have two weeks to confirm in writing their intent to enroll and submit an enrollment packet including proof of age, proof of address, immunization records. Any families who decline admission or who fail to confirm will lose their position to the next name on the waiting list. It is the

responsibility of the family to ensure that up-to-date contact information is on file with Alpha and no exceptions to the two-week deadline will be made for families that fail to respond within the two-week period due to incorrect contact information.

Please see **Appendix 10 – Recruitment, Admissions, & Enrollment** for sample Multilingual Student Recruitment Brochures, the Admission and Lottery Policy, and the Complaint Form for families regarding admissions and enrollment.

Conditions of Enrollment

Conditions for enrollment at Alpha are communicated in writing to parents throughout the application and enrollment process.

After admission, students will be required to submit an enrollment packet, which shall include the following:

- Student enrollment form
- Proof of Immunization
- Proof of withdrawal from previous school (if applicable)
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements
- Release of records⁴⁶

Please see **Appendix 10 – Recruitment, Admissions, & Enrollment** for the Registration Packet and Health Care Brochure.

The application and enrollment forms, as well as Handbooks, include an annual notice that volunteerism is not required for acceptance or continued enrollment at Alpha.

⁴⁶ Alpha Public Schools and Alpha: José Hernández shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Alpha Public Schools or Alpha: José Hernández before enrollment.

ELEMENT I – FINANCIAL AUDIT

Governing Law: *The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(l).*

An annual independent fiscal audit of the books and records of Alpha is conducted as required by Education Code Sections 47605(c)(5)(l) and 47605(m). The books and records of Alpha are kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The APS Board of Directors will appoint an Audit Committee, which will select an independent financial auditor and oversee audit requirements. This committee shall include no more than 50% of the members of the Finance Committee.

The Audit Committee selects an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in the applicable Office of Management and Budget Circulars.

Upon the conclusion of each fiscal year, APS’ finance staff will prepare its annual statement of receipts and expenditures for the prior fiscal year (Unaudited Actuals) for submission to its authorizer by the 15th of September of each year.

The annual audit will be completed and forwarded to the Santa Clara County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. APS’ CEO, along with the Audit Committee, will review any audit exceptions or deficiencies and report to the APS Board with recommendations on how to resolve them. The APS Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. The anticipated timeline will incorporate any recommendations from the auditor and shall reflect

discussions with the District as to a reasonable timeline for resolution. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in the dispute resolution process outlined in this charter.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (EAAP) in accordance with applicable law.

The independent financial audit of Alpha is a public record to be provided to the public upon request. The 2023-24 APS Audit can be found in **Appendix 12 – Financial Documents**. As detailed in the Alpha: José Hernández Budget Narrative, also included in **Appendix 12 – Financial Documents**, resources are allocated in the annual and five-year budget to cover the cost of audits.

ELEMENT J – PUPIL SUSPENSION/EXPULSION

Governing Law: *The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
 - (a) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
 - (b) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, in the native language of the pupil's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's*

educational rights holder, the foster child’s educational rights holder, attorney, or county social worker, or the Indian child’s tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

- (iv) *A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.*

Education Code Section 47605(c)(5)(J).

Overview

Alpha Public Schools leverages a comprehensive PBIS system to support students in developing strong behavioral habits and goals. The ultimate goal is to reduce the need for suspension and expulsion as a disciplinary action. For more information on the PBIS model, please see **Element A – Educational Program, School Culture** of this charter.

Alpha recognizes that at times infractions may still result in suspension or expulsion, and has developed the following suspension and expulsion policy and procedures in alignment with Education Code to govern those instances.

The discipline system and policies are printed and distributed as part of Alpha’s Student and Family Handbook and clearly describe the school’s expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent or guardian is required to verify that they have reviewed and understand the policies prior to enrollment. These policies provide all students with an opportunity for due process and conform to applicable federal and state law regarding students with exceptional needs. Alpha collects input from families, staff, and students on its discipline policy through surveys through the year targeted towards each group, as well as through various meetings (Parent Council, Cafecitos, Teacher PD, Student Government, etc). Any feedback collected informs the discipline policy.

The APS Family Handbook is available in **Appendix 8 – Handbooks**, which provides information on the APS approach to student behavior and discipline.

Suspension And Expulsion Policy And Procedures

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at Alpha. In creating this policy, Alpha has reviewed Education Code Section 48900 et seq., which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. Alpha is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion in accordance with applicable law. Any revision to the procedures that exceed requirements to comply with existing laws or to reflect changes in Education Code Section 48900, shall require a material revision to the Charter.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as Alpha's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Alpha administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures.⁴⁷ The

⁴⁷ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and

notice shall state that its Policy and Procedures are available on request at the Principal, CEO, or designee's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Alpha has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Alpha will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom Alpha has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by Alpha for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student and the student's parent/guardian of the basis for which the student is being involuntarily removed and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian requests a hearing, Alpha shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian requests a hearing, the student shall remain enrolled and shall not be removed until Alpha issues a final decision. As used herein, *involuntarily removed* includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on

other documents and related information. For purposes of this Policy and its Procedures, the term *parent/guardian* shall include these parties.

or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, *hazing* means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, *hazing* does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, *terroristic threat* shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, , which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by

creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- 1) *Bullying* means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - b) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - c) Causing a reasonable student to experience substantial interference with their academic performance.
 - d) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by Alpha.

- 2) *Electronic Act* means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- a) A message, text, sound, video, or image.
 - b) A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. A *burn page* means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - ii. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. *Credible impersonation* means to knowingly and without consent impersonate a student for the

purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. *False profile* means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

c) An act of cyber sexual bullying.

- i. For purposes of this policy, cyber sexual bullying means dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- ii. For purposes of this policy, *cyber sexual bullying* does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- u. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to section (1)(a)-(b).
- v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type,

the student had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes,

smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, *hazing* means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, *hazing* does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, *terroristic threat* shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, , which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) *Bullying* means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - b) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - c) Causing a reasonable student to experience substantial interference with their academic performance.
 - d) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by Alpha.

- 2) *Electronic Act* means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- a) A message, text, sound, video, or image.
 - b) A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. A *burn page* means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - ii. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. *Credible impersonation* means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. *False profile* means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - c) An act of cyber sexual bullying.
 - i. For purposes of this policy, *cyber sexual bullying* means dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - ii. For purposes of this policy, *cyber sexual bullying* does not include a depiction, portrayal, or image that has any serious literary,

artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Section 261, 266c, 286, 287 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

Alpha will use the following definitions:

1. The term *knife* means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3 ½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
2. The term *firearm* means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
3. The term *destructive device* means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal, CEO, or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal, CEO, or designee.

The conference may be omitted if the Principal, CEO, or designee determines that an emergency situation exists. An *emergency situation* involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent or

guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone, in person, or by email. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal, CEO, or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when Alpha has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal, CEO, or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial APS Board following a hearing before it or by the APS Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a Board member of APS' governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal, CEO, or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Alpha's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Alpha to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Alpha may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by Alpha or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Alpha must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which

the complaining witness may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, Alpha must present evidence that the witness' presence is both desired by the witness and will be helpful to Alpha. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made,

the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of Alpha's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Principal, CEO, or designee following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and the student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Alpha.

The Principal, CEO, or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

K. Disciplinary Records

Alpha shall maintain records of all student suspensions and expulsions at Alpha. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from Alpha as the APS Board's decision to expel shall be final.

M. Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. Alpha shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from Alpha shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to Alpha for readmission as well as a description of the procedure for readmission, reinstatement, and applying for expungement of the expulsion record.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Principal, CEO, or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The process will be completed in a timely manner at the conclusion of the expulsion period. The Principal, CEO, or designee shall make a recommendation to the Board following the meeting regarding the Principal, CEO, or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon Alpha's capacity at the time the student seeks readmission or admission to Alpha.

P. Notice to Teachers

Alpha shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

Alpha shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who Alpha or SELPA would be deemed to have knowledge that the student had a disability

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Alpha, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If Alpha, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Alpha, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that Alpha had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and Alpha agree to a change of placement as part of the modification of the behavioral intervention plan.

If Alpha, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then Alpha may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Alpha believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or Alpha, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent/guardian and Alpha agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if Alpha believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal, CEO, or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated Alpha's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Alpha had knowledge that the student was disabled before the behavior occurred.

Alpha shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If Alpha knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If Alpha had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Alpha shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Alpha pending the results of the evaluation.

Alpha shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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ELEMENT K – RETIREMENT SYSTEMS

Governing Law: *The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System or federal social security. Education Code Section 47605(c)(5)(J).*

The financial compensation for school employees includes a salary for exempt and non-exempt employees and hourly wage for non-salaried employees that is competitive with like jobs in other local public elementary and secondary schools.

The CEO or designee oversees the arrangements for retirement coverage for all employees at Alpha. APS currently offers a 403(b) plan with a non-elective (employer-contributed) three percent contribution and up to a five percent match by APS. The plan vests immediately. All employees at Alpha participate in the federal Social Security System.

The Alpha Public Schools Board of Directors retains the option to participate in the State Teachers Retirement System (STRS) or Public Employees Retirement System (PERS) or to implement any other retirement plan at its disposal. If Alpha Public Schools chooses to participate in the STRS/PERS program in the future, it will work to ensure that the program is implemented in compliance with Education Code Section 47611 and directly with the Santa Clara County Office of Education and STRS/PERS to provide the appropriate payroll information.

Alpha Public Schools provides mandatory benefits such as workers' compensation, unemployment insurance, Medicare, and social security. Alpha Public Schools offers medical, dental, and vision insurance benefits to each qualifying employee at Alpha.

Please see **Appendix 11 – Organizational Team** for the 2024-25 APS Teacher Salary Scale, 2024-25 APS Starting Salary Schedule (across all job functions), and an APS Overview of Benefits. The most recent copy of the APS Employee Handbook is included as **Appendix 8 – Handbooks**, which provides additional information on Employee Systems, Benefits, and Rights.

Please see **Element E – Employee Qualifications** for details on the process for recruiting, selecting, evaluating and terminating employees as well as the procedure for processing and monitoring credentials.

Please see **Element F – Health, Wellness, & Safety** for details on the Uniform Complaint Policy, which is used for resolving complaints and ensuring Due Process.

Alpha teachers are currently not unionized and therefore do not have a relationship with a bargaining unit. Additional details about the process for resolving complaints or grievances are provided in **Element N – Dispute Resolution**.

ELEMENT L – ATTENDANCE ALTERNATIVES

Governing Law: *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L)*

No student shall be required to attend Alpha. Students who opt not to attend Alpha may attend other public schools within their school district of residence or pursue an inter- or intra-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents or guardians of each pupil enrolled in Alpha shall be informed on admission forms that the pupil(s) has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in Alpha, except to the extent that such a right is extended by the local education agency.

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ELEMENT M – RETURN RIGHTS OF EMPLOYEES

Governing Law: *The rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M).*

All employees at Alpha Public Schools shall be considered the exclusive employees of Alpha Public Schools and not those of the Santa Clara County Office of Education unless otherwise mutually agreed in writing. District and/or County office employees:

- Shall not be required to work at Alpha.
- Shall have no automatic rights of return to the District or County after employment by the Charter School unless specifically granted by the District or County through a leave of absence or other agreement.
- Shall have any rights upon leaving the employment of a local education agency to work at Alpha Public Schools that the local education agency may specify.
- Shall have any rights of return to employment in a local education agency after employment in the charter school as the local education agency may specify and shall not be conferred any rights to return by Alpha Public Schools.
- Shall have any other applicable rights upon leaving employment to work at Alpha Public Schools that the local education agency determines to be reasonable and not in conflict with any law.

The District or County's policies and procedures and applicable collective bargaining agreements shall govern any agreement made.

Sick or vacation leave or years of service credit at the District, the County, or any other school district will not be transferred to Alpha Public Schools. Employment by Alpha provides no rights of employment at any other entity, including any rights in the case of closure of the Alpha: José Hernández.

Additional information on employee rights regarding salary, terms of employment, and benefits can be found in **Element E – Employee Qualifications** and **Element K – Employee Retirement Systems**. Employee rights are communicated through the APS Employee Handbook, which is included in **Appendix 8 – Handbooks**.

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ELEMENT N – DISPUTE RESOLUTION

Governing Law: *The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N)*

Disputes Between the SCCOE and the Charter School

The Charter School and the SCCOE will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. All timelines and procedures in this section may be revised upon mutual written agreement of authorized representatives of the SCCOE and the Charter School. The Charter School agrees to follow SCCOE's preferred dispute resolution procedures, instead of those included below, in the event that they are different.

If either the Charter School or SCCOE determines that a violation of the Charter entered into between Alpha and SCCOE or any other applicable law may have occurred or a problem has arisen related to the operation of the Charter School and/or the SCCOE's oversight obligations, or a dispute otherwise arises between the SCCOE and the Charter School, the following procedures shall be followed to resolve the dispute:

- (1) Should the either party determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and the SCCBOE may commence revocation proceedings immediately in accordance with Education Code Section 47607 and its implementing regulations or take action as it deems necessary.
- (2) In the event that the SCCBOE believes that the dispute relates to an issue that could lead to revocation of the Charter under Education Code Section 46707, participation in the dispute resolution procedures outlined herein shall not be interpreted to impede or act as a prerequisite to the SCCBOE's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the SCCBOE may choose, in its sole discretion, to proceed directly with the revocation procedures as set forth in Education Code Section 47607 and its implementing regulations or may choose to participate in all or part of the dispute resolution procedures set forth below.

(3) If the violation or issue in question does not constitute a severe and imminent threat to the health and safety of pupils and the SCCBOE has not decided to commence revocation procedures without following this dispute resolution procedure, either party will provide written notification of the violation or issue (the Dispute Statement) and refer the issue to the SCCBOE Superintendent and APS CEO, or their respective designees. The date that this written notice is orally provided or sent shall be the *Notice Date*. Upon issuance of this notice the Dispute Statement, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and the meeting shall be held within ten (10) calendar days after the Notice Date, or as mutually agreed upon by both parties. The SCCBOE representative at the meeting will be the Superintendent or the Superintendent's designee, and the Charter School representative will be the Charter School's Principal or the Principal's designee. If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon at this meeting, the parties will proceed to step 4. Any period of time agreed upon at the meeting for the Charter School to attempt to cure the issue shall be deemed and is agreed by the Charter School and the SCCBOE to constitute the "reasonable opportunity to remedy the violation" provided for in Education Code Section 47607(g) prior to revocation of the Charter may proceed to step 4 or take any other action they deem appropriate in response to the dispute.

(4) If the dispute is not resolved in accordance with the procedures through Step 3, either Party will have been deemed to have exhausted the administrative remedies within the Charter and may pursue any alternative legal options for resolution, including, the SCCOE may commence revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 or applicable law.

Internal Disputes

Alpha maintains a Uniform Complaint Policy that addresses complaints/disputes, other than those between SCCOE and the Charter School which are covered above. Alpha will not, at any time, refer complaints to the County.

The Uniform Complaint Policy and its procedures include clear information with respect to the response timeline of the Charter School, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures also identify an ombudsperson for situations in which the school leader is the

subject of the complaint. The complaint procedures are clearly articulated in the Family Handbook and are available in the Charter School's office.

The SCCOE will refer all disputes or complaints it receives not related to a possible violation of the Charter, the law, or the SCCOE's oversight obligations to the Charter School's CEO for resolution according to the Charter School's internal dispute resolution process. The SCCOE may choose to submit disputes it receives that are related to possible violations of the Charter or the MOU, the law, or the SCCOE's oversight obligations to the Charter School's CEO for resolution according to the Charter School's internal dispute resolution process. Should the SCCOE receive a complaint regarding the Charter School that is referred to the Charter School for investigation and/or resolution, the Charter School shall provide the SCCOE with updates regarding the Charter School's investigation and resolution of the matter upon request from SCCOE and upon resolution of the complaint or issue. However, in no event shall the Charter School be required to disclose confidential personnel or student information. In the event that the Charter School's adopted policies and processes fail to resolve the dispute, the SCCOE agrees not to intervene in the dispute without the consent of the Charter School's Board unless the matter relates to a possible violation of the Charter, the law, or the SCCOE's oversight obligations.

Please see **Appendix 9 – Health, Wellness, and Safety** for the APS General Complaint Policy and Procedures and Uniform Complaint Policy and Procedures.

UCP, Title IX and Section 504 Complaints/Grievances

Alpha maintains a Uniform Complaint Policy and Title IX , Harassment, Intimidation, Discrimination, and Anti-bullying Policy that address complaints alleging discrimination or violations of federal or state laws or regulations. Alpha implements specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Alpha designates at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 including any investigation of any complaint filed with Alpha alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Alpha notifies its

students and employees via its website of the name, office address, and telephone number of the designated employee or employees.

Alpha adopts and publishes grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Please see **Appendix 9 – Health, Wellness, and Safety** for the APS Uniform Complaint Policy Procedures and the APS Title IX , Harassment, Intimidation, Discrimination, and Anti-bullying Policy.

ELEMENT O – CLOSURE PROTOCOL

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. Education Code Section 47605(c)(5)(O)

The following procedures shall apply in the event the Charter School closes. The following procedures apply regardless of the reason for closure.

Closure of the Charter School shall be documented by official action of the Board of Alpha Public Schools. The action shall identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. Each notice [KS1] required below shall include information on the responsible person and entity and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure.

- The APS Board shall provide written notification to the SCCOE of the determination of the Closure Action and of the effective date of the closure, and the contact information for the person(s) to whom reasonable inquiries may be made regarding the closure as a charter school within 72 hours of the Closure Action.
- The Charter School shall provide written notification to the home districts of the list of returning students within 10 calendar days.
- The Charter School shall provide written notification of the Closure Action and the effective date of closure of Charter School to the California Department of Education, the Charter School's SELPA, and the retirement systems in which Charter School's employees participate by registered mail within 10 calendar days.
- On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.
- The Charter School will provide notice to the parents and students within 10 calendar days of the Closure Action. The written notification shall include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records. Parents/guardians will also be provided with student information that includes grade reports, discipline records, immunization records, and specific information on completed courses and credits that meet graduation requirements.
- The Charter School will provide parents, students and the receiving school districts with copies of all appropriate student records. All transfers of student records will be made in

compliance with the FERPA. As permitted by each student's district of residence, the Charter School shall transfer all appropriate student records to the district of residence, or the district to which the student is transferring if requested by the parent/guardian. The Charter School will ask the SCCOE to store original records of Charter School students for which the district of residence/district of attendance is not known or will not accept the records. If the SCCOE will not or cannot do so, the Charter School will ask the SCCOE to determine a suitable alternative location for storage. All state assessment results, special education records, and personnel records will be transferred and maintained in accordance with applicable law.

- As soon as is reasonably practical, but no later than 90 days after the latter of the Closure Action or the effective date of the closure, the Charter School shall prepare final financial records. The Charter School's independent audit will be completed by an independent auditor who meets the qualifications to perform Charter School's annual audits, as soon as is reasonably practical, but in no case later than six months after closure, and will provide the audit report to the SCCOE promptly upon completion. The auditor and audit shall comply with all of the requirements for Charter School's annual audit as set forth in the Charter. Any costs for the audit incurred by the SCCOE shall remain a liability of Charter School until repaid in full. The final audit will delineate the disposition of all assets and liabilities. Any liability or debt incurred by Charter School shall be the responsibility of the Charter School and not the SCCOE. The Charter School understands and acknowledges that the Charter School will cover the outstanding debts or liabilities of the Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source.
- For six calendar months from the latter of the Closure Action or the effective date of the closure, sufficient staff as deemed appropriate by the APS Board will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the Charter School and student transfers.
- In addition to the final audit, Charter School shall also submit any required year-end financial reports to the California Department of Education and the SCCOE in the form and timeframe required.
- If Alpha Public Schools does not operate any other charter school other than operation of the Charter School, and Alpha Public School chooses to dissolve upon closure of the Charter School, the corporation will be dissolved according to its Bylaws.

On closure of the Charter School, all assets of the Charter School – including but not limited to all leaseholds, personal property, intellectual property developed or acquired using state or

federal funds, and all ADA apportionments and other revenues generated by students attending the Charter School – which have been determined to have been generated exclusively through state and federal apportionment funds for Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall remain the assets of the Alpha Public Schools corporation. Any assets acquired from the SCCOE or SCCOE property will be promptly returned to the SCCOE upon the Charter School's closure. The distribution shall include the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. All remaining assets of Charter School will be liquidated and all creditors will be paid first.

Upon the winding up and dissolution of the corporation, if applicable, after paying or adequately providing for the debts and obligations of the corporation (including any obligations requiring the return of grant funds on the dissolution of the corporation), any capital assets, including facilities or property, purchased in whole or part with public funds may be distributed to the SCCOE, Alpha Public Schools, or another California public school, school district, or county office of education, subject to applicable legal requirements and the Articles of Incorporation. Any remaining assets of the corporation shall be distributed to either (i) such organization organized and operated exclusively for educational purposes which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or (ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes.

This Closure Protocol shall survive the revocation, expiration, termination, or cancellation of the Charter or any other act or event that would end the Charter School's right to operate as a charter school pursuant to the Charter or cause the Charter School to cease operation.

As specified by the Alpha: José Hernández Budget in **Appendix 12 – Financial Documents** the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

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MISCELLANEOUS CHARTER PROVISIONS

Financial Planning, Reporting and Accountability

Governing Law: The petitioner or petitioners shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).

Budget and Financial Plan

Alpha will ensure that it operates using a sound financial model. The Budget Narrative, Five Year Budget, Five Year Cash Flow, and LCFF / FCMAT Calculator are included in **Appendix 12 – Financial Documents**, and outline all key assumptions of funding and expenditures. APS maintains board-approved fiscal control policies and procedures for the operation of APS and Alpha: José Hernández.

Financial Reporting

Alpha shall annually prepare and submit reports to the County in accordance with Education Code Section 47604.33 as follows:

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, an annual update to the LCAP required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year that reflects changes to the preliminary budget through October 31st. Additionally, on December 15, a copy of the Charter School's annual, independent fiscal audit report for the preceding fiscal year shall be delivered to the chartering authority, County Superintendent of Schools, State Controller, and California Department of Education.
- By March 15, a second interim financial report for the current fiscal year that reflects changes to the preliminary budget through January 31.
- By September 15, a final non-audited financial report for the prior full fiscal year. The report submitted to the County shall include an annual statement of all receipts and expenditures for the preceding fiscal year.

Insurance

Alpha will maintain commercial general liability, workers compensation, and other necessary insurance of the types and in the amounts and types required for an enterprise of its size and nature for the operation of the Charter School and subject to the terms approved by the County's risk manager and APS' Board of Directors.

Throughout the life of this contract, Alpha shall pay for and maintain in full force and effect insurance policies issued by an insurance company or companies admitted by the California Insurance Commissioner to do business in the State of California and rated not less than A-/VII by A.M. Best Insurance Rating Guide, or in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage.

Alpha will submit documentation of adequate insurance coverage, including liability insurance, to the County on a schedule mutually agreed upon with the County, and at any other time that a policy of insurance and/or memorandum of coverage is changed or a request is made by the County for such documents.

The Charter School agrees to indemnify, defend, and hold harmless the County for the actions of Alpha and its governing nonprofit public benefit corporation under this charter, to the fullest extent permitted by law and in a manner consistent with the County's risk management policies. Pursuant to the Education Code Section 47604(d), the County shall not be liable for the debts and obligations of the Charter School, operated by a California nonprofit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the County has complied with all oversight responsibilities required by law.

Administrative Services

Governing Law: *The manner in which administrative services of the School are to be provided. Education Code Section 47605(h).*

With the exception of services performed by the County in providing oversight to Alpha as defined by Education Code Section 47604.32, all charter-requested services from the County will be on a fee-for-service basis. SCCOE may charge for the actual cost of supervisory oversight of the Charter School, up to any maximum permitted by law (currently described and limited in Education Code Section 47613). The Charter School acknowledges that the SCCOE's actual costs in conducting its oversight obligations will meet or exceed the maximum percentage permitted

by law and the SCCOE shall not be required to submit documentation of its actual oversight costs.

All administrative services will be completed by APS employees or through contracted agreements with qualified outside agencies. The Charter School may opt to contract with SCCOE for additional services for a fee, including Financial Services, STRS Enrollment and Report Preparation, Library Resources, Payroll Processing, Professional Development, Program Evaluation, School Plan, and Special Education Services. Whether to provide such services upon request shall be in the SCCOE's sole discretion. The SCCOE may charge for the actual cost of supervisory oversight of the Charter School, up to any maximum permitted by law (currently described and limited in Education Code Section 47613). The Charter School acknowledges that the SCCOE's actual costs in conducting its oversight obligations will meet or exceed the maximum percentage permitted by law and the SCCOE shall not be required to submit documentation of its actual oversight costs. The SCCOE will invoice the Charter School for the cost of general oversight and for any additional services on a quarterly basis.

Facilities

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(h).

Alpha operates a single charter school within the geographic jurisdiction of Alum Rock Union Elementary School District. Alpha: José Hernández currently has a facilities use agreement with ARUSD and intends to continue working with the District for the ongoing facility needs of the Charter School. Alpha currently operates at 1601 Cunningham Ave., San José, CA 95122. Alpha will not serve grade levels not served by ARUSD unless it serves all of the grade levels.

Alpha shall provide home-to-school transportation for any applicable students as may be required under the IDEA for students with disabilities as required by their IEP, under McKinney Vento, or as otherwise agreed upon by Alpha and the County.

Please see **Appendix 12 – Financial Documents** for the MOU between Alpha: José Hernández and the Alum Rock Union Elementary School District for use of the current facility.

Impact on the Charter Authorizer

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

Potential Civil Liability Effects

Intent

This statement is intended to fulfill the terms of Education Code Section 47605(h) and provides information regarding the proposed operation and potential effects of the Charter School on the County.

Civil Liability

Alpha shall be operated by a California nonprofit public benefit corporation, Alpha Public Schools. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to the Education Code Section 47604(d), the County shall not be liable for the debts and obligations of the Charter School, operated by a California nonprofit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the County has complied with all oversight responsibilities required by law. Alpha shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of Alpha.

The corporate bylaws of Alpha Public Schools shall provide for indemnification of the Charter School's Board, officers, agents, and employees. The Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

The County shall be named an additional insured on the general liability insurance that Alpha Public Schools maintains for the operation of Alpha.

The Board of Alpha Public Schools will maintain and implement appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Public Record

Alpha acknowledges that Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Alpha, to provide certain information in certain formats and in certain ways to the general public and specifically to parents of students at Alpha and of the County. Alpha further acknowledges that it has the obligation to provide all of such information to the County that is required by these referenced authorities in a timely manner so that the County may meet its obligations under those authorities as well. To the extent that there is information that the County has, but that Alpha does not have that Alpha needs in order to meet its obligations, the County shall provide the same to Alpha in a reasonably timely manner upon request.

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CONCLUSION

By approving this charter, the Santa Clara County Office of Education will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning.

- a) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- b) Encourage the use of different and innovative teaching methods.
- c) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- d) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- e) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- f) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Approval of the charter shall be governed by the standards and criteria in Education Code Sections 47607 and 47607.2. Alpha pledges to work cooperatively with the County to answer any concerns over this document and to present the County with the strongest possible charter proposal requesting a two-year term to renew operation.



Appendix 1

Letters of Support

The Honorable Peter Ortiz,
San José City Councilmember District 5

José Hernández

Latino Education Advancement Foundation (LEAF)
School of Arts and Culture – Mexican Heritage Plaza

Latina Coalition of Silicon Valley

Latinos United for a New America (LUNA)

Second Harvest

Dell Technology, Latino Connection ERG

Krystine Do – APS Founding Parent

Tamara Alvarado – Community Advocate and Volunteer

July 19th, 2024

Dear Santa Clara County Board of Education,

As the Councilmember representing the diverse neighborhoods of East San José, It is my pleasure to offer support for Alpha Public Schools' request for charter re-authorization for Alpha: Jose Hernandez School. I believe Alpha Public Schools's stated mission of ensuring all scholars develop the academic skills and leadership habits required to succeed in college and live with integrity serves to uplift the East San José community. I want to see more students from underserved communities graduating from college and returning as leaders in the community and Alpha has demonstrated a commitment to doing that.

Last year, we partnered with Alpha to host a science fair and movie screening of A Million Miles Away at the Mexican Heritage Plaza. The movie follows José Hernandez, a farmworker who became an engineer and then a NASA Astronaut, who serves as an inspiration for families and students from East San José, many of whom share a similar background. We also supported a screening of a documentary celebrating the arts and highlighting Blanca Alvarado, a long-time political leader and advocate in our community.

Alpha: José Hernández School serves some of the most underserved populations in Santa Clara County, as is evidenced by them having one of the highest percentages of unduplicated students in the County. Renewing their charter allows them to continue providing a good education and support for those students and their families. It also allows for our partnership to continue providing families in East San José with resources and experiences that enrich their lives and empower their community.

Sincerely,



The Honorable Peter Ortiz
San José City Councilmember | District 5 – East San José

TIERRA LUNA ENGINEERING, LLC

445 W. WEBER AVENUE STE. 200, STOCKTON CA, 95203



July 15, 2024

Jose M. Hernandez
Tierra Luna Engineering, LLC
445 W. Weber Ave. Suite 200
Stockton, CA 95203

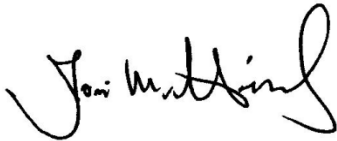
Dear Santa Clara County Board of Education Trustees,

As the school's namesake and strong supporter, it is my pleasure to offer support for Alpha Public Schools' request for charter re-authorization for Alpha: Jose Hernandez School. I believe Alpha Public Schools' stated mission of ensuring all scholars develop the academic skills and leadership habits required to succeed in college and live with integrity serves to uplift the East San Jose community. As a child who had to navigate many challenges to eventually become a successful engineer and NASA astronaut, I know the importance a strong and caring school community can make in a student's life and I believe this school works tirelessly to serve the community's needs.

I have actively provided support for the school community and its students in several ways to further the mission. This fall, in partnership with the Farmworkers Caravan and Latinos for Amazon, we organized a movie screening of A Million Miles Away and a STEM Resource Fair, specifically for students at Alpha: Jose Hernandez School. This event inspired students to reach for the stars and gave them exposure to careers in STEM, allowing them to see the impact of hard work and dedication and how it can lead to achievement of their dreams. Additionally, I have facilitated a partnership between the school and Gordon Philanthropies, ensuring all students at the school receive free books each summer to engage in summer reading and improve their reading levels. Finally, this fall, I will be visiting the school and supporting families by providing backpacks and school supplies to ensure they have what they need for a successful school year.

Alpha: José Hernández School serves the most underserved population in Santa Clara County as is evidenced by their having one of the highest percentages of unduplicated students in the county. Renewing their charter allows staff to continue providing a solid education and holistic support for students and their families. It also allows for our partnership to continue providing resources for families in East San Jose that enrich their lives and empower their community. I humbly request you vote to approve the school for another term.

Sincerely,

A handwritten signature in black ink, appearing to read "Jose M. Hernandez". The signature is fluid and cursive, with a large initial "J" and a stylized "H".

José M. Hernández, Astronaut
Tierra Luna Engineering, LLC



Latino Education Advancement Foundation

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Violeta Barroso
Stephanie Bravo
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Ed Alvarez
Chairman

Jose Iglesias
Vice Chair

Raymond Ruiz
Secretary

June 26, 2024

Dear Santa Clara County Board of Education,

This is written in support of Alpha Public Schools' request for charter re-authorization for Alpha: Jose Hernandez School. We believe Alpha Public Schools's stated mission of ensuring all scholars develop the academic skills and leadership habits required to succeed in college and live with integrity serves to uplift the East San Jose community. We want to see more students from underserved communities graduating from college and returning as leaders in the community, and Alpha has demonstrated a commitment to doing that.

For the past several years, our organization has partnered with Alpha to provide parent outreach support, and we have served its students as scholars in our College Success Program, providing support through the first two years of college, including career counseling.

Alpha: José Hernández School serves the most underserved populations in Santa Clara County, as evidenced by its having one of the highest percentages of unduplicated students in the county. Renewing their charter allows them to continue providing a good education and support for those students and their families. It also allows for our partnership to continue providing families in East San Jose with resources and experiences that enrich their lives and empower their community.

Sincerely

Ed Alvarez

Ed Alvarez (Jun 26, 2024 10:57 PDT)

Edward Alvarez
President
Latino Education Advancement Foundation

School of Arts & Culture

Mexican Heritage Plaza

June 27, 2024

Dear Santa Clara County Board of Education,

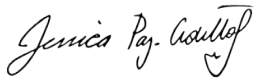
It is our pleasure to offer support for Alpha Public Schools' request for charter re-authorization for Alpha: José Hernández School. The School of Arts and Culture at the Mexican Heritage Plaza (SOAC) believes Alpha Public Schools's stated mission of ensuring all scholars develop the academic skills and leadership habits required to succeed in college and live with integrity serves to uplift the East San Jose community. We want to see more students from underserved communities graduating from college and returning as leaders in the community and Alpha has demonstrated a commitment to doing that.

For the last few years, the SOAC has partnered with Alpha Public Schools to provide culturally relevant programming, community events, and training opportunities. These initiatives celebrate the diverse cultural heritage of East San Jose, fostering learning and empowerment within the community.

Alpha: José Hernández School serves some of the most underserved populations in Santa Clara County. Renewing their charter allows them to continue providing a good education and support for those students and their families. It also allows for our partnership to continue providing families in East San Jose with resources and experiences that enrich their lives and empower their community.

For these reasons, we urge the ARUSD board of trustees to re-authorize the charter status of Alpha: José Hernández School.

Sincerely,



Jessica Paz-Cedillos
Co-Executive Director
School of Arts and Culture at MHP



Vanessa Shieh
Co-Executive Director
School of Arts and Culture at MHP



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Vanessa Grijalva
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Policy & Advocacy Chair

Esmeralda Bautista
Marketing Chair

Executive Staff

Gabriela Chavez-Lopez
Executive Director

**Latina Coalition of Silicon
Valley**
1346 The Alameda,
Ste 7-293
San Jose, CA
Tax ID # 01-0799235
www.LatinaCoalition.org

July 17th, 2024

Dear Santa Clara County Board of Directors,

I am pleased to support Alpha Public Schools' request for charter re-authorization for Alpha José Hernandez. I believe Alpha Public Schools' stated mission of ensuring all scholars develop the academic skills and leadership habits required to succeed in college and live with integrity serves to uplift the East San Jose community. We want to see more students from underserved communities graduating from college and returning as leaders in the community, and Alpha has demonstrated a commitment to doing that.

For the last two years, the Latina Coalition of Silicon Valley (LCSV) has partnered with Alpha to provide various resources and opportunities to families in East San José. LCSV tabled at our school's College & Career Fair, and most recently, Alpha Public Schools tabled at our Futura Fest event. Latina Coalition has also collaborated directly with Alpha's Community Organizer by sharing LCSV resources and opportunities with Alpha families. Alpha has also offered their school's cafeteria and classrooms as spaces to hold Latina Coalition Programming or other opportunities.

Alpha José Hernandez serves some of the most underserved populations in Santa Clara County. Renewing their charter allows them to continue providing a good education and support for those students and their families. It also allows our partnership to continue providing families in East San Jose with resources and experiences that enrich their lives and empower their community.

Our collaboration is further strengthened by our shared mission. Both Alpha Public Schools and the Latina Coalition of Silicon Valley are committed to supporting underserved populations. With 75.4% of its students being Hispanic or Latino and 50.4% being female, our shared focus underscores the importance of our partnership and the positive impact we can make together.

Sincerely,

Gabriela Chavez-Lopez
Executive Director
Latina Coalition of Silicon Valley



Date: June 27, 2024

Dear Santa Clara County Board of Education,

It is my pleasure to offer support for Alpha Public Schools' request for charter re-authorization for Alpha: Jose Hernandez School. I believe Alpha Public Schools's stated mission of ensuring all scholars develop the academic skills and leadership habits required to succeed in college and live with integrity serves to uplift the East San Jose community. I want to see more students from underserved communities graduating from college and returning as leaders in the community and Alpha has demonstrated a commitment to doing that.

For the last several years, Latinos United for a New America (LUNA) has partnered with Alpha to provide crucial space and resources to families in East San Jose. LUNA is an organization that focuses solely on community organizing, so having Alpha: José Hernández School as a partner is key for us to hold meetings, support community leaders, and ensure the communities across the area are meaningfully connected. Most recently, our collaboration has looked like:

- LUNA tabled at Alpha's College & Career Fair.
- LUNA has previously used Alpha classroom space to host meetings and Alpha has continued to offer to be a resource for LUNA to host meetings.
- LUNA team members attended the Alpha Stars of Tomorrow fundraiser.
- Alpha Public Schools attended the LUNA Lunada Gala fundraiser in 2023.
- Alpha Public Schools sponsored LUNA's Mother's Day event and the student folklorico group performed there. This provided a crucial space for community members to create community and support each other in a loving environment.
- Alpha Public Schools' Community Organizer closely collaborates with LUNA's Community Organizers to mutually support campaigns and build power for our families to achieve long lasting impact.

Alpha: José Hernández School serves the most underserved populations in Santa Clara County as is evidenced by them having one of the highest percentages of unduplicated students in the county. Renewing their charter allows them to continue providing a good education and support for those students and their families. It also allows for our partnership to continue providing families in East San Jose with resources and experiences that enrich their lives and empower their community.

Sincerely,

Socorro Montañó, Mariana Mejia, Cesar Navarro, Tony Romero, Yurina Guzman, & Estefania Bautista

Latinos United for a New America team



Date: June 25th, 2024

Dear Santa Clara County Board of Education

On behalf of Second Harvest of Silicon Valley, I am pleased to offer support for Alpha Public Schools' request for charter re-authorization for Alpha: Jose Hernandez School. I believe Alpha Public Schools's stated mission of ensuring all scholars develop the academic skills and leadership habits required to succeed in college and live with integrity serves to uplift the East San Jose community. I want to see more students from underserved communities graduating from college and returning as leaders in the community and Alpha has demonstrated a commitment to doing that.

Second Harvest of Silicon Valley is the hub of the local charitable food system, serving more than 500,000 individuals each month through a network of more than 400 nonprofit organizations at 900 locations. For the last 9 years and 3 months, Second Harvest of Silicon Valley has partnered with Alpha School to provide free and healthy food to families in East San Jose. Alpha School has been a great partner and to ensure we provide food to the community before, during and after the pandemic. Alpha School provides free nutritious groceries and fresh produce to an average of 300 households a month. We would like for Jose Hernandez School to continue to be open so we can continue with the partnership and serve clients in need in our community.

Alpha: Jose Hernandez School serves some of the most underserved populations in Santa Clara County. Renewing their charter allows them to continue providing a good education and support for those students and their families. It also allows for our partnership to continue providing families in East San Jose with resources and experiences that enrich their lives and empower their community.

Sincerely,

Tracy Huynh

Regional Program Manager

Second Harvest of Silicon Valley

Curtner Center
750 Curtner Avenue
San Jose, CA 95125
408-266-8866

Cypress Center
4001 North First Street
San Jose, CA 95134
408-266-8866

Bing Center
1051 Bing Street
San Carlos, CA 94070
650-610-0800

shfb.org



Date: 6/26/2024

Dear Santa Clara County Board of Education,

I am pleased to support Alpha Public Schools' request for charter re-authorization for Alpha: Jose Hernandez School. I believe Alpha Public Schools's stated mission of ensuring all scholars develop the academic skills and leadership habits required to succeed in college and live with integrity serves to uplift the East San Jose community. I want to see more students from underserved communities graduating from college and returning as leaders in the community, and Alpha has demonstrated a commitment to doing that.

For the last three years, Dell Technologies employees via an Employee Resource Group called Latino Connection have partnered with Alpha to provide much-needed mentorship and high-tech career exploration opportunities for students from East San Jose and raised funds to help students persist in college; we are continuing to work in expanding our outreach to both the corporate high-tech world and bridge connection, knowledge, network to our deserving east side community. The work Alpha is doing directly supports bringing more students into the high-tech industry that fuels Silicon Valley.

Alpha: José Hernández School serves some of the most underserved populations in Santa Clara County. Renewing their charter allows them to continue providing a good education and support for those students and their families. It also allows our partnership to continue providing families in East San Jose with resources and experiences that enrich their lives and empower their community.

Sincerely,

Julio Calderon

Manager Unstructured Data, Silicon Valley and Latin America at Dell Technologies, Inc.
#Iwork4dell

julio.calderon@dell.com

Julio Calderon

June 26th, 2024

Dear Santa Clara County Board of Education,

It is my pleasure as an Alpha Parent Founder and Vietnamese Interpreter to offer support for Alpha Public Schools' request for charter re-authorization for the Alpha: Jose Hernandez School. I believe Alpha Public Schools' stated mission of ensuring all scholars develop the academic skills and leadership habits required to succeed in college and live with integrity serves to uplift the East San Jose community. I want to see more students from underserved communities graduating from college and returning as leaders in the community and Alpha has demonstrated a commitment to doing that.

For more than 10 years, CommUNITY Strategies, LLC has partnered with Alpha to provide interpretation and translation services to Vietnamese families in East San Jose.

Alpha: José Hernández School serves the most underserved populations in Santa Clara County as is evidenced by them having one of the highest percentages of unduplicated students in the county. Renewing their charter allows them to continue providing a good education and support for those students and their families. It also allows for our partnership to continue providing families in East San Jose with resources and experiences that enrich their lives and empower their community.

Sincerely,

Krystine M Do

Krystine M Do

Alpha Founding Parent / Vietnamese Interpreter

Community Strategies, LLC

July 19, 2024

Dear Santa Clara County Board of Education,

It is my pleasure to offer support for Alpha Public Schools' request for charter re-authorization for Alpha: Jose Hernandez School. I believe Alpha Public Schools's stated mission of ensuring all scholars develop the academic skills and leadership habits required to succeed in college and live with integrity serves to uplift the East San Jose community. I want to see more students from underserved communities graduating from college and returning as leaders in the community and Alpha has demonstrated a commitment to doing that.

For the last several years, I have supported Alpha by volunteering and providing fund development support which in turn supports the families they serve in East San Jose. When I see the commitment of the staff, families and most importantly the students, I am inspired to continue to support their work.

Alpha: José Hernández School serves the most underserved populations in Santa Clara County as is evidenced by them having one of the highest percentages of unduplicated students in the county. Renewing their charter allows them to continue providing a good education and support for those students and their families. It also allows for our partnership to continue providing families in East San Jose with resources and experiences that enrich their lives and empower their community.

Thank you for your time and consideration. Should you have any questions please contact me at alvaradotamara2025@gmail.com.

Sincerely,

A handwritten signature in black ink, appearing to read 'T. Alvarado', followed by a long horizontal flourish line.

Tamara Alvarado

Community Advocate



Appendix 2

Theory of Action

APS – 2024-25 Strategic Plan

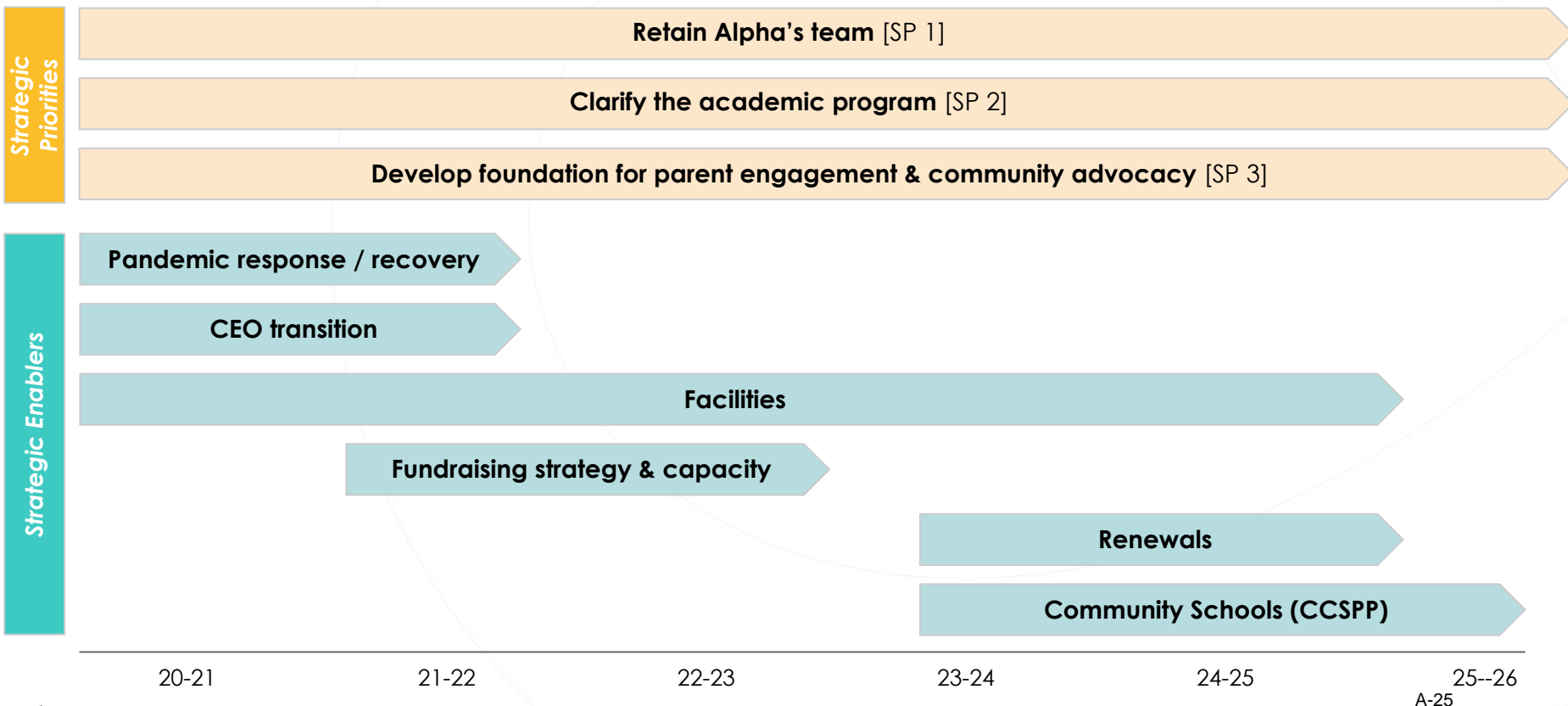
Alpha: José Hernández – 2024-27 LCAP

Alpha: José Hernández – School Improvement Plan

APS Board Approval of

Alpha: José Hernández School Improvement Plan

Alpha's Multi-Year Strategic Plan



2024-2025 Strategic Priorities & Enablers



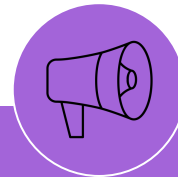
Retain Alpha's Team

Retain Alpha's team by aligning culture, coaching, and development opportunities to our vision of successfully serving our students



Clarify the Academic Program

Clarify the academic program and develop enabling systems (curriculum, coaching, onboarding) and progress monitoring



Strengthen Parent Engagement & Community Advocacy

Enhance Alpha parents' ability to advocate for their students in school and in the community, and develop a foundation for community advocacy



Strategic Enablers

**Renewals
Facilities**

CCSPP, including ELO-P

2024-2025 Strategic Initiatives



Retain Alpha's Team

1.2: Accelerate our ability to develop instructional excellence in our **instructional support staff**

1.3: Accelerate development of leadership skills in **PD design and facilitation** for all leaders.

1.4: Accelerate development of leadership skills in **coaching** for all leaders.

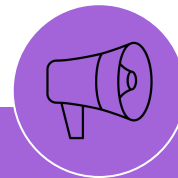


Clarify the Academic Program

2.1: Strengthen **instructional practices** in support of strong student outcomes

2.2: Refine Alpha's **assessment strategy** to inform instruction and ensure student data is collected and analyzed

2.3: Implement a robust **data strategy** to support data driven instruction & MTSS



Strengthen Parent Engagement & Community Advocacy

3.1: Build community and increase **family engagement** for student achievement & wellness

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alpha: José Hernández School

CDS Code: 43104390129213

School Year: 2024-25

LEA contact information:

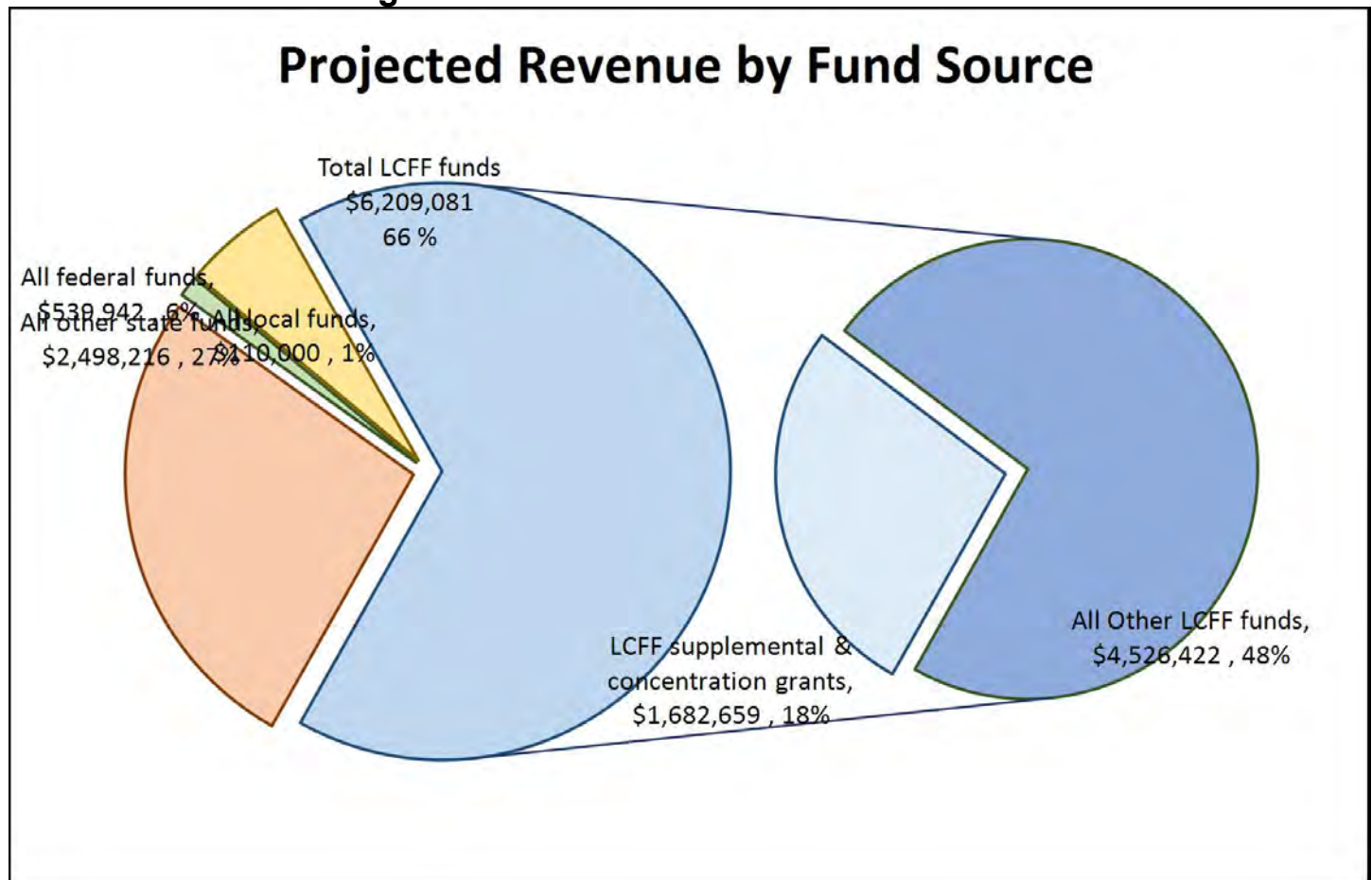
Julianna Parra

Principal

408-209-7982

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

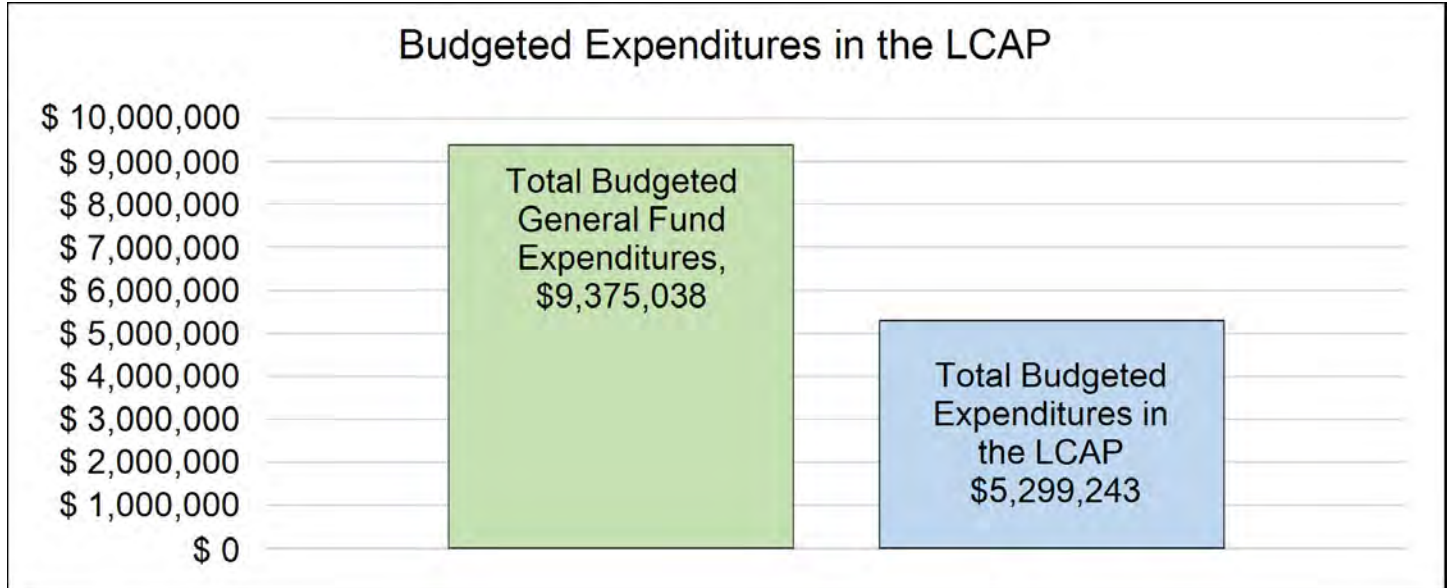


This chart shows the total general purpose revenue Alpha: José Hernández School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alpha: José Hernández School is \$9,357,239, of which \$6,209,081 is Local Control Funding Formula (LCFF), \$2,498,216 is other state funds, \$110,000 is local funds, and \$539,942 is federal funds. Of the \$6,209,081 in LCFF Funds, \$1,682,659 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Alpha: José Hernández School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Alpha: José Hernández School plans to spend \$9,375,038 for the 2024-25 school year. Of that amount, \$5,299,243 is tied to actions/services in the LCAP and \$4,075,795 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

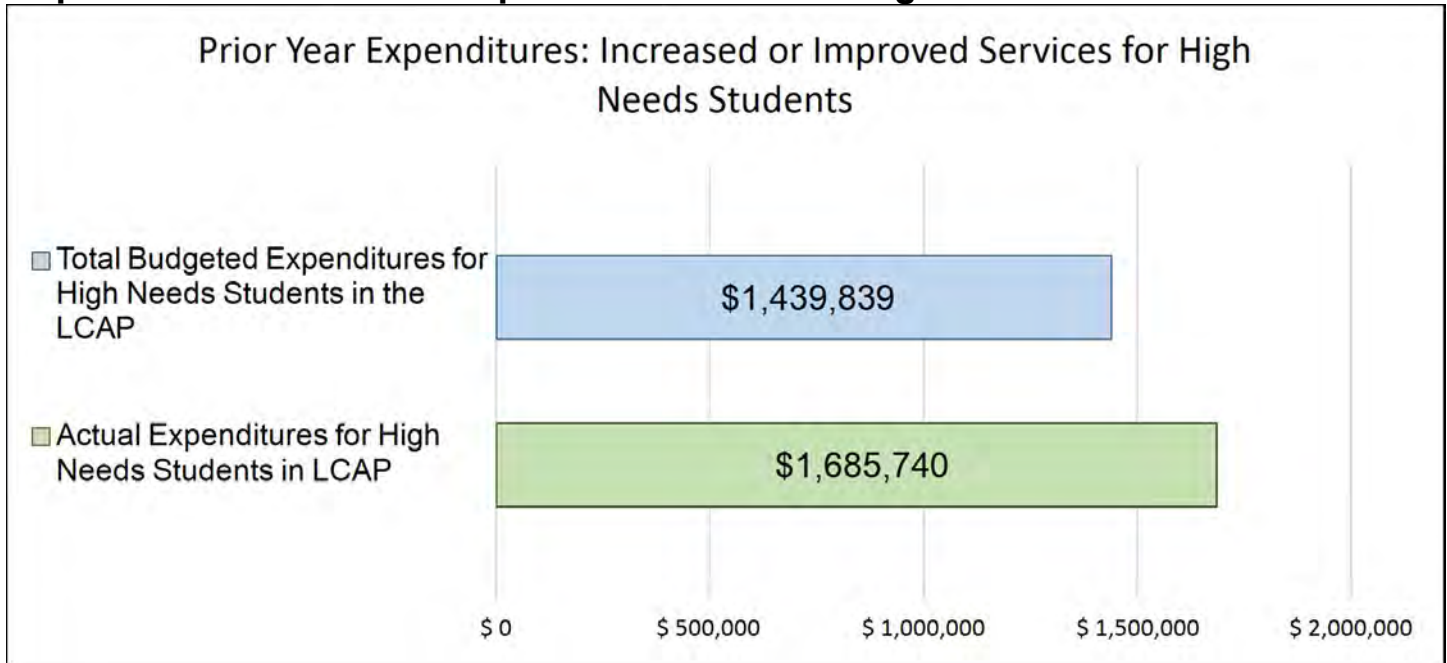
Within the school's General Fund Budgeted Expenditures, there are some core services that are not included within the LCAP. This includes services such as Core Teachers and Administrators and operational expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Alpha: José Hernández School is projecting it will receive \$1,682,659 based on the enrollment of foster youth, English learner, and low-income students. Alpha: José Hernández School must describe how it intends to increase or improve services for high needs students in the LCAP. Alpha: José Hernández School plans to spend \$1,925,618 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Alpha: José Hernández School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Alpha: José Hernández School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Alpha: José Hernández School's LCAP budgeted \$1,439,839 for planned actions to increase or improve services for high needs students. Alpha: José Hernández School actually spent \$1,685,740 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|-----------------------------|---|
| Alpha: José Hernández School | Julianna Parra Principal | jparra@alphapublicschools.org 408-209-7982 |

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 1 | We will consistently implement our MTSS framework in order to effectively respond to Academic, Behavior and Attendance needs for all students. (Broad Goal. State Priority: 2,8) |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|----------|------------------|-----------------------------------|--|-----------------------------|
| % of Students who make their tiered goals on Spring STAR | 43% | SY 21-22: 22% | SY 22-23: 13% Early Lit: 39.4% | SY 23-24: 36% | 70% |
| % of Students who have access to standards-aligned instructional materials and internet and devices, for use at school and at home. | 100% | 21-22 data: 100% | 22-23 data: 100% | SY 23-24: 100% | 100% |
| Average Score on the Implementation of State Standards Self-Reflection Tool | 2.8 | SY 21-22: 3.2 | SY 22-23: 3.5 | SY 23-24: 3.5 Average Score on the Implementation of State Standards Self-Reflection Tool | 3.8 |

Goal Analysis

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

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

Overall, our Actions were implemented as planned over the course of our 3-year LCAP cycle.

This year marked a significant refinement in the deployment of our Academic Interventionists (AIs), with a deliberate assignment to specific grade level bands, enhancing targeted support in critical areas like TK-2 and 3-5 Math. The focus on Math for 6-8 grade, particularly through placing AIs in math blocks, has been a strategic move to bolster math proficiency. The TK-2 team's intensive work with Tier 2 students, using STAR data and exit tickets to inform small group interventions, showcases a data-driven approach to academic support. This methodical process is a model being considered for replication in grades 3-5. The effectiveness of academic interventions has faced hurdles with teacher turnover, impacting the continuity and implementation of these strategies, especially in grades 6-8 where the need is pronounced.

The establishment of a clear MTSS calendar, focusing on Tier 1 support before transitioning to Tier 2, has provided a structured approach to student support, particularly noted as a bright spot across various grades. The clarity around behavior expectations and the support from the network in establishing clear structures for attendance signified positive strides in creating a conducive learning environment.

Behavior and Attendance Strategies: The clarity around behavior expectations and the support from the network in establishing clear structures for attendance signify positive strides in creating a conducive learning environment.

Defining the School Student Team Process remains a gap that impacts the effectiveness of PBIS/MTSS strategies (Action 1.4). The need for clarity on what information teachers should collect and the actions to follow presents a challenge in fully realizing the potential of these strategies.

The new AP team's readiness to implement the MTSS framework encountered setbacks due to staff turnover, highlighting a need for a clear cycle of professional development to support staff transitions and maintain the momentum of early successes.

Home Libraries and Blended Program Supports: The provision of academic and behavioral resources at home, alongside a wide range of blended program supports, has enriched the learning experience outside the classroom.

The distribution of Chromebooks and hotspots, coupled with the development of an accessible data dashboard via Looker Studio, has significantly empowered both teachers and students with the necessary technological tools and data insights for academic success. As the school strives to enrich its technological and blended learning offerings, ensuring these resources keep pace with growing demands and changing educational landscapes remains a challenge.

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

Average learning environment score on the Staff Insight Survey

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

In the process of evaluating the effectiveness of our actions toward meeting Goal 1 of our Local Control and Accountability Plan (LCAP) — consistently implementing our Multi-Tiered System of Supports (MTSS) framework to address the academic, behavioral, and attendance needs of all students — we report both significant progress and valuable insights that will inform future adjustments.

We have successfully achieved our target of ensuring that 100% of students have access to standards-aligned instructional materials as well as internet and devices for use both at school and at home. This comprehensive accessibility is crucial in supporting equitable learning opportunities and has been a foundational success of our LCAP initiatives.

Further, we have attained a 3.5 Average Score on the Implementation of State Standards Self Reflection Tool, demonstrating effective integration and application of state standards across our curriculum. This achievement reflects our staff's commitment to maintaining high instructional standards.

AJH has adjusted its assessment strategy to shift from a focus on STAR to NWEA MAP testing. This year, only grades K-3 consistently took the STAR Early Literacy or STAR Reading assessment, while all grade levels were tested in NWEA Reading and Math. Of the students that were tested in STAR, 36% hit their growth target, which is below the original goal that was established before this shift in assessment strategy. In NWEA Reading, AJH students achieved a weighted average school conditional growth index score of 0.51. Based on the CDE's guidance on verified data for charter renewals, this positive school CGI score exceeds the target range (-0.2 to 0.2) of a year's growth in Reading, which is a positive indicator of student progress.

Throughout the annual update analysis process, we have identified a significant challenge: many of our actions under Goal 1 were not aligned with the metrics used to evaluate their effectiveness. This misalignment has made it difficult to accurately assess the impact of our strategies and interventions on student outcomes. In response to the insights gained, we have made substantial adjustments in our new LCAP cycle. Actions previously under Goal 1 have been thoughtfully reallocated to Goals 1, 2, and 3, ensuring that each action is strategically aligned with specific, measurable metrics. This realignment will enhance our ability to monitor and evaluate the effectiveness of our actions more accurately and make necessary adjustments to maximize impact.

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

Based on the educator partner feedback and the annual engagement process, there are several pivotal changes to Goal 1 in the upcoming LCAP cycle aimed at improving outcomes for our significant student groups, including English Learners, Students with Disabilities, Hispanic, and low-income students. The decision to update Goal 1 stems from a detailed analysis of lower performance outcomes and our CSI designation as indicated by the CA School Dashboard. This analysis highlighted the necessity for a more focused goal to address the specific needs of our subgroups, ensuring alignment across the network and enhancing support and strategic resourcing.

The new Goal 1 will include targeted actions designed to address the specific needs of these groups:

- Tier 1 Strategy: We are focused on strengthening our Tier 1 instruction, which serves as the foundational educational experience for all students. This shift is rooted in the understanding that robust Tier 1 instruction can strengthen learning outcomes across all student groups by ensuring that teachers are delivering standards-aligned, rigorous Tier 1 instruction with appropriate access through curriculum scaffolds and supports. Teachers will be provided ongoing professional development, coaching, and tools to support the internalization of the curriculum, strong delivery, and analysis of data, by subgroups & individual students, to inform further instruction.
- Supplemental Literacy Intervention: Based on our results, we identified a gap in subgroup performance in ELA. To accelerate growth, AJH implemented a mid-year pilot of the Ignite Reading program, ramping up to 100 seats over the course of two launch dates in November 2023 and January 2024. Ignite is an intensive reading program that provides students with 15 minutes of daily, 1:1 virtual tutoring that teaches students foundational literacy skills, with a focus on the Word Recognition strand of Scarborough's reading rope. Based on the success that we have seen in the 23-24 SY pilot, we will be continuing this literacy intervention in the 24-25 school year with 100 seats for AJH students, across grade levels. Students who are identified in one or more student groups will be prioritized for participation in this program.
- English Learner & Long Term English Learner Supports: AJH serves a large population of ELs and LTELs, and we are focused on ensuring that all staff are consistently implementing strategies to support these student groups. Our ELD Specialist, in partnership with the SLT and Academic Team, will conduct professional development for AJH staff during the summer and school year on strategies to support ELs, and they will monitor implementation through cycles of weekly 1:1 coaching, walkthroughs, and observations and feedback. LTELs will be supported through a consistent cadence of curricular assessments, analysis of data, and ongoing supports to implement EL strategies across language proficiency levels.
- Students with Disabilities Supports: We have identified opportunities to reset and strengthen collaboration structures between special education staff and general education staff at AJH to ensure aligned support of SWDs across all settings. This will include added supports for Education Specialists through co-observations and tiered support check-ins, as well as regular collaboration meetings between Education Specialists, grade level teams, and AJH leadership.

To ensure success for our student groups, we will monitor the effectiveness of these Actions by setting aggressive 3-year targets for the following metrics:

- Local Indicator Priority 2 Survey: EL access to CCSS and ELD standards
- ELPI
- Reclassification Rates

- SBAC DFS ELA (student groups)
- SBAC DFS Math (student groups)

These actions and metrics were developed in response to feedback from educational partners and a thorough review of performance data. The changes reflect a strategic shift towards more specialized and direct interventions that are expected to significantly impact the academic success of English learners, students with disabilities, Hispanic, and low-income students. This goal revision aims to not only address the observed performance disparities but also to enhance overall educational equity and access, ensuring that all students have the necessary support to succeed academically.

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

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 2 | We will create and implement systems for ongoing progress monitoring of student data to drive effective tiered supports, with a particular focus on subgroup performance for English Learners and Students with Disabilities. (Broad Goal. State Priorities: 4) |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|---|--|--|--|
| % of all students who will meet their Typical Growth and Exceeding Typical Growth goal for the Spring NWEA MAP assessment: ELA and Math | <p>21-22 Baseline Year:</p> <p>ELA All: 23% EL: 26% SPED: 28% Latino: 22% Asian: 35%</p> <p>Math All: 20% EL: 17% SPED: 13% Latino: 19% Asian: 32%</p> | <p>School Year 21-22 :</p> <p>ELA: All: 27% EL: 27% SPED: 29% Latino: 22% Asian: 35%</p> <p>Math: All: 23% EL: 19% SPED: 14% Latino: 19% Asian: 32%</p> | <p>School Year 22-23:</p> <p>ELA: All: 42.51% EL: 42.51% SPED: 44.19% Latino: 41.88% Asian: 57.89%</p> <p>Math: All: 42.61% EL: 41.79% SPED: 25.58% Latino: 42.13% Asian: 57.89%</p> | <p>School Year 23-24:</p> <p>ELA: All: 37.3% EL: 36.9% SPED: 27.1% Latino: 37.3% Asian: 26.7%</p> <p>Math: All: 42.5% EL: 39.3% SPED: 32.0% Latino: 41.7% Asian: 81.8%</p> | <p>ELA: All: 40%</p> <p>Math: All: 40%</p> |
| CA Dashboard Color Tier for ELA Performance for "All Students" | Orange (2019) | As a result of SB 98 and AB 130, the state has suspended the reporting of performance indicators in the CA School Dashboard | 2022 CA School Dashboard: ELA All: Very Low 80.3 pts below EL: Very Low 112.9 pts below | 2023 CA School Dashboard: ELA All: Red 93.3 pts below EL: Red 115.3 pts below | Green |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---------------|---|---|--|-----------------------------|
| | | | SPED: Very Low 144.1 pts below Latino: Very Low 83.6 pts below FRL: Very Low 78.4 pts below | SPED: Red 151.5 pts below Latino: Red 96.9 pts below FRL: Red 95.8 pts below | |
| CA Dashboard Color Tier for Math Performance for "All Students" | Yellow (2019) | As a result of SB 98 and AB 130, the state has suspended the reporting of performance indicators in the CA School Dashboard | 2022 CA School Dashboard: Math All: 129.5 Very Low pts below EL: Very Low 158.8 pts below SPED: Very Low 186.2 pts below Latino: Very Low 132.5 pts below FRL: Very Low 127.4 pts below | 2023 CA School Dashboard Math All: Orange 125 pts below EL: Orange 144 pts below SPED: Red 221.1 pts below Latino: Red 131.6pts below FRL: Red 126.5 pts below | Green |

Goal Analysis

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

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

Throughout our current LCAP cycle, we have mostly implemented our actions successfully, without any substantive differences.

Many of our actions have demonstrated significant strides towards enhancing our systems and ongoing progress monitoring, particularly in data utilization, assessment structures, and targeted support mechanisms. The introduction of a Data Specialist role, now in their second year, significantly broadened access to data dashboards, ensuring we could access data to inform instructional decisions. This role has been pivotal in strengthening LCAP Actions 2.1, 2.4, and 2.5, which focus on robust data analysis, standardized assessment structures, and the Data Specialist role itself.

However, opportunities for growth were identified in Actions 2.2 (tiered supports) and 2.3 (shared data analysis time), which aim to improve structures for identifying tiered supports and integrate frequent, shared data analysis into schedules. Establishing a clear cadence and structure for identifying students requiring varied levels of support were a challenge throughout our LCAP cycle, alongside the need for more consistent data meetings. Despite these hurdles, we continue to make strides in resuming these essential meetings and stress the importance of maintaining a consistent cadence moving forward.

Leadership transitions and teacher turnover presented additional challenges, pausing leadership data meetings and leading to inconsistent implementation of curricular assessments. Despite these obstacles, we’ve made a concerted effort to stabilize and strengthen our approach to data analysis and student supports by providing professional development and supports for AJH from the Alpha Network Team, laying a foundation for strong practices and resources for the AJH team.

Moving forward, the focus will be on addressing the identified opportunities for improvement, ensuring consistency in data meetings, and refining the support structures to better identify and assist students across different tiers of need.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

This LCAP was formulated during the initial stages of the COVID-19 pandemic, a period marked by unprecedented challenges including the shift to remote learning and the absence of authentic baseline data. Given the uncertain impact of the pandemic on students' academic progress and emotional well-being, our goals and targets were set against a backdrop of significant unknowns. Although we have observed growth in student outcomes, the extent of the pandemic's impact was initially unclear, affecting our ability to meet our three-year targets realistically in specific areas. This LCAP reflects our adaptability and commitment to student success in the face of such unpredictability, highlighting our ongoing efforts to address the evolving needs of our students during and beyond this global health crisis.

This is most evident in our CA School Dashboard academic desired outcomes. Based on our 2019 CA School Dashboard baseline data of Orange for ELA and Yellow for Math, we set our 3-targets as “Green”. While we have seen positive movement in our NWEA MAP results, we did not meet our 3-year targets in ELA and Math. On the CA School Dashboard, our ELA and Math outcomes are as follows:

Math
All: Orange 125 pts below
EL: Orange 144 pts below

SPED: Red 221.1 pts below
Latino: Red 131.6pts below
FRL: Red 126.5 pts below

ELA

All: Red 93.3 pts below
EL: Red 115.3 pts below
SPED: Red 151.5 pts below
Latino: Red 96.9 pts below
FRL: Red 95.8 pts below

Our data also reveals that our students with disabilities, Hispanic students, low-income students (Red on both ELA and Math), and English Learners students (Red on ELA) are underperforming in English Language Arts and Mathematics compared to other student groups. This disparity underscores the urgent need for targeted and intentional efforts to support our students with unique needs. Recognizing this, our new LCAP cycle will prioritize strategic interventions and tiered support mechanisms specifically designed to address the unique challenges faced by our significant student groups.

Our NWEA MAP results indicate positive growth from our baseline data. In Math, we have exceeded our target of 40% of students meeting or exceeding their growth goals, while falling just short in Reading. In NWEA, our ELA and Math outcomes for Spring 2024 are as follows:

School Year 23-24:

ELA:

All: 37.3%
EL: 36.9%
SPED: 27.1%
Latino: 37.3%
Asian: 26.7%

Math:

All: 42.5%
EL: 39.3%
SPED: 32.0%
Latino: 41.7%
Asian: 81.8%

Our students' NWEA growth is a positive indicator of the early impact of our actions. However, variances in our subgroup results, in particular with SWDs, point to our need for continued focus on supports for our student groups.

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

We recognize that the current academic targets set were not fully met, necessitating significant revisions to our goals for the 2024-2027 cycle. These changes are rooted in a comprehensive analysis of our performance data, valuable feedback from our educational partners, and a critical review of the effectiveness of our existing strategies.

Due to the challenges faced in meeting our predefined academic benchmarks, and recognizing the evolving needs of our student population, we have redesigned our goal structure to enhance focus and accountability.

The Actions and Metrics outlined in this current Goal 2 have evolved into two new goals for the new cycle. Our new Goal 1, Focused Subgroup Supports, is specifically designed to ensure that all student groups demonstrate measurable growth towards meeting or exceeding standards in English Language Arts (ELA) and Mathematics. This shift comes in response to the identified need for targeted interventions and support for our significant student groups, specifically our English Learners (Red on ELA and Orange in Math), our Hispanic students (Red in ELA & Math), students with disabilities (Red in ELA & Math) and our Socioeconomically Disadvantaged (Red in ELA & Math), ensuring they receive the focused attention required to elevate their academic performance. The key actions we will implement to increase outcomes for our student groups were outlined in the previous goal's analysis.

Our new Goal 2 is: Support growth and achievement for all students through strong instructional practices, informed by our assessment and data strategy. We are recommitting to support growth and achievement for all students through robust instructional practices. This goal will be informed by an integrated assessment and data strategy that aims to optimize instructional methods and outcomes across all classrooms. This goal underscores our commitment to harnessing data-driven insights to refine teaching practices and enhance student learning experiences. The new Actions under Goal 2 will focus on:

- **Strengthening Instructional Practices:** Engaging all instructional staff in robust, differentiated professional development that is aligned to Alpha's Teacher Rubric and rooted in Alpha's stated Vision of Excellent Teaching. Coaches will then consistently monitor implementation of PD skills and learning through 1:1 coaching, walkthroughs, and observations. New AJH teachers will participate in a Strong Start Program to provide intensive PD and coaching on key fundamentals of planning, internalization, and classroom management.
- **Assessment Strategy:** Execute a standardized assessment structure for all grades which will help us monitor student data and identify strategies to support student growth. Curricular assessments in ELA and Math will be implemented on a consistent basis to provide high-quality data to inform instruction.
- **High-Quality Curriculum:** Continue to utilize high-quality, research-based instructional materials that integrate all grade level standards.
- **Data Strategy:** Continue to build and iterate on data analysis tools to effectively gather, monitor, and use data to inform instruction. Data will be analyzed through consistent SLT data meetings, as well as teacher data meetings that will take place after each curriculum unit assessment.
- **Online Platforms & Technology:** Provide a wide range of online programming, accessible to all students to scaffold class instruction and provide additional learning and practice outside of class.

- Associate Teachers: Incorporating associate teachers to support differentiated instruction and address diverse learning needs effectively.
- Broad Course of Study: Ensuring a comprehensive curriculum that includes a wide range of subjects to support holistic student development.

These changes stem from the observed ineffectiveness of several actions within our current goals, driven by a lack of fidelity and consistency in our implementation caused by leader and teacher turnover and the significant impacts of the pandemic on our student population. The changes in our actions are further bolstered by feedback from our educational partners, including teachers, administrators, parents, and students. These new goals are grounded in a multi-year strategy that has been set for AJH. We believe that through consistent implementation, clarity in focus, and follow-through, these new actions will drive positive results in our academic data, overall and by subgroups.

The strategic realignment of our LCAP goals for the 2024-2027 cycle represents a robust response to our previous shortcomings and a renewed commitment to academic excellence and student well-being. By focusing on specific student groups, strengthening instructional practices, and nurturing a supportive school environment, we are setting the stage for a comprehensive and inclusive educational experience that meets the diverse needs of our student population.

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

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 3 | We will focusing on improving training, coaching, and supporting all teachers to know how to better differentiate instruction based on their students' literacy performance and instructional needs. (Broad Goal. State Priorities: 4) |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|--|
| % of EL Students reclassified this year | 4.5% | SY 21-22 RFEP: 6.7% | SY 22-23: 4% | SY 23-24: 8.6% | 15% |
| Staff perception on the TNTP question regarding academic opportunity | 53% | 21-22: 65% | 22-23: 35% | SY 23-24: 43% | 73% |
| Staff perception on the TNTP question regarding leadership: My school has a clear vision that drives goals within the school. | 84% | 21-22: 65% | 22-23: 40% | SY 23-24: 36% | 92% |
| % of EL students making progress toward proficiency based on overall summative ELPAC assessments | 20-21 Summative: Level 1: 30.89% Level 2: 34.55% Level 3: 26.42% Level 4: 8.13% | 21-22 Summative: Level 4: 6.98% Level 3: 25.58% Level 2: 36.43% Level 1: 31.01% | 22-23 Summative: Level 1: 27.18% Level 2: 38.33% Level 3: 25.09% Level 4: 9.41% | 22-23 Summative: Level 1: 27.18% Level 2: 38.33% Level 3: 25.09% Level 4: 9.41% | ELPAC Summative: Level 1: 14% Level 2: 30% Level 3: 36% Level 4: 20% |

Goal Analysis

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

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

The implementation of Goal 3's Actions has been instrumental in fostering the continued growth toward proficiency for our English Learners (ELs), underlining a collaborative effort that predates COVID. A culture of collective responsibility has been nurtured, where the entire staff, not limited to specific roles, engaged in the supports for ELs. This inclusive approach has manifested in broad participation in ELD instruction and ELPAC testing, ensuring a cohesive learning experience throughout the school day.

However, opportunities for enhancement have been identified, notably in the visibility and differentiation of integrated ELD across various learning environments. Through engagement with our educational partners, we heard a need for more explicit connections between language development strategies and their application in the classroom. To address this, a new system was introduced, organizing small groups within ELD Reach time focusing on newcomer and Level 1 students, marking a strategic adjustment to meet the nuanced needs of ELs.

Actions 3.1 and 3.2, focused on professional development (PD) and coaching, played a pivotal role in supporting teachers, especially in navigating the introduction of a high-quality curriculum like CKLA. This curriculum, which was piloted in 2022, equipped the staff with valuable experience and resources, including an intervention kit now utilized across the school. Despite the challenges of change management and the integration of new curricula, there's a commitment to refining teacher support and PD, ensuring these efforts are tailored and impactful.

A significant challenge was the fluctuation in the ELD specialist role due to transitions, impacting the consistent implementation of ELD action steps. This challenge underscores the need for stability and continuous support in roles critical to the ELs' academic development.

In summary, the successes and challenges of implementing our actions reveal a deep-seated commitment to the growth of our English Learners, underscored by a collective approach to support and intervention, the strategic use of curriculum and PD, and the flexibility to adapt and address emergent needs. Moving forward, the focus will remain on deepening the integration of language development strategies, enhancing professional development, and stabilizing key roles to sustain and amplify the progress made.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

Over the three-year LCAP cycle, the effectiveness of our specific actions in meeting our Goal 3 metrics has been mixed. The following insights are derived from the implementation and outcomes of our targeted strategies:

Progress in English Learner Proficiency: According to the California School Dashboard, 48% of our ELs demonstrated progress toward language proficiency, achieving a Green status. This indicator, though not originally a metric for this goal, reflects a positive trend in the language development of our English Learners as a result of the implementation of weekly differentiated professional development and ongoing teacher coaching, instructional support from our English Learner Development Specialist, and training and implementation of a high quality ELD curriculum. Despite the progress noted, we did not meet our reclassification targets for English Language Proficiency Assessments for California (ELPAC) and Reclassification Fluency English Proficiency (RFEP) over the cycle. However, it is important to note that there was consistent annual growth toward our targets. This incremental progress highlights the effectiveness of our actions but also highlights areas where further adjustments and enhancements might be necessary.

Our results on the included staff metrics were below our original three year targets. Due to staff turnover, the AJH SLT was unable to consistently implement weekly coaching and development for teachers, which contributed to the lower scores on the teacher survey metrics. We are focused on strengthening our recruitment and retention efforts to ensure coaching and development are implemented consistently moving forward.

In summary, while there have been challenges in fully meeting some of the key 3-year targets, the strategic actions implemented have led to measurable progress in enhancing the proficiency and outcomes of our English Learners. Moving forward, we will continue to refine our approaches based on these insights and the forthcoming survey results to further drive the success of our students.

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

Similar to our previous goal, the Actions and Metrics outlined in this current Goal 3 have evolved into two new goals for the new cycle. Our new Goal 1 - Academic Growth for Significant Student Groups and our new Goal 2 - Support growth and achievement for all students through strong instructional practices, informed by our assessment and data strategy. The current staff metrics outlined in this current goal will transition to the new Goal 5: Hire, develop, value, and retain a high-quality faculty & staff.

In addition to creating our first two goals to focus on our academic growth for our significant student groups and all students, aligning our goals and actions across the network is crucial for ensuring strategic and efficient resource allocation. This coordination enables us to streamline efforts, reduce redundancies, and maximize the impact of our resources by focusing on shared objectives and measures of success. By harmonizing our strategies and initiatives, we can foster a cohesive system that supports sustained improvements and accelerates progress towards our collective goals, ultimately enhancing academic outcomes for all students across Alpha Public Schools.

Our new Goal 3 will be "Develop and cultivate a healthy and thriving school environment that promotes the safety and belonging of all students." Our new Goal 3 will focus on the following Actions:

- Monitor & Respond to Student Culture & Behavioral Data
- SEL Curriculum

- Restorative Justice Practices
- Attendance Systems
- Facilities Maintenance & Improvement
- Student Experiences
- Community Schools Program
- Expanded Learning Programs
- National Student Lunch Program (NSLP)
- Positive Behavioral Interventions and Supports (PBIS) systems

These new Actions under Goal 3 will be monitoring by the new Metrics:

- # of identified instances where facilities do not meet the “good repair” standard
- ADA
- Chronic absenteeism
- Suspension Rate
- Expulsion Rate
- % of students who feel safe at school
- % of students who feel that there is at least 1 adult who cares about them

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

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 4 | We will use a variety of means to increasingly engage all of our families by consistently providing them with the information and tools they need to be advocates. Our families will play an active role in further growing this engagement by building capacity among other families and their community so that all can act as strong advocates for their children. (Broad Goal. State Priorities: 3,6) |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|----------|----------------|----------------|----------------|-----------------------------|
| Staff perception on the TNTP question regarding family and community engagement by the spring administration. | 63% | 21-22: 71% | 22-23: 55% | SY 23-24: 60% | 92% |
| % of Families who feel welcome and heard by the school (according to bi-annual survey) | 89% | SY 21-22: 85% | 22-23: 96% | 23-24: 98.55% | 90% |
| % of Families who feel the school does a good job of family engagement (according to bi-annual survey) | 88% | SY 21-22: 85% | 22-23: 94% | 23-24: 98.57% | 90% |
| % of Families who agree that school | 94% | SY 21-22: 71% | 22-23: 94% | 23-24: 94.28% | 90% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|----------|----------------|----------------|--|-----------------------------|
| listens to family voice in input and decision making (according to bi-annual survey) | | | | | |
| Average Score on Family Engagement Self-Reflection Tool | 3.2 | SY 21-22: 3.2 | SY 22-23: 3.08 | 3.08 Average Score on Family Engagement Self-Reflection Tool | 3.5+ |

Goal Analysis

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

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

The implementation of our Goal 4 Actions aimed at enhancing family engagement and participation at Alpha: José Hernández has yielded positive outcomes, demonstrating significant progress in maintaining a vibrant and inclusive school community. We have successfully adopted a strategic approach to community programming, creating and sharing a comprehensive scope and sequence of events through various channels, including Konstella and physical postings on campus. This has ensured that we host at least one community event per quarter, aside from regular meetings such as SSC, ELAC, and Cafecitos, thereby providing families with numerous opportunities to engage with the school.

Throughout the LCAP cycle, ELAC has been a greater challenge to keep parents involved and engaged. We are taking our learnings from our strong SSC engagement and process, to apply them to enhance our ELAC parent presence.

Efforts to enhance family communication have centered on the effective use of Konstella, achieving high participation levels by ensuring all families are signed up and actively participating within the first month of school.

Supporting these initiatives, the services offered by the Alpha Parent Learning Center and the Parent Leader Committee have been instrumental in connecting families with essential resources and educational support. Parent leadership training meetings have been conducted to empower families with the skills needed for effective advocacy on behalf of their students.

Significant partnerships with external entities have been formed under the collaboration with the Senior Director of Advocacy & Community Engagement, bringing additional resources and services to students and families.

We did not fully implement our Engagement Coordinator action as this role ended up being a split position. We initially created this role during the COVID pandemic to increase and support a more robust family engagement effort. However, this role now shares duties as an office assistant, with only half time being spent on family engagement activities.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

Our Actions, as implemented during the 21-24 LCAP cycle, were effective in meeting and making progress toward our goal. We continued to strengthen our SSC, increased the number of events, clubs, and family attendance on campus. Some evidence of the effectiveness toward achieving our goal includes the following survey responses from our families:

98.55% of families feel welcome and heard by the school

98.57% of Families who feel the school does a good job of family engagement

94.28% agreed that The school listens to family voice and input when making decisions.

95.59% of Families feel a sense of belonging

The effects of COVID continue to impact our families and community, which has created the need to be more flexible and creative when we think about family engagement. We continue to offer opportunities both in person and over zoom. We are continuing to strategize on practices we can implement to encourage an increased attendance at these all meetings, including more frequent direct messaging from the principal.

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

For the 24-27 LCAP, our Goal 4 will remain focused on family engagement. While the focus remains the same, we will undergo a few changes to enhance parent partnership and development in order to best support student achievement and wellness. The new Goal 4 will be to “Build & cultivate community and family engagement to support student achievement & wellness” We’ve modified our actions to align to our family engagement vision at AJH, which includes the elements of parent communication, school community events and celebrations, programs and services (Parent Learning Center), parent school partnerships, and parent power. This alignment ties to the California

Community Schools Partnership Program (CCSPP) Implementation Grant that AJH was awarded in May 2024, for the five year period from 2024-2029. A few key changes to the actions include:

- Parent School Partnerships: Highlight our focus on expanding parent volunteer opportunities to strengthen involvement of parents in their child's education experience
- Parent Power: Highlight our efforts to expand parent power at AJH by providing parents with leadership opportunities to advocate for their students, including: School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Leader Committee, Alpha Parent Board Members, and beginning a Parent Association

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

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 5 | Create a welcoming learning environment where students will feel safe, motivated, and challenged. (Broad Goal. State Priorities 1,5,6) |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|-------------------------|---|---|---|---|
| ADA | 96.6% | SY 21-22: 90.8% | SY 22-23 as of 5/8/23: 89.5% | SY 23-24: 90.46% as of P2 | 95% |
| Annual Suspension Rate | 5.4% | All: 4.3% EL: 4.17% SPED: 4.88% Latino: 4.35% Asian: 0% | SY 22-23: All: 4.38% EL: 4.14% SPED: 12.77% Latino: 4.68% Asian: 0 % | 2023 CA School Dashboard All: 6.2% EL: 6.1% SPED: 13.8% Latino: 6.5% SED: 6.3% | <6% |
| Average rating (4 being the highest) for the "belonging" category on the spring administration of the school culture survey. | TK-1: 3.87 5-8: 3.35 | 85% overall | 87% Overall | SY 23-24: 91.03% of students who say there's at least one adult who cares about them | Elementary: 3.8 Middle school: 3.2 or higher |
| Expulsion Rate | SY 20-21 0.00% | SY 21-22: 0% | SY 22-23: 0% | SY 23-24: 0% | Maintain 0% |
| % of Families who agree that the | 92% | SY 21-22: 85% | SY 22-23: 96% | SY 23-24: 98.55% | 95% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|---|---|--|
| school's facilities are clean and welcoming. | | | | | |
| Chronic Absenteeism Rate | SY 20-21 All: 12.2% Latino: 12.9% Asian: 6.3% EL: 12.9% SPED: 13.6% | SY 21-22 as of May 11th: All: 34.17% Latino: 35.47% Asian: 8.7% EL: 33.33% SPED: 32.56% | SY 22-23 as of 5/9/23 All: 36.7% EL: 38.19% SPED: 41.67% Latino: 37.2% Asian: 29.41% | 2023 CA School Dashboard All: 37.3% EL: 38.8% SPED: 39.3% Latino: 37.2% SED: 37.3% | All: Maintain 10% or below Latino: 10% or below Asian: 4% or below EL: 10% or below SPED: 10% or below |
| School Facilities in good repair as measured by the SARC | 20-21 SARC: Good | 20-21 SARC: Good | 21-22 SARC: Good with an overall rating of 96.32% | Overall Rating of Good per the 2022-2023 SARC | Maintain a status of Good or better |
| Middle School Dropout Rate | 21-22 Baseline: .44% | 21-22 Baseline: .44% | 22-23: 0% | SY 23-24: 0% | Maintain below 0% |

Goal Analysis

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

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

The successful implementation of Goal 5 actions has significantly contributed to creating and maintaining a positive school culture and enhancing student engagement and safety at Alpha: José Hernández. Through strategic initiatives and a focus on gathering and acting upon student feedback, the school has seen marked improvements in student participation, safety, and overall school environment.

Decreasing chronic absenteeism has been a significant focus for AJH this year, as the school moved from a truancy-based system to a chronic absenteeism-based system. This involved re-aligning procedures around communication and intervention around chronic absenteeism, as well as centering relationships and home-school partnership as a value in addressing absenteeism. AJH began to consistently leverage the Alpha Attendance Playbook, which introduced a tiered system for intervention. Through consistent training, new attendance data dashboards, and structures to uphold accountability, AJH has seen improvement in the 23-24 SY on ADA and chronic absenteeism results.

In terms of student behavior and school culture, the school piloted an SEL curriculum, Sown to Grow, in grades 5-8. The AJH PBIS system prioritized celebrating students who model the school's values through the Penguin Store and accountability points, directly responding to student feedback on desired incentives. The inclusion of middle school sports teams in a league has also fostered connections and positive interactions between students from different campuses, contributing to a cohesive school community.

Efforts to maintain student safety and well-being have included increased supervision during unstructured events, tightened transitions, and the proactive facilitation of alignment meetings among staff to ensure consistency in behavior expectations and responses. Moreover, the shift towards restorative learning projects instead of suspensions, along with student-to-student and student-to-staff mediations, has emphasized a more constructive approach to addressing behavioral issues.

However, challenges have been identified, such as the temporary reassignment of the Dean of Students to a rotating sub capacity. This has impacted the ability to fully support broader school culture initiatives, as originally intended. Despite these challenges, we have made considerable progress in implementing Goal 5 actions.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

In evaluating the effectiveness of our actions towards meeting Goal 5 of our LCAP—creating a welcoming learning environment where students feel safe, motivated, and challenged—we observe a mixture of results in our three-year targets, reflecting substantial achievements and areas needing further attention.

Our family survey data shows the positive impact of our actions, with 99% of respondents agreeing that the school's facilities are clean and welcoming. These outcomes highlight the effectiveness of Actions 5.6 (School Operations Accountability) and 5.8 (Facilities Improvements), which have been instrumental in enhancing the physical and communal aspects of our school environment.

In terms of our suspension and attendance management, we have experienced mixed effectiveness:

Attendance and Suspensions: Actions 5.1 (Maintain Effective Attendance Procedures), 5.2 (Student Behavior Data via Deanslist), and 5.3 (Access to Mental Health Counselors and Partnership with FACTR) were partly successful. We achieved our targets of 0% expulsion and dropout rates and, in the 23-24 SY, have maintained suspension rates under 6% as calculated internally. Despite meeting the suspension rate target, our performance was marked as Red on the California School Dashboard, showing an increase from the previous school year.

However, due to proactive measures, including piloting an SEL curriculum in grades 5-8 and clear communication about behavioral expectations, we are anticipating growth on our 2024 CA School Dashboard results.

Restorative Practices: Our shift towards preventive measures and managing conflicts through restorative conversations before they escalate has notably changed the nature of suspensions. Based on our internal data, we have seen particular effectiveness among our Students with Disabilities, with a significant decline in suspension rate for this subgroup in the 23-24 school year.

While we have seen significant improvements in our attendance rates and a reduction in chronic absenteeism as a result of our Action 5.1, we have not met our targets in this area. The lingering effects of the pandemic continue to impact our community and families, with absenteeism remaining a significant challenge, similar to trends observed across the country.

In summary, while we have successfully met many of our targets for creating a welcoming learning environment, the ongoing challenge of absenteeism and the need for continuous improvement in behavioral management highlight areas for ongoing focus and development. Our revised LCAP reflects a commitment to addressing these areas through a combination of new actions and continued focus on our successful steps.

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

In our ongoing efforts to refine and enhance our LCAP based on the current data available to us and input from our various educational partners, we have made strategic changes to the current Goal 5. In our new LCAP, this goal will be repositioned as Goal 3, reflecting a heightened focus on fostering a supportive and inclusive school environment. The new Goal 3 is articulated as: "Develop and cultivate a healthy and thriving school environment that promotes the safety and belonging of all students."

This shift in our LCAP is primarily driven by the trends identified in the CA School Dashboard and not meeting our current 3-year targets outlined in the current LCAP, particularly the Chronic Absenteeism and Suspension Rates, which are marked as Red across all student groups. The data clearly indicate a pressing need to intensify our efforts in addressing these areas to ensure that all students have the opportunity to thrive in a safe and supportive learning environment. As a result, we have made the following key shifts in the actions in the new LCAP under Goal 3:

To improve chronic absenteeism, overall and for our subgroups, we have modified the following action:

- **Enhancing Attendance Systems:** In addition to building on AJH's successful rollout and usage of the Attendance Playbook, AJH is adopting several new strategies in the 24-25 SY. These include engaging Everyday Labs, an ESSA-approved evidence based strategy for addressing absenteeism, to enhance our frequency and consistency with family communication around attendance, rolling out an attendance home visit program, rolling out a School Attendance Review Team (SART), and providing targeted supports for SWDs through regular collaboration and check-ins with our Ed Specialist, network SPED Team, and Ops Team.

To improve suspension rate, overall and for our subgroups, we have modified the following actions:

- SEL Curriculum: Expand our implementation of an SEL curriculum to from grades 5-8 to all elementary grades, with training for all staff during summer professional development.
- Implementing Restorative Justice Practices: We are committed to shifting from traditional disciplinary approaches to restorative practices that aim to repair harm and restore relationships. This approach encourages accountability, fosters understanding, and provides students with the tools to resolve conflicts constructively, which is crucial in reducing suspension rates and promoting a more inclusive school culture. The Dean of Students will conduct professional development and monitor implementation of practices throughout the school year.
- Expanding Positive Behavioral Interventions and Supports (PBIS): We will continue to solidify and expand our PBIS framework, which has been instrumental in shaping positive behaviors across our schools. By strengthening this framework, we aim to further reduce disciplinary incidents and create a positive school climate conducive to student learning and growth.
- Hiring Community Schools Staff: To further support our goal, additional staff will be hired under the community schools model, including a full time mental health counselor. These professionals will focus on bridging school and community resources to provide comprehensive support for students and their families, addressing external factors that impact student attendance and behavior.

The restructuring of our LCAP goals and the specific changes under the new Goal 3 reflect our proactive stance in responding to the critical needs highlighted by the CA School Dashboard data. By prioritizing the development of a healthy and thriving school environment, we are taking decisive steps to ensure that our schools are places where all students feel safe, supported, and connected. These changes are not just about meeting metrics but are fundamentally about enhancing the educational experience and outcomes for every student we serve.

The newly designated Goal 5, which evolves from our previous Goal 6, is articulated as "Hire, develop, value, and retain a high-quality faculty & staff." This revised language not only emphasizes the continuation of our commitment to our staff but also emphasizes the dual focus on both valuing and retaining our team members. This goal captures the essence of our strategic intent to foster a work environment that recognizes and nurtures the professional growth and personal well-being of our instructional and non-instructional teammates.

Our new Goal 5 will focus on several key areas throughout the new Actions. These new actions include:

- Teacher Professional Development & Coaching
- New Staff Professional Development
- Instructional Support Staff Development
- Leadership Development
- School Culture
- Hiring Strategies

Under the new Goal 5, we will measure the effectiveness of these actions with the following metrics:

- % of teachers appropriately assigned and credentialed
- Teacher perception on the spring TNTP question regarding Learning Environment

The slight modifications in the language and emphasis of this goal reflect both the feedback from our educational partners and an analysis of staff retention data. By fine-tuning our focus areas, we can better address the nuanced needs of our staff and enhance the overall efficacy of our programs. Our continued focus on professional development, leadership cultivation, and school culture is directly aligned with our overarching objectives of improving outcomes and organizational health.

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

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 6 | Hire, develop, sustain, and value a high quality faculty & staff (Broad Goal. State Priority #1) |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|----------|----------------|----------------|----------------|-----------------------------|
| % of core teachers who have an appropriate credential or permit to teach. | 100% | SY 21-22: 88% | SY 22-23: 92% | SY 23-24: 100% | 100% |
| % of teachers who receive regular, weekly CCSS-aligned professional development, including ELD PD. | 100% | SY 21-22: 100% | SY 22-23: 100% | SY 23-24: 100% | 100% |
| Average learning environment score on the Staff Insight Survey | 6.3 | 21-22: 4.3 | 22-23: 3.2 | SY 23-24: 2.9 | 6.3 |
| % Teacher Retention | 85% | SY 21-22: 68% | SY 22-23: 62% | SY 23-24: 57% | 85% |

Goal Analysis

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

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

The Actions outlined in Goal 6 were implemented as planned. To ensure a diverse and qualified teaching staff, AJH and the Alpha Network Team have employed various strategies. The hiring process has been meticulously refined in close collaboration with the network-based Talent team, ensuring the selection of strong candidates through clear expectations communicated during the offer letter process. Additionally, the support from our network credential specialist in navigating the credential certification process has been supportive in identifying career paths and retaining staff members, maintaining continuity and stability within our team.

To support teacher retention, we have implemented additional teacher salary and benefit compensation packages, including additional mental health and wellness days. Regular evaluations of the teacher salary scale and other compensation opportunities were conducted to ensure fair compensation compared to similar opportunities. The school has implemented a transparent teacher salary scale, with differentiated pay based on certification status. This incentivizes teachers to obtain appropriate credentials and recognizes their expertise and qualifications. We continued to provide teacher certification and credentialing support, with a regular review of assignments and credential status. This ensures that teachers have the necessary support and resources to maintain their certifications and credentials, thereby enhancing their professional growth and effectiveness.

Teachers were provided with leadership opportunities, such as mentoring teacher residents and assuming additional responsibilities as department or teacher leads. This allows experienced teachers to share their expertise and contribute to the growth and development of their peers.

To support teacher development and retention, Alpha developed a Vision of Excellent Teaching and Teacher Rubric, with aligned professional development back to this rubric to support teacher growth. Teachers are developed through various means, including 1:1 coaching, professional development sessions, walkthroughs, and grade level/department meetings. In addition to internal professional development, teachers had the flexibility to choose external professional development opportunities aligned with their development goals. However, due to mid-year vacancies, SLT members were required to reprioritize their time and backfill team member responsibilities. As a result, the cycle of weekly coaching, observations, and feedback was implemented inconsistently this year, and the impact was not as strong.

Lastly, we have been focused on elevating staff voices, enhancing sustainability, and creating a positive work environment, and the network team conducts stay interviews to help support teacher retention. Strategies identified by TNTP (The New Teacher Project) for effective teacher retention were also implemented.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

In reviewing our actions toward achieving Goal 6 of our LCAP — to hire, develop, sustain, and value a high-quality faculty and staff — we find a blend of notable successes and areas requiring ongoing attention and enhancement.

We successfully met our target of ensuring 100% of core teachers possess the appropriate credentials or permits required for their teaching roles. This achievement can be attributed to:

- Action 6.1: Our school and network utilized a variety of strategies to hire a diverse, highly-qualified, and appropriately credentialed teaching staff. This comprehensive approach has enabled us to maintain a strong and competent teaching workforce.
- Action 6.2: We provided all teachers with support for certification and credentialing, ensuring they meet the necessary qualifications and are fully equipped to deliver high-quality education.

Additionally, we met our target of 100% of teachers receiving regular, weekly CCSS-aligned professional development, including ELD PD, facilitated by:

- Action 6.4: Ensuring teacher access to professional development has been a cornerstone of our strategy, allowing teachers to continually enhance their skills and adapt to educational best practices.
- Action 6.7: The introduction of new performance rubrics for teachers and instructional coaches has fostered a culture of continuous improvement and accountability, aligning professional development efforts more closely with the needs of our staff and students.

Despite these successes, our teacher retention rates are at 57%, which is below our desired target of 85%. In addition, our teacher survey score in the Learning Environment domain has dropped to 2.9. This issue reflects broader trends observed across the country, where the pandemic has had a lasting impact on teacher hiring and retention. The disruptions caused by the pandemic continue to highlight the need for enhanced support and stability for our teaching staff.

To address these challenges and build on our successes, we have maintained our commitment to this goal in the new LCAP cycle and plan to intensify our efforts in several key areas as described in the next prompt. Our ongoing efforts to enhance teacher support, professional development, and retention are fundamental to achieving our overarching goal of sustaining a high-quality faculty and staff dedicated to fostering student success.

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

Due to the overall effectiveness of our ongoing efforts under this goal, the foundational objectives and actions will largely remain unchanged as they transition into the new Goal 5 in our updated plan. This decision reflects our commitment to sustaining and building upon the successful strategies we have implemented to date.

The newly designated Goal 5, which evolves from our current Goal 6, is articulated as "Hire, develop, value, and retain a high-quality faculty & staff." This revised language not only emphasizes the continuation of our commitment to our staff but also emphasizes the dual focus on both valuing and retaining our team members. This goal captures the essence of our strategic intent to foster a work environment that recognizes and nurtures the professional growth and personal well-being of our instructional and non-instructional teammates.

Our new Goal 5 will focus on several key areas under the umbrella of teacher recruitment and retention. The actions supporting this goal will include:

- Teacher Professional Development & Coaching: Provide teachers with consistent 1:1 coaching, observations, feedback, and walkthroughs, aligned to Alpha's Teacher Rubric and professional development arc.
- New Staff Professional Development: Facilitate a robust summer onboarding and training experience for all new AJH staff.
- Instructional Support Staff Development: Provide all instructional support staff with differentiated professional development and regular coaching.
- Leadership Development: Develop the leadership skills across AJH leaders in professional development design and facilitation, as well as coaching, through the delivery of internal and external professional development and coaching.
- School Culture: Foster a healthy & thriving school culture through programs such as shout-out/recognitions, sunshine committee, and instructional spotlighting.
- Hiring Strategies: Continue to use a variety of strategies to hire a diverse and highly qualified staff, including expanding our presence at career fairs, identifying external partnerships, participating in CTC grant opportunities, and adding teacher panels to final interview rounds.

The modifications in the targeted action steps are responsive to the feedback from our educational partners and an analysis of staff retention data. By fine-tuning our focus areas, we can better address the nuanced needs of our staff and enhance the overall efficacy of our programs. Our continued focus on professional development, leadership cultivation, and school culture is directly aligned with our theory of change: that if we develop excellent coaches, we will develop excellent educators, which will lead to improved student outcomes.

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

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|--|--|--|--|---|--|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|-----------------------------|---|
| Alpha: José Hernández School | Julianna Parra Principal | jparra@alphapublicschools.org 408-209-7982 |

Plan Summary [2024-25]

General Information

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

Alpha: José Hernández School (AJH) is part of the Alpha Public Schools network, whose mission is: We believe that all children have a fundamental right to an excellent education. Alpha Public Schools will ensure that all of our scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

Led by principal Julianna Parra and staffed by a talented and energetic staff, AJH is a safe and tuition-free community school serving students in grades TK-8. The school is co-located with Alpha: Blanca Alvarado School and is authorized by the Santa Clara County Office of Education. AJH develops students into lifelong learners who will enter high school with the academic skills, strength of character, and passion for learning to succeed in and graduate from college.

In the 23-24 SY, AJH served approximately 461 students, 95.4% of which are socioeconomically disadvantaged. The school's demographic profile was 97% Hispanic or Latino, 1.1% Asian, 1.3% Filipino, and less than 1% White, Black and American Indian. We served a student body that is 67.9% English Learner and 12.4% Students with Disabilities (Source: DataQuest 2023-24 Annual Enrollment Data).

Reflections: Annual Performance

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

Alpha: José Hernández (AJH) is focused on addressing the underlying causes of low performance that have contributed to its academic outcomes in the past two school years. External factors, such as learning loss, systemic staffing shortages, chronic absenteeism, and heightened social-emotional needs driven by the pandemic have had adverse impacts on our school community. In addition, we recognize our internal performance gaps and where we must strengthen our academic programs, staff development, and family engagement to address and improve performance.

Broad Education Context:

The pandemic has brought unprecedented challenges to the education sector that have reshaped the landscape of teaching and learning. Schools that serve high-need communities, like AJH, have seen performance decline and the achievement gap widen as they have dealt with the following challenges:

1. **Learning Loss:** The pandemic has significantly disrupted education, driving learning loss in foundational literacy and math skills across all student groups. This disruption has been more severe in high-need communities where existing socioeconomic challenges have amplified educational setbacks.
2. **Staffing Shortages:** The pandemic intensified challenging working conditions, resulting in high attrition rates among teachers and leaders. Many educators have relocated to areas with a lower cost of living or have left the profession, leading to a scarcity of experienced and high-quality educators. This has led to inconsistent instruction and a limited pool of experienced educators to draw from, especially in California.
3. **Heightened Student and Community Needs:** The economic impact caused by the pandemic forced many families of lower socio-economic status to prioritize basic survival over academics. As a result, schools had to adapt and focus on providing basic services to students and families. When students returned in-person, schools needed to shift to support the heightened social-emotional and mental health needs that emerged from the pandemic. Chronic absenteeism rose dramatically and has remained high, impacting students' academic recovery.

Alpha: José Hernández Context:

AJH serves a high-need community in East San José, CA, with an unduplicated pupil count of 98.7% (CALPADS UPC Source File 2023-24), compared to 57% for the State of California (Ed-Data - California Public Schools - 2022-2023). The AJH community is made of 95.4% socioeconomically disadvantaged students, 67.9% English Learners, 97% Hispanic students, and 12.4% Students with Disabilities. By comparison, the State of California is made of 62.7% socioeconomically disadvantaged students, 18.4% English Learners, 56.1% Hispanic students, and 13.7% Students with Disabilities.

The nationwide challenges experienced across our education system were amplified within communities like ours. In addition, we have identified opportunities where we must continue to strengthen our academic programming, talent acquisition and retention strategies, and family engagement to improve our results.

1. **Foundational Literacy Gaps:** A majority of AJH students are English Learners, and inconsistent language exposure, practice, and feedback during the pandemic has had significant impacts on student learning. As a result, we have students across grade levels with foundational literacy gaps that must be addressed for students to succeed academically.
2. **Talent Acquisition & Retention:** The lack of experienced and consistent staff at AJH has hindered our implementation of improvement strategies, especially for EL and SPED programs. High turnover among staff has led to inconsistent implementation of programs and loss of institutional knowledge. Leaders have stepped into classroom roles to fill vacancies, impacting the consistency in cycles of observation and feedback. A tough talent market has resulted in AJH hiring staff with less experience who require more training and support to teach a high-need student population.
3. **Mental Health & SEL Needs:** The pandemic has significantly intensified the mental health and social-emotional learning needs of students at AJH. With limited access to trained professionals, our school and families face substantial challenges in providing adequate support for our students, particularly those with exceptional needs. In response, we have focused on building a healthy and thriving environment at AJH that addresses these crucial SEL needs first. We have also focused on improving our high rates of chronic absenteeism to ensure students are receiving consistent instruction.

4. Family Engagement: Due to virtual and hybrid pandemic learning environments, in-person family engagement at schools came to an abrupt halt in 2020. This shift disrupted the strong, pre-pandemic engagement and sense of connectedness at AJH. Since the full return to school, we have been actively working on rebuilding and enhancing our family engagement strategies to bring our families back into schools.

In 2020, prior to the pandemic-driven delay of charter renewals, AJH would have been a middle-track school (based on 2018 and 2019 dashboard data). Per EC§ 47607.2(b), a middle track school may only be denied upon making written findings that the school has failed to meet or make sufficient progress toward meeting standards, closure of the school is in the best interest of pupils, and its decision provided greater weight to academic performance. However, the complex, post-pandemic challenges faced by AJH resulted in a low-track placement, driven by declines in our CA Dashboard data during the 21-22 and 22-23 SY. On the 22-23 SY CA School Dashboard, our results were the following:

- Chronic Absenteeism: Red overall, and for EL, Hispanic, SED, and SWD subgroups
- Suspension Rate: Red overall, and for EL, Hispanic, SED, and SWD subgroups
- ELA: Red overall, and for EL, Hispanic, SED, and SWD subgroups
- Math: Red for Hispanic, SED, and SWD subgroups

We have seen bright spots in English Learner Progress (48% Making Progress and Green overall in 22-23, with performance comparable with the State of California: 48.7% Making Progress and Yellow overall) and Math (Orange overall and for ELs in 22-23) as the AJH community continues to recover from pandemic challenges.

Meaningful Steps to Address:

In response to these challenges over the past four years, AJH has been focused on recovery efforts to re-establish stability in our community. Initial focus areas have included:

- Meeting Basic Needs: Prioritizing the fulfillment of basic needs for our community - including internet, food, and healthcare - to encourage students and families to safely reengage with the school environment (22-23 LCAP Actions 1.7 - Provide Chromebooks & Hotspots, 4.5 - Parent Learning Center Support & Resources, 5.1 - Effective Attendance Procedures, 5.3 - Mental Health Counselors)
- Addressing Learning Gaps: Focusing on recovering from significant learning gaps, especially in foundational literacy, through targeted instructional strategies (22-23 LCAP Actions 1.8 - Students with Disabilities Supports, 2.2 - Structures for Tiered Supports, 3.5 - High Quality Curriculum)
- Teacher & Leader Development: Building Alpha's Vision of Excellent Teaching and Teacher and Coach Rubrics and investing heavily in network and partner-led professional development for teachers and leaders that align to our vision. This significant investment is tied to our theory of change, that if we develop excellent coaches, then they will develop excellent educators, which will result in improved student outcomes (22-23 LCAP Actions 3.1 - Differentiated Professional Development, 3.2 - Teacher Coaching & Development, 6.3 - Leadership Pathways for Teachers, 6.7 - Performance Rubrics for Teachers and Coaches)
- Teacher & Leader Retention: Conducting regular reviews of compensation and benefits packages, facilitating stay interviews, and supporting continued education for instructional staff (22-23 LCAP Actions 6.1 - Hiring Strategies, 6.5 - Teacher Compensation and Benefits, 6.6 - Staff Retention and Sustainability)
- Family Engagement: Implementing robust family engagement strategies to reintegrate families into our school community (22-23 LCAP

Actions 4.1 - Community Programming Scope & Sequence, 4.2 - High Quality Family Events, 4.3 - Family Communication System, 4.4 - Cafecito Model)

These efforts have yielded early successes. They have also highlighted opportunities where we can continue to innovate our strategies and strengthen our execution in order to improve outcomes for all students. To develop our go-forward plan for continued improvement, we conducted in-depth engagement with educational partners. These partners included the following:

- Placer County Office of Education: differentiated assistance partnership
- Families: AJH School Site Council, cafecitos, ELAC, family surveys
- Staff: leadership team meetings, staff meetings, staff surveys
- Students: student surveys
- El Dorado County Charter SELPA review
- Board of Directors: public hearing, board approval meeting

In response to our partner feedback and our data on the 2022 and 2023 CA School Dashboard, we have prioritized the improvement of academic outcomes for our significant student groups in our new LCAP cycle. Our first goal is dedicated to enhancing support and achieving equity in educational attainment. Below is a comprehensive overview of the targeted actions under Goal 1: All student groups will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math designed to elevate student group outcomes:

- (Action 1.1) English Learner Supports: Continue staffing an English Language Development specialist to provide instruction and teacher support. Utilize assessments to monitor and adjust LTEL students' progress, and provide professional development focused on effective strategies for teaching LTELs.
- (Action 1.2) High-Quality ELD Curriculum: Acquire and train staff in a high-quality ELD curriculum like EL Achieve, and employ assessments to monitor and refine the implementation of ELD curricula and ELA strategies.
- (Action 1.3) Students with Disabilities Supports: Create collaborative spaces for General and Special Education staff to focus on data-driven student accommodations and interventions in ELA and Math, using high-quality instructional materials.
- (Action 1.4) Academic Interventionists: Employ Academic Interventionists to support a tiered intervention strategy, facilitating small group sessions, data analysis, and integrated classroom support.
- (Action 1.5) Supplemental Literacy Intervention: Implement the Ignite Reading program to provide daily 1:1 virtual tutoring that focuses on foundational literacy skills.
- (Action 1.6) Tier 1 Strategy: Strengthen delivery of high-quality, standards-aligned, rigorous instruction through professional development and ongoing cycles of coaching, observations, and feedback. Ensure that all students have equitable access to high-quality, Common-Core aligned educational materials. Monitor student progress through curricular and formative assessments and use this data to inform instruction.

In response to our high chronic absenteeism and suspension rates, we are committed to implementing robust measures to improve attendance and culture across all student groups. Recognizing the critical role that attendance plays in academic success and student well-being, we have established Goal 3 in our new LCAP: Develop and cultivate a healthy and thriving school environment that promotes the safety and belonging of all students. To achieve this, we have outlined several targeted actions designed to enhance our attendance systems and foster a positive school culture:

- (Action 3.1) Monitor & Respond to Student Culture & Behavioral Data: We are committed to maintaining a Dean of Students to provide robust support through multi-tiered intervention strategies and train staff on practices to cultivate a healthy and thriving school environment, essential for fostering student engagement and reducing absenteeism. We will utilize tools such as Dean's List, student culture surveys, and other systems to meticulously track student behavior and culture data. This data will be disaggregated by significant student groups, enabling precise problem-solving and the implementation of targeted interventions tailored to specific needs. Additionally, we will maintain Behavior Paraprofessionals who will offer crucial individualized behavior and academic support. This role is instrumental in addressing specific student issues that can affect school attendance, thereby directly supporting our efforts to improve overall student attendance rates.
- (Action 3.4) Attendance Systems: We will establish and uphold robust attendance systems and protocols as outlined in the Alpha Attendance Playbook. This includes building and maintaining accessible attendance data dashboards, upholding clear roles and responsibilities for our operations staff, leaders, teachers, and families, and ensuring accountability in adherence to attendance procedures. Additionally, we will implement Multi-Tiered System of Supports (MTSS) interventions and mitigation strategies tailored to individual student and family needs. These strategies may encompass a range of support measures, including direct follow-ups with families and students, home visits, and incentives designed to encourage regular school attendance.
- (Action 3.3) Restorative Justice Practices: Alongside improving attendance systems, we will incorporate restorative justice practices to enhance our approach to student behaviors. By focusing on restorative justice, we aim to build a school culture that values reconciliation and mutual respect, thereby making the school environment more welcoming and enhancing students' desire to attend regularly. Restorative practices not only address behavior and discipline in a constructive manner but also contribute to a feeling of safety and belonging among students, which is crucial for encouraging consistent attendance.

Sources:

1. DataQuest 2023-24 Enrollment by Subgroup
2. Education Recovery Scorecard - California." Center for Education Policy Research at Harvard University.
<https://educationrecoverycorecard.org/states/california/>.
3. California Teacher Shortages and How Districts are Responding. Learning Policy Institute.
<https://learningpolicyinstitute.org/product/california-teacher-shortages-response-report/>.
4. More than 80 Percent of U.S. Public Schools Report Pandemic Has Negatively Impacted Student Behavior and Socio-Emotional Development. National Center for Education Statistics. https://nces.ed.gov/whatsnew/press_releases/07_06_2022.asp/.
5. Why School Absences Have 'Exploded' Almost Everywhere. The New York Times.
<https://www.nytimes.com/interactive/2024/03/29/us/chronic-absences.html>.
6. Serving English Learners during the COVID-19 Pandemic. Policy Analysis for California Education.
<https://edpolicyinca.org/publications/serving-english-learners-during-covid-19-pandemic/>.

Reflections: Technical Assistance

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

Alpha: José Hernández was identified for differentiated assistance based on its 2022 and 2023 CA School Dashboard performance for English Learners, Hispanic, Students with Disabilities, and Socio-Economically Disadvantaged student subgroups across all dashboard indicators (with the exception of Math for ELs). AJH has partnered with Placer County Office of Education (PCOE) to develop our differentiated assistance plan.

The PCOE Differentiated Assistance process has involved the following meetings and planning steps:

Meeting #1 (February 26, 2024): Overview and Data Review:

- Overview of DA statute and Indicator
- Reflect on the Habits of Mind for Improvement
- Identify strengths and weaknesses based on dashboard data
- Identify DA Team
- Identify broad area of focus
- Investigate the system

Meeting #2 (March 13, 2024): Mentor Support: Investigating the Problem

- Identify data points
- Investigate the system

Meeting #3 (April 15, 2024): Diagnosing the Core Issue

- Review System Findings: Analyze learning question results
- Conduct relevant areas of Fidelity Integrity Assessment
- Determine Problem of Practice: Identify core issue
- Root Cause Analysis: Explore underlying causes

Meeting #4 (May 15, 2024): Mentor Support: Driving the Work Forward

- Use the driver diagram to identify high leverage change ideas
- Generate Plan-Do-Study-Act (PDSA)
- Develop a detailed plan to implement one PDSA cycle based on driver diagram analysis

Meeting #5: (Scheduled: August 7, 2024) Mentor Support

- Check-in & prepare for implementation

Through the differentiated assistance process, PCOE and AJH conducted a root cause analysis to identify a core problem to solve to improve student subgroup results. This identified problem was: We have inconsistent implementation of systems for identifying, monitoring and evaluating our tiered instruction (with constructive feedback). PCOE then partnered with AJH to determine the primary drivers, or places to focus, in order to improve performance. This informed the Plan-Do-Study-Act (PDSA) generated by the team, which focused on strengthening the consistency of observations & feedback through coaching at AJH in the 24-25 SY. This will involve continued training on exemplars of effective observations and coaching and stronger tracking of the cycle of observations at AJH. These actions have been incorporated into our Goal 2, Action 2.1 - Strengthen Instructional Practices and Goal 5, Action 5.1 - Teacher Professional Development & Coaching and Action 5.4 - Leadership Development.

Comprehensive Support and Improvement

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

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Alpha: José Hernández

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Alpha: José Hernández was identified by the State of California for CSI (Continuous School Improvement) based on our performance on the 2023 CA School Dashboard. AJH was identified for CSI because the Chronic Absenteeism, Suspension Rate, and ELA indicators were Red on the 2023 California School Dashboard.

AJH leveraged its in-depth process for LCAP stakeholder engagement (outlined in the LCAP Partner Engagement section) to capture partner input on our CSI plan. AJH then incorporated this feedback into our LCAP goals and actions for the 24-25 SY. In addition, AJH conducted a separate CSI SSC Meeting with families and school leaders on April 18th, 2024 to:

- 1) Provide an overview of CSI
- 2) Discuss the CSI status for AJH, and
- 3) Conduct a needs assessment, which included a review of key AJH data points and action planning based on data.

Informed by partner engagement, the following comprehensive support and improvement plan was developed for each Red dashboard indicator:

- English Language Arts - LCAP Goal 2, Actions 2.1, 2.2, 2.3, 2.4; LCAP Goal 1, Action 1.5: AJH has focused on supporting the growth of all students in ELA through a strategy of strong instructional practices, informed by our assessment and data strategy. AJH has implemented a rigorous, standards-aligned curriculum (CKLA and StudySync) and will continue to provide professional development to instructional staff on learning design and internalization practices to maximize its effectiveness. AJH has developed data dashboards for STAR Reading and Early Literacy, NWEA Reading, and ELA curricular assessments and established protocols for SLT and teachers to regularly review and respond to ELA results. Instructional staff will engage in differentiated professional development, aligned to Alpha's Teacher Rubric, and skills from professional development will be monitored through a consistent cadence of weekly 1:1 coaching, walkthroughs, and observations. In addition, we have identified specific needs in foundational literacy skills among our significant student groups. To address this, AJH will expand the Ignite Reading program pilot that began with high-need 2nd-6th graders with a gradual roll-out starting in November 2023. Ignite is an intensive reading program that provides students with 15 minutes of daily, 1:1 virtual tutoring that teaches students foundational literacy skills, with a focus on the Word Recognition strand of Scarborough's reading rope. The pilot has seen early success, with English Learners averaging 2.1 weeks of progress per 1 week of instruction, and Students with Disabilities averaging 2.0 weeks of progress per 1 week of instruction. Through the CSI program, we will receive additional funding to improve student outcomes, which will be allocated to fund 100 Ignite seats for AJH students in the 24-25 SY.

- Chronic Absenteeism - LCAP Goal 3, Action 3.4: In the 22-23 SY, AJH experienced high rates of chronic absenteeism among students. In response, in the 23-24 SY, our team has invested in monitoring data through attendance dashboards, codifying attendance procedures in our Attendance Playbook, and providing positive attendance incentives to students. We have seen consistent monthly improvements in our data this year, and we will continue to follow and refine these systems in the 24-25 SY. New actions in the 24-25 SY will include engaging EverydayLabs, an ESSA-approved evidence based strategy for absenteeism, to enhance our frequency and consistency with family communications, further improve our data analysis and action planning, and leverage professional resources. In addition, we will roll out an attendance home visit program, a School Attendance Review Team (SART), and a targeted focus on students with disabilities in partnership with the SPED team.
- Suspension Rate - LCAP Goal 3, Actions 3.1, 3.2, 3.3, 3.10 : AJH has focused on strengthening alignment in instruction and classroom management, driving consistency in our referrals system, and balancing restoration and accountability to improve suspension rate results in the 23-24 SY. We have seen early positive results, and we will continue to implement additional strategies to reduce suspensions in the 24-25 SY. These strategies include expanding our pilot SEL curriculum to include all AJH grade levels, regularly reviewing data to identify and address frequent referral sources, conducting training and leveraging restorative justice practices, and solidifying and expanding our PBIS framework.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

To ensure the effective implementation and sustainability of this plan, AJH has developed a comprehensive monitoring and evaluation strategy, aligned to its LCAP goals, actions, and metrics.

AJH will monitor the following metrics to continue to evaluate the impact of these action plans:

- English Language Arts: We will monitor CAASPP ELA - DFS (Distance from Standard) and NWEA ELA Conditional Growth Index
- Chronic Absenteeism: We will monitor the Chronic Absenteeism Rate as reported on the CA School Dashboard as well as our Average Daily Attendance
- Suspension Rate: We will monitor the Suspension Rate Indicator as reported on the CA School Dashboard as well as the following student culture survey metrics: % of students that feel safe at school; % of students that feel a sense of belonging at school

AJH will utilize the following systems and processes to continuously monitor and respond to this data:

- Data Systems: AJH will leverage our Data Hub, which includes comprehensive data dashboards on assessments, attendance, and student culture to track key performance metrics in real time.
- Weekly Data Meetings: The AJH School Leadership Team meets weekly for data meetings that leverage the Radical Problem Solving framework to analyze student outcomes and make data-driven adjustments to strategies. Coaches then meet with their teachers and conduct similar data meetings to review and respond to student assessment, culture, and behavioral data.
- Stepback Days: The full AJH and Alpha Network Team will come together twice per year to review site data and action plan in response to results.

Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|---|---|
| All educational partners (administrators, teachers, non-instructional staff members, students, SSC (PAC) members, ELAC members, SELPA, and other parents of our students) | <p>In developing our LCAP we embarked on a comprehensive engagement process with our key educational partners, including teachers, principals, administrators, other school personnel, parents, and students. Recognizing the valuable insights these stakeholders bring to the table, we prioritized their feedback to assess the effectiveness of our existing LCAP goals and actions. This collaborative approach was instrumental in identifying areas for improvement and refining our strategies to enhance both academic and social outcomes for our students. The engagement process was not only about compliance but a genuine effort to ensure that our LCAP reflects the needs and aspirations of our educational community, thereby driving meaningful and sustainable improvements across our network.</p> <p>For the current year’s process, we redesigned our LCAP input surveys to be clear and comprehensive, aiming to capture a broad spectrum of reflections from the 3-year LCAP cycle. Understanding that each stakeholder group might provide different perspectives and priorities, the surveys were tailored to solicit specific feedback relevant to each group's experiences and interactions with our LCAP initiatives.</p> <ul style="list-style-type: none">• Survey Administration: In February, we administered these detailed surveys, allowing ample time for our teachers, principals, administrators, school personnel, parents, and |

| Educational Partner(s) | Process for Engagement |
|------------------------|--|
| | <p>students to participate. This timing was chosen to ensure that respondents had sufficient opportunity to reflect on their experiences and provide meaningful feedback without the pressure of immediate deadlines.</p> <ul style="list-style-type: none"> • Direct Engagement Activities: Following the surveys, we organized direct engagement activities, including cafecitos (coffee with the principal sessions) and meetings with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). These meetings served as crucial platforms for face-to-face discussions, allowing families and other educational partners to express their thoughts and concerns in a more personal and interactive setting. • Drafting and Feedback on LCAP Goals and Actions: With the initial feedback in hand, principals and network leadership convened to draft the new set of LCAP goals and actions. This draft then underwent a further review during dedicated feedback sessions, enabling stakeholders to review the proposed goals and metrics and suggest adjustments based on their direct experiences and expert insights. • Public Hearing and Final Adjustments: Finally, we presented the revised LCAP draft at a public hearing, providing a formal opportunity for all members of our community to engage with and provide feedback on the proposed plan. This session was crucial for ensuring transparency and inclusivity in the final adjustments of our LCAP. <p>This comprehensive timeline of engagement reflects our commitment to a genuinely collaborative process, valuing the input of our entire educational community. By structuring our engagement to include both broad and targeted feedback mechanisms, we ensure that our LCAP is reflective of our collective vision and directly addresses the needs and aspirations of our students and their families, ultimately leading to improved academic and social outcomes.</p> |
| Families | <ul style="list-style-type: none"> • LCAP Input Family Survey: We sent out an LCAP survey to families in February 2024 asking for their feedback on the |

| Educational Partner(s) | Process for Engagement |
|------------------------|---|
| | <p>effectiveness of our current LCAP goals to help inform the development of our new 24-27 LCAP Goals, Actions, and Metrics.</p> <ul style="list-style-type: none"> • Bi-Annual Family Survey: Family surveys are administered twice per year. The survey included statements for families to provide their input on the school's engagement efforts and their perspectives on student experience. Questions centered on school safety, belonging, efforts to include family voice in school decision making, and satisfaction with instruction and levels of preparedness for their students. • SSC and ELAC Meetings: Our SSC and ELAC met quarterly this past year on Zoom and in person when applicable, and parents had the opportunity to discuss student growth, successes, and challenges. Parents shared what was and was not working about our program and LCAP actions and what supports their children needed. Our SSC serves as our LCAP Advisory Committee and spends additional meeting time providing LCAP input and reviewing draft and final LCAPs. Our SSC met to specifically discuss the LCAP on 3/15/2024 and 5/16/2024. Our ELAC met to specifically discuss the LCAP on 5/16/2024. • Cafecitos: These meetings took place monthly this past year, providing families with the opportunity to give input on the work happening at the school and our LCAP goals for the coming year. We held a cafecito to discuss the LCAP on 3/19/2024. |
| Staff | <ul style="list-style-type: none"> • LCAP Input Staff Survey: We sent out an LCAP survey to all staff in February asking for their feedback on the effectiveness of our current LCAP goals and what changes needed to be made to help inform the development of our new 24-27 LCAP Goals, Actions, and Metrics. • Bi-Annual Staff Survey: All staff and teacher surveys are administered two times per year. Questions center around instructional practices, professional development, staff |

| Educational Partner(s) | Process for Engagement |
|------------------------|--|
| | <p>satisfaction, and DEI and provide an opportunity for staff to share input on the staff experience at Alpha.</p> <ul style="list-style-type: none"> • Staff Meetings: Staff meetings took place biweekly, and staff members consistently analyzed data related to student academic success, attendance, and social-emotional supports and belonging. • Lead Team Meetings: The lead team met bi-monthly to plan for the leading of professional learning communities for staff, driving decisions around academic, attendance and social-emotional supports and needs. • Leadership LCAP Meetings: Principals met twice (February and April) with network-wide leadership to discuss the successes and challenges of the previous LCAP goals and actions, changes to the new LCAP, and strategies around data analysis and LCAP action implementation. • Network-wide Leadership Cabinet Meetings: Leaders across the organization, inclusive of principals, met 3 times during the LCAP process to review, discuss, and evaluate the previous and new LCAP goals, actions, and metrics. |
| Students | <ul style="list-style-type: none"> • LCAP Input Student Survey: We sent out an LCAP survey to students in February asking for their feedback on the effectiveness of our current LCAP goals to help inform the development of our new 24-27 LCAP goals, actions, and metrics. • Bi-Annual Student Survey: Student Culture Surveys were administered two times a year. Questions centered on school safety, belonging, student voice, classroom preparation, and teacher evaluation questions. |
| SELPA | Our LCAP was sent to our El Dorado County SELPA for review and comment in June 2024. |
| Board of Directors | We held a public hearing prior to the official approval of our LCAP to provide the public an opportunity to review and comment on our LCAP Draft on June 12, 2024, and the LCAP was approved at the board meeting on June 18, 2024. |

Throughout our Local Control and Accountability Plan (LCAP) engagement process, we gathered invaluable feedback from our educational partners, which significantly shaped the specifics of our plan. Here's how we've incorporated this feedback into our LCAP:

Theme: Enrichment and Opportunities for Students

Educational partners expressed a strong desire for more enrichment and broader opportunities for students. In response, we have taken decisive actions under our newly established Goal 3 Develop and cultivate a healthy and thriving school environment that promotes the safety and belonging of all students:

- Action 3.6: Student Experiences - We are committed to increasing the resources allocated to enhance non-academic student experiences, including student events, field trips, and student council activities. These initiatives aim to foster a vibrant community spirit and enrich students' school lives.
- Action 3.8: Expanded Learning Programs - We continue to enhance our expanded learning offerings. By leveraging external partnerships and enhancing offerings in athletics and clubs, we provide students with diverse opportunities to learn and grow beyond the traditional classroom setting.

Theme: Support for Student Behavior

Feedback from our educational partners emphasized the need for additional support mechanisms addressing student behavior. To meet this need, we have introduced targeted actions:

- Action 3.3: Restorative Justice Practices - We are incorporating restorative justice approaches to positively influence student behavior, promoting a culture of respect and mutual understanding.
- Action 3.1: Monitor & Respond to Student Culture & Behavioral Data - We will maintain our Dean of Students to support multi-tiered intervention strategies. Additionally, tools like Dean's List and student culture surveys help us track behavior and culture data, allowing for targeted interventions.
- Action 3.10: Positive Behavioral Intervention and Support Systems - Our plan solidifies and expands our PBIS framework, ensuring a supportive and inclusive school environment conducive to student learning and personal growth.

Theme: Supports for Struggling Students and Subgroups

A critical theme from our engagement process was the need for intensified support for struggling students and specific student groups. This led to the creation of student group focused Goal 1: Subgroup Focus: All student groups will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math. The following actions to support this goal and meet the needs of our educational partners include:

- Action 1.1 & 1.2: English Learner Supports and High-Quality ELD Curriculum - These actions aim to enhance language acquisition and proficiency among English learners.
- Action 1.3: Students with Disabilities Supports - We provide dedicated support to meet the unique needs of these students.
- Action 1.4: Academic Interventionists and Tier 1 Strategy - These actions focus on providing immediate academic support to students who are falling behind.
- Action 1.5: Supplemental Literacy Intervention - Additional resources are directed towards strengthening literacy among students needing extra help.

Theme: Greater Family Engagement

Additionally, as part of our strategic actions under Goal 4, and to deepen family and community engagement, we are participating in the community schools grant. These efforts are outlined in our new Goal 4, with an emphasis on Action 4.5: Parent Power, which focuses on developing leadership opportunities for parents to actively participate and advocate within the school community. Leadership roles include:

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- Parent Leader Committee (Advocacy)
- Alpha Parent Board Members

Theme: Literacy Interventions

Recognizing the importance of literacy as a foundation for all learning, we have introduced specific actions under Goal 1 to bolster our literacy interventions.

- Action 1.5: Supplemental Literacy Intervention - We are implementing the Ignite Reading program to provide students with 15 minutes of daily 1:1 virtual tutoring. This initiative focuses on teaching foundational literacy skills, ensuring that students develop the essential reading abilities needed for academic success.
- Action 1.6: Tier 1 Strategy - This action represents an enhanced investment in our Tier 1 strategy, which is focused on systemic enhancements in instructional support and curriculum alignment. The strategy is designed to impact all students, with a particular emphasis on significant student groups, ensuring they have equitable access to high-quality, rigorous, and Common Core-aligned educational materials and teaching strategies. An intentional focus during small group instruction and lead team meetings will utilize our Radical Problem Solving model to address specific learning needs.

Theme: Strengthen Observation & Feedback

In response to the need for improved instructional practices and more effective coaching, observations, and feedback, we have incorporated targeted actions under Goal 2:

- Action 2.1: Strengthen Instructional Practices - Our instructional staff will engage in differentiated professional development (PD) tailored to the specific criteria outlined in Alpha's Teacher Rubric and our Vision of Excellent Teaching. Coaches will monitor the implementation of PD skills and learning through regular coaching sessions and walkthroughs, ensuring that teaching practices are consistently aligned with our high standards.
- Action 2.4: Data Strategy - We continue to develop and refine our tools for data analysis to ensure effective gathering, monitoring, and use of instructional data. Strengthening data literacy is a key component, supporting the use of data during individual coaching sessions, leadership team meetings, and department meetings. Additionally, site data stories will be effectively delivered at All-Staff Stepback Days to facilitate a comprehensive understanding of data and the creation of targeted action plans.

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 1 | Focused Subgroup Supports: All student groups will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math. | Broad Goal |

State Priorities addressed by this goal.

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| Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) |
|--|

An explanation of why the LEA has developed this goal.

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| <p>The rationale for establishing the academic goal focused on our subgroups, particularly in English Language Arts (ELA) and Math, is grounded in our commitment to equity and the urgent need to address the educational disparities exacerbated by the pandemic. The pandemic's impact on education has been profound and uneven. Our subgroups - English Learners, Students with Disabilities, Socio-Economically Disadvantaged students, and Hispanic students - have faced significant challenges that have resulted in disproportionate academic outcomes compared to statewide averages. As a result, on the CA Dashboard in the 22-23 SY, our subgroups had the following results:</p> <ul style="list-style-type: none">English Learners: Red in ELA; Orange in MathStudents with Disabilities: Red in ELA and MathSocio-Economically Disadvantaged: Red in ELA and MathHispanic: Red in ELA and Math <p>Notably, AJH’s performance on the English Learner Progress indicator was “Green” on the 2023 dashboard, with performance roughly in line with that of the state. Given our significant population of English Learners, we are proud of these results and are working to maintain and accelerate our progress on this indicator.</p> <p>Our decision to prioritize this goal is in direct response to feedback from our educational partners, including teachers, staff, and parents, who have consistently emphasized the necessity of improving academic outcomes for these subgroups. The collective insights gathered through the LCAP engagement process highlighted a shared understanding that targeted efforts are needed to ensure all students have equitable opportunities to succeed.</p> <p>To address these disparities, we are committed to implementing comprehensive strategies that include enhancing our Tier 1 instructional practices to ensure a strong foundation of quality teaching and learning for all students. We recognize the importance of specialized intervention programs that provide additional support to students who are not meeting standards. Our approach includes strengthening English Language Development (ELD) support to better assist English Learners in achieving proficiency in ELA, and enhancing academic and behavioral supports for students with special education needs. These targeted interventions are designed to address the specific</p> |
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learning gaps and challenges faced by these students.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| 1.1 | EL access to CCSS and ELD standards Data Source: Local Indicator Priority 2 Survey | 3.3 (Average score on the Priority 2 Self-Reflection Survey for EL students Accessing CCSS and ELD Standards) | | | 4 or higher | |
| 1.2 | ELPI Data Source: CA School Dashboard | 2023 CA School Dashboard: 48% (Green) | | | 2026 CA School Dashboard: 56% (Green) | |
| 1.3 | Reclassification Rates Data Source: Internal Calculations | 2023-2024: 8.6% | | | 2026-2027: 10% | |
| 1.4 | SBAC Distance From Standard (DFS) ELA Data Source: CA School Dashboard | 2023 CA School Dashboard EL: Red 115.3 pts below SWD: Red 151.5 pts below Hispanic: Red 96.9 pts below SED: Red 95.8 pts below | | | 2026 CA School Dashboard: EL: Orange 100 pts below SWD: Orange 137 pts below Hispanic: Orange 82 pts below SED: Orange 81 pts below | |
| 1.5 | SBAC Distance From Standard (DFS) Math | 2023 CA School Dashboard | | | 2026 CA School Dashboard: | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|----------------------------------|--|----------------|----------------|--|----------------------------------|
| | Data Source: CA School Dashboard | EL: Orange 144 pts below SWD: Red 221.1 pts below Hispanic: Red 131.6pts below SED: Red 126.5 pts below | | | EL: Orange 129 pts below SWD: Orange 206 pts below Hispanic: Orange 117 pts below SED: Orange 116 pts below | |

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------|--|--------------|--------------|
| 1.1 | English Learner Supports | At AJH, we serve a significant population of English Learners and Long Term English Learners. We have seen growth in English proficiency among our students (2023 CA Dashboard - Green on ELPI), and we have | \$142,808.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------------|--|-------------|--------------|
| | | <p>built on successful strategies to support ELA progress among English Learners.</p> <p>Our supports for our English Learners will include:</p> <ul style="list-style-type: none"> • Continue to staff an English Language Development specialist to provide designated instruction and teacher support for integrated ELD. • Conduct professional development for instructional staff over the summer and during the school year on strategies to support English Learners. • ELD Specialist, in partnership with coaches, monitors implementation of strategies to support English Learners throughout the school year through coaching, walkthroughs, and observations. <p>Our supports for Long Term English Learners will include:</p> <ul style="list-style-type: none"> • Implement and monitor completion of a clear cadence of curricular assessments for a high quality EL curriculum. • Provide ongoing support to implement and monitor effectiveness of integrated ELD strategies through coaching, data analysis, observation and feedback, and professional development. • Assign students to a REACH block for further support on content-based skills based on data. • Ensure EL strategies include language across proficiency levels to continue to develop every student. These include visual references, explicit vocabulary instruction, and embedded structured student talk routines. | | |
| 1.2 | High Quality ELD Curriculum | <ul style="list-style-type: none"> • Purchase and provide training for standards aligned, high quality ELD curriculum, such as EL Achieve. • Provide ongoing professional development focused on learning design, a culturally responsive teaching approach, and on internalization practices to maximize effective implementation of the curriculum. | \$36,993.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------------------|---|--------------|--------------|
| | | <ul style="list-style-type: none"> Monitor implementation of curriculum through 1:1 coaching and observation and feedback cycles. | | |
| 1.3 | Students with Disabilities Supports | <ul style="list-style-type: none"> Provide strong Specialized Academic Instruction to students within the general education setting focusing on supporting grade level access. Conduct targeted ELA and Math intervention in small groups using high quality instructional materials. Provide ELA and Math-specific instructional support for Special Education staff on how to run effective intervention groups. Provide targeted SEL supports and interventions for students that are not meeting academic targets. Maintain Behavior Paraprofessionals to provide students with individual behavior and academic supports. Maintain structured collaborative spaces between General Education and Special Education staff that focus on data analysis and student accommodations. Continue involvement with our SELPA - El Dorado County Office of Education (i.e. continued support and consultation with Program Specialist around programming for students with disabilities) Special Education teachers participate in SELPA led professional development. Continue to attend the CEO council and our SELPA monthly Professional Learning Network meetings to ensure we are taking steps to ensure the most accurate and up-to-date information related to students with disabilities. | \$543,690.00 | No |
| 1.4 | Academic Interventionists | <ul style="list-style-type: none"> Staff Academic Interventionists to support a tiered approach to intervention, with a focus on ELA and Math interventions. Execute small groups for learners in need of intervention with a focus on our student groups receiving a Red on the CA School | \$268,336.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------------|--|--------------|--------------|
| | | <p>Dashboard in ELA and Math (Hispanic, students with disabilities, and socioeconomically disadvantaged students in ELA/Math and EL students in ELA)</p> <ul style="list-style-type: none"> Analyze and respond to data regularly Collaborate with teachers to engage in meaningful push in support | | |
| 1.5 | Supplemental Literacy Intervention | <p>To drive progress in ELA among our English Learners, AJH initiated a midyear pilot during the 23-24 SY of the Ignite Reading program, ramping up to 100 seats over the course of two launch dates in November 2023 and January 2024. Ignite is an intensive reading program that provides students with 15 minutes of daily, 1:1 virtual tutoring that teaches students foundational literacy skills, with a focus on the Word Recognition strand of Scarborough's reading rope.</p> <p>This program was initially piloted with 4th-5th graders who would benefit from additional literacy instruction, and it gradually expanded to include students with demonstrated need in grades 2-6. English Learners and Students with Disabilities were prioritized for participation in this program. On average, the 111 English Learners who participated in the program (83% of total participants) have made 2.1 weeks of progress per 1 week of instruction. The 22 Students with Disabilities in the program (17% of total participants) have made 2.0 weeks of progress per 1 week of instruction.</p> <p>Based on the successes of the pilot program, AJH will build on its 23-24 Ignite Reading pilot with a full implementation in 24-25. This will include:</p> <ul style="list-style-type: none"> 100 seats for AJH students, across grade levels. English Learners and Students with Disabilities that would most benefit from foundational literacy intervention will be prioritized for the program. When students graduate from the program, these seats will be backfilled with new participants. Continued daily tutoring, for 15 minutes a day, with a consistent virtual tutor per student. | \$163,444.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------|--|-------------|--------------|
| 1.6 | Tier 1 Strategy | <p>At AJH, where nearly all students are part of one or more identified subgroups, and our EL, socioeconomically disadvantaged, Hispanic, and Students with Disabilities were all Red in ELA and Math (with the exception of our EL students who were Orange in Math) on the CA School Dashboard, we recognize the importance of strengthening our Tier 1 instruction. By doing this, we will elevate educational outcomes for all student groups, with a dedicated focus on bringing our subgroups out of the Red. Our action plan includes the following components:</p> <ul style="list-style-type: none"> • Providing AJH staff with ongoing professional development focused on learning design, a culturally responsive teaching approach, and on internalization practices to maximize effective implementation of the curriculum. This utilizes an assets-based approach, and our curriculum represents a variety of voices and experiences to reflect our students' identities. • Focusing on strengthening teacher skill in the delivery of standards-aligned, rigorous Tier 1 instruction with access through professional development and coaching on integrated strategies and scaffolds. • Building teacher skill in planning from data specific to subgroups (Hispanic, ELs, SWDs, and SED), identifying curriculum scaffolds and supports for students, and collecting data on the results to further inform instruction. | | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 2 | Support growth and achievement for all students through strong instructional practices, informed by our assessment and data strategy | Broad Goal |

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Alpha is committed to supporting the growth and achievement for all students through strong instructional practices, informed by our assessment and data strategy. This goal underscores our dedication to providing a high-quality, comprehensive education that is tailored to the needs of our diverse student population, ensuring every student has the opportunity to excel.

Our 2023 CA School Dashboard ELA and Math outcomes for all students highlight the need to create this goal. In ELA, our overall performance was Red, and 93.3 pts below standard. In Math, our overall performance was Orange, and 125 pts below standard.

By focusing on strong instructional practices, we are committed to delivering a rigorous, standards-aligned curriculum. Our assessment and data strategy will give us a structured process to gather meaningful data about student learning, which informs instructional decision-making and allows for targeted interventions when necessary. This data-driven approach enables us to identify gaps in learning, monitor progress, and adjust our teaching strategies to better meet the needs of each student.

Lastly, offering a broad course of study is fundamental to providing a holistic academic experience that prepares students for future success. This means going beyond the core subjects to include subjects such as the arts, sciences, technology, and other areas of study that foster a well-rounded education. By providing a diverse range of learning opportunities, we not only cater to the varied interests and talents of our students but also help them develop critical thinking, creativity, and other essential skills that are vital in today’s world.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|--|----------------------------------|
| 2.1 | Sufficient Access to Standards-Aligned Instructional Materials Data Source: School Accountability Report Card (SARC) | 22-23 SARC: 100% of students have access to standard aligned materials | | | 100% | |
| 2.2 | Implementation of academic standards Data Source: Local Indicator Priority 2 Survey | 2023-2024 Survey: 3.5 (Average score on the Local Indicator Priority 2 Implementation of Academic Standards Survey) | | | 4 or higher | |
| 2.3 | Distance from Standard (DFS): ELA Data Source: SBAC | 2023 CA School Dashboard: All Students: Red 93.3 pts below | | | 2026 CA School Dashboard: All: Orange 78 pts below | |
| 2.4 | Distance from Standard (DFS): Math Data Source: SBAC | 2023 CA School Dashboard All Students: Orange 125 pts below | | | 2026 CA School Dashboard: All: Orange 110 pts below | |
| 2.6 | Other Pupil Outcomes: Math Data Source: NWEA Assessment | Fall 2023 to Spring 2024 School CGI 0.59 | | | >-.20 | |
| 2.7 | Other Pupil Outcomes: ELA Data Source: NWEA Assessment | Fall 2023 to Spring 2024 School CGI 0.51 | | | >-.20 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
| | | | | | | |

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------------|---|--------------|--------------|
| 2.1 | Strengthen Instructional Practices | <ul style="list-style-type: none"> Engage all instructional staff in differentiated PD that is aligned to Alpha's Teacher Rubric. The Teacher Rubric is inspired by the 5D+ Rubric for Instructional Growth and Teacher Evaluation (among other teacher assessment tools) and is rooted in Alpha's stated Vision of Excellent Teaching. Coaches engage in a consistent, weekly cycle of 1:1 coaching, walkthroughs, and observations to monitor the implementation of PD skills for the teachers they coach. Launch differentiated PD tracks for AJH staff based on level of experience and performance on the Teacher Rubric. | \$203,346.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------|--|-------------|--------------|
| | | <ul style="list-style-type: none"> Launch Strong Start Program for new to AJH teachers and returning AJH staff who are transitioning into teacher of record roles. This program will provide AJH staff with intensive PD and coaching on fundamentals of planning and internalization and classroom management. | | |
| 2.2 | Assessment Strategy | <ul style="list-style-type: none"> Continue to execute on a standardized assessment structure for all grades (CAASPP, NWEA MAP, STAR Early Literacy/Reading, curricular assessments), with a focus on ELA and Math. Implement curricular assessments for high-quality instructional materials and monitor to ensure assessments are taken within the required cadence. Monitor student data captured from regular assessments and use this data to identify strategies to support student growth. | \$42,421.00 | No |
| 2.3 | High Quality Curriculum | <ul style="list-style-type: none"> Purchase and provide training for high quality curriculum, including Amplify (Science), CKLA and StudySync (ELA), Eureka (Math), and National Geographic (Social Studies), EL Achieve (ELD). Continue to strengthen the implementation and fidelity of use of these high quality curricular resources through internalization practices. Monitor implementation of curriculum through regular cycles of weekly 1:1 coaching and regular observations and feedback. To support our socioeconomically disadvantaged students and our Hispanic students, we intentionally select culturally inclusive curricula in ELA: StudySync and CKLA. By rigorously implementing curricula that students see themselves reflected in, we are supporting stronger student outcomes. CKLA's curriculum focuses on content building in social studies and science, in order to address the primary claim of the Knowledge Gap, or "the failure of most elementary schools, and especially those serving low-income children, to systematically | \$90,400.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|------------|-------------------------------|---|--------------|--------------|
| | | <p>build knowledge of the world” (The Knowledge Gap, Wexler, 2019)</p> <ul style="list-style-type: none"> StudySync updates its bank of texts monthly to include greater representation | | |
| 2.4 | Data Strategy | <ul style="list-style-type: none"> Continue to build and iterate on data analysis tools to effectively gather, monitor, and use data to inform instruction. Strengthen data literacy to support intentional use of data (such as STAR, NWEA, and curricular assessments) during individual coaching sessions, leadership team meetings, and department meetings. Execute a consistent cadence of data analysis, collaborative SLT and Teacher data meetings, and observations, focused on ELA and Math. Effectively deliver site data stories at All-Staff Stepback Days to build a shared understanding of data and create action plans. | \$62,911.00 | Yes |
| 2.5 | Online Platforms & Technology | <p>To support our socioeconomically disadvantaged students, who make up 95.4% of the student population, we provide the following resources to students:</p> <ul style="list-style-type: none"> Provide iPads/chromebooks in a 1:1 environment for all students, and hotspots as requested, in order to reinforce classroom instruction and support our socioeconomically disadvantaged students with technology access. Providing these tools helps bridge the digital divide and ensures that all students can benefit from technology-enhanced learning both in and out of the classroom. Provide a wide range of free online programming to students, with unlimited access at home, to scaffold class instruction and provide additional learning and practice outside of class. Provide full classroom libraries where students can borrow books in order to access at home. | \$100,379.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|-----------------------|--|--------------|--------------|
| | | <ul style="list-style-type: none"> Leverage resources from ¡Colorín Colorado!, a bilingual site for educators and families, to offer families free, additional at home activities for their children. Partner with Gordon Philanthropies to expand access to books at home, with a focus on summer reading. | | |
| 2.6 | Associate Teachers | Staff Associate Teachers to provide additional classroom support and work with small groups of students to support Tier 2 strategies. | \$143,787.00 | Yes |
| 2.7 | Broad Course of Study | <p>In order to support student achievement in all content areas and provide a broad course of study to all students, inclusive of our unduplicated population and students with disabilities, Alpha is focused on providing high-quality instruction in the following areas outside of our core program (ELA, Math, Science, Social Science), including: Physical Education, and array of visual and performing arts. In addition, we also ensure that English learners receive the necessary language acquisition support to achieve English proficiency within five years while making continuous progress in core academic programs. This includes providing English learners at all proficiency levels with full access to all core academic programs through:</p> <ul style="list-style-type: none"> Integrated English Language Development (ELD): Support for academic language development within core content courses. Designated ELD: Designated instruction tailored to address specific language learning needs. <p>We will employ or contract with certificated education specialists to provide services for students with disabilities which shall include providing instruction and services to students whose needs have been identified in an IEP developed by the IEP team and who are assigned to general education classroom teachers for a majority of the school day. Students shall not be enrolled in a specialized academic instruction program for the majority of the school day without approval of the IEP team.</p> | \$422,393.00 | Yes |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 3 | Develop and cultivate a healthy and thriving school environment that promotes the safety and belonging of all students. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In light of the lingering effects of the pandemic, our commitment to cultivating a healthy and thriving school environment is critical. The pandemic and its aftermath have highlighted the need for robust support systems that cater to the holistic needs of our students, encompassing their academic, social, and emotional well-being. Our approach must include evidence-based interventions and proactive strategies to reduce absenteeism and suspensions, thereby ensuring every student feels a sense of belonging and safety in our school community. This is evident as our current CA School Dashboard is Red for Chronic Absenteeism, both overall (37.3%), and for our subgroups: EL (38.8%), Hispanic (37.8%), SED (37.3%), SWD (39.3%). In addition, our Suspension Rate is Red for all students (6.2%) and for our subgroups: EL (6.1%), Hispanic (6.5%), SED (6.3%), SWD (13.8%).

By focusing on these areas, we not only adhere to our educational mission but also lay the groundwork for our students to succeed in a post-pandemic world. This goal encapsulates our dedication to creating a resilient, supportive, and inclusive school environment that empowers every student to achieve their fullest potential.

Our educational partners continue to emphasize the importance of the work toward maintaining a school environment where students feel safe and a sense of belonging. Throughout this new LCAP cycle, we will put resources, time, and development toward key initiatives, including restorative justice practices, positive behavioral interventions and supports (PBIS) systems, response to student culture and behavioral data, an SEL curriculum, and a robust attendance tracking system, among other actions highlighted throughout this goal.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|-----------------|---------------------------|----------------|----------------|---------------------------|----------------------------------|
| 3.1 | Suspension Rate | 2023 CA School Dashboard: | | | 2026 CA School Dashboard: | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
| | Data Source: CA School Dashboard | All: 6.2% (Red) EL: 6.1% (Red) Hispanic: 6.5% (Red) SED: 6.3% (Red) SWD: 13.8% (Red) | | | All: 2.7% (Green) EL: 2.6% (Green) Hispanic: 2.7% (Green) SED: 2.7% (Green) SWD: 2.7% (Green) | |
| 3.2 | Average Daily Attendance (ADA) Data Source: CALPADS | 2023-2024: 90.46% as of P2 | | | 95% | |
| 3.3 | Middle School Drop Out Rate Data Source: Internal Calculation | 2023-2024: 0% | | | 0% | |
| 3.4 | Chronic Absenteeism Data Source: CA School Dashboard | 2023 CA School Dashboard: All Students: 37.3% (Red) EL: 38.8% (Red) Hispanic: 37.8% (Red) SED: 37.3% (Red) SWD: 39.3% (Red) | | | 2026 CA School Dashboard: All: 28% (Yellow) EL: 30% (Yellow) Hispanic: 29% (Yellow) SED: 28% (Yellow) SWD: 30% (Yellow) | |
| 3.5 | # of identified instances where facilities do not meet the “good repair” standard Data Source: SARC | 22-23 SARC: Overall Facility Rating of Good | | | Facility Rating of Good or Exemplary | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|-------------------|----------------|----------------|---------------------------|----------------------------------|
| | | | | | | |
| 3.6 | Expulsion Rate Data Source: Internal Calculation | 2023-2024: 0% | | | 0% | |
| 3.7 | % of students who feel safe at school Data Source: Internal Survey | 2023-2024: 86.21% | | | 95% | |
| 3.8 | % of students who feel that there is at least 1 adult who cares about them Data Source: Internal Survey | 2023-2024: 91.03% | | | 95% | |

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|--------------|--------------|
| 3.1 | Monitor & Respond to Student Culture & Behavioral Data | <ul style="list-style-type: none"> • Maintain a Dean of Students to support students through multi-tiered intervention strategies and train staff on practices to uphold a healthy & thriving environment. • Use Dean's List, student culture survey, and SEL data to track student behavior and culture data disaggregated by significant student groups in order to inform problem solving and targeted interventions. Our targeted interventions will be focused on our students who received a Red on the CA School Dashboard under suspension rates, including our Hispanic, EL, students with disabilities, and socioeconomically disadvantaged students to ensure we are getting at the root of behaviors that lead to suspensions. • Maintain Behavior Paraprofessionals to provide students with individual behavior and academic supports, with a focus on supporting the specific needs of our students with disabilities | \$107,479.00 | Yes |
| 3.2 | SEL Curriculum | <ul style="list-style-type: none"> • Expand on our 23-24 SY SEL pilot in grades 5-8 to implement a comprehensive SEL curriculum across all grade levels to integrate SEL into daily instruction. • Bring together champions of SEL across AJH to determine our common SEL vision for the school. • Conduct professional development to provide our team with the tools, resources, language, and skill development to implement the SEL curriculum. | | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------------|---|-------------|--------------|
| 3.3 | Restorative Justice Practices | <ul style="list-style-type: none"> • Incorporate restorative justice practices, including restorative circles and a check-in/check-out system for students with higher behavioral needs, in our response to student behaviors. • Conduct professional development over the summer and throughout the school year for all AJH staff on restorative justice practices. • Proactively monitor implementation of restorative practices across AJH staff members, led by the Dean of Students. | | No |
| 3.4 | Attendance Systems | <p>All Students:</p> <ul style="list-style-type: none"> • Continue to refine, train, and track accountability to the attendance systems and protocols according to the Alpha Attendance Playbook, which outlines all systems and procedures for how we address chronic absenteeism. This involves a tiered system for intervention, based on the chronic absenteeism % of each individual student. • Maintain consistent structures to uphold accountability on procedures, including regular data and action planning sessions during professional development, monthly meetings between Network Operations and the School Operations Manager (SOM), bi-weekly ops team attendance check-ins, and weekly individual check-ins between the Principal and SOM. • Build and sustain access to attendance data dashboards. Attendance data dashboards provide the ability to filter data by subgroups and identify variances in data. Attendance dashboards are then used in regular attendance data meetings. • Based on data, performed targeted attendance interventions including family/student follow-ups and attendance incentives such as “Presents for being Present”, where students are entered into raffles for perfect attendance, • Engage EverydayLabs to enhance our frequency and consistency with family communication around attendance, to further improve our level of data analysis and action planning with an upgraded attendance dashboard, and to benefit from their professional learning resources around chronic absenteeism. Everyday Labs is | \$65,230.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|---|-------------|--------------|
| | | <p>an ESSA-approved evidence based strategy for addressing absenteeism.</p> <ul style="list-style-type: none"> • Roll out an attendance home visit program performing targeted attendance-based home visits for tier 2 and tier 3 students. • Roll out a School Attendance Review Team (SART) structure to address students who are experiencing extremely high levels of chronic absenteeism (subset of tier 3). <p>Students with Disabilities:</p> <ul style="list-style-type: none"> • Target SWDs as a focus within our chronic absenteeism goals, which will involve working with our Ed Specialist, as well as our network SPED team, to have regular student-level check-ins and goals (aligned with the IEP) around attendance monitoring and strategies. <p>Hispanic Students & English Learners:</p> <ul style="list-style-type: none"> • Utilize systems like DeansList and attendance dashboards to effectively communicate around attendance between schools/teachers to families. This includes two-way texting and notices/reminders around attendance to families. The student community is 97% Hispanic. In addition, many of our families have a primary language of Spanish. Through our communication platform and our bilingual front-office staff members, we communicate to families in their native language to ensure families understand all communications. <p>Socioeconomically Disadvantaged Students:</p> <ul style="list-style-type: none"> • Fund Clipper (bus) cards for socioeconomically disadvantaged families that need financial support to get to school. These cards are refilled monthly and available based on parent request. • Connect families with our Parent Learning Center (PLC) that can provide our socioeconomically disadvantaged families with additional resources based on their individual needs • Provide uniform support to families as needed • Conduct wake up calls to support students in coming to school | | |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------------------|--|--------------|--------------|
| 3.5 | Facilities Maintenance & Improvement | <ul style="list-style-type: none"> • Ensure our school facilities remain clean, safe, and in good repair. • Implement an updated operations and facilities walkthrough structure, in order to ensure a more consistent and standardized approach towards having safe, clean and welcoming spaces. This updated structure includes adding additional internal walkthroughs with an AJH-specific walkthrough rubric, on top of our existing three walkthroughs done in collaboration with the Alpha network operations team utilizing CDE's Facilities Inspection Tool (FIT). | \$887,512.00 | No |
| 3.6 | Student Experiences | Increase the resources we put towards enhancing non-academic student experiences (student events, field trips, student council, etc.). To ensure our socioeconomically disadvantaged students are able to participate in these experiences, we offer support for funding to families for field trips and higher cost activities. | \$73,792.00 | No |
| 3.7 | Community Schools Program | <p>AJH was awarded a California Community Schools Partnership Program (CCSPP) Implementation Grant in May 2024, for the five year period from 2024-2029. As a result, AJH will contract to bolster its supports related to the CCSPP's four pillars: Integrated support services, Family and community engagement, Collaborative leadership and practices for educators and administrators, and Extended learning time and opportunities. This will include:</p> <ul style="list-style-type: none"> • Hire a leader for community schools to establish and oversee the vision, strategy, workplan, and training for all community schools work • Hire a community schools coordinator to lead the planning and execution of community schools work. • Provide students with mental health counseling through school-based counselors and external providers | \$300,000.00 | |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|--------------|--------------|
| 3.8 | Expanded Learning Programs | <p>Continue to enhance expanded learning and summer programming for students through external partnerships, athletics, clubs, etc. To ensure that our socioeconomically disadvantaged students are able to participate in these programs, we offer the following support for families:</p> <ul style="list-style-type: none"> • Partner with the Boys & Girls Club to offer additional childcare and enrichment to TK-8 families, in order to support family work schedules. • Provide sports leagues for 6-8 students & families free of charge. | \$529,000.00 | No |
| 3.9 | National Student Lunch Program (NSLP) | <p>Continue to strengthen the implementation of the NSLP through adequate staffing and strong processes to ensure all students have access to healthy, nutritious meals. To support our socioeconomically disadvantaged students, the NSLP ensures that all children have a free breakfast and lunch every school day. In addition, we offer a monthly food bank to families through the Alpha Parent Learning Center, and we offer families extra free fruit at arrival.</p> | \$543,875.00 | No |
| 3.10 | Positive Behavioral Interventions and Supports (PBIS) systems | <p>Solidify and expand our PBIS framework, ensuring a school-wide culture that fosters positive behavior, enhances student learning, and creates a supportive and inclusive school environment. This includes:</p> <ul style="list-style-type: none"> • Executing a class points incentives system for positive class behaviors that are aligned to community values, which culminated in school wide incentives. • Providing daily positive points to students, which students are able to redeem for items in the student store. • Facilitating weekly incentives for students receiving a certain percentage of positive points. • Conducting monthly school-wide celebrations, Penguin Palooza, with differentiated, developmentally appropriate activities for students. | | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 4 | Build & cultivate community and family engagement to support student achievement & wellness | Broad Goal |

State Priorities addressed by this goal.

| |
|--|
| Priority 3: Parental Involvement (Engagement) Priority 6: School Climate (Engagement) |
|--|

An explanation of why the LEA has developed this goal.

| |
|---|
| <p>During this new LCAP cycle, we will continue to focus on building an authentic community with families in support of student learning by focusing on communication & transparency, authentic engagement, and partnership in decision making. Our family survey data continues to show that our strong relationships and engagement with our families are a bright spot for our school:</p> <ul style="list-style-type: none">• 99% of families agree that school staff listens to parents when they have questions, concerns, or ideas• 99% of families are satisfied with the amount of opportunities provided to participate in school activities and programs• 96% of families feel a sense of belonging and connectedness to the school community <p>Input received from our educational partners through the LCAP engagement process highlighted the need to build upon the successes this year of:</p> <ul style="list-style-type: none">• The consistency and quality of parent & school communications,• Resources provided by the school, like English classes and the food bank,• Frequency of school events and engagement opportunities,• Partnership in decision making within systems and parent group structures, such as SSC and ELAC |
|---|

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|-----------------------------|----------------|----------------|---------------------------|----------------------------------|
| 4.1 | % of families that feel a sense of belonging & connectedness to the school community | 23-24 Family Survey: 95.59% | | | 95% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|---------------------------|----------------------------------|
| | Data Source: Internal Survey | | | | | |
| 4.2 | % of families that agree that the school listens of family voice and input when making decisions Data Source: Internal Survey | 23-24 Family Survey: 94.28% | | | 95% | |
| 4.3 | % of families that are satisfied with the amount of opportunities provided to families to participate in school activities and programs (by subgroups) Data Source: Internal Survey | 23-24 Family Survey: All Families: 98.57% Families of Students with Disabilities: 100% Families of English Learners: 97.4% | | | 95% | |
| 4.4 | % of Families that are satisfied with the level of physical and emotional safety Data Source: Internal Survey | 23-24 Family Survey: 87% | | | 95% | |

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------|---|-------------|--------------|
| 4.1 | Parent Communication | <p>Strengthen family communication strategies to capture authentic input and feedback. Strategies include:</p> <ul style="list-style-type: none">• Drive usage of our family communication platform• Support strong response rates in family surveys (2 times per year)• Drive high attendance at family conferences (3 times per year) <p>In order to mitigate language barriers for our significant population of Hispanic families, many of whose primary language is Spanish, the school invests in the following practices:</p> <ul style="list-style-type: none">• Distribute all key family communications electronically and in paper flier form in both English and Spanish• Utilize a family engagement platform with strong accessibility for Spanish-speaking families, including:• Video resources to support families | \$97,015.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| | | <ul style="list-style-type: none"> • Supports for language set-up, to enable automatic translation of posts and messages • Easy to post videos & pictures to enable access • Staff a team with the skillset to communication with families in their native language, helping to ensure families feel supported and can partner with school leadership • Provide extensive supports for team members that do not speak Spanish, providing oral translation and materials translation for all meetings and programming, including quarterly conferences, SST meetings, and ongoing teacher communications. • Emphasize video communication to promote further access for some families with literacy needs. | | |
| 4.2 | School Community Events and Celebrations | <ul style="list-style-type: none"> • Create and execute on an annual scope and sequence for school community celebrations, including: family events, cafecitos, student conferences, back to school night, award ceremonies, etc. • Track attendance at school community events to understand and improve family participation | \$8,460.00 | No |
| 4.3 | Programs and Services (PLC) | <ul style="list-style-type: none"> • Maintain and improve services from the Alpha Parent Learning Center to provide families with educational, career, and wellness programs to champion their agency in the community. • Work towards clarifying the vision and the supports offered by Alpha's Parent Learning Center, in order to ensure we are effectively serving the needs of our socioeconomically disadvantaged families. • Explore opportunities to expand the impact and reach of the Alpha Parent Learning Center programs such as the Food Bank, Adult English classes, and Know Your Rights workshops. | \$23,212.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------------|--|-------------|--------------|
| | | | | |
| 4.4 | Parent School Partnerships | <ul style="list-style-type: none"> • Provide parent volunteer opportunities to strengthen involvement of parents in their child's educational experience. • Organize the highly successful Los Dichos educational program, a parent volunteer opportunity that celebrates cultural diversity and promotes literacy through monthly parent read-alouds in TK-5 classrooms. Families sign up to read an intentionally selected book in English and/or in Spanish that celebrates different cultures and lead a related activity with their students' class. By engaging parents as active participants in their children's reading journey, we aim to foster a love of literature, embrace diverse stories and voices, and cultivate a greater appreciation for different cultures, supporting the learning of our Hispanic students and English Learners. | \$7,136.00 | No |
| 4.5 | Parent Power | <p>Develop parent power by providing parents with leadership opportunities to advocate for their students. Leadership opportunities include:</p> <ul style="list-style-type: none"> • School Site Council (SSC) • English Language Advisory Committee (ELAC) • Parent Leader Committee (Advocacy) • Alpha Parent Board Members <p>To honor the desire from our Hispanic/Latino families to have a direct connection to the principal, we embed the following strategies to create strong leadership & family partnerships to support academic achievement:</p> <ul style="list-style-type: none"> • Frequent principal engagement and communication through Konstella to provide easy access to principal. • Front office team escalates any parent concerns to full SLT and principal to promote visibility and make space for support and partnership with families. | | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
| | | <ul style="list-style-type: none">• SLT and principal are visible during arrivals and dismissals to provide quick touchpoints with families and promote leadership access. | | |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 5 | Hire, develop, value, and retain a high-quality faculty & staff | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

It is critical for our school to develop and maintain fully credentialed and high-quality educators. However, given the teacher shortage that we are experiencing in the Bay Area, it is challenging to hire and retain strong educators for our school. Over the past two years at AJH, we have experienced transitions among our Senior Leadership Team (SLT). Four of the six SLT members (Dean, Principal, 2 Assistant Principals) were new in the 22-23 SY, as three SLT members transitioned into Alpha Network Team roles. In addition to SLT transitions, we have experienced lower staff retention rates and a lighter talent pool of high quality applicants as educators exited the profession post-pandemic. The lighter talent pool, coupled with changing CTC requirements, has resulted in hiring educators that are newer to teaching and require more support, alignment, and coaching.

To address these underlying causes, we have established the following theory of change at Alpha: If we develop excellent coaches, then they will develop excellent educators, which will result in improved student outcomes. Therefore, we are focused on continuing to invest heavily in internal and external professional development and coaching of our leaders, teachers, and instructional staff. We are creating leadership pathways for staff members to grow and stay at Alpha, we regularly review our compensation and benefits packages, and we are using a variety of recruitment strategies to attract high-quality talent to our AJH.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|-------------|----------------|----------------|---------------------------|----------------------------------|
| 5.1 | % of teachers appropriately assigned and credentialed Data Source: Internal Calculation | 23-24: 100% | | | 100% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|----------|----------------|----------------|---------------------------|----------------------------------|
| 5.2 | Teacher perception on the spring TNTP question regarding Learning Environment Data Source: TNTP Survey | 2.9 | | | 4.0 | |

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|--------------|--------------|
| 5.1 | Teacher Professional Development & Coaching | <ul style="list-style-type: none"> SLT members continue to develop teachers (through 1:1 coaching, PD sessions, walkthroughs, grade level/department | \$171,259.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|---|--|-------------|--------------|
| | | <p>meetings), in alignment to Alpha's Vision of Excellent Teaching and Teacher Rubric</p> <ul style="list-style-type: none"> • SLT members consistently conduct weekly observations and coaching meetings for all teachers by a school leadership team member, to continuously improve their instructional practice. SLT members track coaching sessions to monitor consistency. | | |
| 5.2 | New Staff Professional Development | <ul style="list-style-type: none"> • Facilitate a robust summer onboarding and training experience for all new Alpha staff • Train all new Alpha instructional staff on the foundational skills of what it means to facilitate learning for our APS community | \$66,587.00 | Yes |
| 5.3 | Instructional Support Staff Development | Develop instructional excellence in our instructional support staff through consistent professional development and regular coaching by school leaders | \$34,818.00 | Yes |
| 5.4 | Leadership Development | <p>Develop the leadership skills across AJH leaders in PD design and facilitation. This includes:</p> <ul style="list-style-type: none"> • Initial training during summer professional development for leaders followed by cycles of feedback, revision, and rehearsal • Ongoing training through Coach Development Meetings throughout the year to further develop skills in PD design and facilitation as well as coaching, emotional agility, and performance management • Cycles of feedback, revisions, rehearsal, and coaching on PD design and facilitation aligned with Alpha-wide instructional staff PD <p>Develop the leadership skills across AJH leaders in coaching. This includes:</p> | \$44,818.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------------|---|--------------|--------------|
| | | <ul style="list-style-type: none"> Initial calibration on the Alpha Coaching Model and Abridged Coach Rubric during summer professional development for leaders Ongoing training through Coach Development Meetings throughout the year to further develop skills in coaching as well as PD design and facilitation, emotional agility, and performance management External coaching workshops and small group practice labs <p>Provide leadership opportunities for teachers through lead team. This includes regular training for lead team members, with opportunities to collaborate with lead team members across Alpha Public Schools.</p> | | |
| 5.5 | School Culture | <ul style="list-style-type: none"> Foster a healthy and thriving school culture through programs such as shout-outs/recognitions, instructional spotlighting, a sunshine committee, and team-building and team gratitude events. Hold orientation and reorientation for staff to create team alignment around our culture. Conduct regular surveys to gather staff feedback. Use this data to inform strategies to strengthen school culture. Maintain strong communication channels through daily huddles. | \$2,160.00 | No |
| 5.6 | Credential / Certification Support | Provide all teachers with certification/credential support with a regular review around assignment and credential status. | \$32,497.00 | Yes |
| 5.7 | Hiring Strategies | <p>Use a variety of strategies to hire a diverse, highly-qualified, and appropriately credentialed teaching staff, including:</p> <ul style="list-style-type: none"> Presence at all local career fairs as well as historically Hispanic serving colleges Partnerships with teacher preparation programs at local colleges and universities | \$157,395.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------|---|-------------|--------------|
| | | <ul style="list-style-type: none"> • Participation in CTC grant opportunities for educators to complete their degree and/or get on a teacher credential pathway to build our internal pipeline for teacher of record roles • Intentional programs to include teacher participation in recruitment and hiring processes • Transparent teacher salary scale, with differentiated pay depending on certification status • Reviewing our interview screening process to assess candidates on their response to student behaviors and skillset in cultivating a positive student culture • Standardizing expectations for the final interview round of teacher of record candidates to incorporate a live demo lesson, SLT interview, and a teacher panel | | |
| 5.8 | Compensation & Benefits | <ul style="list-style-type: none"> • Capture staff feedback (through stay interviews and staff surveys) to inform teacher salary and benefit compensation. • Regularly reevaluate our teacher salary scale and other compensation opportunities to ensure our teachers are compensated fairly relative to similar opportunities. | \$89,534.00 | Yes |

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| | |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$1,682,659 | \$185,253.00 |

Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 27.100% | 0.000% | \$0.00 | 27.100% |

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|---|
| 1.4 | <p>Action: Academic Interventionists</p> <p>Need: Our English Learners and Socioeconomically Disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the CA School Dashboard.</p> <p>ELA</p> | When reviewing our data, and based on input and feedback from our teachers, staff, and students, we identified that through an instructional lens, the performance of our low-income students and our English Learners lags behind that of our overall population. In order to address this growth area related to our support of low-income students and english learners, this action will focus on providing supplemental academic interventionists to support a tiered approach to intervention, with a focus on ELA and Math interventions. The increased | 1.2: ELPI 1.3: Reclassification Rates 1.4: SBAC DFS ELA 1.5: SBAC DFS Math |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|--|
| | <p>All Students: 93.3 pts below EL Students: 115.3 pts below SED Students: 95.8 pts below</p> <p>Math All Students: 125 pts below EL Students: 144 pts below SED Students: 126 pts below</p> <p>Scope: LEA-wide</p> | <p>amount of time spent in direct support and the strategies used that will be targeted towards individual unduplicated students, will improve and increase services by executing small groups for learners in need of intervention, analyzing and responding to data regularly, and collaborating with teachers to engage in meaningful push in support.</p> | |
| 2.4 | <p>Action: Data Strategy</p> <p>Need: Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the CA School Dashboard.</p> <p>ELA All Students: 93.3 pts below EL Students: 115.3 pts below SED Students: 95.8 pts below</p> <p>Math All Students: 125 pts below EL Students: 144 pts below SED Students: 126 pts below</p> <p>Scope:</p> | <p>Our data strategy action, designed to collect, analyze, and respond to academic data, will specifically meet the needs of our unduplicated population by enabling targeted interventions and differentiated instruction. Our data dashboards allow us to analyze student subgroup data and be proactive in identifying and addressing variances in our results. By using data to identify trends and potential challenges early, our school can deploy resources and supporting strategies in an effective, timely way. This data-driven approach not only supports individualized student success but also fosters an environment that adapts to and meets the evolving needs of our unduplicated student body.</p> | <p>2.3: SBAC ELA 2.4: SBAC Math 2.6: NWEA Math 2.7: NWEA ELA</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|--|
| | LEA-wide | | |
| 2.5 | <p>Action: Online Platforms & Technology</p> <p>Need: Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the CA School Dashboard.</p> <p>ELA All Students: 93.3 pts below EL Students: 115.3 pts below SED Students: 95.8 pts below</p> <p>Math All Students: 125 pts below EL Students: 144 pts below SED Students: 126 pts below</p> <p>Scope: LEA-wide</p> | <p>Our technology action is strategically designed to meet the needs of our unduplicated population by ensuring equitable access to digital resources and enhancing learning opportunities for our students. By providing a variety of online programs accessible to all students, the school enables scaffolding of classroom instruction and offers additional learning and practice outside of class. This accessibility is crucial for unduplicated pupils who may not have similar educational support at home.</p> <p>Implementing a 1:1 environment where each student receives a Chromebook and access to a hotspot ensures that all students, regardless of their socioeconomic status, have the necessary tools to access digital learning platforms. This is particularly important for unduplicated students who might otherwise lack the technology to participate fully in digital learning activities. Providing these tools helps bridge the digital divide and ensures that all students can benefit from technology-enhanced learning both in and out of the classroom.</p> | <p>2.3: SBAC ELA 2.4: SBAC Math 2.6: NWEA Math 2.7: NWEA ELA</p> |
| 2.6 | <p>Action: Associate Teachers</p> <p>Need: Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the CA School Dashboard.</p> | <p>This action involves staffing Associate Teachers in classrooms to provide additional support and focus on Tier 2 strategies. Associate Teachers enhance the classroom environment by providing extra hands, eyes, and expertise. This additional support is crucial for maintaining smaller student-to-teacher ratios, which is especially beneficial for unduplicated students who may require more personalized attention and instruction due to</p> | <p>2.3: SBAC ELA 2.4: SBAC Math 2.6: NWEA Math 2.7: NWEA ELA</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|--|
| | <p>ELA All Students: 93.3 pts below EL Students: 115.3 pts below SED Students: 95.8 pts below</p> <p>Math All Students: 125 pts below EL Students: 144 pts below SED Students: 126 pts below</p> <p>Scope: LEA-wide</p> | <p>various challenges, such as language barriers, socio-economic constraints, or learning gaps.</p> <p>While the primary focus is on meeting the needs of unduplicated students, the presence of Associate Teachers benefits the entire classroom by improving the overall student-to-teacher ratio and allowing for more differentiated instruction. This creates a more inclusive and supportive learning environment for every student, regardless of their background.</p> | |
| 2.7 | <p>Action: Broad Course of Study</p> <p>Need: Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the CA School Dashboard.</p> <p>ELA All Students: 93.3 pts below EL Students: 115.3 pts below SED Students: 95.8 pts below</p> <p>Math All Students: 125 pts below EL Students: 144 pts below SED Students: 126 pts below</p> | <p>Our Broad Course of Study action is designed to meet the educational needs of all students while being principally directed toward our unduplicated population. This action emphasizes providing high-quality instruction in a range of content areas beyond the core curriculum, including the arts, sciences, technology, and other subjects crucial for a well-rounded education.</p> <p>A well-rounded education that includes the arts and other creative subjects fosters critical thinking, creativity, and emotional intelligence. For unduplicated students, these experiences are essential for personal development and can provide them with a more equitable educational experience. By focusing on providing a broad and high-quality course of study, our school addresses the specific needs of unduplicated students by offering them enriched educational pathways that promote engagement, skill development, and holistic growth. This strategic approach not only</p> | <p>2.3: SBAC ELA 2.4: SBAC Math 2.6: NWEA Math 2.7: NWEA ELA</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|--|
| | Scope: LEA-wide | supports the academic and personal development of these students but also enhances the educational experience for the entire student body. | |
| 3.1 | <p>Action: Monitor & Respond to Student Culture & Behavioral Data</p> <p>Need: Our English Learners and socioeconomically disadvantaged (SED) students are currently being suspended at the same rate or higher than all students on the suspension rate indicators as measured by the CA School Dashboard.</p> <p>All Students: 6.2% EL Students: 6.1% SED Students: 6.3%</p> <p>Scope: LEA-wide</p> | <p>Maintaining a Dean of Students who is focused on multi-tiered intervention strategies ensures that behavioral issues are addressed at various levels of intensity, tailored to the needs of individual students. This role is crucial in developing and overseeing interventions before behaviors escalate to the point of suspension, especially for unduplicated students who may face systemic challenges that affect their behavior.</p> <p>Training staff on practices to uphold a healthy and thriving environment equips them with the skills to manage classroom behaviors effectively and inclusively. By fostering an understanding of diverse student backgrounds and the specific challenges faced by unduplicated students, staff can implement more empathetic and effective disciplinary practices that reduce the need for suspensions which benefits all students.</p> | <p>3.5: Suspension Rate 3.6: Expulsion Rate 3.7: % of students who feel safe at school 3.8: % of students who feel that there is at least 1 adult who cares about them</p> |
| 3.4 | <p>Action: Attendance Systems</p> <p>Need: Our English learners and socioeconomically disadvantaged (SED) students are currently chronically absent at the same rate or higher than all students as measured by the CA School Dashboard.</p> <p>All Students: 37.3%</p> | <p>Our action to decrease chronic absenteeism and improve attendance rates focuses on refining and enhancing systems directed primarily at supporting our unduplicated population, while also benefiting all students.</p> <p>By continually refining and training staff on the Alpha Attendance Playbook protocols, the school ensures that all team members are equipped to identify and address the unique challenges related to attendance that unduplicated students might</p> | <p>3.2: ADA 3.3: Chronic absenteeism</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|---|
| | <p>EL Students: 38.8% SED Students: 37.3%</p> <p>Scope: LEA-wide</p> | <p>face. This consistent approach helps staff recognize early signs of absenteeism, which can be linked to various socio-economic and/or language challenges.</p> <p>Direct interventions based on attendance data—such as family/student follow-ups, home visits, and incentives—are particularly effective for unduplicated students. These interventions address external factors affecting attendance, such as transportation issues, lack of parental engagement due to work schedules, or other barriers that disproportionately affect underserved populations. While these strategies are principally directed at improving attendance for our unduplicated population, all students' attendance will improve as a result of successful implementation.</p> | |
| 4.3 | <p>Action: Programs and Services (PLC)</p> <p>Need: Through the LCAP engagement process, we hear from our families of unduplicated students for the need to continue offering services through the Alpha Learning Center.</p> <p>Scope: LEA-wide</p> | <p>Our action to maintain and improve services offered by the Alpha Parent Learning Center is specifically designed to support unduplicated populations by providing their families with critical resources that enhance their educational, career, and wellness opportunities.</p> <p>By offering educational programs, the center empowers parents with the knowledge and skills they need to support their children's academic journey effectively. This is especially beneficial for unduplicated families who may lack access to educational resources or face language barriers that make navigating the education system challenging.</p> | <p>4.1: % of families that feel a sense of belonging & connectedness to the school community</p> <p>4.2: % of families that agree that the school listens to family voice and input when making decisions</p> <p>4.3: % of families that are satisfied with the amount of opportunities provided to families to participate in school activities and programs (by subgroups)</p> <p>4.4: % of Families that are satisfied with the level of</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|--|
| | | | physical and emotional safety |
| 5.1 | <p>Action: Teacher Professional Development & Coaching</p> <p>Need: We heard from our educational partners for the need to continue offering focused teacher professional development and coaching to ensure all staff are equipped to meet the needs of all students.</p> <p>Scope: LEA-wide</p> | <p>With a student body composed of 99% unduplicated pupils, any school-wide action inherently focuses on addressing their specific educational needs and challenges. Our unduplicated students face unique barriers that can impact their academic performance and overall school engagement. Implementing actions that are broadly beneficial yet target the needs of unduplicated pupils ensures that resources are allocated equitably. This strategic focus maximizes the impact and support by directing our funds toward interventions that address the most prevalent needs within our school community.</p> <p>Providing teacher professional development and coaching is a strategic action that supports unduplicated populations by enhancing the quality of education they receive. Professional development and coaching equips teachers with the effective strategies and instructional techniques, improving their ability to deliver high-quality education tailored to diverse learning needs. For unduplicated students, who may face additional academic challenges, having skilled teachers is crucial for ensuring that their academic needs are met effectively.</p> | <p>1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness (Learning Environment)</p> |
| 5.2 | <p>Action: New Staff Professional Development</p> <p>Need: We heard from our educational partners for the need to continue offering focused teacher</p> | <p>With a student body composed of 99% unduplicated pupils, any school-wide action inherently focuses on addressing their specific educational needs and challenges. Our unduplicated students face unique barriers that can impact their academic performance and</p> | <p>1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|--|
| | <p>professional development and coaching, with an emphasis on new staff, to ensure all staff are equipped to meet the needs of all students.</p> <p>Scope: LEA-wide</p> | <p>overall school engagement. Implementing actions that are broadly beneficial yet target the needs of unduplicated pupils ensures that resources are allocated equitably. This strategic focus maximizes the impact and support by directing our funds toward interventions that address the most prevalent needs within our school community.</p> <p>Providing teacher professional development and coaching is a strategic action that supports unduplicated populations by enhancing the quality of education they receive. Professional development and coaching equips teachers with the effective strategies and instructional techniques, improving their ability to deliver high-quality education tailored to diverse learning needs. For unduplicated students, who may face additional academic challenges, having skilled teachers is crucial for ensuring that their academic needs are met effectively.</p> | 5.2: Teacher sense of safety and connectedness (Learning Environment) |
| 5.3 | <p>Action: Instructional Support Staff Development</p> <p>Need: We heard from our educational partners for the need to continue offering focused teacher and instructional support teams professional development and coaching to ensure all staff are equipped to meet the needs of all students.</p> <p>Scope: LEA-wide</p> | <p>With a student body composed of 99% unduplicated pupils, any school-wide action inherently focuses on addressing their specific educational needs and challenges. Our unduplicated students face unique barriers that can impact their academic performance and overall school engagement. Implementing actions that are broadly beneficial yet target the needs of unduplicated pupils ensures that resources are allocated equitably. This strategic focus maximizes the impact and support by directing our funds toward interventions that address the most prevalent needs within our school community.</p> | <p>1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness (Learning Environment)</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|--|
| | | Providing teacher professional development and coaching is a strategic action that supports unduplicated populations by enhancing the quality of education they receive. Professional development and coaching equips teachers with the effective strategies and instructional techniques, improving their ability to deliver high-quality education tailored to diverse learning needs. For unduplicated students, who may face additional academic challenges, having skilled teachers is crucial for ensuring that their academic needs are met effectively. | |
| 5.6 | <p>Action: Credential / Certification Support</p> <p>Need: Ensuring all teachers that are providing instruction for unduplicated students are credentialed and have appropriate certifications.</p> <p>Scope: LEA-wide</p> | <p>With a student body composed of 99% unduplicated pupils, any school-wide action inherently focuses on addressing their specific educational needs and challenges. Our unduplicated students face unique barriers that can impact their academic performance and overall school engagement. Implementing actions that are broadly beneficial yet target the needs of unduplicated pupils ensures that resources are allocated equitably. This strategic focus maximizes the impact and support by directing our funds toward interventions that address the most prevalent needs within our school community.</p> <p>Providing teachers with credential and certification support directly benefits unduplicated populations by ensuring that students have access to qualified and highly skilled educators. While this action is principally directed at supporting our unduplicated populations to ensure they have teachers who are appropriately credentialed, all students benefit from having 100% of teachers in the building fully credentialed.</p> | <p>1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness (Learning Environment)</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|---|
| | | <p>By supporting teachers in obtaining and maintaining their credentials and certifications, schools ensure that educators are up-to-date with current educational standards and practices. This leads to higher quality teaching, which is crucial for students from unduplicated populations who may need more structured and effective educational support to overcome socioeconomic and language barriers.</p> <p>Credential programs often include specialized training that equips teachers to better address the needs of diverse learners, including those from unduplicated populations. This training might cover areas such as English language development, special education, and culturally responsive teaching, all of which are essential for meeting the specific needs of our students.</p> | |
| 5.7 | <p>Action: Hiring Strategies</p> <p>Need: Ensuring all teachers that are providing instruction for unduplicated students are diverse, highly-qualified, and appropriately credentialed teaching staff.</p> <p>Scope: LEA-wide</p> | <p>With a student body composed of 99% unduplicated pupils, any school-wide action inherently focuses on addressing their specific educational needs and challenges. Our unduplicated students face unique barriers that can impact their academic performance and overall school engagement. Implementing actions that are broadly beneficial yet target the needs of unduplicated pupils ensures that resources are allocated equitably. This strategic focus maximizes the impact and support by directing our funds toward interventions that address the most prevalent needs within our school community.</p> <p>Focusing strategic efforts to hire a diverse, highly-qualified, and appropriately credentialed teaching</p> | <p>1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|--|
| | | <p>staff directly benefits unduplicated populations by ensuring that students have access to qualified and highly skilled educators. While this action is principally directed at supporting our unduplicated populations to ensure they have teachers who are appropriately credentialed and highly qualified, all students benefit from having 100% of teachers in the building fully credentialed.</p> <p>By supporting teachers in obtaining and maintaining their credentials and certifications, schools ensure that educators are up-to-date with current educational standards and practices. This leads to higher quality teaching, which is crucial for students from unduplicated populations who may need more structured and effective educational support to overcome socioeconomic and language barriers.</p> <p>Credential programs often include specialized training that equips teachers to better address the needs of diverse learners, including those from unduplicated populations. This training might cover areas such as English language development, special education, and culturally responsive teaching, all of which are essential for meeting the specific needs of our students</p> | |
| 5.8 | <p>Action: Compensation & Benefits</p> <p>Need: In order to support teacher retention and attract the highest quality teaching staff, we continue to hear from our educational partners the need to regularly reevaluate our teacher</p> | With a student body composed of 99% unduplicated pupils, any school-wide action inherently focuses on addressing their specific educational needs and challenges. Our unduplicated students face unique barriers that can impact their academic performance and overall school engagement. Implementing actions that are broadly beneficial yet target the needs of | <p>1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness (Learning Environment)</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|------------------------------------|
| | <p>salary scale and other compensation opportunities to ensure our teachers are compensated fairly relative to similar opportunities.</p> <p>Scope: LEA-wide</p> | <p>unduplicated pupils ensures that resources are allocated equitably. This strategic focus maximizes the impact and support by directing our funds toward interventions that address the most prevalent needs within our school community.</p> <p>Providing teachers with appropriate compensation and benefits is crucial for supporting unduplicated populations and all students by ensuring students have access to dedicated, skilled, and motivated educators.</p> <p>Competitive compensation and comprehensive benefits attract highly qualified teachers and encourage them to remain in their positions long-term. Stability and consistency in teaching staff are particularly beneficial for unduplicated students, who often benefit from established relationships and consistent educational approaches that a stable staff can provide.</p> | |

Limited Actions

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|--|
| 1.1 | <p>Action: English Learner Supports</p> <p>Need:</p> | By continuing to staff an English Language Development specialist, we ensure that ELs receive designated ELD instruction, which is specifically tailored to boost their English language proficiency in both academic and social settings. | <p>1.2: ELPI</p> <p>1.3: Reclassification Rates</p> <p>1.4: SBAC DFS ELA</p> <p>1.5: SBAC DFS Math</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|------------------------------------|
| | <p>Our English learners are currently performing below all students in both ELA and Math as measured by the CA School Dashboard.</p> <p>ELA: All Students: 93.3 pts below EL Students: 115.3 pts below</p> <p>Math: All Students: 125 pts below EL Students: 144 pts below</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>This role will also support teachers with integrated instruction, thereby enhancing the language development support within the context of subject matter learning.</p> <p>By conducting professional development for instructional staff, we ensure that our English Learners have access to high-quality teaching practices in all classroom settings. Within this framework, ELs benefit from integrated language supports that help them access complex texts and engage with grade-level content, which is crucial for closing gaps in ELA and Math.</p> <p>By continuing to monitor implementation of strategies through coaching, observations, and walkthroughs, the ELD Specialist and coaches will be able to assess the impact of professional development and ensure strategies are being effectively implemented in the classroom to support ELs.</p> <p>To address the needs of our Long Term English Learners, several actions are being implemented to increase and improve outcomes.</p> <p>By utilizing curricular assessments to regularly collect and monitor data, this will allow for timely identification of learning gaps and needs. This ongoing assessment process is key to adapting instruction that targets language proficiency and academic achievement. Informed by data, instructional staff can provide differentiated instruction tailored to the unique needs of LTELs. This will ensure that these students receive the</p> | |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|---|
| | | <p>necessary academic support to succeed in their subject areas, particularly in ELA and Math.</p> <p>By ensuring instructional staff are equipped with and implementing strategies such as visual references, explicit vocabulary instruction, and embedded structured student talk routines, our staff will be supporting the diverse needs of our LTEL students.</p> | |
| 1.2 | <p>Action: High Quality ELD Curriculum</p> <p>Need: Our English learners are currently performing below all students in both ELA and Math as measured by the CA School Dashboard.</p> <p>ELA All Students: 93.3 pts below EL Students: 115.3 pts below</p> <p>Math All Students: 125 pts below EL Students: 144 pts below</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | <p>We will implement a high quality, standards aligned ELD curriculum and provide training to all staff to support providing integrated and designated instruction to our English Learners. The implementation of skills learned in professional development will be monitored through cycles of coaching, observation, and feedback to ensure that English Learners are supported.</p> | <p>1.2: ELPI 1.3: Reclassification Rates 1.4: SBAC DFS ELA 1.5: SBAC DFS Math</p> |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

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

As named above, the school was able to leverage increases associated with additional concentration grant funding to support its LCAP priorities:

Goal 1: Focused Subgroup Supports: All student groups will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math.

Goal 2: Support growth and achievement for all students through strong instructional practices, informed by our assessment and data strategy

Goal 3: Develop and cultivate a healthy and thriving school environment that promotes the safety and belonging of all students.

Goal 4: Build & cultivate community and family engagement to support student achievement & wellness

Goal 5: Hire, develop, value, and retain a high-quality faculty & staff

With the additional concentration funding projected to be approximately \$185,253.00 we were able to fund additional positions for instructional support that focus on providing tiered support and intervention for our unduplicated populations.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|--|--|---|
| Staff-to-student ratio of classified staff providing direct services to students | NA Single School LEA | NA Single School LEA |
| Staff-to-student ratio of certificated staff providing direct services to students | NA Single School LEA | NA Single School LEA |

2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-----------|---|---|--|---|--|
| Totals | 6,209,081 | 1,682,659 | 27.100% | 0.000% | 27.100% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|-------------|---------------|----------------|-----------------|---------------------|
| Totals | \$3,264,068.00 | \$1,714,601.00 | \$0.00 | \$484,018.00 | \$5,462,687.00 | \$2,558,729.00 | \$2,903,958.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|-------------------------------------|--|---|--|--|-------------|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|---|
| 1 | 1.1 | English Learner Supports | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | Ongoing | \$137,158.00 | \$5,650.00 | \$142,808.00 | | | | \$142,808.00 | |
| 1 | 1.2 | High Quality ELD Curriculum | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | Ongoing | \$0.00 | \$36,993.00 | \$36,993.00 | | | | \$36,993.00 | |
| 1 | 1.3 | Students with Disabilities Supports | Students with Disabilities | No | | | All Schools | Ongoing | \$543,690.00 | \$0.00 | | \$456,700.00 | | \$86,990.00 | \$543,690.00 | |
| 1 | 1.4 | Academic Interventionists | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$268,336.00 | \$0.00 | \$268,336.00 | | | | \$268,336.00 | |
| 1 | 1.5 | Supplemental Literacy Intervention | All | No | | | All Schools | Ongoing | \$0.00 | \$163,444.00 | | \$163,444.00 | | | \$163,444.00 | |
| 1 | 1.6 | Tier 1 Strategy | All | No | | | All Schools | Ongoing | | | | | | | | |
| 2 | 2.1 | Strengthen Instructional Practices | All | No | | | All Schools | Ongoing | \$142,716.00 | \$60,630.00 | \$203,346.00 | | | | \$203,346.00 | |
| 2 | 2.2 | Assessment Strategy | All | No | | | All Schools | Ongoing | \$0.00 | \$42,421.00 | \$42,421.00 | | | | \$42,421.00 | |
| 2 | 2.3 | High Quality Curriculum | All | No | | | All Schools | Ongoing | \$0.00 | \$90,400.00 | \$90,400.00 | | | | \$90,400.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|---|--|---|----------|--|-------------|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|---|
| 2 | 2.4 | Data Strategy | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$0.00 | \$62,911.00 | \$62,911.00 | | | | \$62,911.00 | |
| 2 | 2.5 | Online Platforms & Technology | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$0.00 | \$100,379.00 | \$100,379.00 | | | | \$100,379.00 | |
| 2 | 2.6 | Associate Teachers | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$143,787.00 | \$0.00 | \$143,787.00 | | | | \$143,787.00 | |
| 2 | 2.7 | Broad Course of Study | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$422,393.00 | \$0.00 | \$422,393.00 | | | | \$422,393.00 | |
| 3 | 3.1 | Monitor & Respond to Student Culture & Behavioral Data | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$102,079.00 | \$5,400.00 | \$107,479.00 | | | | \$107,479.00 | |
| 3 | 3.2 | SEL Curriculum | All | No | | | All Schools | Ongoing | | | | | | | | |
| 3 | 3.3 | Restorative Justice Practices | All | No | | | All Schools | Ongoing | | | | | | | | |
| 3 | 3.4 | Attendance Systems | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$0.00 | \$65,230.00 | \$65,230.00 | | | | \$65,230.00 | |
| 3 | 3.5 | Facilities Maintenance & Improvement | All | No | | | All Schools | Ongoing | \$0.00 | \$887,512.00 | \$887,512.00 | | | | \$887,512.00 | |
| 3 | 3.6 | Student Experiences | All | No | | | All Schools | Ongoing | \$0.00 | \$73,792.00 | | \$73,792.00 | | | \$73,792.00 | |
| 3 | 3.7 | Community Schools Program | | | | | | Ongoing | \$220,805.00 | \$79,195.00 | | \$300,000.00 | | | \$300,000.00 | |
| 3 | 3.8 | Expanded Learning Programs | All | No | | | All Schools | Ongoing | \$0.00 | \$529,000.00 | | \$529,000.00 | | | \$529,000.00 | |
| 3 | 3.9 | National Student Lunch Program (NSLP) | All | No | | | All Schools | Ongoing | \$131,710.00 | \$412,165.00 | | \$146,847.00 | | \$397,028.00 | \$543,875.00 | |
| 3 | 3.10 | Positive Behavioral Interventions and Supports (PBIS) systems | All | No | | | All Schools | Ongoing | | | | | | | | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|---|--|---|----------|--|-------------|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|---|
| 4 | 4.1 | Parent Communication | All | No | | | All Schools | Ongoing | \$64,401.00 | \$32,614.00 | \$97,015.00 | | | | \$97,015.00 | |
| 4 | 4.2 | School Community Events and Celebrations | All | No | | | All Schools | Ongoing | \$0.00 | \$8,460.00 | \$8,460.00 | | | | \$8,460.00 | |
| 4 | 4.3 | Programs and Services (PLC) | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$0.00 | \$23,212.00 | \$23,212.00 | | | | \$23,212.00 | |
| 4 | 4.4 | Parent School Partnerships | All | No | | | All Schools | Ongoing | \$7,136.00 | \$0.00 | \$7,136.00 | | | | \$7,136.00 | |
| 4 | 4.5 | Parent Power | All | No | | | All Schools | Ongoing | | | | | | | | |
| 5 | 5.1 | Teacher Professional Development & Coaching | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$171,259.00 | \$0.00 | \$171,259.00 | | | | \$171,259.00 | |
| 5 | 5.2 | New Staff Professional Development | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$20,163.00 | \$46,424.00 | \$66,587.00 | | | | \$66,587.00 | |
| 5 | 5.3 | Instructional Support Staff Development | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$0.00 | \$34,818.00 | \$34,818.00 | | | | \$34,818.00 | |
| 5 | 5.4 | Leadership Development | All | No | | | All Schools | Ongoing | \$0.00 | \$44,818.00 | | \$44,818.00 | | | \$44,818.00 | |
| 5 | 5.5 | School Culture | All | No | | | All Schools | Ongoing | \$0.00 | \$2,160.00 | \$2,160.00 | | | | \$2,160.00 | |
| 5 | 5.6 | Credential / Certification Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$0.00 | \$32,497.00 | \$32,497.00 | | | | \$32,497.00 | |
| 5 | 5.7 | Hiring Strategies | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$93,562.00 | \$63,833.00 | \$157,395.00 | | | | \$157,395.00 | |
| 5 | 5.8 | Compensation & Benefits | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$89,534.00 | \$0.00 | \$89,534.00 | | | | \$89,534.00 | |

2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|-------------------|------------------|
| 6,209,081 | 1,682,659 | 27.100% | 0.000% | 27.100% | \$1,925,618.00 | 0.000% | 31.013 % | Total: | \$1,925,618.00 |
| | | | | | | | | LEA-wide Total: | \$1,745,817.00 |
| | | | | | | | | Limited Total: | \$179,801.00 |
| | | | | | | | | Schoolwide Total: | \$0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|-------------------------------|---|--|--|-------------|--|---|
| 1 | 1.1 | English Learner Supports | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$142,808.00 | |
| 1 | 1.2 | High Quality ELD Curriculum | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$36,993.00 | |
| 1 | 1.4 | Academic Interventionists | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$268,336.00 | |
| 2 | 2.4 | Data Strategy | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$62,911.00 | |
| 2 | 2.5 | Online Platforms & Technology | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$100,379.00 | |
| 2 | 2.6 | Associate Teachers | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$143,787.00 | |
| 2 | 2.7 | Broad Course of Study | Yes | LEA-wide | English Learners Foster Youth | All Schools | \$422,393.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|----------|--|-------------|--|---|
| | | | | | Low Income | | | |
| 3 | 3.1 | Monitor & Respond to Student Culture & Behavioral Data | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$107,479.00 | |
| 3 | 3.4 | Attendance Systems | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$65,230.00 | |
| 4 | 4.3 | Programs and Services (PLC) | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$23,212.00 | |
| 5 | 5.1 | Teacher Professional Development & Coaching | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$171,259.00 | |
| 5 | 5.2 | New Staff Professional Development | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$66,587.00 | |
| 5 | 5.3 | Instructional Support Staff Development | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$34,818.00 | |
| 5 | 5.6 | Credential / Certification Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$32,497.00 | |
| 5 | 5.7 | Hiring Strategies | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$157,395.00 | |
| 5 | 5.8 | Compensation & Benefits | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$89,534.00 | |

2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|--|--|
| Totals | \$4,454,101.00 | \$4,490,687.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 1 | 1.1 | Academic Interventionists | Yes | \$236,508.00 | 241206 |
| 1 | 1.2 | Associate Teacher | Yes | \$136,998.00 | 384230 |
| 1 | 1.3 | Define the School Study Team Process | No | \$27,602.00 | 28150 |
| 1 | 1.4 | Define, Identify, Enhance PBIS/MTSS Strategies | Yes | \$93,823.00 | 94235 |
| 1 | 1.5 | Home library of Academic & Behavioral Resources | Yes | \$4,805.00 | 2940 |
| 1 | 1.6 | Provide a wide range of blended program supports | No | \$28,831.00 | 17641 |
| 1 | 1.7 | Provide Chromebooks & Hotspots | No | \$84,612.00 | 84612 |
| 1 | 1.8 | Focused Students with Disabilities Supports | No | \$844,909.00 | \$819683 |
| 2 | 2.1 | Robust Data Analysis and Progress Monitoring Tools | No | \$297,112.00 | 296820 |
| 2 | 2.2 | Improve structures for identifying needed tiered supports | Yes | \$450,083.00 | 461834 |
| 2 | 2.3 | Frequent, shared data analysis time in schedule | No | \$41,403.00 | 42225 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| | | | | | |
| 2 | 2.4 | Standardized and Intentional Assessment Structure | Yes | \$132,154.00 | 130751 |
| 2 | 2.5 | Data Specialist Role | No | \$29,590.00 | 29639 |
| 3 | 3.1 | Weekly Differentiated Professional Development | No | \$436,258.00 | 422856 |
| 3 | 3.2 | Teacher Weekly Coaching & Development | No | \$189,409.00 | 185114 |
| 3 | 3.3 | Maintain English Language Development Specialist | Yes | \$92,944.00 | 73667 |
| 3 | 3.4 | Regular All-Staff stepback days | No | \$76,973.00 | 73667 |
| 3 | 3.5 | Purchase & Provide Training for High Quality Curriculum | No | \$115,772.00 | 97347 |
| 4 | 4.1 | Comprehensive Community Programming Scope & Sequence | No | \$7,715.00 | 10000 |
| 4 | 4.2 | Additional high-quality monthly family events | No | \$175.00 | 2285 |
| 4 | 4.3 | Use of Family Communication System | No | \$4,229.00 | 4229 |
| 4 | 4.4 | Family-led Cafecito Model | No | | \$ |
| 4 | 4.5 | Parent Learning Center Support & Resources | No | \$43,043.00 | 43341 |
| 4 | 4.6 | Parent Leadership Trainings | No | \$1,929.00 | 2500 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| | | | | | |
| 4 | 4.7 | Senior Director of Advocacy and Community Engagement (SD of ACE) | No | \$42,700.00 | \$42,700 |
| 4 | 4.8 | Add an Engagement Coordinator | No | \$15,852.00 | 15878 |
| 5 | 5.1 | Maintain Effective Attendance Procedures | No | \$222,773.00 | 217208 |
| 5 | 5.2 | Student Behavior Data via Deanslist | No | \$7,025.00 | \$7,025 |
| 5 | 5.3 | Access to Mental Health Counselors & Partnership with FACTR | Yes | \$126,215.00 | 128384 |
| 5 | 5.4 | Comprehensive Student Activities/Events Calendar | No | \$44,750.00 | 43900 |
| 5 | 5.5 | Partnership with the City Peace Project | Yes | | |
| 5 | 5.6 | School Operations Accountability | No | \$82,821.00 | \$83924 |
| 5 | 5.7 | Maintain Dean of Students Role to support the implementation of multi-tiered intervention strategies | Yes | \$98,588.00 | 100547 |
| 5 | 5.8 | Facility Improvements | No | \$48,482.00 | 48962 |
| 6 | 6.1 | School & Network will use a variety of strategies to hire a diverse, highly-qualified, and appropriately credentialed teaching staff | No | \$73,975.00 | 74096 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| 6 | 6.2 | All teachers provided with certification/credential support | No | \$10,568.00 | 10585 |
| 6 | 6.3 | Leadership Pathway for Teachers | No | \$46,013.00 | |
| 6 | 6.4 | Teacher access to Professional Development | Yes | \$67,721.00 | 67946 |
| 6 | 6.5 | Healthy Teacher Compensation & Benefits | No | \$115,765.00 | 26463 |
| 6 | 6.6 | Faculty and staff retention and sustainability | No | \$42,272.00 | 42341 |
| 6 | 6.7 | Introduce new performance rubrics for teachers and for instructional coaches | No | \$31,704.00 | 31756 |

2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| \$1,644,713 | \$1,439,839.00 | \$1,685,740.00 | (\$245,901.00) | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|---|--|---|---|---|
| 1 | 1.1 | Academic Interventionists | Yes | \$236,508.00 | 241206 | | |
| 1 | 1.2 | Associate Teacher | Yes | \$136,998.00 | 384230 | | |
| 1 | 1.4 | Define, Identify, Enhance PBIS/MTSS Strategies | Yes | \$93,823.00 | 94235 | | |
| 1 | 1.5 | Home library of Academic & Behavioral Resources | Yes | \$4,805.00 | 2940 | | |
| 2 | 2.2 | Improve structures for identifying needed tiered supports | Yes | \$450,083.00 | 461834 | | |
| 2 | 2.4 | Standardized and Intentional Assessment Structure | Yes | \$132,154.00 | 130751 | | |
| 3 | 3.3 | Maintain English Language Development Specialist | Yes | \$92,944.00 | 73667 | | |
| 5 | 5.3 | Access to Mental Health Counselors & Partnership with FACTR | Yes | \$126,215.00 | 128384 | | |
| 5 | 5.5 | Partnership with the City Peace Project | Yes | | | | |
| 5 | 5.7 | Maintain Dean of Students Role to support the implementation of multi-tiered intervention strategies | Yes | \$98,588.00 | 100547 | | |
| 6 | 6.4 | Teacher access to Professional Development | Yes | \$67,721.00 | 67946 | | |

To Add a Row: Click “Add Row.”

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|----------------------------|---|--|---|---|---|
|--------------------|----------------------|----------------------------|---|--|---|---|---|

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| 6,063,282 | \$1,644,713 | 0% | 27.126% | \$1,685,740.00 | 0.000% | 27.802% | \$0.00 | 0.000% |

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|--|--|---|---|--|--|
| Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then. | Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then. | Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then. |

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

Alpha: José Hernández

Board-Adopted Improvement Plan

[Under EC Section 47607.2\(a\)\(4\)](#), a chartering authority may renew a charter school that has been identified as low performing by composing written factual findings specifying evidence of the following:

- (A) The charter school is taking **meaningful steps** to **address the underlying cause or causes of low performance**, and those steps are reflected, or will be reflected, in a **written plan adopted by the governing body of the charter school**, pursuant to EC Section 47607.2(a)(4).
- (B) There is clear and convincing evidence that the charter school achieved **measurable increases in academic achievement**, pursuant to EC Section 47607.2(a)(3)(B).

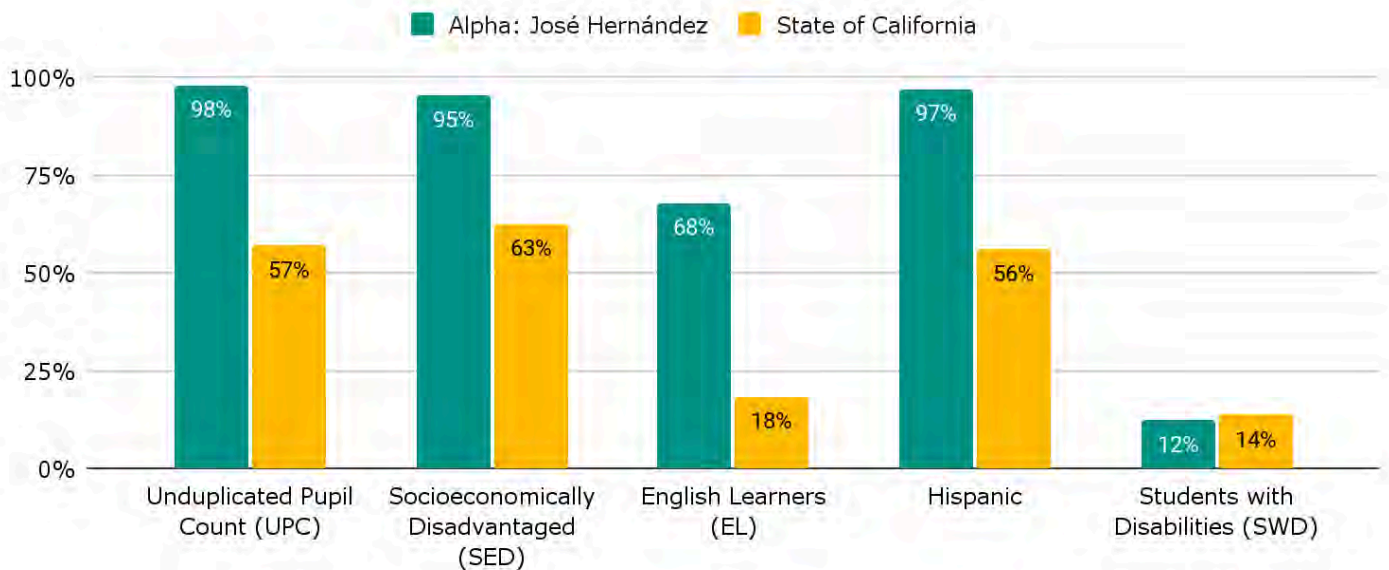
Following is the Charter School's Board-adopted written plan that identifies the cause or causes of low performance, and the steps that the Charter School is taking to meaningfully address those causes. Evidence of Board approval is provided in the draft meeting minutes at the end of the document.

Background:

Alpha: José Hernández (AJH) serves a high-need community in East San José, CA. Our student demographics, compared to the State of California, are listed below:

Demographics: Alpha: José Hernández & State of California¹

2023-24 Enrollment by Subgroup



¹[Ed-Data - California Public Schools \(2022-2023\)](#): AJH & CA unduplicated pupil count
[DataQuest 2023-24 Enrollment by Subgroup](#): AJH & CA subgroup data

AJH is focused on addressing the underlying causes of low performance that have contributed to its academic outcomes in the past two school years. External factors, such as learning loss, systemic staffing shortages, chronic absenteeism, and heightened social-emotional needs driven by the COVID-19 pandemic have had adverse impacts on our school community. In addition, we recognize our internal performance gaps and where we must strengthen our academic programs, staff development, and family engagement to address and improve performance.

Broad Education Context:

The pandemic has brought unprecedented challenges to the education sector that have reshaped the landscape of teaching and learning. Schools that serve high-need communities, like AJH, have seen performance decline and the achievement gap widen as they have grappled with the following challenges:

1. **Learning Loss:** The pandemic has significantly disrupted education, driving learning loss in foundational literacy and math skills across all student groups. This disruption has been more severe in high-need communities where existing socioeconomic challenges have amplified educational setbacks².
2. **Staffing Shortages:** The pandemic intensified challenging working conditions, resulting in high attrition rates among teachers and leaders. Many educators have relocated to areas with a lower cost of living or have left the profession, leading to a scarcity of high-quality educators. This has led to inconsistent instruction and a limited pool of highly effective educators to draw from, especially in California³.
3. **Heightened Student and Community Needs:** The economic impact caused by the pandemic forced many families of lower socio-economic status to prioritize basic needs over academics. When students returned in-person, schools needed to shift to support the heightened social-emotional and mental health needs that emerged from the pandemic⁴. Chronic absenteeism rose dramatically and has remained high, impacting students' academic recovery.⁵

Alpha: José Hernández Context:

AJH serves a high-need community in East San José, CA. The nationwide challenges experienced across our education system were amplified within communities like ours. In addition, we have identified opportunities where we must continue to strengthen our academic programming, talent acquisition and retention strategies, and family engagement to improve our results.

1. **Foundational Literacy Gaps:** A majority of AJH students are English Learners (ELs), and inconsistent language exposure, practice, and feedback during the pandemic have had a

² "Education Recovery Scorecard - California." Center for Education Policy Research at Harvard University. <https://educationrecoverycard.org/states/california/>.

³ *California Teacher Shortages and How Districts are Responding*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/california-teacher-shortages-response-report/>.

⁴ *More than 80 Percent of U.S. Public Schools Report Pandemic Has Negatively Impacted Student Behavior and Socio-Emotional Development*. National Center for Education Statistics. https://nces.ed.gov/whatsnew/press_releases/07_06_2022.asp/.

⁵ *Why School Absences Have 'Exploded' Almost Everywhere*. New York Times. <https://www.nytimes.com/interactive/2024/03/29/us/chronic-absences.html>.

significant impact on student learning⁶. As a result, we have students across grade levels with foundational literacy gaps that must be addressed for students to succeed academically.

2. **Talent Acquisition & Retention:** The lack of experienced and consistent staff at AJH has hindered our implementation of improvement strategies, especially for EL and special education (SPED) programs. High turnover among staff has led to inconsistent implementation of programs and loss of institutional knowledge. Leaders have stepped into classroom roles to fill vacancies, impacting the consistency in cycles of observation and feedback. A tough talent market has resulted in AJH hiring staff with less experience who require more training and support to teach a high-need student population.
3. **Mental Health & SEL Needs:** The pandemic has intensified the mental health and social-emotional learning (SEL) needs of students at AJH. With limited access to trained professionals, our school and families face significant challenges in providing adequate support for our students, particularly those with exceptional needs. In response, we have focused on building a healthy and thriving environment at AJH that addresses these crucial SEL needs first. We have also focused on improving our high rates of chronic absenteeism to ensure students are receiving consistent instruction.
4. **Family Engagement:** Due to virtual and hybrid pandemic learning environments, in-person family engagement at schools came to an abrupt halt in 2020. This shift disrupted the strong, pre-pandemic engagement and sense of connectedness at AJH. Since the full return to school, we have been actively working on rebuilding and enhancing our family engagement strategies to bring our families back into schools.

Underlying Causes of Low Performance Designation:

In 2020, prior to the pandemic-driven delay of charter renewals, AJH was deemed a middle-performing school by the California Department of Education (CDE), based on 2018 and 2019 California School Dashboard data. Per Education Code Section 47607.2(b), a middle-performing charter school may only be denied renewal upon the chartering authority making written factual findings that the charter school has failed to meet or make sufficient progress toward meeting standards, closure of the school is in the best interest of pupils, and its decision provided greater weight to performance on measurements of academic performance.

However, the complex, post-pandemic challenges faced by AJH resulted in a low-performing placement. The underlying cause of this placement were our declines in CA Dashboard data during the 2021-22 and 2022-23 school years. Performance colors were not available on the 2022 CA Dashboard, so the 2023 CA Dashboard results are listed below:

1. **Chronic Absenteeism:** Red overall, and for subgroups
2. **Suspension Rate:** Red overall, and for subgroups
3. **English Language Arts (ELA):** Red overall, and for subgroups
4. **Math:** Red for EL and SWD subgroups

Notably, AJH's performance on the English Learner Progress indicator (ELPI) was "Green" on the 2023 Dashboard, with performance roughly in line with that of the state. Given our significant population

⁶ *Serving English Learners during the COVID-19 Pandemic*. Policy Analysis for California Education.
<https://edpolicyinca.org/publications/serving-english-learners-during-covid-19-pandemic/>.

of English Learners, we are proud of these results and are working to maintain and accelerate our progress on this indicator.

In the 2023-24 school year, AJH took meaningful steps to improve its Chronic Absenteeism, Suspension Rate, English Language Arts, and Math results and address these underlying causes of low performance. We have seen positive results from our actions, and based on this data, we have identified opportunities for continued improvement in the 2024-25 school year. Our 2023-24 action steps and results and our 2024-25 plan are detailed below.

Meaningful Steps to Address:

Chronic Absenteeism:

2022 and 2023 Results:

2022 and 2023 California School Dashboard: Chronic Absenteeism

| Group | 2022 - AJH | 2022 - State of CA | 2023 - AJH | 2023 - State of CA |
|----------|------------|--------------------|-------------|--------------------|
| All | 36.2% | 30.0% | 37.3% (Red) | 24.3% |
| ELs | 36.0% | 33.6% | 38.8% (Red) | 26.3% |
| Hispanic | 37.2% | 35.8% | 37.8% (Red) | 28.4% |
| SED | 35.8% | 37.4% | 37.3% (Red) | 29.9% |
| SWD | 31.8% | 39.6% | 39.3% (Red) | 33.1% |

On the 2023 Dashboard, AJH was in Red for Chronic Absenteeism overall and for its subgroups. One criterion to become a middle performing school is that AJH must not be all red and orange on all state indicators. Therefore, we are focused on improving our Chronic Absenteeism rate to a color of Yellow or better on the CA School Dashboard.

2023-24 Actions:

In response to our data, we established and executed the following action plan in the 2023-24 school year to directly improve our chronic absenteeism results.

Chronic Absenteeism Actions (2023-24)

- Updated our approach and partnered with the Alpha Public Schools Board to approve a new policy towards attendance at AJH, moving from a truancy-based system to a chronic absenteeism-based system. This aligns with [Attendance Works'](#) recommendations to focus systems and interventions on the academic impact of missed days of school. The shift involved re-aligning procedures for communication and intervention around chronic absenteeism, and centered relationships and home-school partnership as a value in addressing absenteeism.
- Developed and formally rolled out the Attendance Playbook in Summer 2023, which outlines

all systems and procedures for how AJH addresses chronic absenteeism. The playbook introduced a tiered system for intervention. Each tier was based on chronic absenteeism % to determine which students were in each tier, and corresponding strategies for communication and intervention for each tier level. For example, tier 1 included students exceeding 5-7% absenteeism (depending on the time of year), and included strategies around school and teacher communication, advisor/family conferences, and incentives.

- Trained School Leadership Team (SLT) and Operations Team on the Attendance Playbook and corresponding strategies/interventions and established roles and responsibilities to uphold the attendance systems and protocols.
- Developed an attendance data dashboard for real-time tracking of key attendance metrics for AJH (school, grade, class, and student-level), logs of attendance-related communications, and student-specific attendance deep-dives. The playbook also included data analysis protocols for various meetings (SLT, Operations, Network-level, Advisor, and individual check-ins)
- Established and maintained consistent structures to uphold accountability on procedures including:
 - Regular data and action planning sessions during network operations Professional Development
 - Monthly meetings between Network Operations and the School Operations Manager
 - Bi-weekly ops team attendance check-ins
 - Weekly individual check-ins between Principal & School Ops Manager
- Based on data, performed targeted attendance interventions including family/student follow-ups and attendance incentives, such as "Presents for being Present", where students are entered into raffles for perfect attendance.
- Consistently utilized the DeansList communication platform to enhance communications around attendance between schools/teachers to families. This included a mechanism for two-way texting between advisors and families, as well as a system for sending notices/reminders around attendance to individual families. The AJH student community is 97% Hispanic, and we serve a significant number of Spanish speaking families. Through our communication platform and our bilingual front-office staff members, we communicate to families in their native language to ensure families understand all communications.
- Understand barriers and needs to support attendance for all students. For socioeconomically disadvantaged students, we take targeted actions including:
 - Fund Clipper (bus) cards for families that need financial support to get to school. These cards are refilled monthly and available based on parent request.
 - Connect families with our Parent Learning Center (PLC) that can provide our socioeconomically disadvantaged families with additional resources based on their individual needs
 - Conduct wake up calls to support students in coming to school

- Pair students with a specific adult for check-ins
- SLT member meets students with specific SEL needs at drop off, to support a strong start to the day
- Provide uniform support to families as needed

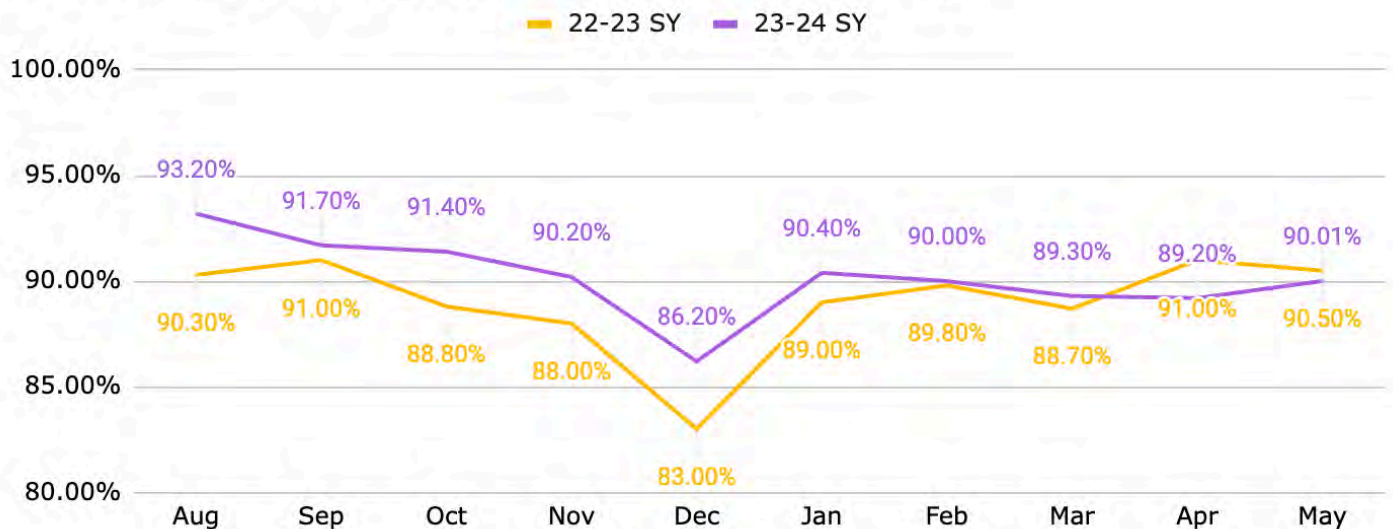
2023-24 Results:

As a result of our focused efforts on improving attendance and reducing chronic absenteeism, we have seen the following results:

| Group | AJH 2022-23 SY Chronic Absenteeism Rate | 2023-24 SY Chronic Absenteeism Rate Actuals as of 6-6 | 2022-23 to 2023-24 Improvement |
|----------|---|---|--------------------------------|
| All | 37.3% (Red) | 33.5% (projection: Yellow) | Improved by 3.8 ppts |
| ELs | 38.8% (Red) | 34.1% (projection: Yellow) | Improved by 4.7 ppts |
| Hispanic | 37.8% (Red) | 34.0% (projection: Yellow) | Improved by 3.8 ppts |
| SED | 37.3% (Red) | 33.9% (projection: Yellow) | Improved 3.4 ppts |
| SWD | 39.3% (Red) | 41.4% (projection: Red) | Declined by 2.1 ppts |

Based on preliminary chronic absenteeism data as of June 6, 2024, AJH is projected to move into Yellow on the 2024 CA School Dashboard for All students, English Learners, Hispanic students, and Socioeconomically Disadvantaged students. Students with Disabilities are projected to remain in Red.

AJH ADA Comparison (22-23 SY vs. 23-24 SY)



AJH has seen steady improvements in our 2023-24 average daily attendance (ADA) data. With the exception of slight dips in April and May 2024, monthly ADA was consistently higher in 2023-24, compared to 2022-23.

We have seen initial signs of success by introducing these updated processes within our 2023-24 action plan. We will continue to build on improving the execution and consistency of these processes

and add additional strategies in 2024-25, based on our learnings from this year.

2024-25 Plan:

We believe we have set a strong foundation this past year as we have implemented new attendance processes. In addition to refining and improving consistency of our existing actions, we will begin implementing the following actions in 2024-25. These are based on best practices gleaned from *Attendance Works*, state and county attendance resources (SCC Attendance Collaborative), as well as discussions with other schools around California.

| New Chronic Absenteeism Actions (2024-25) | |
|--|--|
| <ul style="list-style-type: none">Engage EverydayLabs to enhance our frequency and consistency with family communication around attendance, to further improve our level of data analysis and action planning with an upgraded attendance dashboard, and to benefit from their professional learning resources around chronic absenteeism. Everyday Labs is an ESSA-approved evidence based strategy for addressing absenteeism. | |
| <ul style="list-style-type: none">We will roll out an attendance home visit program, which will involve a combination of adults from our school team (teachers, SLT, ops) performing targeted attendance-based home visits for selected tier 3 students. Based on a small pilot this year, we will implement a standard structure, agenda, and follow up plan for students. | |
| <ul style="list-style-type: none">We will roll-out our School Attendance Review Team (SART) structure to address students who are experiencing extremely high levels of chronic absenteeism (subset of tier 3). This SART was piloted this year as a district (Alpha Public Schools)-level intervention. We have refined our nomination process, as well as further developed a standard agenda and contract/attendance plan that we will utilize. | |
| <ul style="list-style-type: none">Based on our data from 2023-24, we will be targeting SWD as a focus within our chronic absenteeism goals. This will involve working with our Ed Specialist, as well as our network SPED team, to have regular student-level check-ins and goals (aligned with the IEP) around attendance monitoring and strategies. | |

3-Year Targets:

We have set out the following three-year targets to assess continued improvement in chronic absenteeism:

| Measuring Results: | | |
|--------------------|---|--------------------------|
| Metric | Baseline | Desired Outcome for 2027 |
| ADA | (P2, 2023-24 SY) <ul style="list-style-type: none">All Students: 90.46%EL: 90.80%Hispanic: 90.84%SED: 91.01% | ≥95% |

| | | |
|---------------------|---|---|
| | <ul style="list-style-type: none"> SWD: 88.81% | |
| Chronic Absenteeism | 2023 CA School Dashboard: <ul style="list-style-type: none"> All Students: 37.3% (Red) EL: 38.8% (Red) Hispanic: 37.8% (Red) SED: 37.3% (Red) SWD: 39.3% (Red) | 2026 CA School Dashboard: <ul style="list-style-type: none"> All: 28% (Yellow) EL: 30% (Yellow) Hispanic: 29% (Yellow) SED: 28% (Yellow) SWD: 30% (Yellow) |

Suspension Rate:

2022 and 2023 Results:

2022 and 2023 California School Dashboard: Suspension Rate

| Group | 2022 - AJH (Actuals) | 2022 - State of CA | 2023 - AJH | 2023 - State of CA |
|----------|----------------------|--------------------|-------------|--------------------|
| All | 3.4% | 3.1% | 6.2% (Red) | 3.5% |
| ELs | 3.9% | 3.2% | 6.1% (Red) | 3.7% |
| Hispanic | 3.7% | 3.3% | 6.5% (Red) | 3.8% |
| SED | 3.4% | 4% | 6.3% (Red) | 4.5% |
| SWD | 4.9% | 5.4% | 13.8% (Red) | 5.9% |

On the 2022 CA School Dashboard, AJH misreported suspension rate data due to a technical mapping error. AJH reported the error and the correct data to the CDE; however, the CDE refused to make this correction on the Dashboard. As a result, all 2022 AJH suspension rate data was presented on the CA School Dashboard as 0% with a performance level of High overall and by subgroup. The actual suspension rate data at AJH for the 2021-22 school year is listed in the table above. The County has been previously notified of the reporting error and of the several attempts made to remedy the Dashboard data.

One criterion to become a middle performing school is that AJH must not be all red and orange on all state indicators. Therefore, we are focused on improving our Suspension Rate to a color of Yellow or better on the CA School Dashboard.

2023-24 Actions:

In response to our data, we established and executed the following action plan in the 2023-24 school year to directly improve our suspension rate:

Suspension Rate Actions (2023-24)

- Continued to staff Dean of Students to support students through multi-tiered intervention strategies and train staff on practices to uphold a healthy & thriving environment. Due to a mid-year vacancy, our Dean moved into a rotating sub role across grades 7-8, and their responsibilities were distributed among other SLT members for the remainder of the 2023-24

SY.

- Strengthened our PBIS framework to establish a school-wide culture that fosters positive student behaviors. This included:
 - Executing a class points incentives system for positive class behaviors that are aligned to community values, which culminated in school wide incentives
 - Providing daily positive points to students, which students are able to redeem for items in the student store
 - Facilitating incentive of Jeans Wednesdays weekly which students earned access to by receiving 90% positive points for the week. Students could access their points via Dean's List student platform and their physical weekly reports, given on Tuesdays
 - Conducting monthly school-wide celebrations, called Penguin Palooza, with differentiated, developmentally appropriate activities for students. Students earn access to Penguin Palooza by earning 90% positive points for the month. Students who did not earn access engage in a behavior reflection activity
- Expanded behavior paraprofessionals from 1 part-time role to 2 full-time staff in response to the supports needed for our students with disabilities. Behavior paras provided students with disabilities with individual behavior and academic supports for their specific needs. They facilitated differentiated SEL small groups for students with disabilities with specific behavior and social goals.
- Piloted Sown to Grow, a comprehensive SEL curriculum, in grades 5-8 to support students with building community, coping skills, and relationships. Sown to Grow offers consistent opportunities for students to check-in on their emotional and academic wellbeing. These checks offer opportunities for teachers to consistently monitor their students' wellbeing and keep a pulse check on the state of their cohort.
- Leveraged restorative justice practices, including restorative circles and a check-in/check-out system for students with higher behavioral needs, in our response to student behaviors.

2023-24 Results:

| Group | AJH 2022-23 SY Suspension Rate | 2023-24 SY Suspension Rate Actuals as of 6-6 | 2022-23 to 2023-24 Improvement |
|----------|--------------------------------|--|--------------------------------|
| All | 6.2% (Red) | 5.4% (projection: Yellow) | Improved by 0.8 ppts |
| ELs | 6.1% (Red) | 5.5% (projection: Yellow) | Improved by 0.6 ppts |
| Hispanic | 6.5% (Red) | 5.6% (projection: Yellow) | Improved by 0.9 ppts |
| SED | 6.3% (Red) | 5.5% (projection: Yellow) | Improved by 0.8 ppts |
| SWD | 13.8% (Red) | 7.9% (projection: Yellow) | Improved by 5.9 ppts |

Based on preliminary suspension rate data as of June 6, 2024, AJH is projected to move into Yellow on

the 2024 CA School Dashboard for All students and for EL, Hispanic, SED, and SWD subgroups.

We have seen initial signs of success from executing on our 2023-24 SY action plan. With the return of our Dean of Students to their full time role in the 2024-25 SY, we will improve the consistency in our execution of these actions.

2024-25 Plan:

In addition to refining the execution of our effective 2023-24 action plan, we will be building on our strategies to reduce suspension rate and build a positive student culture through the following steps:

| New Suspension Rate Actions (2024-25) | |
|---|--|
| <ul style="list-style-type: none"> Expand our implementation of Sown to Grow to include elementary grades (grades TK-8). Bring together champions of SEL across AJH to determine our common SEL vision for AJH for the 2024-25 school year. Expand Sown to Grow SEL training to all AJH staff during summer professional development so they are equipped with the tools, resources, language, and skills to implement Sown to Grow effectively during the school year. | |
| <ul style="list-style-type: none"> Conduct professional development over the summer and throughout the school year for all AJH staff on restorative justice practices. Proactively monitor implementation of restorative practices across AJH staff members, led by the Dean of Students. | |
| <ul style="list-style-type: none"> Consistently and proactively monitor student behavior and culture data, including Dean's List, the 2x per year student culture survey, and SEL data from Sown to Grow. Led by the Dean of Students, the SLT will engage in monthly reviews of behavioral data in SLT Data Meetings to inform problem solving and targeted interventions with students. | |
| <ul style="list-style-type: none"> AJH was awarded a California Community Schools Partnership Program (CCSPP) Implementation Grant in May 2024, for the five year period from 2024-2029. As a result, AJH will contract to bolster its supports related to the CCSPP's four pillars: Integrated support services, Family and community engagement, Collaborative leadership and practices for educators and administrators, and Extended learning time and opportunities. In 2024-25, this will allow AJH to contract with a full-time mental health counselor, provide additional professional development opportunities, and establish other community partnerships. | |

3-Year Targets:

We have set out the following three-year targets to assess continued improvement in our suspension rate:

| Measuring Results: | | |
|--------------------|----------|--------------------------|
| Metric | Baseline | Desired Outcome for 2027 |

| | | |
|--|---|---|
| Suspension Rate | 2023 CA School Dashboard: <ul style="list-style-type: none"> • All Students: 6.2% (Red) • EL: 6.1% (Red) • Hispanic: 6.5% (Red) • SED: 6.3% (Red) • SWD: 13.8% (Red) | 2026 CA School Dashboard: <ul style="list-style-type: none"> • All: 2.7% (Green) • EL: 2.6% (Green) • Hispanic: 2.7% (Green) • SED: 2.7% (Green) • SWD: 2.7% (Green) |
| % of students who feel safe at school | Spring 2024 Culture Survey: 86% | Spring 2027 Culture Survey: ≥95% |
| % of students who feel that there is at least 1 adult who cares about them | Spring 2024 Culture Survey: 91% | Spring 2027 Culture Survey: ≥95% |

ELA:

2022 and 2023 Results:

2022 and 2023 California School Dashboard: ELPI and ELA

| Group | 2022 - AJH (Actuals) | 2022 - State of CA | 2023 - AJH | 2023 - State of CA |
|-------------|----------------------|--------------------|---------------|--------------------|
| ELPI | | | | |
| All | 37.2% | 50.3% | 48.0% (Green) | 48.7% |
| ELA | | | | |
| All | -80.3 | -12.2 | -93.3 (Red) | -13.6 |
| ELs | -112.9 | -61.2 | -115.3 (Red) | -67.7 |
| Hispanic | -83.6 | -38.6 | -96.9 (Red) | -40.2 |
| SED | -78.4 | -41.4 | -95.8 (Red) | -42.6 |
| SWD | -144.1 | -97.3 | -151.5 (Red) | -96.3 |

On the 2023 CA School Dashboard, AJH was in Red for ELA overall and for its subgroups and in Green for ELPI. One criterion to become a middle track school is that AJH must not be all red and orange on all state indicators. Alternatively, AJH must outperform the state on at least one academic indicator, either overall or for a majority of subgroups, to avoid low-performing status. Although AJH was Green on ELPI, because it underperformed the state by 0.7%, it was placed in the low performing track.

Therefore, we are focused on maintaining our ELPI color of Green and improving our performance to exceed the state. In addition, we are focused on improving our ELA scores overall and for all subgroups.

2023-24 Actions:

In response to our data, we established and executed the following action plan in the 2023-24 school year to directly improve our ELA results for **all students**. This plan is aligned to our multi-year strategy for AJH to clarify our academic program and develop enabling systems and progress monitoring.

While our categories of actions will remain the same year over year, we will continue to evolve the actions we take based on our results.

| ELA Actions - All Students (2023-24) | |
|--|---|
| Strengthen Instructional Practices through PD & Coaching | <ul style="list-style-type: none"> Engaged all instructional staff (teachers of record, education specialists, paraprofessionals, academic interventionists, and associate teachers) in professional development that is aligned to Alpha's Teacher Rubric; the Teacher Rubric is inspired by the 5D+ Rubric for Instructional Growth and Teacher Evaluation (among other teacher assessment tools) and is rooted in Alpha's stated Vision of Excellent Teaching. Shifted from AJH site-led to network-led PD for nine 75-minute trainings over the course of the year in order to leverage the expertise of Academic Team, ensure instructional staff growth and development on key skills, and strengthen collaboration across sites. In professional development, addressed the following skills: lesson planning and internalization; classroom management; data collection and response; verbal de-escalation; scaffolds; and engagement strategies. Coaches monitored implementation of PD skills and learning through 1:1 coaching, walkthroughs, and observations. This cycle of coaching, walkthroughs, and observations is designed to happen weekly. However, due to vacancies at AJH beginning in October 2023, this was implemented inconsistently in the 2023-24 school year. |
| Assessment Strategy | <ul style="list-style-type: none"> Executed on a standardized assessment structure for all grades (CAASPP, NWEA MAP, STAR Early Literacy/Reading, curricular assessments) Implemented curricular assessments for high-quality instructional materials: Core Knowledge Language Arts (CKLA) (TK-5 ELA curriculum) and StudySync (6-8 ELA curriculum) Monitored student data captured from regular assessments and used this data to identify strategies to support student growth. AJH teachers completed data analysis protocols and collaborated on action planning on nine Alpha-wide professional development days. |
| High Quality ELA Curriculum | <ul style="list-style-type: none"> Purchased and provided training for standards aligned, high quality ELA instructional materials that integrate all grade level standards: CKLA and StudySync. Provided AJH staff with ongoing professional development focused on learning design, a culturally responsive teaching approach by Zaretta Hammond and on internalization practices to maximize effective implementation of the curriculum. Monitored implementation of curriculum through 1:1 coaching and observation and feedback cycles. |
| Data Strategy | <ul style="list-style-type: none"> Built data analysis dashboards for STAR Early Literacy, STAR Reading, and |

| | |
|--|--|
| | <p>NWEA MAP Reading, for teachers and school leaders to inform instruction and/or interventions for students.</p> <ul style="list-style-type: none"> • Strengthened data literacy through professional development to support intentional use of data (such as STAR, NWEA, and curricular assessments) during individual coaching sessions, leadership team meetings, and department meetings. • At network-wide professional development throughout the year, AJH ELA teachers worked with teachers from other Alpha sites to analyze their students' written work and plan for instructional steps moving forward. • Effectively delivered AJH data stories at All-Staff Stepback Days to build a shared understanding of data and create action plans. |
|--|--|

At AJH, we serve a significant population of **English Learners** (68% of students) and **Long-Term English Learners** (9%)⁷. We have seen growth in English proficiency among our students (2023 CA Dashboard - Green on ELPI), and we have built on successful strategies to support ELA progress among English Learners. In addition, we have piloted new actions this year to address foundational literacy gaps that we have observed in our data.

| ELA Actions - English Learners (2023-24) | |
|--|--|
| English Learner Supports | <ul style="list-style-type: none"> • Conducted professional development for instructional staff over the summer and during the school year on strategies to support English Learners. • Hired an English Language Development specialist to provide designated instruction and teacher support for integrated ELD. Due to a mid-year vacancy, the ELD Specialist moved into the 7/8 ELA role in October and responsibilities were distributed among the AJH SLT. • Monitored implementation of strategies throughout the school year through coaching, walkthroughs and observations. However, due to vacancies at AJH beginning in October 2023, ongoing monitoring and feedback structures were implemented inconsistently. |
| Long-Term English Learners Supports | <ul style="list-style-type: none"> • Homeroom teachers, in partnership with their coach, adjusted instructional strategies based on data to meet the needs of LTEL students. • Students were assigned to a REACH block for further support on content-based skills based on ELA data. • Integrated regular opportunities for structured student talk to try out and develop new language. |
| High Quality ELD Curriculum | <ul style="list-style-type: none"> • Purchased and provided ongoing training for EL Achieve, a high quality ELD curriculum that was adopted in the 2020-21 SY based on its results and alignment to CA ELD standards and ELA CCSS. |

⁷ Based on [2023-24 Enrollment by Subgroup](#) and ["At-Risk" and Long-Term English Learners \(LTEL\)](#) by Grade DataQuest Reports.

| | |
|------------------------------------|--|
| | <ul style="list-style-type: none"> • Grouped students by ELD proficiency level for designated ELD. • Integrated opportunities to practice the four domains of language acquisition: speaking, listening, reading, and writing. |
| Academic Interventionists | <ul style="list-style-type: none"> • Staffed 5.5 Academic Interventionists (AI) to support a tiered approach to intervention. AIs were divided by grade bands: 2 in grades 1-2, 2 in grades 3-5, and 1.5 for grades 6-8, and NWEA MAP ELA data was used to determine the supports and student groupings. • Executed small groups for learners in need of intervention, informed by regular analysis of data. • Collaborated with teachers to engage in meaningful push in support. |
| Supplemental Literacy Intervention | <ul style="list-style-type: none"> • To drive progress in ELA among our English Learners, AJH initiated a midyear pilot of the Ignite Reading program, ramping up to 100 seats over the course of two launch dates in November 2023 and January 2024. Ignite is an intensive reading program that provides students with 15 minutes of daily, 1:1 virtual tutoring that teaches students foundational literacy skills, with a focus on the Word Recognition strand of Scarborough's reading rope. • This program was initially piloted with 4th-5th graders who would benefit from additional literacy instruction, and it gradually expanded to include students with demonstrated need in grades 2-6. English Learners (along with Students with Disabilities) were prioritized for participation in this program. On average, the 111 English Learners who participated in the program (83% of total participants) have made 2.1 weeks of progress per 1 week of instruction. • While Ignite delivers reading instruction exclusively on English language literacy, we partnered with Ignite to provide bilingual tutors for 10 students who would especially benefit from a bilingual pairing, enabling those students to build a relationship with their tutor in their heritage language and deepening student buy-in to the program. |
| Tier 1 Strategy | <ul style="list-style-type: none"> • Provided AJH staff with ongoing professional development focused on learning design, a culturally responsive teaching approach by Zaretta Hammond, and on internalization practices to maximize effective implementation of the curriculum <ul style="list-style-type: none"> ◦ Utilizes an assets-based approach ◦ ELA curricula represent a variety of voices and experiences to reflect our students' identities • Implemented a new curriculum internalization tool that directs teachers to focus on the language demands of each unit. • Focused on strengthening teacher skill in the delivery of standards-aligned, rigorous Tier 1 instruction with access for English Learners through professional development and coaching on integrated ELD strategies and scaffolds. |

| | |
|--|---|
| | <ul style="list-style-type: none"> Built teacher skill in planning from data specific to English Learners, identifying curriculum scaffolds and supports for students, and collecting data on the results to further inform instruction. |
|--|---|

At AJH, we have seen an increase in the percentage of Students with Disabilities that we serve. In the 2022-23 school year, 9.3% of AJH students were Students with Disabilities. In the 2023-24 school year, 12.4% of students were Students with Disabilities. We established the action plan below to directly support our **Students with Disabilities** in ELA this past school year.

| ELA Actions - Students with Disabilities (2023-24) | |
|--|---|
| Students with Disabilities Supports | <ul style="list-style-type: none"> Provided strong Specialized Academic Instruction to students within the general education setting focusing on supporting grade level access. Conducted targeted ELA intervention in small groups using high quality instructional materials. Provided ELA-specific instructional support for Special Education staff on how to run effective intervention groups. Provided targeted SEL supports and interventions for students that are not meeting academic targets. Expanded behavior paraprofessionals from 1 part-time role to 2 full-time staff to provide students with individual behavior and academic supports. Maintained structured collaborative spaces between General Education and Special Education staff that focus on data analysis and student accommodations. Maintain involvement with our SELPA - El Dorado County Office of Education (i.e. continued support and consultation with Program Specialist around programming for students with disabilities) Special Education teachers participate in SELPA led professional development. Attend the CEO council and our SELPA monthly Professional Learning Network meetings to ensure we are taking steps to ensure the most accurate and up-to-date information related to students with disabilities. |
| Academic Interventionists | <ul style="list-style-type: none"> Staffed 5.5 Academic Interventionists to support a tiered approach to intervention. AIs were divided by grade bands: 2 in grades 1-2, 2 in grades 3-5, and 1.5 for grades 6-8, and NWEA MAP ELA data was used to determine the supports and student groupings. Executed small groups for learners in need of intervention, informed by regular analysis of data. Collaborated with teachers to engage in meaningful push in support. |
| Supplemental Literacy Intervention | <ul style="list-style-type: none"> To drive progress in ELA among our Students with Disabilities, AJH initiated a midyear pilot of the Ignite Reading program, ramping up to 100 seats over the course of two launch dates in November and January. Ignite is an intensive reading program that provides students with 15 minutes of daily, |

| | |
|-----------------|--|
| | <p>1:1 virtual tutoring that teaches students foundational literacy skills, with a focus on the Word Recognition strand of Scarborough's reading rope.</p> <ul style="list-style-type: none"> • This program was initially piloted with 4th-5th graders who would benefit from additional literacy instruction, and gradually expanded to include students with demonstrated need in grades 2-6. Students with Disabilities (along with English Learners) were prioritized for participation in this program. On average, the 22 Students with Disabilities in the program (17% of total participants) have made 2.0 weeks of progress per 1 week of instruction. |
| Tier 1 Strategy | <ul style="list-style-type: none"> • Focused on strengthening teacher skill in the delivery of standards-aligned, rigorous Tier 1 instruction with access for Students with Disabilities through professional development and coaching. • Built teacher skill in planning from data specific to Students with Disabilities, identifying curriculum scaffolds and supports for students, and collecting data on the results to further inform instruction. |

At AJH, 95.4% of our students are **socioeconomically disadvantaged**, and our unduplicated pupil count is 97.8%. We help our students and families meet their basic needs, including access to financial support, nutrition, technology, and educational resources in order to have the foundation required to succeed academically.

| ELA Actions - Socioeconomically Disadvantaged Students (2023-24) | |
|--|---|
| Technology Access | <ul style="list-style-type: none"> • Provide iPads/chromebooks in a 1:1 environment for all students, and hotspots as requested, in order to reinforce classroom instruction and support our socioeconomically disadvantaged students with technology access. Providing these tools helps bridge the digital divide and ensures that all students can benefit from technology-enhanced learning both in and out of the classroom. |
| Supplemental Learning Resources | <ul style="list-style-type: none"> • Provide a wide range of free online programming to students, with unlimited access at home, to scaffold class instruction and provide additional learning and practice outside of class. These online resources include Freckle (content-based skills practice in ELA), MYON (online library for online reading) and Lalilo (phonics support). • Provide full classroom libraries where students can borrow books in order to access at home. • Leverage resources from ¡Colorín Colorado!, a bilingual site for educators and families, to offer families free, additional at home activities for their children. • Partner with Gordon Philanthropies to expand access to books at home, with a focus on summer reading. |
| Nutrition | <ul style="list-style-type: none"> • Offer a monthly food bank to families through the Alpha Parent Learning Center. |

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| | <ul style="list-style-type: none"> • Provide families with access to extra fruit at arrival. • Provide free breakfast and lunch to all students through the National Student Lunch Program. |
| Access to Enrichment Activities | <ul style="list-style-type: none"> • Provide sports leagues for 6-8 students & families free of charge. • Offer support for funding to families for field trips and higher cost activities, such as 8th grade overnight trip. • Partner with the Boys & Girls Club to offer additional childcare and enrichment to TK-8 families, in order to support family work schedules. |
| Culturally Responsive Instruction | <ul style="list-style-type: none"> • Train AJH instructional staff on learning design, the strategy of implementing lessons through a structure of Ignite, Chunk, Activate (Chew), and Review, through summer and school year professional development sessions. Learning design is directly adapted from Zaretta Hammond's approach to culturally responsive teaching. Through this approach, we intentionally avoid lecturing or the passive reception of information. • Alpha's Teacher Rubric evaluates teachers on culturally responsive instruction. Teachers are provided with training, observation, and feedback on this practice, in which they are focused on the following practices: <ul style="list-style-type: none"> ◦ Mutual respect and healthy boundaries are established among students and between students and teacher ◦ The classroom environment is culturally and socially affirming to students' identities ◦ Teacher capitalizes on student strengths (academic background, life experiences, and culture/language) ◦ Students affirm each other's identities and leverage each other's strengths when working together • Intentionally select culturally inclusive curricula in ELA - StudySync and CKLA. <ul style="list-style-type: none"> ◦ CKLA's curriculum focuses on content building in social studies and science, in order to address the primary claim of the Knowledge Gap, or "the failure of most elementary schools, and especially those serving low-income children, to systematically build knowledge of the world" (<i>The Knowledge Gap</i>, Wexler, 2019) ◦ StudySync updates its bank of texts monthly to include greater representation |

At AJH, 97.0% of our students are **Hispanic**. We are focused on engaging our families and students in a culturally responsive way that reflects the needs of the majority of our community and supports the academic achievement of our Hispanic student population.

| ELA Actions - Hispanic Students (2023-24) | |
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| Communication Strategy for Spanish- | In order to mitigate language barriers for our significant population of Hispanic families, many of whose primary language is Spanish, AJH invests in the following practices: |

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| Speaking Families | <ul style="list-style-type: none"> • Distribute all family communications electronically and in paper flier form in both English and Spanish • Utilize Konstella as our family engagement platform due to its accessibility for Spanish-speaking families. Konstella offers: <ul style="list-style-type: none"> ◦ Video resources to support families ◦ Supports for language set-up, to enable automatic translation of posts and messages ◦ Easy to post videos & pictures to enable access • Full front-office staff + 5 out of 6 SLT members speak Spanish, helping to ensure families feel supported and can partner with school leadership • Provide extensive supports for team members that do not speak Spanish, providing oral translation and materials translation for all meetings and programming, including quarterly conferences, SST meetings, and ongoing teacher communications. |
| Leadership & Family Partnership Building | <p>To honor the desire from our Hispanic/Latino families to have a direct connection to the principal, we embed the following strategies to create strong leadership & family partnerships to support academic achievement:</p> <ul style="list-style-type: none"> • Frequent principal engagement and communication through Konstella to provide easy access to principal. • Front office team escalates any parent concerns to full SLT and principal to promote visibility and make space for support and partnership with families. • SLT and principal are visible during arrivals and dismissals to provide quick touchpoints with families and promote leadership access. |
| Family Volunteer Programs | <ul style="list-style-type: none"> • Organized the highly successful Los Dichos educational program, a parent volunteer opportunity that celebrates cultural diversity and promotes literacy through monthly parent read-alouds in TK-4 classrooms. Families sign up to read an intentionally selected book in English and/or in Spanish that celebrates different cultures and lead a related activity with their students' class. By engaging parents as active participants in their children's reading journey, we aim to foster a love of literature, embrace diverse stories and voices, and cultivate a greater appreciation for different cultures. • Implemented a parent volunteer program for Kindergarten on phonics instruction, where parents received training and volunteered weekly in the classroom. |
| Supports for Immigrant Families | <ul style="list-style-type: none"> • At AJH, we support many immigrant families from Latin American countries with their introduction to the school and the San José community. We partner with Alpha's Parent Learning Center, which offers all AJH families educational, career, and wellness services, and we provide families with referrals to this team to support their individual needs. |

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| | <ul style="list-style-type: none"> Focus on the power of storytelling within staff PD to promote value and making space for our students and families to share their stories. |
| Culturally Responsive Instruction | <ul style="list-style-type: none"> Train AJH instructional staff on learning design, the strategy of implementing lessons through a structure of Ignite, Chunk, Activate (Chew), and Review, through summer and school year professional development sessions. Learning design is directly adapted from Zaretta Hammond's approach to culturally responsive teaching. Through this approach, we intentionally avoid lecturing or the passive reception of information. Alpha's Teacher Rubric evaluates teachers on culturally responsive instruction. Teachers are provided with training, observation, and feedback on this practice, in which they are focused on the following practices: <ul style="list-style-type: none"> Mutual respect and healthy boundaries are established among students and between students and teacher The classroom environment is culturally and socially affirming to students' identities Teacher capitalizes on student strengths (academic background, life experiences, and culture/language) Students affirm each other's identities and leverage each other's strengths when working together Intentionally select culturally inclusive curricula in ELA - StudySync and CKLA. By rigorously implementing curricula that students see themselves reflected in, we are supporting stronger student outcomes. |

2023-24 Results:

As a result of our focused efforts to improve ELA outcomes, we have seen the following results:

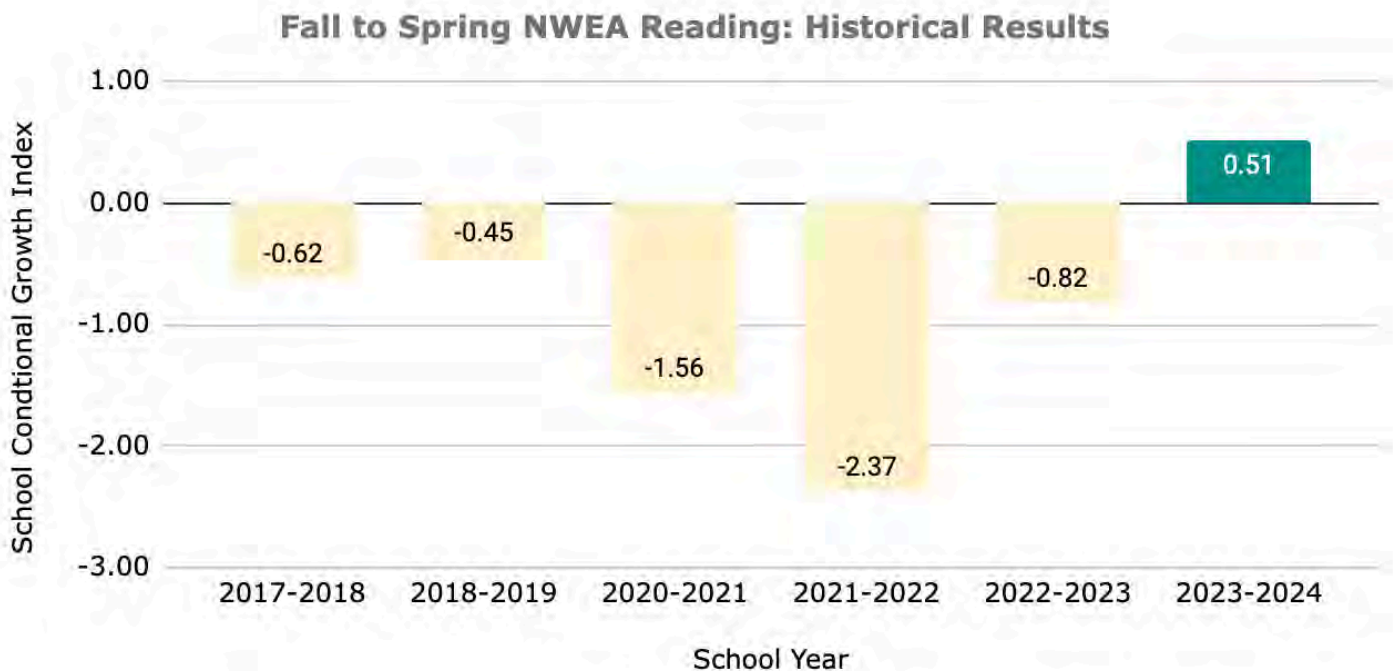
| Fall 2023 to Spring 2024 NWEA Reading | | | |
|---------------------------------------|---------------|--|--------------------------------------|
| | # of Students | School Conditional Growth Index (CGI) ⁸ | School Conditional Growth Percentile |
| K | 29 | -2.16 | 2 |
| 1 | 59 | 0.11 | 54 |
| 2 | 55 | -0.25 | 40 |
| 3 | 53 | 0.81 | 79 |
| 4 | 56 | 0.19 | 58 |
| 5 | 24 | -1.80 | 4 |

⁸ Based on guidance from the [May 2023 CA SBE Agenda Item #02](#), a CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more) in a subject.

| | | | |
|---|----|-------|----|
| 6 | 30 | -0.45 | 33 |
| 7 | 55 | 2.44 | 99 |
| 8 | 53 | 2.83 | 99 |

Based on a weighted average of AJH results, our school CGI score in NWEA Reading is **0.51**, indicating that AJH has supported its students in achieving more than one year of growth in Reading this year. As seen in the grade level results, there are both bright spots and opportunities within our ELA data. Our 7th and 8th grade students experienced significant gains, rising to the 99th percentile for growth. However, our students with less time at AJH (Kindergarten and 5th grade) experienced lower growth this year as they transitioned into our school community. Because the 2023-24 school year is the first year that AJH has offered 4th grade, all 5th grade students were new students to the school this year.

When reviewing our NWEA Reading results year over year, we have seen meaningful improvement in our performance in the 2023-24 school year. The chart below shows the weighted average of the AJH school CGI score in Reading over time. AJH has been focused on recovering from the considerable pandemic impacts that our students experienced. We set our foundation for academic recovery in the 2022-23 school year, which has set us up to experience positive growth in Reading in the 2023-24 school year.



These results indicate that the multi-year strategy at AJH to strengthen instructional practices, informed by a high-quality assessment data and robust data platform, is having a positive impact on student outcomes. At the same time, we recognize that there is significant work ahead to not only maintain consistent student growth across all grade levels, but increase student achievement levels in Reading.

2024-25 Plan:

We believe we have set a strong foundation this past year as we have put in place robust structures to support student growth in ELA. In addition to improving the consistency of our existing actions, we will also begin to implement the following new actions in the 2024-25 school year.

| New ELA Actions - All Students (2024-25 SY) | |
|--|---|
| Strengthen Instructional Practices through PD & Coaching | <ul style="list-style-type: none">● Launch differentiated PD tracks for AJH staff:<ul style="list-style-type: none">○ Track 1: new to AJH teachers, returning AJH staff who are transitioning into teacher of record roles, and returning AJH teachers who earned Needs Improvement on the teacher rubric for specific indicators in 2023-24; focus on fundamentals of planning and internalization and classroom management.○ Track 2: returning AJH teachers; focus on cycles of planning in response to data and student profiles, collecting data during class, and responding in the moment.● Launch Strong Start Program for new to AJH teachers and returning AJH staff who are transitioning into teacher of record roles. This will be a six week program with intensive PD and coaching on fundamentals of planning and internalization and classroom management.● Coaches will engage in a consistent, weekly cycle of 1:1 coaching, walkthroughs, and observations to monitor the implementation of PD skills for the teachers they coach. |
| Assessment Strategy | <ul style="list-style-type: none">● Administer CKLA curricular assessments for TK-5 in Illuminate (SIS) so that we can conduct standards-based growth analysis.● Coaches will monitor the curricular assessment data that is collected to ensure that curricular assessments are taken within one week of the required cadence. |
| Data Strategy | <ul style="list-style-type: none">● SLT members will consistently conduct weekly data meetings, following a Radical Problem Solving protocol. The purpose of these meetings is to look at bright spots and opportunities in academic and behavioral data and create clear action plans to drive improvement. The Radical Problem Solving protocol centers students whose voices have historically been at the margins in the education narrative to focus on how their experiences at school are showing up in the data, with the rationale being that if we can action-plan around their experiences, we will enhance the experience at school for all students.● Coaches and teachers will conduct data meetings after each curriculum unit assessment (2-3x per quarter) to gather and analyze ELA assessment data. Teacher data meetings will support ELA instruction by ensuring teachers are focused on the rigor of the standards and receiving coaching around specific student needs. |

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| | <ul style="list-style-type: none"> ● Build tools to monitor student progress on curricular assessments for ELA (CKLA and StudySync). |
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In addition to the actions supporting all students, we will implement the new actions below for our English Learners. In cases where these actions were previously in place at AJH, we will be focused on ensuring that they are implemented consistently and with a high level of fidelity.

| New ELA Actions - English Learners (2024-25) | |
|--|---|
| English Learner Supports | <ul style="list-style-type: none"> ● SLT and Academic Team will conduct professional development for AJH staff during the summer and school year on strategies to support English Learners. ● Coaches will monitor implementation of the English Learner support strategies, through cycles of weekly 1:1 coaching, walkthroughs, and observations and feedback. Strategies include: <ul style="list-style-type: none"> ○ Visual references of what to do when stuck for ELs ○ Explicit vocabulary instruction ○ Embedded structured student talk routines with specific purpose for ELs ○ Identifying language functions to allow students to develop metacognition and recognize how language transfers to multiple settings ○ Visuals to support development of key concepts or skills |
| Newcomer Student Supports | <ul style="list-style-type: none"> ● Provide orientation for newcomer students and families to AJH. This will include tour of the school with key locations practiced in English, a meet and greet with key adults, and a model of how students will learn new words: introduce with translation, divide into syllables, echo and repeat, learn meaning in L1 and English, try in different sentences, partner practice, group practice, writing practice. ● Create a supportive classroom environment for newcomer students, including labeled items and content/word walls with the essential question, visuals/graphics with words, cognates or key words translated. ● SLT and Academic Team will conduct professional development, coaching, and observations to support teachers with consistently delivering instruction leveraging the following effective methods for newcomer students: <ul style="list-style-type: none"> ○ Introduce topical vocab with translations and images ○ Use language patterns ○ Multiple opportunities for miles on the tongue/structured student routines ○ Echoing in English ○ Translation support when necessary ○ Writing support/tracing if necessary |

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| | <ul style="list-style-type: none"> ○ Opportunities for structured student talk (SST) where newcomers are supported to try out the language ○ Making connections to language skills supported in designated ELD |
| Long-Term English Learner Supports | <ul style="list-style-type: none"> ● Implement and monitor completion of a clear cadence of curricular assessments from EL Achieve, designed to align to the CDE ELD standards by proficiency levels, and CCSS. ● Apply our new data protocol to EL Achieve assessments to make instructional adjustments in service of promoting mastery within our designated ELD block. ● Ensure EL strategies include language across proficiency levels to continue to develop every student. These include: <ul style="list-style-type: none"> ○ Visual references of what to do when stuck for ELs ○ Explicit vocabulary instruction ○ Embedded structured student talk routines with specific purpose for ELs ○ Visuals to support development of key concepts or skills ● Provide ongoing support to implement and monitor effectiveness of integrated ELD strategies through coaching (including data analysis), observation and feedback, and professional development. |
| Supplemental Literacy Intervention | <p>Based on the successes of the pilot program, AJH will build on its 2023-24 Ignite Reading pilot with a full implementation in 2024-25. This will include:</p> <ul style="list-style-type: none"> ● 100 seats for AJH students, across grade levels. English Learners (along with Students with Disabilities) that would most benefit from foundational literacy intervention will be prioritized for the program. When students graduate from the program, these seats will be backfilled with new participants. ● Continued daily tutoring, for 15 minutes a day, with a consistent virtual tutor per student. ● Attend monthly data meetings with the Ignite literacy specialist to gain insight into tiered performance level and needs of each individual student enrolled in the program. |

In addition to the actions supporting all students, we will implement the new actions below for our Students with Disabilities.

| New ELA Actions - Students with Disabilities (2024-25) | |
|--|---|
| Collaboration Structures | <ul style="list-style-type: none"> ● Include network SPED Administrators in SLT Data meetings on a monthly cadence to review special education data and create action plans to support challenges that arise. ● Reset collaboration structures between special education staff and general education staff to ensure aligned support of SWDs across all settings: |

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| | <ul style="list-style-type: none"> ○ Monthly collaboration meetings between Education Specialist, Principal and grade level Assistant Principal to strengthen monitoring structures and support to all teachers ○ Weekly grade level collaboration space with Education Specialist focused on consistent implementations of accommodations and ongoing progress monitoring ○ Biweekly SPED team meetings to strengthen alignment and progress monitoring across SPED Paraprofessionals |
| Education Specialist Support | <ul style="list-style-type: none"> ● Conduct co-observations of education specialists between AJH coach and network Special Education Program Manager in order to inform ongoing coaching of instruction and progress monitoring. ● Provide tiered support for education specialists (e.g. weekly, bi-weekly, or monthly check ins) to focus on case management from the Special Education Program Manager. |
| Supplemental Literacy Intervention | <p>Based on the successes of the pilot program, AJH will build on its 2023-24 Ignite Reading pilot with a full implementation in 2024-25. This will include:</p> <ul style="list-style-type: none"> ● 100 seats for AJH students, across grade levels. Students with Disabilities (along with English Learners) that would most benefit from foundational literacy intervention will be prioritized for the program. When students graduate from the program, these seats will be backfilled with new participants. ● Continued daily tutoring, for 15 minutes a day, with a consistent virtual tutor per student. ● Attend monthly data meetings with the Ignite literacy specialist to gain insight into tiered performance level and needs of each individual student enrolled in the program. |

At AJH, 95.4% of our students are **socioeconomically disadvantaged**, and our unduplicated pupil count is 97.8%. As outlined in the 2023-24 Actions section, we have implemented a comprehensive set of supports to our socioeconomically disadvantaged students to support their academic success. In addition to continuing the actions above, we are beginning the following new actions in 2024-25.

| New ELA Actions - Socioeconomically Disadvantaged Students (2024-25) | |
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| Parent Learning Center Supports | <ul style="list-style-type: none"> ● Clarify the vision and the supports offered by Alpha's Parent Learning Center (PLC), in order to ensure we are effectively serving the needs of our socioeconomically disadvantaged families. To do this, we have run a process to gather feedback through parent and staff surveys and meetings with key parent leader groups. This feedback has been translated into a new mission for the PLC, which we will work towards implementing in the 2024-25 school year. ● Explore opportunities to expand the impact and reach of the Alpha Parent Learning Center programs such as the Food Bank, Adult English classes, |

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| | and Know Your Rights workshops. These services support AJH families in building their own English language skills and meeting their basic needs for safety and security. This allows our socioeconomically disadvantaged students to feel supported and better prepared to learn English at school. |
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At AJH, 97.0% of our students are **Hispanic**. As outlined in the 2023-24 Actions section, we have implemented a comprehensive set of supports to our socioeconomically disadvantaged students to support their academic success. In addition to continuing the actions above, we are beginning the following new actions in 2024-25.

| New ELA Actions - Hispanic Students (2024-25) | |
|--|--|
| Communication Strategy for Spanish-Speaking Families | <ul style="list-style-type: none"> In order to mitigate language barriers for our significant population of Spanish-speaking families, AJH will continue to invest in the practices listed above. In addition, AJH leadership and staff will be emphasizing video communication on Konstella, the family engagement platform, to promote further access for some families that have expressed their own literacy needs. |
| Family Volunteer Programs | <ul style="list-style-type: none"> In response to family feedback, expand the highly successful Los Dichos educational program, a parent volunteer opportunity that celebrates cultural diversity and promotes literacy through monthly parent read-alouds, into 5th grade classrooms. We believe this program will help build strong parent-school partnerships in both ELA and with the school. |
| External Partnerships | <ul style="list-style-type: none"> Explore partnering with the Hispanic Foundation of Silicon Valley to further expand parent programming around engagement and social-emotional learning. |

3-Year Targets:

We have set out the following three-year targets to assess continued improvement in ELA and ELPI.

| Measuring Results: | | |
|--------------------------------------|--|--|
| Metric | Baseline | Desired Outcome for 2027 |
| SBAC DFS ELA (student groups) | 2023 CA School Dashboard: All: 93.3 pts below (Red) EL: 115.3 pts below (Red) SWD: 151.5 pts below (Red) Hispanic: 96.9 pts below (Red) SED: 95.8 pts below (Red) | 2026 CA School Dashboard All: 78 pts below (Orange) EL: 100 pts below (Orange) SWD: 137 pts below (Orange) Hispanic: 82 pts below (Orange) SED: 81 pts below (Orange) |
| NWEA Math - Conditional Growth Index | Fall 2023 to Spring 2024 0.51 | Fall 2026 to Spring 2027 ≥ - .20 |

| | | |
|-----------------------|--|--|
| ELPI | 2023 CA School Dashboard: 48% (Green) | 2026 CA School Dashboard: 56% (Green) |
| Reclassification Rate | 8.6% | ≥10% |

Math:

2022 and 2023 Results:

2022 and 2023 California School Dashboard: Math

| Group | 2022 - AJH (Actuals) | 2022 - State of CA | 2023 - AJH | 2023 - State of CA |
|----------|----------------------|--------------------|---------------|--------------------|
| All | -129.5 | -51.7 | -125 (Orange) | -49.1 |
| ELs | -158.8 | -92 | -144 (Orange) | -93.4 |
| Hispanic | -132.5 | -83.4 | -131.6 (Red) | -80.8 |
| SED | -127.4 | -84 | -126.5 (Red) | -80.8 |
| SWD | -186.2 | -130.8 | -221.1 (Red) | -127.3 |

On the 2023 CA School Dashboard, AJH was in Orange for Math overall and for the English Learner subgroup. One criterion to become a middle track school is that AJH must not be all red and orange on all state indicators for two years. Alternatively, AJH must outperform the state on at least one academic indicator, either overall or for a majority of subgroups. Therefore, we are focused on improving our Math scores overall and for all subgroups.

2023-24 Actions:

In response to our data, we established and executed the following action plan in the 2023-24 school year to directly improve our Math results for **all students**. This plan is aligned to our multi-year strategy for AJH to clarify our academic program and develop enabling systems and progress monitoring. While our categories of actions will remain the same year over year, we will continue to evolve the actions we take based on our results.

| Math Actions - All Students (2023-24) | |
|--|---|
| Strengthen Instructional Practices through PD & Coaching | <ul style="list-style-type: none"> Engaged all instructional staff (teachers of record, education specialists, paraprofessionals, academic interventionists, and associate teachers) in professional development that is aligned to Alpha's Teacher Rubric; the Teacher Rubric is inspired by the 5D+ Rubric for Instructional Growth and Teacher Evaluation (among other teacher assessment tools) and is rooted in Alpha's stated Vision of Excellent Teaching. Shifted from AJH site-led to network-led PD for nine 75-minute trainings over the course of the year in order to leverage the expertise of Academic Team, ensure instructional staff growth and development on key skills, and strengthen collaboration across sites. |

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| | <ul style="list-style-type: none"> • In professional development, addressed the following skills: lesson planning and internalization; classroom management; data collection and response; verbal de-escalation; scaffolds; and engagement strategies. • Coaches monitored implementation of PD skills and learning through 1:1 coaching, walkthroughs, and observations. This cycle of coaching, walkthroughs, and observations is designed to happen weekly. However, due to vacancies at AJH beginning in October 2023, this was implemented inconsistently in the 2023-24 school year. |
| Assessment Strategy | <ul style="list-style-type: none"> • Executed on a standardized assessment structure for all grades (CAASPP, NWEA MAP, curricular assessments) • Used Eureka Math curricular assessments to collect student data on a standardized cadence and ensure students were moving through all units of the high-quality instructional materials. • Monitored student data captured from regular assessments and used this data to identify strategies to support student growth. AJH teachers completed data analysis protocols and collaborated on action planning on nine Alpha-wide professional development days. |
| High Quality Math Curriculum | <ul style="list-style-type: none"> • Purchased and provided training for Eureka, a high quality Math curriculum. • Provided AJH staff with ongoing professional development focused on learning design, a culturally responsive teaching approach by Zaretta Hammond and on internalization practices to maximize effective implementation of the curriculum. • Monitored implementation of curriculum through 1:1 coaching and observation and feedback cycles. |
| Data Strategy | <ul style="list-style-type: none"> • Built NWEA MAP Math data analysis dashboards for teachers and school leaders to inform instruction and/or interventions for students. • Based on Fall and Winter NWEA MAP data, students in 7th grade were assigned to an additional Math support block for 60 mins/day as needed. • Strengthened data literacy to support intentional use of data (such as NWEA, and curricular assessments) during individual coaching sessions, leadership team meetings, and department meetings. • At network-wide professional development throughout the year, AJH Math teachers worked with teachers from other Alpha sites to analyze their student's work and plan for instructional steps moving forward. • Effectively delivered site data stories at All-Staff Stepback Days to build a shared understanding of data and create action plans. |

We also established the following actions to support our significant population of **English Learners** in Math.

| Math Actions - English Learners (2023-24) | |
|---|---|
| English | <ul style="list-style-type: none"> • Conducted professional development for instructional staff over the |

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| Learner Supports | <p>summer and during the school year on strategies to support English Learners.</p> <ul style="list-style-type: none"> • Hired an English Language Development specialist to provide designated instruction and teacher support for integrated ELD. Due to a mid-year vacancy, the ELD Specialist moved into the 7/8 ELA role in October and responsibilities were distributed among the AJH SLT. • Monitored implementation of strategies throughout the school year through coaching, walkthroughs and observations. However, due to vacancies at AJH beginning in October 2023, ongoing monitoring and feedback structures were implemented inconsistently. |
| Long-Term English Learners Supports | <ul style="list-style-type: none"> • Homeroom teachers, in partnership with their coach, adjusted instructional strategies based on data to meet the needs of LTEL students. • Students were assigned to a REACH block for further support on content-based skills based on data. • Integrated regular opportunities for structured student talk to try out and develop new language. |
| High Quality ELD Curriculum | <ul style="list-style-type: none"> • Purchased and provided ongoing training for EL Achieve, a high quality ELD curriculum that was adopted in the 2020-21 SY based on its results and alignment to CA ELD standards and ELA CCSS. • Grouped students by ELD proficiency level for designated ELD. • Integrated opportunities to practice the four domains of language acquisition: speaking, listening, reading, and writing. |
| Academic Interventionists | <ul style="list-style-type: none"> • Staffed 5.5 Academic Interventionists to support a tiered approach to intervention. AIs were divided by grade bands: 2 in grades 1-2, 2 in grades 3-5, and 1.5 for grades 6-8, and NWEA MAP Math data was used to determine the supports and student groupings. • Executed small groups for learners in need of intervention, informed by regular analysis of data. • Collaborated with teachers to engage in meaningful push in support. |
| Tier 1 Strategy | <ul style="list-style-type: none"> • Provided AJH staff with ongoing professional development focused on learning design, a culturally responsive teaching approach by Zaretta Hammond, and on internalization practices to maximize effective implementation of the curriculum, which utilizes an assets-based approach. • Implemented a new curriculum internalization tool that directs teachers to focus on the language demands of each unit. • Focused on strengthening teacher skill in the delivery of standards-aligned, rigorous Tier 1 instruction with access for English Learners through professional development and coaching on integrated ELD strategies and scaffolds. • Built teacher skill in planning from data specific to English Learners, identifying curriculum scaffolds and supports for students, and collecting |

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| | data on the results to further inform instruction. |
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We also established the action plan below to directly support our **Students with Disabilities** in Math during the 2023-24 school year.

| Math Actions - Students with Disabilities (2023-24) | |
|---|---|
| Students with Disabilities Supports | <ul style="list-style-type: none"> • Provided strong Specialized Academic Instruction to students within the general education setting focusing on supporting grade level access. • Conducted targeted Math intervention in small groups using high quality instructional materials. • Provided Math-specific instructional support for Special Education staff on how to run effective intervention groups. • Provided targeted SEL supports and interventions for students that are not meeting academic targets. • Expanded behavior paraprofessionals from 1 part-time role to 2 full-time staff to provide students with individual behavior and academic supports. • Maintained structured collaborative spaces between General Education and Special Education staff that focus on data analysis and student accommodations. • Maintain involvement with our SELPA - El Dorado County Office of Education (i.e. continued support and consultation with Program Specialist around programming for students with disabilities) • Special Education teachers participate in SELPA led professional development. • Attend the CEO council and our SELPA monthly Professional Learning Network meetings to ensure we are taking steps to ensure the most accurate and up-to-date information related to students with disabilities. |
| Academic Interventionists | <ul style="list-style-type: none"> • Staffed 5.5 Academic Interventionists to support a tiered approach to intervention. AIs were divided by grade bands: 2 in grades 1-2, 2 in grades 3-5, and 1.5 for grades 6-8, and NWEA MAP Math data was used to determine the supports and student groupings. • Executed small groups for learners in need of intervention, informed by regular analysis of data. • Collaborated with teachers to engage in meaningful push in support. |
| Tier 1 Strategy | <ul style="list-style-type: none"> • Focused on strengthening teacher skill in the delivery of standards-aligned, rigorous Tier 1 instruction with access for Students with Disabilities through professional development and coaching. • Built teacher skill in planning from data specific to Students with Disabilities, identifying curriculum scaffolds and supports for students, and collecting data on the results to further inform instruction. |

At AJH, 95.4% of our students are **socioeconomically disadvantaged**, and our unduplicated pupil

count is 97.8%. We help our students and families meet their basic needs, including access to financial support, nutrition, technology, and educational resources in order to have the foundation required to succeed academically.

| Math Actions - Socioeconomically Disadvantaged Students (2023-24) | |
|---|---|
| Technology Access | <ul style="list-style-type: none"> • Provide iPads/chromebooks in a 1:1 environment for all students, and hotspots as requested, in order to reinforce classroom instruction and support our socioeconomically disadvantaged students with technology access. Providing these tools helps bridge the digital divide and ensures that all students can benefit from technology-enhanced learning both in and out of the classroom. |
| Supplemental Learning Resources | <ul style="list-style-type: none"> • Provide a wide range of free online programming to students, with unlimited access at home, to scaffold class instruction and provide additional learning and practice outside of class. These online resources include Freckle, which provides content-based skills practice in Math. |
| Nutrition | <ul style="list-style-type: none"> • Offer a monthly food bank to families through the Alpha Parent Learning Center. • Provide families with access to extra fruit at arrival. • Provide free breakfast and lunch to all students through the National Student Lunch Program. |
| Access to Enrichment Activities | <ul style="list-style-type: none"> • Provide sports leagues for 6-8 students & families free of charge. • Offer support for funding to families for field trips and higher cost activities, such as 8th grade overnight trip. • Partner with the Boys & Girls Club to offer additional childcare and enrichment to TK-8 families, in order to support family work schedules. |
| Culturally Responsive Instruction | <ul style="list-style-type: none"> • Train AJH instructional staff on learning design, the strategy of implementing lessons through a structure of Ignite, Chunk, Activate (Chew), and Review, through summer and school year professional development sessions. Learning design is directly adapted from Zaretta Hammond's approach to culturally responsive teaching. Through this approach, we intentionally avoid lecturing or the passive reception of information. • Alpha's Teacher Rubric evaluates teachers on culturally responsive instruction. Teachers are provided with training, observation, and feedback on this practice, in which they are focused on the following practices: <ul style="list-style-type: none"> ◦ Mutual respect and healthy boundaries are established among students and between students and teacher ◦ The classroom environment is culturally and socially affirming to students' identities ◦ Teacher capitalizes on student strengths (academic background, life experiences, and culture/language) ◦ Students affirm each other's identities and leverage each other's strengths when working together |

At AJH, 97.0% of our students are **Hispanic**. We are focused on engaging our families and students in a culturally responsive way that reflects the needs of the majority of our community and supports the academic achievement of our Hispanic student population.

| Math Actions - Hispanic Students (2023-24) | |
|--|---|
| Communication Strategy for Spanish-Speaking Families | <p>In order to mitigate language barriers for our significant population of Hispanic families, many of whose primary language is Spanish, AJH invests in the following practices:</p> <ul style="list-style-type: none"> • Distribute all family communications electronically and in paper flier form in both English and Spanish • Utilize Konstella as our family engagement platform due to its accessibility for Spanish-speaking families. Konstella offers: <ul style="list-style-type: none"> ◦ Video resources to support families ◦ Supports for language set-up, to enable automatic translation of posts and messages ◦ Easy to post videos & pictures to enable access • Full front-office staff + 5 out of 6 SLT members speak Spanish, helping to ensure families feel supported and can partner with school leadership • Provide extensive supports for team members that do not speak Spanish, providing oral translation and materials translation for all meetings and programming, including quarterly conferences, SST meetings, and ongoing teacher communications. |
| Leadership & Family Partnership Building | <p>To honor the desire from our Hispanic/Latino families to have a direct connection to the principal, we embed the following strategies to create strong leadership & family partnerships to support academic achievement:</p> <ul style="list-style-type: none"> • Frequent principal engagement and communication through Konstella to provide easy access to principal. • Front office team escalates any parent concerns to full SLT and principal to promote visibility and make space for support and partnership with families. • SLT and principal are visible during arrivals and dismissals to provide quick touchpoints with families and promote leadership access. |
| Supports for Immigrant Families | <ul style="list-style-type: none"> • At AJH, we support many immigrant families from Latin American countries with their introduction to the school and the San José community. We partner with Alpha's Parent Learning Center, which offers all AJH families educational, career, and wellness services, and we provide families with referrals to this team to support their individual needs. • Focus on the power of storytelling within staff PD to promote value and making space for our students and families to share their stories. |
| Culturally | <ul style="list-style-type: none"> • Train AJH instructional staff on learning design, the strategy of implementing lessons through a structure of Ignite, Chunk, Activate |

| | |
|------------------------|---|
| Responsive Instruction | <p>(Chew), and Review, through summer and school year professional development sessions. Learning design is directly adapted from Zaretta Hammond's approach to culturally responsive teaching. Through this approach, we intentionally avoid lecturing or the passive reception of information.</p> <ul style="list-style-type: none"> Alpha's Teacher Rubric evaluates teachers on culturally responsive instruction. Teachers are provided with training, observation, and feedback on this practice, in which they are focused on the following practices: <ul style="list-style-type: none"> Mutual respect and healthy boundaries are established among students and between students and teacher The classroom environment is culturally and socially affirming to students' identities Teacher capitalizes on student strengths (academic background, life experiences, and culture/language) Students affirm each other's identities and leverage each other's strengths when working together |
|------------------------|---|

2023-24 Results:

As a result of our focused efforts to improve Math outcomes, we have seen the following results:

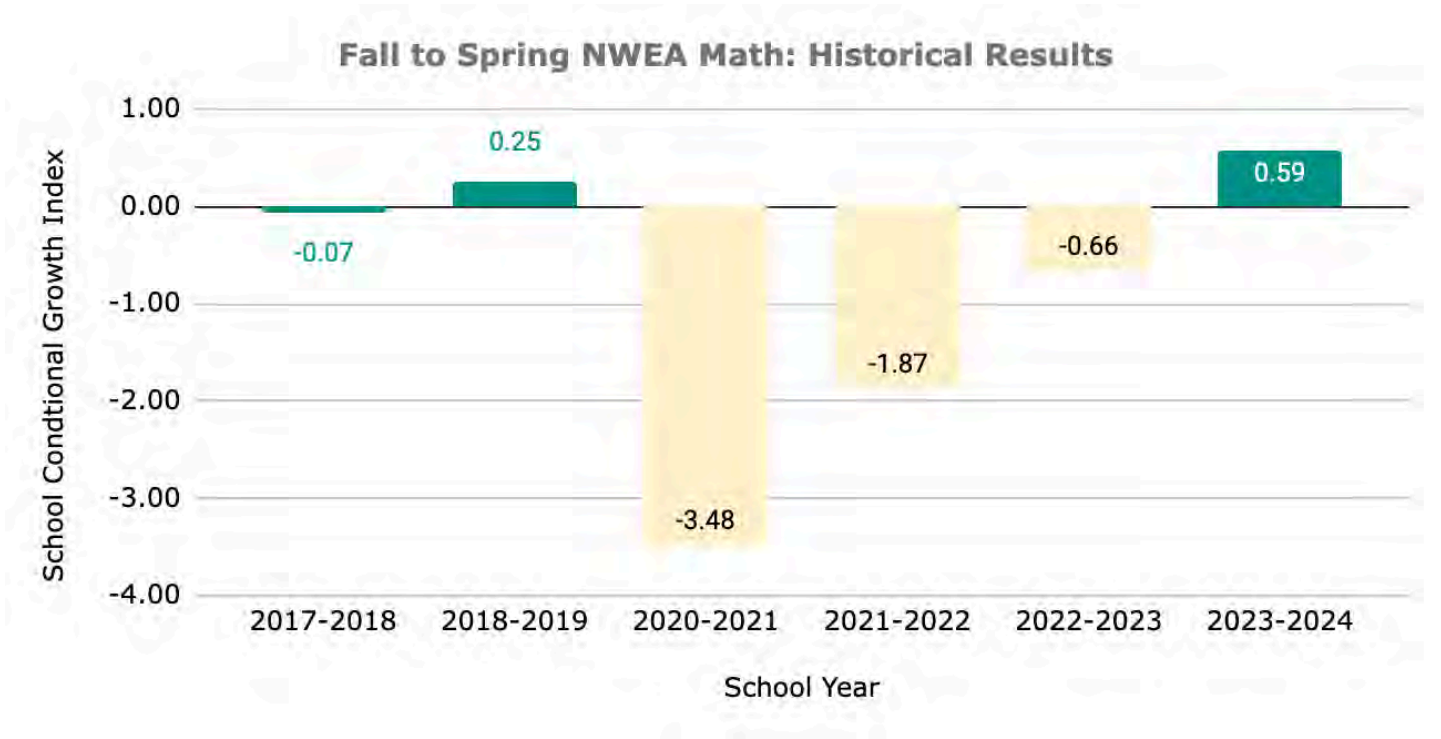
| Fall 2023 to Spring 2024 NWEA Math | | | |
|------------------------------------|---------------|--|--------------------------------------|
| Grade | # of Students | School Conditional Growth Index ⁹ | School Conditional Growth Percentile |
| K | 29 | 0.10 | 54 |
| 1 | 59 | 0.93 | 82 |
| 2 | 55 | -0.45 | 33 |
| 3 | 53 | 1.14 | 87 |
| 4 | 58 | 2.28 | 99 |
| 5 | 24 | -4.18 | 1 |
| 6 | 30 | -0.03 | 49 |
| 7 | 56 | 0.52 | 70 |
| 8 | 53 | 1.73 | 96 |

Based on a weighted average of AJH results, our school CGI score in NWEA Math is **0.59**, indicating that AJH has supported its students in achieving more than one year of growth in Math this year. Almost all grade levels showed meaningful growth in Math, with a notable outlier of 5th grade. The

⁹ Based on guidance from the [May 2023 CA SBE Agenda Item #02](#), a CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more) in a subject.

2023-24 school year was the first year that AJH had a 4th grade class, which meant that all 5th grade students were new to the school. Moving forward, we are excited to partner with our students throughout the TK-8 continuum while ensuring we have strong supports in place for new AJH students. We have observed that our strongest growth occurred in grades 3, 4, and 8, which are the grade levels that have been with us the longest, and we are looking forward to seeing the impact on students we will now support from grades TK through 8.

When reviewing our NWEA Math results year over year, we saw meaningful improvement in our performance in the 2023-24 school year. The chart below shows the weighted average of the AJH school CGI score in Math over time. Prior to the pandemic, AJH students were consistently meeting the benchmark of one year of growth in Math. As illustrated in our data, the pandemic drove sharp declines in student progress, and we have been focused on recovery since then. We have experienced steady year over year improvement in Math over the past two school years due to the strong practices that we have implemented at our school.



Our NWEA Math results indicate that the multi-year strategy at AJH to strengthen instructional practices, informed by a high-quality assessment strategy and robust data platform, is having a positive impact on student outcomes. At the same time, we recognize that there is significant work ahead to build on this growth and to increase achievement for all students in Math.

2024-25 Plan:

We believe we have set a strong foundation this past year as we have put in place strong structures to support student growth in Math. In addition to improving the consistency of our existing actions, we will also begin to implement the following new actions in the 2024-25 school year.

New Math Actions - All Students (2024-25)

| | |
|--|--|
| High-Impact Math Tutoring | <ul style="list-style-type: none"> Partner with Littera Education to launch a high-impact math tutoring program for students in grades 6-7. Littera is a proven high-impact tutoring partner, and they will provide virtual tutoring in Math for 96 high-need students. Students will participate in four, 30 minute sessions per week in a mix of 1:1 and small group settings. |
| Strengthen Instructional Practices through PD & Coaching | <ul style="list-style-type: none"> Launch differentiated PD tracks for AJH staff: <ul style="list-style-type: none"> Track 1: new to AJH teachers, returning AJH staff who are transitioning into teacher of record roles, and returning AJH teachers who earned Needs Improvement on the teacher rubric for specific indicators in 23-24; focus on fundamentals of planning and internalization and classroom management. Track 2: returning teachers; focus on cycles of planning in response to data and student profiles, collecting data during class, and responding in the moment. Launch Strong Start Program for new to AJH teachers and returning AJH staff who are transitioning into teacher of record roles. This will be a six week program with intensive PD and coaching on fundamentals of planning and internalization and classroom management. Coaches will engage in a consistent, weekly cycle of 1:1 coaching, walkthroughs, and observations to monitor the implementation of PD skills for the teachers they coach. |
| Assessment Strategy | <ul style="list-style-type: none"> Coaches will monitor the curricular assessment data that is collected to ensure that curricular assessments are taken within one week of the required cadence. |
| Data Strategy | <ul style="list-style-type: none"> SLT members will consistently conduct weekly data meetings, following a Radical Problem Solving protocol. The purpose of these meetings is to look at bright spots and opportunities in academic and behavioral data and create clear action plans to drive improvement. The Radical Problem Solving protocol centers students whose voices have historically been at the margins in the education narrative, to focus on how their experiences at school are showing up in the data, with the rationale being that if we can action-plan around their experiences, we will enhance the experience at school for all students. Coaches and teachers will conduct data meetings after each curriculum unit assessment (2-3x per quarter) to gather and analyze Math assessment data. Teacher data meetings will support Math instruction by ensuring teachers are focused on the rigor of the standards and receiving coaching around specific student needs. Build tools to monitor curricular assessments for Math (GreatMinds) that will be used in teacher and SLT data meetings. |

In addition to the actions supporting all students, we will implement the new actions below for our

English Learners. In cases where these actions were previously in place at AJH, we will be focused on ensuring that they are implemented consistently and with a high level of fidelity.

| New Math Actions - English Learners (2024-25) | |
|---|---|
| English Learner Supports | <ul style="list-style-type: none"> • SLT and Academic Team will conduct professional development for AJH staff during the summer and school year on strategies to support English Learners. • Coaches will monitor implementation of the English Learner support strategies, through cycles of weekly 1:1 coaching, walkthroughs, and observations and feedback. Strategies include: <ul style="list-style-type: none"> ◦ Anchor charts in all content to provide visual support for key concepts ◦ Content based word walls, with pictures, updated for every unit ◦ Visual references of what to do when stuck for ELs ◦ Explicit vocabulary instruction ◦ Embedded structured student talk routines with specific purpose for ELs ◦ Identifying language functions to allow students to develop metacognition and recognize how language transfers to multiple settings |
| Newcomer Student Supports | <ul style="list-style-type: none"> • Provide orientation for newcomer students and families to AJH. This will include tour of the school with key locations practiced in English, a meet and greet with key adults, and a model of how students will learn new words: introduce with translation, divide into syllables, echo and repeat, learn meaning in L1 and English, try in different sentences, partner practice, group practice, writing practice. • Create a supportive classroom environment for newcomer students, including labeled items and content/word walls with the essential question, visuals/graphics with words, cognates or key words translated. • SLT and Academic Team will conduct professional development, coaching, and observations to support teachers with consistently delivering instruction leveraging the following effective methods for newcomer students: <ul style="list-style-type: none"> ◦ Introduce topical vocab with translations and images ◦ Use language patterns ◦ Multiple opportunities for miles on the tongue/structured student routines ◦ Echoing in English ◦ Translation support when necessary ◦ Writing support/tracing if necessary ◦ Opportunities for structured student talk (SST) where newcomers are supported to try out the language ◦ Making connections to language skills supported in designated ELD |

| | |
|------------------------------------|--|
| Long-Term English Learner Supports | <ul style="list-style-type: none"> ● Implement and monitor completion of a clear cadence of curricular assessments from EL Achieve, designed to align to the CDE ELD standards by proficiency levels, and CCSS to strengthen student reception and production of language in Math. ● Ensure EL strategies include language across proficiency levels to continue to develop every student. These include: <ul style="list-style-type: none"> ○ Anchor charts in all content to provide visual support for key concepts ○ Content based word walls, with pictures, updated for every unit ○ Visual references of what to do when stuck for ELs ○ Explicit vocabulary instruction ○ Embedded structured student talk routines with specific purpose for ELs ● Provide ongoing support to implement and monitor effectiveness of integrated ELD strategies through coaching (including data analysis), observation and feedback, and professional development. |
|------------------------------------|--|

In addition to the actions supporting all students, we will implement the new actions below for our Students with Disabilities.

| New Math Actions - Students with Disabilities (2024-25) | |
|---|--|
| Collaboration Structures | <ul style="list-style-type: none"> ● Include network SPED Administrators in SLT Data meetings on a monthly cadence to review special education data and create action plans to support challenges that arise. ● Reset collaboration structures between special education staff and general education staff to ensure aligned support of SWDs across all settings: <ul style="list-style-type: none"> ○ Monthly collaboration meetings between Education Specialist, Principal and grade level Assistant Principal to strengthen monitoring structures and support to all teachers ○ Weekly grade level collaboration space with Education Specialist focused on consistent implementations of accommodations and ongoing progress monitoring ○ Biweekly SPED team meetings to strengthen alignment and progress monitoring across SPED Paraprofessionals |
| Education Specialist Support | <ul style="list-style-type: none"> ● Conduct co-observations of education specialists between AJH coach and network Special Education Program Manager in order to inform ongoing coaching of instruction and progress monitoring. ● Provide tiered support for education specialists (e.g. weekly, bi-weekly, or monthly check ins) to focus on case management from the Special Education Program Manager. |

At AJH, 95.4% of our students are **socioeconomically disadvantaged**, and our unduplicated pupil

count is 97.8%. As outlined in the 2023-24 Actions section, we have implemented a comprehensive set of supports for our socioeconomically disadvantaged students to bolster their academic success. In addition to continuing the actions above, we are beginning the following new actions in 2024-25.

| New Math Actions - Socioeconomically Disadvantaged Students (2024-25) | |
|---|---|
| Parent Learning Center Supports | <ul style="list-style-type: none"> Clarify the vision and the supports offered by Alpha's Parent Learning Center (PLC), in order to ensure we are effectively serving the needs of our socioeconomically disadvantaged families. To do this, we have run a process to gather feedback through parent and staff surveys and meetings with key parent leader groups. This feedback has been translated into a new mission for the PLC, which we will work towards implementing in the 2024-25 school year. Explore opportunities to expand the impact and reach of the Alpha Parent Learning Center programs such as the Food Bank, Adult English classes, and Know Your Rights workshops. These services support AJH families in building their own English language skills and meeting their basic needs for safety and security. This allows our socioeconomically disadvantaged students to feel supported and better prepared to succeed academically. |

At AJH, 97.0% of our students are **Hispanic**. As outlined in the 2023-24 Actions section, we have implemented a comprehensive set of supports for our Hispanic students to bolster their academic success. In addition to continuing the actions above, we are beginning the following new actions in 2024-25.

| New Math Actions - Hispanic Students (2024-25) | |
|--|--|
| Communication Strategy for Spanish-Speaking Families | <ul style="list-style-type: none"> In order to mitigate language barriers for our significant population of Spanish-speaking families, AJH will continue to invest in the practices listed above. In addition, AJH leadership and staff will be emphasizing video communication on Konstella, the family engagement platform, to promote further access for some families that have expressed their own literacy needs. |
| External Partnerships | <ul style="list-style-type: none"> Explore partnering with the Hispanic Foundation of Silicon Valley to further expand parent programming around engagement and social-emotional learning. |

3-Year Targets:

We have set out the following three-year targets to assess continued improvement in Math.

| Measuring Results: | | |
|--------------------|----------|--------------------------|
| Metric | Baseline | Desired Outcome for 2027 |

| | | |
|--|---|--|
| SBAC DFS Math (student groups) | 2023 CA School Dashboard All: 125 pts below (Orange) EL: 144 pts below (Orange) SWD: 221.1 pts below (Red) Hispanic: 131.6pts below (Red) SED: 126.5 pts below (Red) | 2026 CA School Dashboard All: 78 pts below (Orange) EL: 129 pts below (Orange) SWD: 206 pts below (Orange) Hispanic: 117 pts below (Orange) SED: 116 pts below (Orange) |
| NWEA Math - Conditional Growth Index | Fall 2023 to Spring 2024 0.59 | Fall 2026 to Spring 2027 ≥ - .20 |

Supporting Actions:

In addition to the targeted actions we have identified to address the underlying causes of our low performance designation (Chronic Absenteeism, Suspension Rate, ELA, and Math), we are also focused on strengthening the staff and family experience at AJH. We believe that by retaining and developing our talent and engaging our families in student learning, we will create a strong foundation that positively impacts all dashboard indicators that resulted in the low-performing designation. Our action plan in these areas follows.

Staff Recruitment & Retention

It is critical for our school to develop and maintain fully credentialed and high-quality educators. However, given the teacher shortage that we are experiencing in the Bay Area, it has been challenging to hire and retain strong educators at AJH. To address this, AJH has adopted the following theory of change: If we develop excellent coaches, then they will develop excellent educators, which will result in improved student outcomes.

Therefore, in the 2023-24 school year, we invested heavily in internal and external professional development and coaching of our leaders, teachers, and instructional staff. We continued regular reviews of our compensation and benefits packages, and we used a variety of recruitment strategies to attract high-quality talent to AJH.

2023-24 Actions:

| Staff Recruitment Actions (2023-24) | |
|---|--|
| <ul style="list-style-type: none"> Attended in-person career fairs at UC Santa Cruz, CSU East Bay, Sacramento State, UC Berkeley, Santa Clara County Office of Education. Attended virtual career fairs at University of San Diego, National University, Stanford, Columbia's Teacher College. | |
| <ul style="list-style-type: none"> Continued our relationships with TeachStart, Alder Residency, and Teach For America (TFA) to build a pipeline of educators for AJH. | |
| <ul style="list-style-type: none"> Ensured teacher participation in recruitment and hiring processes through our Talent Ambassador program and Teacher Tour Training. | |

| |
|--|
| <ul style="list-style-type: none"> Hosted two Recruitment Happy Hours for prospective candidates to meet with current AJH school leadership and teachers. |
| <ul style="list-style-type: none"> Participated in CTC grant opportunities for support staff (Associate Teachers, Academic Interventionists, Special Education Paraprofessionals) to complete their degree and/or get on a teacher credential pathway to build our internal pipeline for teacher of record roles. New credential specialist (hired in July 2023) has worked with support staff to understand requirements and action plan steps to work towards a credential. |
| <ul style="list-style-type: none"> Maintained transparent teacher salary scale, with differentiated pay depending on certification status. |
| <ul style="list-style-type: none"> Captured staff feedback (through staff interviews and surveys) to inform teacher salary and benefit compensation. As a result, we increased compensation for teachers based on experience and increased retirement contributions to support competitiveness and retention. |
| <ul style="list-style-type: none"> Expanded benefits for continuing education and tuition reimbursement, to incentivize ongoing skill development and developing the potential pool of teachers. |

| Staff Retention Actions (2023-24) |
|--|
| <ul style="list-style-type: none"> Facilitated a robust summer onboarding and training experience for all new AJH staff. This included additional training for all new AJH instructional staff on the foundational skills of what it means to facilitate learning in our community. |
| <ul style="list-style-type: none"> Developed AJH leaders' skills in coaching through participation in the following trainings and structures to support their development: <ul style="list-style-type: none"> Seven 2 hour Coach Development Meetings (designed and facilitated internally). These meetings focused on teacher rubric calibration, emotional agility, coaching, and performance management Five 4.5 hour workshops (designed and facilitated externally) on coaching Weekly walkthroughs with Academic Team from August to December to align on excellent teacher practices, strong feedback, and effective coaching for teachers |
| <ul style="list-style-type: none"> Provided leadership opportunities for teachers through lead team; conducted a 2-3 hour training each quarter for the 4 AJH lead team teachers where they collaborated with lead team members across Alpha Public Schools with focus on developing skills in meeting facilitation, giving feedback to peers, conflict resolution, and emotional agility. |
| <ul style="list-style-type: none"> Fostered a healthy and thriving school culture through programs including shout-outs/recognitions, instructional spotlighting, a sunshine committee, and team-building and team gratitude events. |
| <ul style="list-style-type: none"> Conducted staff surveys twice per year to gather staff feedback. Used this data to inform |

strategies to strengthen school culture. For example, received feedback in staff surveys for an increase in teacher observations and feedback. Leadership responded by restructuring SLT schedules to allow for an increase in teacher observations.

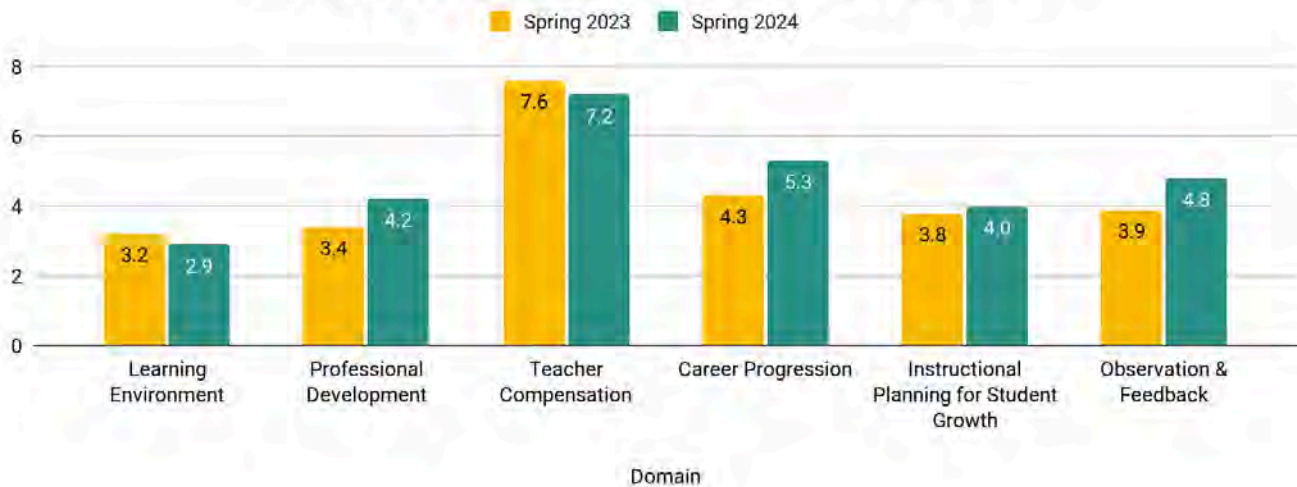
- Maintained strong communication channels through daily huddles.
- Hired a Credential Specialist who has provided AJH teachers with certification/credential support. In addition, quarterly reviews around assignment and credential status took place between the Principal and Chief Talent Officer.

2023-24 Results:

AJH partners with TNTP to administer a twice-annual survey to teachers to capture feedback on various aspects of school culture. As a result of our actions in professional development, observation and feedback, and support for instructional planning in the 2023-24 school year, we have seen improvement in several key domains since Spring 2023. While we saw a slight dip in Teacher Compensation results, our teachers' self-reported understanding of and satisfaction with their compensation remain well above the national top quartile threshold (5.6).

In addition to our bright spots, we have seen a dip in Learning Environment in Spring 2024. This domain focuses on school culture and the role of leaders in maintaining a safe and productive learning environment. In the 2024-25 school year, we have identified actions to develop leaders' skills in professional development and coaching, which we believe will lead to a stronger learning environment at AJH.

Spring 2023 to Spring 2024 TNTP Survey Results



2024-25 Plan:

We have taken positive steps this year to improve recruitment and retention at AJH. In addition to continuing the actions listed above, we have identified new strategies to strengthen our staffing.

Before the 2024-25 recruitment cycle, the AJH School Leadership Team identified opportunities to strengthen the recruitment process for the upcoming school year. The new recruitment actions AJH is

taking are listed below.

New Recruitment Actions (2024-25)

- Add questions into the interview screening process to assess candidates on their response to student behaviors and skillset in cultivating a positive student culture.
- Standardize expectations for the final interview round for teacher of record candidates. This process will include:
 - Live demo lesson in front of students
 - Interview with SLT (2-3 school leaders)
 - Teacher campus tour and panel, where staff have the opportunity to interact with the candidate and share their voice in the hiring process
- Hire contract employee to provide additional support with teacher candidate sourcing.

In addition, AJH is focused on strengthening skills within our leaders and coaches in professional development and coaching. Through this, we believe that our leaders will be better equipped to support the teachers that they coach, leading to higher retention and teacher effectiveness.

New Retention Actions (2024-25)

- Develop AJH leaders' skills in professional development design and facilitation through participation in the following trainings and structures to support their development:
 - Initial training during summer professional development for leaders followed by cycles of feedback, revision, and rehearsal
 - Ongoing training through seven two hour Coach Development Meetings throughout the year to further develop skills in PD design and facilitation
 - Cycles of feedback, revisions, rehearsal, and coaching on PD design and facilitation aligned with Alpha-wide instructional staff PD
- Develop AJH leaders' skills in coaching through participation in the following trainings and structures to support their development. In addition to continuing the professional development outlined in the 2023-24 school year actions, AJH will begin the following actions:
 - Initial calibration on the Alpha Coaching Model and Abridged Coach Rubric during summer professional development for leaders
 - Training and development provided for SOMs and Deans on coaching
 - Small group "practice lab" with intensive coaching support for AJH principal

3-Year Targets:

We have set out the following three-year targets to assess continued improvement in our staff recruitment and retention.

Measuring Results:

| Metric | Baseline | Desired Outcome for 2027 |
|---|----------|--------------------------|
| % of teachers appropriately assigned and credentialed | 100% | 100% |
| Teacher perception on the spring TNTP question regarding Learning Environment | 2.9 | 4.0 |

Family Engagement

At AJH, we believe that student academic achievement and wellness are best carried out when families are a part of the school in a way that is authentic and reflective of the community. In the 2023-24 school year, we focused on implementing robust family engagement strategies to provide different channels for families to engage at AJH.

2023-24 Actions:

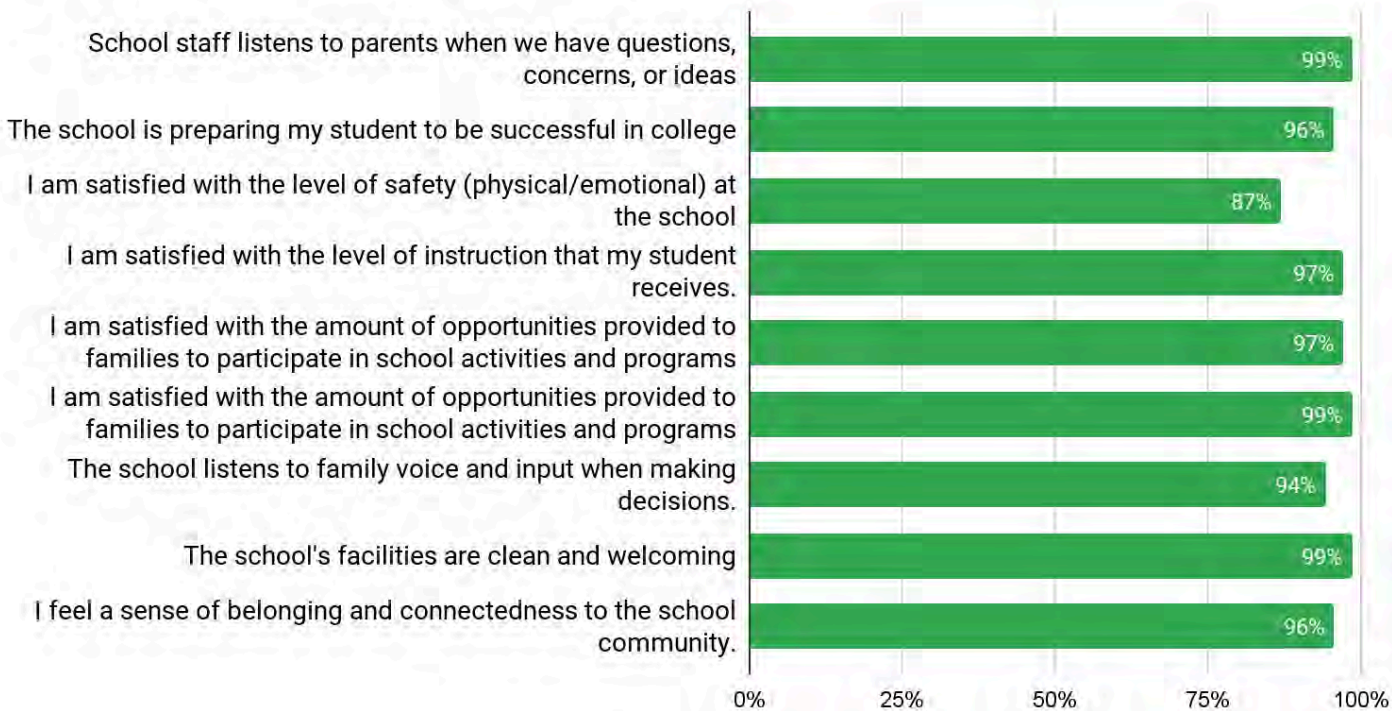
| Family Engagement Actions (2023-24) |
|--|
| <ul style="list-style-type: none"> Upheld strong family communication systems to capture authentic input and feedback from families, including: <ul style="list-style-type: none"> Usage of our family communication platforms: Konstella & DeansList Monthly feedback survey opportunity at Cafecitos 2x per year family surveys 3x per year family conferences |
| <ul style="list-style-type: none"> Created and executed an annual scope and sequence for school community celebrations. This included: <ul style="list-style-type: none"> Annual events: Welcome Night, Back to School Night, Fall Festival, Winter Festival, Candygrams, and Open House Ongoing events: quarterly award ceremonies, end of month birthday + holiday celebrations, and monthly cafecitos |
| <ul style="list-style-type: none"> Provided families with educational, career, and wellness services from the Alpha Parent Learning Center, including folklorico classes, a Food Bank, and English classes. |
| <ul style="list-style-type: none"> Provided parent volunteer opportunities to strengthen involvement of parents in their child's educational experience, including Los Dichos, a monthly reading program with TK-4th grade families and a Kindergarten Phonics tutoring partnership. |
| <ul style="list-style-type: none"> Strengthened parent power by providing parents with leadership opportunities to advocate for their students, including Parent Council, English Language Advisory Committee (ELAC), Parent Leader Committee (Advocacy), and Alpha Parent Board Members. |

2023-24 Results:

Our AJH family survey data continues to show that our strong relationships and engagement with our families are a bright spot for our school. Of the 70 respondents to the spring family survey, a significant

majority of our families agreed that AJH is serving the needs of our students and families.

Spring 2024 Family Survey (% Agree)



2024-25 Plan:

We have received positive feedback from our families on our efforts to strengthen engagement at AJH. Therefore, we will maintain the effective actions from the 2023-24 school year and will continue to improve the strength of our implementation of those actions.

We have identified the following new family engagement actions for the 2024-25 school year. In addition, we believe that our focus on our SEL curriculum, restorative practices, and the CCSP grant implementation (detailed in the Suspension Rate - 2024-25 Plan section) will positively impact family feedback on the level of safety at school.

| New Family Engagement Actions (2024-25) |
|---|
| <ul style="list-style-type: none">Expand relationship-building activities for middle school families to strengthen community among all grade levels. This will include providing training for middle school families on the use of Konstella (family communication platform) for engagement each quarter, instead of only at conferences. We will monitor the impact that this has on increasing attendance of middle school families to AJH programming. |
| <ul style="list-style-type: none">Implement an updated operations and facilities walkthrough structure, in order to ensure a more consistent and standardized approach towards having safe, clean and welcoming spaces. This updated structure includes adding three additional internal walkthroughs with |

an AJH-specific walkthrough rubric, on top of our existing three walkthroughs done in collaboration with the Alpha network operations team utilizing CDE's Facilities Inspection Tool (FIT).

- Explore forming an AJH Parent Association, which would be created to help increase family engagement, volunteer opportunities, and family events at AJH.

3-Year Targets:

We have set out the following three-year targets to assess continued improvement in family engagement at AJH.

Measuring Results:

| Metric | Baseline | Desired Outcome for 2027 |
|---|---|------------------------------------|
| % of families that feel a sense of belonging & connectedness to the school community | Spring 2024 Family Survey: 96% | Spring 2027 Family Survey: ≥95% |
| % of families that agree that the school listens to family voice and input when making decisions | Spring 2024 Family Survey: 94% | Spring 2027 Family Survey: ≥95% |
| % of families that are satisfied with the amount of opportunities provided to families to participate in school activities and programs | Spring 2024 Family Survey: All Students: 99% SWDs: 100% ELs: 97% | Spring 2027 Family Survey: ≥95% |
| % of families that are satisfied with the level of physical and emotional safety at school | Spring 2024 Family Survey: 87% | Spring 2027 Family Survey: ≥95% |



Alpha Public Schools

Minutes

Board Meeting

Date and Time

Wednesday July 24, 2024 at 6:00 PM

Location

Alpha: Cindy Avitia High School- 1881 Cunningham Ave, San Jose, CA 95122

Instructions for Presentation to the Board by Parents and Citizens

Alpha Public Schools ("Alpha") welcomes your participation at the Alpha Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of Alpha in public. We are pleased that you are in attendance and hope that you will visit these meetings often. Your participation assures us of continuing community interest in Alpha. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:

1. Agendas are available to all audience members at the door to the meeting.
 2. "Request to Speak" forms are available to all audience members who wish to speak on any agenda item(s) or under the general category of "Public Comment." All "Request to Speak" forms must be submitted prior to the agenda item.
 3. "Public Comment" is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes each and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Board may give direction to staff to respond to your concern.
 4. With regard to items that are on the agenda, you may specify that agenda item on your request form and you will be given an opportunity to speak for up to three (3) minutes when the Board discusses that item.
 5. When addressing the Board, speakers are requested to state their name and address and adhere to the time limits set forth.
-

6. In compliance with the Americans with Disabilities Act (ADA) and upon request, Alpha may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact the Board Secretary's office.

7. If you have any questions or need any assistance in participating in the Alpha Board meeting, please contact Angelica Ruiz at aruiz@alphapublicschools.org or 408)780-1550 x 102.

Directors Present

A. Flores (remote), A. Hendricks, A. Santillan, C. Wang, E. Retuta, J. Ramirez, J. Wallner, L. Alvarez, M. Rosas, N. Guevera, P. MacDonald

Directors Absent

C. Funches, M. Cazarez, S. Mahan

Directors who arrived after the meeting opened

A. Flores, J. Ramirez

Guests Present

A. Ruiz

I. Opening Items

A. Call the Meeting to Order

P. MacDonald called a meeting of the board of directors of Alpha Public Schools to order on Wednesday Jul 24, 2024 at 6:02 PM.

B. Record Attendance and Guests

C. Discussion and/or Modification(s) of the Agenda

J. Wallner made a motion to approve Board Meeting agenda.

E. Retuta seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

| | |
|--------------|--------|
| M. Rosas | Aye |
| E. Retuta | Aye |
| J. Ramirez | Absent |
| A. Flores | Absent |
| M. Cazarez | Absent |
| L. Alvarez | Aye |
| A. Hendricks | Aye |

Roll Call

P. MacDonald Aye
C. Funches Absent
J. Wallner Aye
N. Guevera Aye
C. Wang Aye
S. Mahan Absent
A. Santillan Aye

D. Public Comment

No public comment

E. Mission Moment: Summer PD

A. Flores arrived at 6:09 PM.

Alpha's summer PDs kicked-off July 15th with Leader Week. Alpha has now welcomed new staff and they are actively participating in PDs since last week.

II. Board Business - Discussion/Action Items

A. Consent Agenda

J. Wallner made a motion to approve items on consent agenda.

A. Santillan seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

A. Santillan Aye
J. Ramirez Absent
P. MacDonald Aye
L. Alvarez Aye
M. Cazarez Absent
C. Wang Aye
C. Funches Absent
E. Retuta Aye
A. Hendricks Aye
A. Flores Aye
N. Guevera Aye
M. Rosas Aye
S. Mahan Absent
J. Wallner Aye

B. 6/18/24 Board Meeting: Approval of Minutes

E. Retuta made a motion to approve the minutes from Regular Board Meeting on 06-18-24.

A. Santillan seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

| | |
|--------------|---------|
| A. Hendricks | Aye |
| J. Ramirez | Absent |
| S. Mahan | Absent |
| M. Rosas | Abstain |
| A. Flores | Aye |
| E. Retuta | Aye |
| C. Funches | Absent |
| C. Wang | Aye |
| P. MacDonald | Aye |
| A. Santillan | Aye |
| J. Wallner | Abstain |
| L. Alvarez | Abstain |
| M. Cazarez | Absent |
| N. Guevera | Aye |

C. 6/28/24 Board Meeting: Approval of Minutes

A. Hendricks made a motion to approve the minutes from Board Meeting on 06-28-24.

E. Retuta seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

| | |
|--------------|---------|
| P. MacDonald | Aye |
| S. Mahan | Absent |
| C. Funches | Absent |
| M. Cazarez | Absent |
| N. Guevera | Abstain |
| J. Ramirez | Absent |
| M. Rosas | Aye |
| J. Wallner | Abstain |
| A. Santillan | Aye |
| A. Flores | Aye |
| C. Wang | Aye |
| A. Hendricks | Aye |
| E. Retuta | Aye |
| L. Alvarez | Abstain |

D. 6/28/24 Special Board Meeting: Approval of Minutes

M. Rosas made a motion to approve the minutes from Special Board Meeting on 06-28-24.

C. Wang seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

| | |
|--------------|-----|
| A. Santillan | Aye |
|--------------|-----|

Roll Call

| | |
|--------------|---------|
| E. Retuta | Aye |
| J. Ramirez | Absent |
| J. Wallner | Abstain |
| M. Rosas | Aye |
| A. Flores | Aye |
| C. Funches | Absent |
| A. Hendricks | Aye |
| M. Cazarez | Absent |
| L. Alvarez | Abstain |
| S. Mahan | Absent |
| N. Guevera | Abstain |
| P. MacDonald | Aye |
| C. Wang | Aye |

E. 24-25 Permit and/or Waiver Applications

A. Hendricks made a motion to approve 24-25 Permit and/or Waiver Applications.

E. Retuta seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

| | |
|--------------|--------|
| A. Hendricks | Aye |
| A. Santillan | Aye |
| L. Alvarez | Aye |
| N. Guevera | Aye |
| E. Retuta | Aye |
| C. Wang | Aye |
| P. MacDonald | Aye |
| S. Mahan | Absent |
| M. Cazarez | Absent |
| M. Rosas | Aye |
| C. Funches | Absent |
| A. Flores | Aye |
| J. Wallner | Aye |
| J. Ramirez | Absent |

F. 24-25 Board Goal Setting

Alpha's board is ready to kick-off the 24-25 Board Goal Setting. Template for committees will be shared soon.

G. Renewals Update and AJH Improvement Plan

J. Wallner made a motion to approve Alpha: José Hernández Improvement Plan.

E. Retuta seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

| | |
|--------------|--------|
| C. Wang | Aye |
| S. Mahan | Absent |
| M. Cazarez | Absent |
| A. Flores | Aye |
| J. Wallner | Aye |
| A. Santillan | Aye |
| E. Retuta | Aye |
| J. Ramirez | Absent |
| M. Rosas | Aye |
| A. Hendricks | Aye |
| C. Funches | Absent |
| P. MacDonald | Aye |
| N. Guevera | Aye |
| L. Alvarez | Aye |

H. BREAK

7-7:10pm

III. Closed Session

A. CEO Evaluation

Board members began closed session at 7:10pm
J. Ramirez arrived at 7:10 PM.

IV. Reconvene Open Session

A. Report Action Taken During Closed Session

Open session reconvened at 7:57pm.
No actions taken during closed session

V. Closing Items

A. Adjourn Meeting

J. Wallner made a motion to adjourn meeting.
A. Santillan seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

| | |
|--------------|-----|
| P. MacDonald | Aye |
| E. Retuta | Aye |
| C. Wang | Aye |
| A. Flores | Aye |
| N. Guevera | Aye |

Roll Call

| | |
|--------------|--------|
| A. Santillan | Aye |
| S. Mahan | Absent |
| J. Wallner | Aye |
| C. Funches | Absent |
| A. Hendricks | Aye |
| M. Rosas | Aye |
| L. Alvarez | Aye |
| J. Ramirez | Aye |
| M. Cazarez | Absent |

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:58 PM.

Respectfully Submitted,
P. MacDonald



Appendix 3

Curriculum & Instruction

2023-24 APS School Calendar

APS Board Adopted Curricular Materials

APS Teacher Resources - K - 8 Curriculum & Assessment

College Readiness Scope & Sequence - TK - 8th

Core Knowledge ELA Scope & Sequence - TK - 5th
(Integrated Science & Social Studies)

Eureka Math² Scope & Sequence - TK - 8th

Amplify Science Scope & Sequence - 5th - 8th

APS Social Studies Vision

National Geographic Social Studies
Scope & Sequence - 6th - 8th

Vision of Excellent Teaching

Multi-tiered Systems of Support

2023-2024 School Event Calendar

| July 2023 | | | | | | |
|-----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| August 2023 | | | | | | |
|-------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| September 2023 | | | | | | |
|----------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| October 2023 | | | | | | |
|--------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| November 2023 | | | | | | |
|---------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

| December 2023 | | | | | | |
|---------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| July | |
|------|---------------------------------------|
| 4 | Independence day |
| 3-7 | July 4 Break (Alpha Closed for Staff) |
| 31-1 | All Staff Summer Retreat |

| August | |
|--------|---|
| 14-15 | Orientation |
| 16 | First Day of School for Students |
| | TBD testing dates for new students (optional) |

| September | |
|-----------|--------------------------|
| 4 | Labor Day |
| 13 | Staff Wellness Afternoon |

| October | |
|---------|---------------------------------------|
| 9-10 | October Break |
| 19 | TK-8: End of Quarter 1 |
| 30-31 | Fall MAP Testing & Family Conferences |

| November | |
|----------|---------------------------------------|
| 1-3 | Fall MAP Testing & Family Conferences |
| 8 | Staff Wellness Afternoon |
| 10 | Veterans Day Observed (No School) |
| 13 | Stepback Day (No School for Students) |
| 20-24 | Thanksgiving Break (No School) |

| December | |
|----------|--------------|
| 22-29 | Winter Break |

| January 2024 | | | | | | |
|--------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| February 2024 | | | | | | |
|---------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | | |

| March 2024 | | | | | | |
|------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| April 2024 | | | | | | |
|------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

| May 2024 | | | | | | |
|----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| June 2024 | | | | | | |
|-----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | Sa |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

| January | |
|---------|---------------------------------------|
| 1-5 | Winter Break (No School) |
| 8 | Staff PD Day (No School for Students) |
| 15 | Martin Luther King Jr. Day |
| 19 | TK-8: End of Quarter 2 |

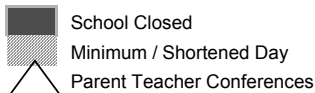
| February | |
|----------|--|
| 5-9 | Winter MAP Testing & Family Conferences |
| 19-21 | February Break (No School) |
| 22 | Winter Retreat (No School for Students) |
| 23 | Stepback Day (No School for Students) |
| 1-29 | Summative ELPAC Testing Window (Tentative) |

| March | |
|-------|--|
| 13 | Staff Wellness Afternoon |
| 28 | TK-8: End of Quarter 3 |
| 31 | Cesar Chavez Day |
| 1-29 | Summative ELPAC Testing Window (Tentative) |

| April | |
|-----------|----------------------------------|
| 1-5 | Spring Break |
| 22-26 | Family Conferences |
| 4/22-5/19 | SBAC/CAST/AP Exam Testing Window |

| May | |
|-----------|---|
| 15 | Staff Wellness Afternoon |
| 20-24 | Spring MAP Testing (Minimum Days for K-8) |
| 27 | Memorial Day |
| 4/24-5/19 | SBAC/CAST Exam Testing Window |

| June | |
|-------|---------------------------------|
| 3-6 | Minimum Days for TK-8 |
| 6 | Last Day of School for Students |
| 10-14 | Flex Days |
| 19 | Juneteenth |



PD Teacher PD (No School for Students)
 First and Last Day of School

***Note: Minimum Days Subject to Change**

Quarter 1 (K-8): 8/16 - 10/19
 Quarter 2 (K-8): 10/20 - 1/19
 Quarter 3 (K-8): 1/22 - 3/28
 Quarter 4 (K-8): 3/29 - 6/6



Alpha Public Schools Instructional Materials

Alpha: Cindy Avitia High School

| Subject | Instructional Materials |
|------------------------------|---|
| Humanities | <ul style="list-style-type: none"> • StudySync • College Board AP English Language & Composition Classroom • Expository Reading & Writing Curriculum (ERWC) |
| Math | <ul style="list-style-type: none"> • Illustrative Mathematics (McGraw-Hill) • Pre-Calculus with Limits Pre-AP National SE • Advanced Placement Calculus 2016 Graphical Numerical Algebraic 5th Edition (Savvas Learning) |
| Science | <ul style="list-style-type: none"> • College Board AP Biology / Environmental Science / Physics Classroom • Discovery Education Biology, Chemistry, Physics |
| History/Social Studies | <ul style="list-style-type: none"> • National Geographic (World History, Government, Econ, Psychology) • College Board AP World History, AP US History, AP American Government • Liberated Ethnic Studies |
| English Language Development | <ul style="list-style-type: none"> • EL Achieve • National Geographic Pathways |
| Electives: Spanish | <ul style="list-style-type: none"> • Descubre 1 & 2 (Vista Higher Learning) • TEMAS (Vista Higher Learning) • College Board AP Spanish Literature |



Alpha Public Schools Instructional Materials

Alpha: TK-8 Schools: Alpha Blanca Alvarado, Alpha Cornerstone Academy, Alpha José Hernández

| Subject | Instructional Materials |
|------------------------------|---|
| Humanities/ELA | <ul style="list-style-type: none">• Amplify: Core Knowledge Language Arts• Fountas & Pinnell (Supplementary)• IMSE Phonics• Study Sync |
| Math | <ul style="list-style-type: none">• Eureka 2+ Math• Number Corner |
| Science | <ul style="list-style-type: none">• Amplify Science |
| History/Social Studies | <ul style="list-style-type: none">• National Geographic• Studies Weekly |
| English Language Development | <ul style="list-style-type: none">• EL Achieve |

Alpha Curriculum/Teacher Resources and Online Student Programs

| Humanities English Language Arts | Curriculum Name/Grades | Curriculum Platform Teacher + Student | Assessment Platform | Consumables |
|---|---|---|--------------------------------|---|
| | Amplify CKLA Skills (GRK - GR2) | Teacher website: https://learning.amplify.com/home/education/ | Illuminate | <ul style="list-style-type: none"> • Student Workbook • Student Reader (GRK-GR2) |
| | Amplify CKLA Knowledge (GRK - GR5) | Teacher website: https://learning.amplify.com/home/education/ | Illuminate | <ul style="list-style-type: none"> • Student Workbook • Student Reader (GR3-GR5) |
| | StudySync (GR6 - GR8) | Teacher website: https://my.mheducation.com/login | StudySync | <ul style="list-style-type: none"> • Student workbook for units in which the novel is not used |

| Humanities Social Studies | Curriculum Name/Grades | Curriculum Platform Teacher + Student | Assessment Platform | Consumables |
|--------------------------------------|--|---|--------------------------------|--|
| | Amplify CKLA Knowledge (Integrated) (GRK - GR5) | Teacher website: https://learning.amplify.com/home/education/ | Illuminate | <ul style="list-style-type: none"> • Student Workbook • Student Reader (GR3-GR5) |
| | National Geographic (GR6 - GR8) | | | |

Alpha Curriculum/Teacher Resources and Online Student Programs

| STEM Mathematics | Curriculum Name/Grades | Curriculum Platform Teacher + Student | Assessment Platform | Consumables |
|-----------------------------|--|--|--|--|
| | Eureka Math 2+ (GRTK - GR8) | Teacher Website https://greatminds.org/math | Illuminate (GRK-GR2) Great Minds (GR3-GR8) | <ul style="list-style-type: none"> • Student Workbooks • Teacher Manuals (6) |
| | Number Corner (GRTK - GR2) | Teacher Website https://bridges.inlearningcenter.org/dashboard | None (paper-based assessments) | <ul style="list-style-type: none"> • Student Workbooks • Teacher Manuals (3) |

| STEM Science | Curriculum Name/Grades | Curriculum Platform Teacher + Student | Assessment Platform | Consumables |
|-------------------------|--------------------------------------|---|---------------------|--|
| | Amplify Science (GR5-GR8) | Teacher website: https://learning.amplify.com/home/educator/ | Amplify | <ul style="list-style-type: none"> • Exploration kits |
| | Anatomy and Physiology | https://www.ngpf.org/ | | N/A |

Alpha Curriculum/Teacher Resources and Online Student Programs

| English Language Development | Curriculum Name/Grades | Curriculum Platform Teacher + Student | Assessment Platform | Consumables |
|------------------------------------|--------------------------|--|---------------------|--|
| | EL Achieve (GRTK-GR8) | | Amplify | <ul style="list-style-type: none"> • Exploration kits |

| Social Emotional Learning | Curriculum Name/Grades | Curriculum Platform Teacher + Student | Assessment Platform | Consumables |
|------------------------------|----------------------------|--|---------------------|-------------|
| | Sown to Grow (GRTK-GR8) | | | |

| TK - 8 College Readiness | |
|--|--|
| TK | K |
| High Level Overview | |
| Students will learn and develop skills to thrive in Alpha Public Schools as a student | Students will learn the value of education and have pride in their school |
| College Preparedness | |
| What is school and Why is it important? | What is Alpha Public Schools? Why is that important? |
| Career Preparedness | |
| What is work? | What is a job and why is it important? |
| Identity Work | |
| How do Students Building social skills, interaction skills, importance of what it means to be an Alpha student | How do Students Building social skills, interaction skills, importance of what it means to be an Alpha student |
| Community | |
| Where does college represent itself in my community? Explore Industry Sectors: What kind of jobs/careers are out here in San Jose? | Where does college represent itself in my community? Explore Industry Sectors: What kind of jobs/careers are out here in San Jose? |
| Family Engagement | |
| Parent Nights Fall/Spring | Parent Nights Fall/Spring |

| TK - 8 College Readiness | |
|--|--|
| 1st | 2nd |
| High Level Overview | |
| Students will develop pride in their homeroom college and name the higher levels of education | Students will be able to name what college is and name WHAT they want to be when they grow up |
| College Preparedness | |
| Why is my homeroom named after a college? | What are my goals? My dreams? |
| | |
| Career Preparedness | |
| Why did my teacher go to college? | What are my goals? My dreams? |
| | |
| Identity Work | |
| Based on what my teacher says about college, do I want to go too? | What are my goals? My dreams? |
| | |
| Community | |
| Where does college represent itself in my community? Explore Industry Sectors: What kind of jobs/careers are out here in San Jose? | Where does college represent itself in my community? Explore Industry Sectors: What kind of jobs/careers are out here in San Jose? |
| | |
| Family Engagement | |
| Parent Nights Fall/Spring | Parent Nights Fall/Spring |

| TK - 8 College Readiness | |
|---|---|
| 3rd | 4th |
| High Level Overview | |
| Students will be able to identify how college can get them to the career of their dreams | Students will be able to develop a sense of identity: Who they are, where they come from, and where they want to be |
| College Preparedness | |
| What is College and How do I get there? | Explore Colleges: How do you Find the option that might suit your goals |
| Career Preparedness | |
| What is the difference between a job and a career? | Explore Job Occupations: Who has a job that you want to one day have? |
| Identity Work | |
| What does my family say about college and is it something I/we want? | How can we find out more about yourself and how your biggest interests can become a livelihood? |
| Community | |
| Where does college represent itself in my community?Explore Industry Sectors: What kind of jobs/careers are out here in San Jose? | Where does college represent itself in my community?Explore Industry Sectors: What kind of jobs/careers are out here in San Jose? |
| Family Engagement | |
| Parent Nights Fall/Spring | Parent Nights Fall/Spring |

| TK - 8 College Readiness | |
|---|---|
| 5th | 6th |
| High Level Overview | |
| Students will be able to learn the importance of middle school and building the foundation to a successful academic career | Students will be able to identify the higher levels of education (CC,CSU,UC, Private) and how to access them |
| College Preparedness | |
| What is the importance of strong reading skills in college? | What is the foundational importance of core classes |
| What is the importance of strong math skills on college? | College Pre and post survey (what knowledge do I have about college overall?) |
| Choose an Expert school Project | |
| | |
| Career Preparedness | |
| How is Math important in my career Project Choice? | Career Pre-Post Survey (Do I know what steps I have to do to get to my dream job?) |
| How is reading important in my career Project Choice? | Why do I want to pursue that job? |
| Choose and expert Career Project | |
| | |
| Identity Work | |
| Would I go to the expert school I chose? Why or why not? | Life Map: Who you are today and who you want to be tomorrow? |
| Why I pursue the expert career I chose? Why or why not? | Why is college important for me? |
| | |
| Community | |
| Where does college represent itself in my community?Explore Industry Sectors: What kind of jobs/careers are out here in San Jose? | Where does college represent itself in my community?Explore Industry Sectors: What kind of jobs/careers are out here in San Jose? |
| Family Engagement | |
| Parent Nights Fall/Spring | Parent Nights Fall/Spring |

| TK - 8 College Readiness | |
|---|---|
| 7th | 8th |
| High Level Overview | |
| Students will be able to name the career of their dreams and which colleges can get them there | Students will be able to identify the class requirements necessary to succeed in HS and access college |
| College Preparedness | |
| How can we do a College systems overview (cc,csu, uc, private) | A-G knowledge |
| what each college system is known for | College Tour |
| Based on my major interests, what school system makes the most sense for me? | Taking Algebra 1 and/or Geometry |
| How do we imbed Math in understanding costs of college | Filling out a High School Academic Planner |
| Career Preparedness | |
| Based on my career, what school system makes the most sense for me? | Career Fair |
| Based on my career choice, will I be able to afford the lifestyle I want? | Career Interest Inventory |
| | Career Tours |
| | Interview a Professional Project |
| Identity Work | |
| How can I discover your interests and Values | What is your WHY project |
| Where can we find personality assessments for students to complete? | |
| Where can we find career assessments for students to complete? | |
| Community | |
| Where does college represent itself in my community?Explore Industry Sectors: What kind of jobs/careers are out here in San Jose? | Where does college represent itself in my community?Explore Industry Sectors: What kind of jobs/careers are out here in San Jose? |
| Family Engagement | |
| Parent Nights Fall/Spring | Parent Nights Fall/Spring |

Amplify CKLA

PreK domains



Domain 1

All About Me

Routines used throughout the year are introduced. Students learn nursery rhymes and songs with movements connected to the topic.

Skills: Students identify environmental noises, distinguish sounds, make rhymes, and learn that words are written in print. Students begin pre-writing activities.



Domain 2

Families and Communities

Students learn about families, celebrations and traditions, and people who work and play in their community.

Skills: Students focus on rhyme awareness and creating rhymes, recognizing syllables (parts) of spoken words, and continue handwriting practice.



Domain 3

Animals

This domain focuses on different types of animals, their basic needs, how they protect themselves, and other concepts.

Skills: Students identify beginning sounds in spoken words and are introduced to the sound and "sound picture" for the letter 'm'.



Domain 4

Plants

Students learn how plants live and grow and are introduced to the idea of cycles, a concept they will study in subsequent years.

Skills: Students learn and practice the sounds and sound pictures for three new letters, and orally blend two-sound words.



Domain 5

Habitats

Building on previous domains about plants and animals, students learn more about elements that make up a habitat and explore different habitats.

Skills: Phonemic awareness is a central factor in this domain as students blend and segment three-sound words. Students learn four new sounds.



Interspersed Domain

Classic Tales

Students are introduced to traditional stories and fables that have been favorites among children for generations.



Interspersed Domain

Important People in American History

Students engage in read-alouds and engaging activities that deepen their understanding about important Americans who have changed or are changing how we live today.

K-2 Program Guide

CKLA and the CCSS

CKLA's two-strand approach to reading instruction is based on the premise that students cannot critically examine a text if they cannot decode its words. Meanwhile, if mental energy is devoted to decoding (as is the case in the earliest grades), it is difficult to simultaneously evaluate the meaning of the text. CKLA features decodable readers in the Skills Strand and complex text through Read-Alouds in the Knowledge Strand.

Foundational Skills and decoding. Acquisition of the Foundational Skills of literacy—print concepts, phonological awareness, phonics and word recognition, and fluency—is crucial for literary achievement. For students to learn independently and express themselves through written language, they must first develop facility with the alphabetic code. Students acquire these Foundational Skills through systematic instruction and ample opportunities for practice.

Content Knowledge acquisition. Decoding alone is not enough to fully understand a text. Students must have a web of knowledge and vocabulary to draw upon to learn about new ideas and concepts. The CKLA Knowledge Strand provides this through Read-Aloud texts covering a variety of domains. Over time, this gives students the best possible preparation to encounter and analyze new texts.

Reading

CKLA addresses CCSS reading standards through Skills reading lesson segments and throughout primary instruction in the Knowledge Strand.

Key ideas and details. Students are asked to determine the themes and main ideas in text; identify key literary elements such as plot, setting, and character in literary texts; and recognize concepts and conventions in informational text. They retell stories, including fables and folktales from diverse cultures, and demonstrate understanding of the central message, lesson, or moral. Questions are provided to prompt students to discuss and question the text. These begin with simple literal questions and increase in quantity and complexity through the early grades.

Craft and structure. As they are exposed to a wider range of text types, students learn to identify and explain differences between literary and informational texts, and to distinguish between information provided by images or charts and information supplied in the text. Students also learn to recognize and use various text features, including tables of contents, headings, and glossaries in informational text.

Integration of knowledge and ideas. The Knowledge Strand allows students to closely evaluate and respond to above-grade-level complex text as a Read-Aloud. As students progress through the early grades, they are asked to demonstrate literal, evaluative, and inferential comprehension of the text. They extend and apply new knowledge through participation in meaningful application activities, either later in the lesson, domain, or year.

Range of reading and level of text complexity.

Beginning in Kindergarten Unit 4 of the Skills Strand, students are introduced to decodable readers, first through teacher modeling using Big Books and then through their own Student Readers. From this point on, reading activities build in complexity, as does textual complexity. Students answer literal, inferential, and evaluative questions about the text they read. They often return to a story or chapter for further close reading.

Writing

CCSS writing standards are a natural extension of reading standards. In CKLA, students express understanding of text through persuasive, informative, and narrative writing.

Text types and purposes. Writing activities, including both short- and long-term projects, are present in all of the Knowledge Strand domains. Students start in Kindergarten with a familiar activity, such as drawing, to introduce them to expression from textual information. They rapidly move to using a range of graphic organizers, engaging in shared writing projects, and then progressing to individual writing work. Each form of writing is explicitly taught over a series of lessons that gradually prepare students to be more independent in their writing. Projects in Kindergarten include describing events and personal stories. In Grade 1 writing projects students write informational text, opinion statements, personal letters, and recount narratives through writing. By Grade 2, writing becomes increasingly complex.

Production and distribution of writing. Students are led through a process of developing sophisticated and effective writing. In Grade 1, students are introduced to a writing process involving planning, drafting, and editing text. Publishing is added as a

formal step in Grade 2. Writing is frequently revised and edited to strengthen. These techniques are applied to descriptive writing, fictional and personal narratives, opinion pieces, instructional writing, research, and more.

Research to build and present knowledge. In the Skills Strand from late Kindergarten onward, students answer comprehension questions about text in writing. In first grade, they are introduced to a clear writing process that involves planning, drafting, and editing. This allows students to evaluate the information they wish to communicate; communicate clearly to a specific audience for a specific purpose; and understand the importance of revising their written work. In Grades 1 and 2, students use this process in a wide range of writing projects, including research projects and informative, narrative, and persuasive writing.

Speaking and Listening

Development of Speaking and Listening skills is closely related to student mastery of vocabulary, grammar, usage, and mechanics. Speaking and Listening standards often correspond with writing standards as a means of demonstrating understanding clearly, logically, and expressively using information from text. CKLA addresses these in both the Skills and Knowledge Strands.

Discussion and questioning are part of the daily routine in the Knowledge Strand. Students identify their prior knowledge, ask questions to expand their understanding, and state their feelings and opinions on a text by providing evidence. Students link events described in the text with their own. Students are also required to paraphrase and summarize read-aloud texts to evaluate the information and narratives they hear.

Comprehension and collaboration. Comprehension requires the ability to interact and understand the information and opinions others provide. This is done by reading and understanding text but also by listening to peer and adult conversations. Through CKLA students are introduced to different modes of discussion and are required to follow agreed-upon rules for listening, responding, and building upon others' views. Over time, conversations are held over six or more turns, preparing students for complex debates and exchanges.

Presentation of knowledge and ideas. Partner, small group, and whole class discussions are used throughout Skills instruction. Students are asked to read text, discuss its meaning, and ask appropriate questions. In Wrap-Up activities, students are often asked to make complex inferences from text and/or to summarize it in a clear and coherent fashion.

Language

Through the elementary grades, the aim of CKLA is to foster linguistically literate individuals who—through written and oral expression—express sophisticated opinions and facts with nuance. All students benefit from this instruction. In addition, Language Studio provides thirty minutes of designated ELD instruction daily for English language learners. CKLA features both explicit and implicit language instruction.

Conventions of standard English. Grammar instruction, including both morphology and syntax, is taught explicitly within the Skills Strand. This includes understanding the different parts of speech and using them correctly orally and in writing; analyzing and creating correct sentences (e.g., identifying and correcting run-on sentences); and adding appropriate details, including adjectives and adverbs. The Alignment Charts at the beginning of each Teacher

Guide contain detailed guidance on the language skills taught in the unit. Punctuation, capitalization, and spelling are also taught explicitly. Skills lessons are divided into Foundational Skills, Language, Reading, and Writing so teachers can identify when there is explicit language instruction. Language instruction is explicitly reinforced with Syntactic Awareness Activities, based in context, in most units of the Knowledge Strand.

Vocabulary acquisition and use. Throughout CKLA, students are encouraged to participate in discussions, engage in debates, and describe texts in a range of formal and informal contexts. Writing also covers a range of scenarios. These provide opportunities for students to identify the difference between various forms of language and discourse, and for teachers to determine student mastery and understanding. Daily Checks for Understanding and Formative Assessments provide targeted opportunities for teachers to assess these skills. Though language is seldom the focus of the assessments in the Knowledge Strand, written and oral exit passes give the teacher an opportunity to catch and correct misunderstanding.

Knowledge of language. Students in K–2 CKLA are given multiple opportunities to learn and use language in its nuanced forms. In early Kindergarten, this can consist of learning multiple-meaning words that link to Tier 1 vocabulary, with which they are already familiar. They are also introduced to phrases and sayings, and to the uses and differences of literal and figurative language.



Foundational Skills

The CKLA Skills Strand is a heavily research-based program designed to provide high-quality Foundational Skills instruction. Each Skills lesson is dedicated to print concepts, phonological awareness, and phonics and word recognition. The Research Guide (available online) details the rationale for the CKLA approach to foundational skills instruction. Several important elements include:

Decoding and encoding. CKLA teaches decoding and encoding reading and writing in tandem as inverse processes. Writing involves making “pictures,” or letter symbols, of sounds; reading involves translating those pictures back into sounds and blending the sounds to make words.

Explicit teaching of letter-sound correspondences. CKLA teaches the highly complex letter-sound correspondences of the English language in an explicit and systematic manner in K–2.

A systematic phonics approach. CKLA uses a systematic phonics approach that teaches students to read by blending all through the word. It is a sound-first approach where the most frequent sounds and sound-spellings are taught first to access text more rapidly. As further explained in the Research Guide, this is an accelerated approach to phonics.

Focus on phonemes. CKLA focuses on sounds, or phonemes, rather than letters as the primary organizing principle of the program. This approach to phonics instruction may differ from how many teachers have previously taught phonics. In CKLA phonics instruction students are first introduced to the sound (for example, /m/) and participate in interactive, engaging oral language exercises in which they repeatedly say and hear the sound /m/. Once students are familiar with the sound, they learn to “draw a picture” of the sound (the letter ‘m’). CKLA consistently focuses on the phoneme, or single sound, and not on larger units. Students learn to read words that contain onsets, rimes, and consonant clusters, but they learn to view and process these larger units as combinations of smaller phoneme-level units. Rimes such as *-ick* and initial clusters such as *st-* are not taught as units but as combinations.

Staircase of complexity. CKLA uses a unique database that indexes every word in the English language and determines the most frequent spelling patterns. CKLA introduces the most frequent spelling patterns first in order to maximize the words students can read and move them into engaging, well-written, decodable texts halfway through Kindergarten. As students automatize reading and writing, CKLA presents spelling alternatives for those sounds that can be spelled several different ways. Students begin reading words and stories that are regular before tackling words and

stories that are unduly complicated with a variety of spelling alternatives. Irregular Tricky Words are taught explicitly before students encounter them. Skills writing instruction asks students to use words that can be blended and spelled in accordance with the letter-sound correspondences taught.

Deliberate, consistent practice. CKLA includes words, phrases, and stories to read and activity pages to complete that allow for focused, distributed practice working with the letter-sound correspondences students have been taught.

The Basic Code

In Skills instruction, students learn how the 26 letters (graphemes) of the alphabet are used in various combinations to represent 44 sounds (phonemes). There are approximately 150 different spellings for these sounds.

Students first learn the Basic Code spelling for each of the 44 phonemes. The Basic Code spelling for a sound is usually the most common, or least ambiguous, spelling for a sound. By learning these letter-sound correspondences first, students experience a high degree of predictability, and as a result success, in decoding words with these spellings. Basic Code spellings may be single letters such as:

/a/ > 'a'

/e/ > 'e'

/b/ > 'b'

/m/ > 'm'

Basic Code spellings may also include digraphs (two letters that represent a single sound) such as:

/ee/ > 'ee'

/oi/ > 'oy'

/ow/ > 'ou'

/sh/ > 'sh'

/th/ > 'th'

Other Basic Code spellings include separated digraphs, such as:

/ae/ > 'a_e'

/oe/ > 'o_e'



Content Knowledge

To be college and career ready, students must be culturally literate—not just about their culture but about the world.

The Knowledge Strand teaches new concepts and content every few weeks, consistently linking to previously acquired understanding. Domains cover world and US history, science, literature, music, and arts.

The CKLA Knowledge Sequence

CKLA is built upon a coherent Knowledge Sequence resulting from years of research and consultation with content experts, educators, cognitive scientists, and others. The sequence is designed to build upon earlier content so that students become generally knowledgeable in the early grades and are able to rely on a robust web of prior knowledge when encountering new complex texts and material in later grades.

Immersing students in specific domains. In the Knowledge Strand, students spend several weeks at a time learning about a topic in science, social studies, history, literature, etc. Knowledge about the topic is built over weeks, using a diverse range of speaking and listening, writing, and reading activities, resulting in repeated exposure to vocabulary and ideas.

Progressive complexity. Domains increase in the complexity of language, content, and the demands on student responses within and across grades.

Building upon prior knowledge. The diagram on the following page illustrates how students build upon knowledge in prior domains. For example, students return to learning about Native Americans on several occasions, learning about different aspects of their history, arts, and culture. In science, they move from learning about the five senses to understanding the human body's complexity.

Bridge to independent study. CKLA strives to foster lifelong learners. The Knowledge Strand builds a broad base of understanding while also creating engagement. As students master content knowledge, their expressions become more sophisticated.

Knowledge Sequence

The Knowledge Strand teaches new concepts and content every few weeks, consistently linking to previously acquired understanding. This chart illustrates two examples of how students who study CKLA in Grades K–2 will continue to build coherent, sequenced background knowledge in Grades 3–5.

| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------------------------------|-------------------------------------|---|--|--|------------------------------|
| Nursery Rhymes and Fables | Fables and Stories | Fairy Tales and Tall Tales | Classic Tales: The Wind in the Willows | Personal Narratives | Personal Narratives |
| The Five Senses | The Human Body | Early Asian Civilizations | Animal Classification | Empires in the Middle Ages | Early American Civilizations |
| Stories | Different Lands, Similar Stories | The Ancient Greek Civilization | The Human Body: Systems and Senses | Poetry | Poetry |
| Plants | Early World Civilizations | Greek Myths | The Ancient Roman Civilization | Eureka! Student Inventor | Adventures of Don Quixote |
| Farms | Early American Civilizations | The War of 1812 | Light and Sound | Geology | The Renaissance |
| Native Americans | Astronomy | Cycles in Nature | The Viking Age | Contemporary Fiction with excerpts from <i>The House on Mango Street</i> | The Reformation |
| Kings and Queens | The History of the Earth | Westward Expansion | Astronomy: Our Solar System and Beyond | American Revolution | A Midsummer Night's Dream |
| Seasons and Weather | The History of the Earth | Insects | Native Americans: Regions and Cultures | Treasure Island | Native Americans |
| Columbus and the Pilgrims | Fairy Tales | The U.S. Civil War | Early Explorations of North America | Chemical Matter | |
| Colonial Towns and Townspeople | A New Nation: American Independence | Human Body: Building Blocks and Nutrition | Colonial America | | |
| Taking Care of the Earth | Frontier Explorers | Immigration | Ecology | | |
| Presidents and American Symbols | | Fighting for a Cause | | | |



Language Development

Vocabulary Use and Acquisition

CKLA takes a multifaceted approach to vocabulary development. Vocabulary is carefully chosen according to the specific domain (Tier 3), appropriate and transferable academic vocabulary for textual analysis and writing (Tier 2), and links to decoding and encoding instruction (Tier 1).

Complex vocabulary learned implicitly in context.

Through the Knowledge Strand, students are exposed to above-grade-level Read-Alouds on a daily basis. These allow students to encounter, use, and practice domain-specific vocabulary on a topic over several weeks. Academic vocabulary is also learned implicitly, with opportunities and instructions to use Tier 2 vocabulary throughout the lessons. This vocabulary instruction is comparable to students' experience when first learning language—when they absorb information

from adults and peers through listening, discussion, and repetition. The difference is that the vocabulary is Tier 3 and Tier 2, not Tier 1. Through Read-Alouds, students develop a broad, deep, and flexible vocabulary that they are comfortable using in context. This gives them an enormous advantage in reading complex texts and writing with precision and detail. In addition to using their expanding vocabulary, students are given specific and general opportunities to use academic English in complete sentences to further solidify syntactic connections.

Learning language and decoding simultaneously.

In the Skills Strand from Grade 1, students learn both regularly and irregularly spelled words, covering Tier 1, 2, and 3 vocabularies. They read and use these in writing to analyze text in their Readers. Students, therefore, naturally move from learning to make sounds orally to creating words using those sounds; and then to using and recognizing them in text explicitly as well as in the context of their Readers and Activity Books, to encoding them themselves.

Targeted and active vocabulary instruction. Within the Skills Strand, new vocabulary is actively previewed and discussed before it is encountered. Students have a structured environment within which to clarify, discuss, and ask questions about new vocabulary. Within the Knowledge Strand, Word Work—daily short activities around new domain-specific vocabulary—provides additional explicit teaching. There are also frequent activities, such as brainstorming connections to domain-specific vocabulary and presentations using academic vocabulary, designed so that students consciously use new vocabulary and connect it to other concepts and ideas they have already learned.

Word consciousness and word play. CKLA has a wide range of activities for students that are designed to foster word consciousness and the flexibility of word use. These strategies include the appropriate use of context and recognizing word parts, including affixes, root words, and word categories.

Independent word-learning strategies. In Grade 2, students are taught formal dictionary skills. They are also encouraged to apply that formal morphology knowledge to deciphering the meaning of new words in new contexts.

CKLA provides a number of ways to track and assess student vocabulary acquisition and use.

Vocabulary introductions and charts. In the Skills Strand, before each new chapter is read, the teacher previews and discusses vocabulary encountered in the Skills Readers.

Speaking and Listening and Writing activities. Daily discussion and writing activities in both the Skills and Knowledge Strands provide opportunities to check for correct use of language in context.

Daily assessments. The Checks for Understanding in every lesson are opportunities for teachers to listen to student responses and adjust appropriately. Formative Assessments (also in every lesson) provide more formal opportunities to read student work or listen to student responses.



Effective Expression

Students use concepts and techniques they learn in Foundational Skills and Language in their discussions and writing. For example, by the end of Grade 2, they will have written every sound in English; they will have used appropriate linking words such as *because* or *and* in their writing and conversation; they will have used domain-specific and academic vocabulary from previous units to express sophisticated ideas; and they will have added appropriate details to their writing while showing correct construction of sentences.

Daily text-based discussions. Students engage in daily discussions of both the text they read in the Skills Strand and the Read-Alouds in the Knowledge Strand. There are also frequent opportunities to answer questions through writing prompts. Continued focus on discussions encourages all students to ask and answer questions in the *Who? What? When? Where? How?* categories, orally and/or in writing. These assignments require direct references to the text and an understanding of the details and/or facts within a Read-Aloud. They also require recognition of cause/effect relationships by referring directly to the text. Those discussions modes vary including:

Independent writing and drawing. The Skills Activity Books feature short-answer writing responses to text. These range from literal, evaluative, and inferential questions to opinion-based, informative, and explanatory writing. Students are also encouraged to use drawing as a form of effective expression and as preparation for conversation.

Partner discussion. Partner discussions are used in both the Skills and Knowledge Strands. These range from informal discussions to rules-based formal discussions. Think-Pair-Share and its variants are used frequently as a collaborative discussion technique. The focus is to help students stay on topic, build on the remarks of others, and link their comments to evidence in the text.

Small group discussion. CKLA provides multiple opportunities for small group instruction and expression. In many cases, teachers work intensively with one small group while others conduct discussions independently. In Knowledge, grouping varies according to teacher preference and student need.

Whole group discussion. In both the Knowledge and Skills Strands, whole group discussions take place daily. These discussions provide ample opportunity for students to learn the rules of respectful and constructive academic discussion, while also providing students the opportunity to learn from their peers.

Presentation skills. In Kindergarten, students are given games and activities designed to develop their presentation skills. During K–2, there are opportunities for numerous presentations on content in a range of individual and shared contexts. Self, peer, and teacher review is built into this process. By Grade 2, students are able to give complex presentations. For example, they rehearse and perform poems, stories, and plays for an audience; recount a personal experience with appropriate facts and relevant, descriptive details while speaking audibly in coherent sentences; create audio recordings of songs; write and present a persuasive speech; and recount events in texts with appropriate clarifications and details.

Additional Support

CKLA was developed with the firm belief that all students can become fluent and sophisticated speakers of English. The program offers a range of additional support and practice to provide access to academic and domain-specific language taught in primary instruction. The intent is to develop culturally and linguistically unique students who fully participate in learning. Many of these techniques are helpful for all students in the earliest grades. Review these supports before each lesson to determine whether any would be beneficial to incorporate into primary instruction.

Draw on background knowledge. Within the Knowledge Strand, Read-Alouds are often introduced by linking them to both background knowledge learned in previous domains and to students' own background knowledge. Students' own culturally specific background knowledge is also very important.

Model and focus on comprehension. Modeling is important throughout the Skills and Knowledge Strands. To enhance access for English learners and other students, the teacher is given supports with a clear focus on reading comprehension and writing so that language acquisition does not become the sole focus.

Vocabulary and grammar. Please see the Language section for how this is supported and addressed. It is important to remember these supports are crucial for successful vocabulary acquisition and use.

Discussions. As explained previously, discussions in a range of settings are central to Skills and Knowledge primary instruction. Supports and additional instruction enhance and extend these discussions, helping students with structure, rules of discourse, and appropriate expression.

Reading and rereading. In Skills lessons, students often return to the same text multiple times to further their understanding. Language Studio, Assessment and Remediation Guides, and Additional Support segments provide additional opportunities for rereading and exposure to complex language.

Use of appropriate tools. All students are introduced to a range of graphic organizers, charts, and other tools, particularly in the Knowledge Strand. Embedded supports offer tools that can be used to enhance understanding among students who need additional scaffolding.

Scaffolded writing. Supports, particularly Access supports, provide additional scaffolds for writing (including sentence frames and starters), opportunities to complete writing tasks with adults or peers, prewriting discussions, and tools to choose language appropriately.

These techniques do not represent the entirety of CKLA's content and strategy for supporting a range of learners. For structural and detailed information on differentiation, remediation, practice, and additional support, see *How the Strands Work Instructionally and Supporting a Range of Learners*.

Summary of CKLA and the CCSS

This table represents a general progression of skills across grade levels. It does not replace the detailed standards alignment charts located in the Teacher Guides. Refer to the Knowledge Sequence chart for an illustration of how content knowledge builds over time. The complete CKLA Scope and Sequence is available at ckla.amplify.com.

| Skills | | | |
|-------------------------------|---|--|---|
| | Kindergarten | Grade 1 | Grade 2 |
| Reading Comprehension | Students answer literal, evaluative, and inferential story questions; halfway through Kindergarten, move from Big Books to decodable Student Readers. | Students answer literal, evaluative, and inferential questions, including textual citations, and read with increasing independence and expression of individual interpretation of text. | Students answer literal, evaluative, and inferential story questions. |
| Writing | Students answer story-based questions in writing. | Students are introduced to the Plan-Draft-Edit writing process and practice this in a range of writing tasks; additional brief writing opportunities to summarize texts, express opinions, and link personal perception to textual description. | Projects include formal writing opportunities over multiple sittings. For example, a student may write a report or change the ending to stories. |
| Speaking and Listening | Students engage in a range of whole group, small group, and partner discussions about text. | Students engage in a range of whole group, small group, and partner discussions about text. | Students engage in a range of whole group, small group, and partner discussions about text. |
| Language | Explicit instruction to introduce vocabulary and discuss before reading and introduce Tricky Words to support decoding. Instruction includes attention to the conventions of standard English including use of question words, prepositions and plural nouns in oral speech, as well as capitalization and end punctuation in writing. | Explicit instruction to introduce vocabulary and discuss before reading; written responses require increasing use of new vocabulary learned; and discussion requires use of words in context. Explicit grammar instruction using parts of speech, such as nouns and verbs, and different forms of sentences, tenses, and punctuation. | Explicit instruction to introduce vocabulary and discuss before reading; written responses rely on increasingly nuanced use of new vocabulary learned; discussion requires use of words in context in a range of settings. Explicit grammar instruction includes subjects and predicates, sentence expansion with adjectives and adverbs, and more advanced punctuation. |
| Foundational Skills | Students begin with awareness of sounds, then practice blending those sounds into words; Basic Code consonant sounds and spellings, as well as short vowel sound-spelling and long vowel sound-spellings, are taught in Kindergarten. | Students review Basic Code sound-spellings and begin to learn Advanced Code spelling alternatives (different ways to spell the 44 phonemes). | Students continue to learn additional Advanced Code spelling alternatives as well as the tools needed to decode more challenging multisyllable words; increasing emphasis on developing fluency, automaticity, and prosody in reading more complex texts. |

| Knowledge | | | |
|-------------------------------|--|--|--|
| | Kindergarten | Grade 1 | Grade 2 |
| Reading Comprehension | Students ask and answer questions about complex texts from Read-Alouds, including <i>Why?</i> questions that require recognizing cause/effect. | Students ask and answer questions about texts that increase in difficulty; identify story elements and characteristics (e.g., morals and personification in fables); retell stories to demonstrate understanding; and link illustrations and text for greater comprehension. | Students predict events using prior knowledge and understanding; answer increasingly complex inferential and deductive questions about increasingly complex literary and informational text; and complete more challenging comprehension tasks, including identifying evidence to support an author's point of view and comparing and contrasting characters' experiences. |
| Writing | Students use a range of tools to describe and convey meaning, including class charts and timelines; and participate in a range of writing projects, including writing correspondence, personal stories, new story endings, and event descriptions. | Students use a range of tools to describe and convey meaning, including class charts, timelines, journals, and individual charts; and participate in a range of writing projects, including writing fairy tales, captions, story sequences, and correspondence. | Students use a range of tools to describe and convey meaning, including research notes, individual journals, and class books; and participate in a range of writing projects, including writing nonfiction, myths, fictional narratives, and descriptive paragraphs, as well as writing from a character's perspective and taking notes for research and understanding. |
| Speaking and Listening | Students engage in a range of whole group, small group, and partner discussions about text; and demonstrate understanding through oral descriptions and use of narrative language. | Students engage in a range of whole group, small group, and partner discussions about text with increased focus and duration. | Students engage in a range of whole group, small group, and partner discussions for longer periods of time, with a focus on idea flow and logical, evidence-based arguments with a textual focus. |

| Knowledge | | | |
|-----------------|--|--|--|
| | Kindergarten | Grade 1 | Grade 2 |
| Language | <p>Students identify real-life connections between words and their use; identify new meanings for familiar words and apply them accurately; and use synonyms and antonyms to demonstrate vocabulary understanding.</p> <p>Students use frequently occurring nouns and verbs and answer questions in complete sentences; produce and expand sentences in shared language, moving from familiar contexts to text-based scenarios; and ask appropriate questions, such as <i>Where?</i> questions.</p> <p>Lessons have increasing requirement to use words and phrases acquired through conversations and texts together; introduce common sayings; and include explicit Word Work activities to accompany implicit vocabulary instruction through Read-Alouds.</p> | <p>Students become increasingly sophisticated in identifying antonyms and using context clues; and present increasing confidence using words acquired in conversation about text.</p> <p>Students increasingly use Tier 2 and Tier 3 vocabulary to express thoughts and explain events; and increasingly use conjunctions and pronouns to express more complex thoughts correctly. Sentences become more complex, orally and in writing.</p> | <p>Students explore different descriptive words to convey sophisticated meanings; more frequently alter words in discussion and writing to reflect correct use in sentences (e.g., tense); and use knowledge of individual words to predict the meaning of compound words.</p> <p>Students express increasingly complex thoughts through appropriate use of language and correct sentences; use more complex nouns, verbs, adverbs, and adjectives correctly and appropriately; adapt sentences to context, both orally and in writing; and distinguish shades of meaning among closely related verbs and use them appropriately.</p> <p>Lessons increasingly challenge students to determine meanings of unknown words and their use.</p> |

Skills Strand

| Kindergarten | | |
|---------------------------|------------------------------------|--|
| Skills Unit | Reader | Instructional Days (Pausing Point Days)* |
| 1 | | 10 (2–3) |
| 2 | | 10 (2–3) |
| 3 | | 14 (2–3) |
| 4 | Pet Fun (Big Book only) | 15 (2–3) |
| 5 | Ox and Man (Big Book only) | 16 (2–3) |
| 6 | Kit (Big Book only) | 17 (2–3) |
| 7 | Seth (Big Book only) | 17 (2–3) |
| 8 | Sam (Big Book only) | 20 (2–3) |
| 9 | Zack and Ann (Student Reader only) | 23 (2–3) |
| 10 | Scott (Student Reader only) | 29 (2–3) |
| Kindergarten Total | | 191–201 |

| Grade 1 | | |
|----------------------|----------------------------|--|
| Skills Unit | Reader | Instructional Days (Pausing Point Days)* |
| 1 | Snap Shots (with Big Book) | 32 (2–3) |
| 2 | Gran (with Big Book) | 19 (2–3) |
| 3 | Fables (with Big Book) | 19 (2–3) |
| 4 | The Green Fern Zoo | 28 (2–3) |
| 5 | Kate's Book | 22 (2–3) |
| 6 | Grace | 25 (2–3) |
| 7 | Kay and Martez | 21 (2–3) |
| Grade 1 Total | | 180–187 |

* Teachers may choose from a variety of recommended activities designed to reinforce domain content and skills on Pausing Point days.

| Grade 2 | | |
|---------------|-----------------|---|
| Skills Unit | Reader | Instructional Days (Pausing Point Days)* |
| 1 | The Cat Bandit | 22 (4–5) |
| 2 | Bedtime Tales | 16 (4–5) |
| 3 | Kids Excel | 25 (4–5) |
| 4 | The Job Hunt | 25 (4–5) |
| 5 | Sir Gus | 30 (5–6) |
| 6 | The War of 1812 | 36 (5–6) |
| Grade 2 Total | | 180–186 |

* Teachers may choose from a variety of recommended activities designed to reinforce domain content and skills on Pausing Point days.

Knowledge Strand

| Kindergarten | |
|------------------------------------|---|
| Knowledge Domain | Instructional Days (Pausing Point Days)* |
| 1 Nursery Rhymes and Fables | 16 (1) |
| 2 The Five Senses | 12 (1) |
| 3 Stories | 14 (1) |
| 4 Plants | 17 (2) |
| 5 Farms | 15 (2) |
| 6 Native Americans | 14 (2) |
| 7 Kings and Queens | 14 (2) |
| 8 Seasons and Weather | 15 (3) |
| 9 Columbus and the Pilgrims | 15 (2) |
| 10 Colonial Towns and Townspeople | 16 (2) |
| 11 Taking Care of the Earth | 16 (2) |
| 12 Presidents and American Symbols | 16 (3) |
| Kindergarten Total | 180 |

| Grade 1 | |
|------------------------------------|---|
| Knowledge Domain | Instructional Days (Pausing Point Days)* |
| 1 Fables and Stories | 16 (2) |
| 2 The Human Body | 16 (2) |
| 3 Different Lands, Similar Stories | 15 (2) |
| 4 Early World Civilizations | 23 (3) |
| 5 Early American Civilizations | 17 (2) |
| 6 Astronomy | 15 (2) |
| 7 The History of the Earth | 14 (2) |

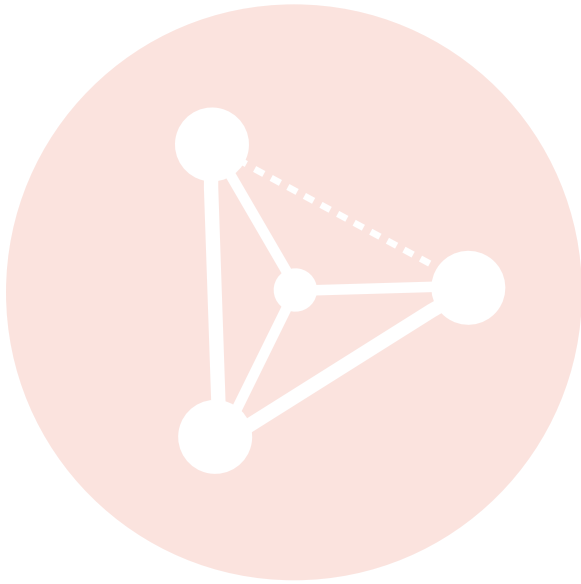
* Teachers may choose from a variety of recommended activities designed to reinforce domain content and skills on Pausing Point days.

| Grade 1 | |
|--|---|
| Knowledge Domain | Instructional Days (Pausing Point Days)* |
| 8 Animals and Habitats | 15 (2) |
| 9 Fairy Tales | 15 (2) |
| 10 A New Nation: American Independence | 18 (2) |
| 11 Frontier Explorers | 17 (2) |
| Grade 1 Total | 181 |

| Grade 2 | |
|--|---|
| Knowledge Domain | Instructional Days (Pausing Point Days)* |
| 1 Fairy Tales and Tall Tales | 12 (1) |
| 2 Early Asian Civilizations | 18 (1) |
| 3 The Ancient Greek Civilization | 17 (2) |
| 4 Greek Myths | 15 (2) |
| 5 The War of 1812 | 13 (2) |
| 6 Cycles in Nature | 14 (2) |
| 7 Westward Expansion | 14 (2) |
| 8 Insects | 12 (1) |
| 9 The U.S. Civil War | 16 (2) |
| 10 The Human Body: Building Blocks and Nutrition | 15 (2) |
| 11 Immigration | 17 (3) |
| 12 Fighting for a Cause | 17 (2) |
| Grade 2 Total | 180 |

* Teachers may choose from a variety of recommended activities designed to reinforce domain content and skills on Pausing Point days.

3-5 Program Guide



Reading Comprehension

Reading Comprehension is a core element of daily instruction in CKLA from Kindergarten through Grade 5. This section explains how comprehension is woven into reading, writing, and speaking and listening in CKLA Grades 3–5.

In Grades 3–5, students read progressively more complex text and make more sophisticated inferences from them. Most instructional days include reading comprehension activities.

Literal and inferential comprehension. Students in Grades 3–5 are asked to answer literal, evaluative, and inferential questions on all the texts they read and listen to. These are marked clearly in the Teacher Guides.

Determining the themes and main ideas in texts.

Students are frequently asked to summarize the main ideas in texts and other media. For example, in the *Light and Sound* unit in Grade 3, students watch a video, “How Light Travels,” and summarize its main idea. As they progress through the grades, they are introduced to more abstract or ambiguous themes and ideas. For example, in lessons on *The House on Mango Street*, students are asked to consider how the theme of aspiration is explored in a range of vignettes. In *A Midsummer Night’s Dream* they are taught to analyze Shakespeare’s language and distinguish between detail and the main thrust of characters’ speech and intent.

Explaining the key components of literary and informational text.

Students in Grades 3–5 of CKLA are introduced to a wide range of literary and informational texts. They are taught to understand, analyze, and apply the literary elements and informational components they discover. For example, in the Grade 4 *Geology* unit, students analyze an informational pamphlet and use it to create their own. The last unit of Grade 5, *Chemical Matters*, contains literary and informational elements simultaneously. Students use this to synthesize their understanding of different kinds of text, audience, and purpose.

Author’s choice of language and structure.

Throughout CKLA, but particularly in the close reading lessons, students are asked to consider the precise choices that have been made in texts and the effect these have. This varies from precise analysis with clear correct answers (such as the use of particular technical terms) to more subtle interpretations (such as the use of literary devices in poems and plays).

Integrating different presentations of information.

In later elementary grades, students become more sophisticated in their evidence-based analysis and critique of information. By the end of Grade 5 they are able to synthesize information from visual, scientific, and textual sources to show understanding of key concepts and to use a range of articles and literary texts to speak credibly in debate.

Writing

CKLA writing instruction is a natural extension of the reading. It requires students to express the meaning in text through opinion, informative, and narrative writing. In Grades 3–5 students become increasingly sophisticated writers, using an ever-broader vocabulary to convey thoughts and meaning with precise language and a clear understanding of audience and purpose.

Opinion Writing. From Grade 3, students are given increasing practice and instruction in writing opinions using clear evidence, analysis, and reasoning from complex text. In Grade 3 for example, students study sample opinion texts then plan, outline, draft, and revise their own opinion essays. In Grades 4–5 students are given highly scaffolded, explicit instruction in opinion writing (for example in the *Middle Ages* unit) and also write flexible and shorter pieces (for example an opinion piece on how the protagonist’s point of view affects perception of a character).

Narrative writing. A number of units in Grades 3–5 have a particular focus on narrative writing (although narrative writing is not found exclusively in these units). For example the *Personal Narratives* units in Grades 4–5 orient students to the characteristics of personal narrative and give students opportunities to create their own narratives. In the *Poetry* and

Contemporary Fiction units students are given opportunities to craft their own poems and narratives throughout the unit, and specially created journals allow them to continue their creative writing outside of core lesson time. In addition the Grades 4–5 writing Quests create an immersive multimedia environment that develops students’ narrative writing with frequent sharing and feedback.

Informative writing. Informative writing projects, including extended projects, are found throughout Grades 3–5. For example in Grade 3 the *Light and Sound* unit includes a multiday research and informative writing project where students publish a newspaper article about a great invention. A year later, in the Grade 4 *Geology* unit, students are asked to analyze and then create an informative pamphlet on relevant scientific content, considering how to organize their content appropriately. In Grade 5, students practice researching, summarizing key information, and producing informative text on the great achievements in Baghdad’s Classical Age.

The Writing Studio Program offers additional support and instruction for student writing. This program uses a gradual release model to guide students through writing multiple essays within each CCSS text type (narrative, informative, and opinion). Students build on the deep content knowledge developed in CKLA primary instruction, using it as a springboard to strengthen and practice their writing skills and approaching writing and reading as interconnected tasks. Throughout Writing Studio, students learn to consider thoughtfully not only how to produce each text type but also the crucial ability to select which text type is most appropriate for a particular audience and writing opportunity.

Speaking and Listening

Speaking and listening is heavily related to student mastery of vocabulary, grammar, usage, and mechanics, as outlined in the section on Language Development.

Speaking and listening skills also connect to writing as a way of expressing meaning clearly, logically, and expressively using information from text. CKLA develops these speaking and listening skills in a range of ways.

Discussing text. Partner, small group, and whole class discussions are used throughout Grades 3–5. Students are asked to read text, discuss its meaning, and ask appropriate questions. In Wrap-Up activities, students are often asked to make complex inferences from text and/or to summarize it in a clear and coherent fashion.

Presentations. Presentation opportunities are built into many units in Grades 3–5. For example, students present on the chemical changes that allow fossils to emerge, they deliver group presentations on research they have done on the Middle Ages, and they make a case for a suspect's guilt in a detective story. In the final unit of Grade 5, a number of speaking and listening rubrics are provided to help students analyze their own performances; these can be used in other units as well.

Acting and reciting. Students are asked to recreate text through acting or reciting with meaning and purpose. In *A Midsummer Night's Dream*, they often act out portions of Shakespeare's play. In *Contemporary Fiction*, acting is used as a tool to demonstrate reading comprehension and develop students' oral presentation skills. In *Poetry*, reading aloud is used to analyze meter and meaning.

Understanding the rules of discourse. Meaning making requires students to interact and understand the information and opinions others provide. This is done through reading and understanding text and through conversations with peers and adults. Through CKLA students are introduced to different modes of discussion and are required to follow agreed-upon rules for listening, responding, and building upon others' views.

Supporting All Students

Drawing on background knowledge. The units in Grades 3–5 build upon domains in K–2, using our unique knowledge sequence. Prior background knowledge is deliberately activated in new units, and there are also opportunities to use students' own cultural backgrounds and understanding.

Modeling and focusing on meaning making. Teacher modeling is found throughout the units. To enhance access for ELLs and other students, the teacher is given supports with a clear focus on reading comprehension and writing, so that language acquisition does not become the sole focus.

Vocabulary and grammar. Please see the Language section for details on how vocabulary and grammar are supported and addressed. It is important to remember these supports are important for successful meaning making.

Note: The information above does not represent the entirety of CKLA's support for a range of learners. For structural and more detailed information on differentiation, remediation, practice, and other support please read the sections on Supporting a Range of Learners.

Discussions. As explained above, discussions in a range of settings are central to the units. Supports and additional instruction enhance and extend these discussions, giving students help in structure, rules of discourse, and appropriate expression.

Reading and rereading. Students often return to the same text multiple times to further their understanding, including in specific close reading lessons.

Use of appropriate tools. All students are introduced to a range of graphic organizers, charts, and other tools. Embedded supports offer tools that can be used to enhance understanding among students who need additional scaffolding.

Scaffolded writing. Supports, particularly ELD supports, provide additional scaffolds for writing, including sentence frames and starters, opportunities to complete writing tasks with adults or peers, pre-writing discussions, and tools to assist students in choosing language appropriately.

Review these supports before teaching each lesson to decide if any should be incorporated into core teaching.



Language Development

By Grade 3, students in CKLA will have been exposed to a broad base of Tier 2 and Tier 3 vocabulary and taught the core rules and mechanisms of standard and academic English. Instruction in Grades 3–5 builds on this base to give students an ever broader and deeper vocabulary and a more sophisticated understanding of grammar and morphology.

Vocabulary

CKLA takes a multifaceted approach to vocabulary development. Vocabulary is carefully chosen according to domains of knowledge (Tier 3 vocabulary) and appropriate and transferable academic vocabulary for textual analysis and writing (Tier 2 vocabulary).

Complex vocabulary learned implicitly in context.

In Grade 3, students in CKLA are exposed to above grade-level Read-Alouds daily. These allow students to encounter, use, and practice domain-specific vocabulary on a topic over several weeks. Academic vocabulary is also learned implicitly, with opportunities and instructions to use Tier 2 vocabulary throughout the lessons. Much of this vocabulary is then encountered in written text in the Grade 3 Readers. By Grades 4 and 5, students gain most of their vocabulary through reading complex texts. Again, they encounter new academic and domain-specific vocabulary in context through knowledge-rich, engaging texts.

Targeted and active vocabulary instruction. Word Work gives students the opportunity to preview, learn, and discuss new vocabulary. Students are given a structured environment within which to clarify, discuss, and ask questions about new words.

Word consciousness and word play. CKLA provides students with a wide range of activities that are designed to foster word consciousness and the flexibility of word use. These strategies include the appropriate use of context and recognizing word parts (including affixes, root words, and word categories).

Independent word-learning strategies. Throughout Grades 3–5, students are taught and asked to use formal dictionary skills. They are also encouraged to apply their formal morphology instruction to deciphering the meaning of new words in new contexts.

CKLA has a number of ways for teachers to track and assess vocabulary acquisition.

Vocabulary introductions and charts. Before each new chapter is read, the teacher previews and discusses vocabulary encountered in the student Readers.

Assessments of domain-specific and academic vocabulary. CKLA deliberately teaches both Tier 3 and Tier 2 vocabulary on a daily basis. These are then assessed through end-of-domain assessments, which require recognition and understanding of learned vocabulary in a new context.

Speaking and Listening and Writing activities. Daily discussion and writing activities allow the teacher to check for the correct use of language in context.

Daily assessments. Checks for Understanding, found in every lesson, are often opportunities for teachers to listen to student responses and make appropriate adjustments. Formative Assessments, also found in every lesson, provide more formal opportunities to read student work or listen to student responses.

Language

CKLA contains explicit and implicit language instruction.

Explicit language instruction. Grammar instruction, including both morphology and syntax, is taught explicitly in Grades 3–5, with full coverage of the CCSS. This includes understanding the different parts of speech and using them correctly orally and in writing; analyzing and creating correct sentences; and adding appropriate details, including adjectives and adverbs. The alignment charts at the beginning of each Teacher Guide give detailed guidance on the language skills taught in the unit. Punctuation, capitalization, and spelling are also taught explicitly.

Implicit language instruction. Throughout CKLA students are encouraged to participate in discussions, engage in debates, and describe texts in a range of formal and informal contexts. Writing also covers a range of scenarios providing opportunities for students to identify different forms of language and discourse and for teachers to determine student mastery and understanding. Daily Checks for Understanding and Formative Assessments provide targeted opportunities for teachers to assess these skills.

Language nuance. Students in Grades 3-5 are given multiple opportunities to learn and use language in its nuanced forms. Multiple-meaning words, literal and figurative uses of language, and phrases and sayings are common examples in our lessons.

Language for ELD and Universal Access

A range of supports and additional practice are provided in the program to provide access to academic and domain-specific language taught in the core lessons.

Cognates

Spanish cognates are provided in parentheses and italics next to vocabulary words in most units. These are important opportunities to help students access prior vocabulary as they learn new English words.

For additional information on ELD and Universal Access please read the sections on How the Units Work Instructionally, ELD, and Supporting a Range of Learners.



Effective Expression

Effective expression is inextricably tied to language development. You cannot effectively express yourself without having a rich vocabulary to draw upon, without understanding the appropriate structure of sentences, without knowing how to add relevant details, and without using language in a range of ways according to specific context (including formal and informal).

CKLA builds on language development to foster effective expression in multiple ways:

Daily text-based discussion. Students engage in daily discussions of both text they read and text they hear. There are also frequent opportunities to answer questions through writing prompts. Continued focus on discussions encourages all students to ask and answer literal, evaluative, and inferential questions of increasing sophistication. These assignments require direct references to the text and understanding of the details

and/or facts within a Read-Aloud. They also require recognition of cause/effect relationships by referring directly to the text.

Those discussions vary in mode, including:

- o **Partner discussion.** Partner discussions are used in all of our units. These range from informal discussions to rules-based formal discussions. *Think-Pair-Share is used frequently as a collaborative discussion technique that focuses on helping students stay on topic, build on the remarks of others, and link their comments to evidence in the text.*
- o **Small group discussion.** CKLA provides multiple opportunities for small group instruction and expression.
- o **Whole class discussion.** Whole class discussion happens daily, providing ample opportunities for students to learn the rules of respectful and constructive academic discussion, while also giving students the chance to learn from their peers.

Presentation skills. In Grades 3–5 students have multiple presentation opportunities, including practicing and performing poems and plays, practicing and assessing the audibility and clarity of their speaking, acting out literary texts to demonstrate understanding and presentation abilities, and making persuasive cases for their analysis of a range of texts.

Development of effective writing expression.

In CKLA, students are led through a process of developing sophisticated and effective writing. In third grade they use a five-step writing process involving planning, drafting, revising, editing, and publishing text. In Grades 4–5, students expand this to a seven-step process that includes sharing and evaluating writing. Crucially, the process becomes less linear, and instead students move between components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally.

Development of effective writing for specific purpose and audience. The Writing Studio Program equips students to master writing as a communicative tool by training them how to determine which CCSS text type best fits a particular rhetorical opportunity. Students learn not just how to write informative, narrative, and persuasive texts but also how to know when to use each type. By helping students consider audience and purpose, Writing Studio endows them with the tools they need to tackle any writing opportunity successfully.



Progressive complexity. Units increase in the complexity of language, content, and the demands on student responses through and across grades.

Building upon prior knowledge. Students build upon knowledge in prior domains both within and across grade levels.

Bridge to independent study. CKLA fosters lifelong learners, and it builds a base of broad understanding, while also creating excitement as students master content knowledge and become more sophisticated communicators.

Content Knowledge

To be college- and career-ready, students must be culturally literate—not just about their own culture, but about the world. CKLA is built upon a coherent knowledge sequence that is the result of years of research and consultation with content experts, educators, cognitive scientists, and others. The sequence is designed to build upon earlier content so that students become generally knowledgeable in the early grades and are able to rely on a robust web of prior knowledge when encountering new complex texts and material later in elementary school.

The CKLA Approach

Immersing students in specific domains. Students spend several weeks at a time learning about science, social studies, history, literature, etc. Knowledge about the topic is built up over the weeks, with a diverse range of speaking and listening, writing, and reading activities. There is repeated exposure to new vocabulary and ideas.

Knowledge Sequence

CKLA teaches new concepts and content every few weeks, consistently linking to previously acquired understanding. This chart illustrates two examples of how students who study CKLA in Grades K–2 will continue to build coherent, sequenced background knowledge in Grades 3–5.

| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------------------------------|-------------------------------------|---|--|---|------------------------------|
| Nursery Rhymes and Fables | Fables and Stories | Fairy Tales and Tall Tales | Classic Tales: The Wind in the Willows | Personal Narratives | Personal Narratives |
| The Five Senses | The Human Body | Early Asian Civilizations | Animal Classification | Empires in the Middle Ages | Early American Civilizations |
| Stories | Different Lands, Similar Stories | The Ancient Greek Civilization | The Human Body: Systems and Senses | Poetry | Poetry |
| Plants | Early World Civilizations | Greek Myths | The Ancient Roman Civilization | Eureka! Student Inventor | Adventures of Don Quixote |
| Farms | Early American Civilizations | The War of 1812 | Light and Sound | Geology | The Renaissance |
| Native Americans | Astronomy | Cycles in Nature | The Viking Age | Contemporary Fiction with excerpts from The House on Mango Street | The Reformation |
| Kings and Queens | The History of the Earth | Westward Expansion | Astronomy: Our Solar System and Beyond | American Revolution | A Midsummer Night's Dream |
| Seasons and Weather | The History of the Earth | Insects | Native Americans: Regions and Cultures | Treasure Island | Native Americans |
| Columbus and the Pilgrims | Fairy Tales | The U.S. Civil War | Early Explorations of North America | | Chemical Matter |
| Colonial Towns and Townspeople | A New Nation: American Independence | Human Body: Building Blocks and Nutrition | Colonial America | | |
| Taking Care of the Earth | Frontier Explorers | Immigration | Ecology | | |
| Presidents and American Symbols | | Fighting for a Cause | | | |



Foundational Skills

By Grade 3, CKLA has taught all of the basic and advanced coding skills. Students will continue to apply these skills daily, in decoding words and reading with accuracy and fluency.

Teachers with students who struggle with decoding skills by Grade 3 should use the following resources to support their students:

Assessment and Remediation Guide (available online) for Grade 3. This contains over 1200 pages of assessment, instruction, and practice for students' specific needs in code knowledge and fluency.

Fluency Packets (available online). The Fluency Packets consist of selections from a variety of genres, including poetry, folklore, fables, and other selections. These selections provide additional opportunities for students to practice reading with fluency and expression (prosody). You may choose and use the selections at your discretion in any order, though they are arranged by text type, then genre.

Decoding and Encoding Supplements.

In Grades 4 and 5 the Assessment and Remediation Guide is replaced by Decoding and Encoding Supplements. These resources are also intended for assessment, additional instruction, and remediation for code knowledge and fluency.

Grade 3 Sequence

| Unit | Lessons | Pausing Point Days | Total Instructional Days |
|--|---------|--------------------|--------------------------|
| Classic Tales: The Wind in the Willows (Including Beginning-of-Year Assessment) | 15 | 0 | 15 |
| Animal Classification | 15 | 2 | 17 |
| The Human Body: Systems and Senses | 14 | 2 | 16 |
| The Ancient Roman Civilization | 15 | 2 | 17 |
| Light and Sound | 17 | 2 | 19 |
| The Viking Age and Far From Home: A Viking's Quest (Including Middle-of-Year Assessment) | 11 | 1 | 12 |
| Astronomy: Our Solar System and Beyond | 20 | 3 | 23 |
| Native Americans: Regions and Cultures | 13 | 2 | 15 |
| Early Explorations of North America | 14 | 2 | 16 |
| Colonial America | 16 | 3 | 19 |
| Ecology (Including End-of-Year Assessment) | 12 | 0 | 12 |
| TOTAL | 162 | 19 | 181 |

Grade 4 Sequence

| Unit | Lessons | Pausing Point Days | Total Instructional Days |
|--|---------|--------------------|--------------------------|
| Personal Narratives | 15 | 4 | 19 |
| Beginning-of-Year Assessment | | | 3 |
| Empires in the Middle Ages | 25 | 4 | 29 |
| Poetry | 15 | 3 | 18 |
| Quest: Eureka! Student Inventor | 10 | | 10 |
| Geology (Including Middle-of-Year Assessment) | 15 | 4 | 19 |
| Middle-of-Year Assessment | | | 2 |

Grade 4 Sequence

| Unit | Lessons | Pausing Point Days | Total Instructional Days |
|------------------------|------------|--------------------|--------------------------|
| Contemporary Fiction | 15 | 3 | 20 |
| American Revolution | 17 | 4 | 21 |
| Treasure Island | 19 | 4 | 26 |
| The Contraption Quest | | | 10 |
| End-of-Year Assessment | | | 3 |
| TOTAL | 129 | 26 | 180 |

Grade 5 Sequence

| Unit | Lessons | Pausing Point Days | Total Instructional Days |
|------------------------------|------------|--------------------|--------------------------|
| Personal Narratives | 15 | 4 | 19 |
| Beginning-of-Year Assessment | | | 3 |
| Early American Civilizations | 15 | 4 | 19 |
| Poetry | 13 | 2 | 15 |
| Don Quixote | 15 | 4 | 19 |
| The Renaissance | 19 | 4 | 23 |
| The Reformation | 10 | 4 | 14 |
| Middle-of-Year Assessment | | | 2 |
| A Midsummer Night's Dream | 15 | 0 | 15 |
| Native Americans | 15 | 4 | 19 |
| Chemical Matter | 15 | 4 | 19 |
| End-of-Year Assessment | | | 3 |
| The Robot Quest | | | 10 |
| TOTAL | 131 | 30 | 180 |

Year-Long Curriculum Overview: Levels PK–5

| | | STORY OF UNITS | | | | | | |
|-------------|-----------|---|--|--|---|---|---|--|
| | | Level PK How Many? | Level K Part-Part-Total | Level 1 Units of Ten | Level 2 Ten Tens | Level 3 Units of Any Number | Level 4 Fractional Units | Level 5 Fractions Are Numbers |
| Trimester 1 | Quarter 1 | Module 1: Sorting and Counting 7 Topics 34 Lessons | Module 1: Counting and Cardinality 7 Topics 33 Lessons | Module 1: Counting, Comparison, and Addition 4 Topics 25 Lessons | Module 1: Place Value Concepts Through Metric Measurement and Data • Place Value, Counting, and Comparing Within 1,000 9 Topics 38 Lessons | Module 1: Multiplication and Division with Units of 2, 3, 4, 5, and 10 5 Topics 23 Lessons | Module 1: Place Value Concepts for Addition and Subtraction 5 Topics 24 Lessons | Module 1: Place Value Concepts for Multiplication and Division with Whole Numbers 4 Topics 20 Lessons |
| | | | | Module 2: Addition and Subtraction Relationships 5 Topics 23 Lessons | | Module 2: Place Value Concepts Through Metric Measurement 4 Topics 25 Lessons | Module 2: Place Value Concepts for Multiplication and Division 5 Topics 26 Lessons | Module 2: Addition and Subtraction with Fractions 4 Topics 17 Lessons |
| Trimester 2 | Quarter 2 | Module 2: Shapes 4 Topics 17 Lessons | Module 2: Two- and Three-Dimensional Shapes 3 Topics 16 Lessons | Module 3: Properties of Operations to Make Easier Problems 5 Topics 26 Lessons | Module 2: Addition and Subtraction Within 200 4 Topics 27 Lessons | Module 3: Multiplication and Division with Units of 0, 1, 6, 7, 8, and 9 4 Topics 25 Lessons | Module 3: Multiplication and Division of Multi-Digit Numbers 6 Topics 24 Lessons | Module 3: Multiplication and Division with Fractions 4 Topics 22 Lessons |
| | | Module 3: Parts and Patterns 4 Topics 22 Lessons | | | Module 3: Shapes and Time with Fraction Concepts 4 Topics 19 Lessons | | | Module 4: Place Value Concepts for Decimal Operations 5 Topics 30 Lessons |
| | Quarter 3 | Module 4: Ways to Compare 5 Topics 22 Lessons | Module 4: Composition and Decomposition 3 Topics 18 Lessons | Module 4: Comparison and Composition of Length Measurements 3 Topics 14 Lessons | Module 4: Addition and Subtraction Within 1,000 5 Topics 24 Lessons | Module 4: Multiplication and Area 4 Topics 19 Lessons | Module 4: Foundations for Fraction Operations 6 Topics 34 Lessons | Module 5: Addition and Multiplication with Area and Volume 4 Topics 28 Lessons |
| | | Module 5: Math Stories 5 Topics 24 Lessons | Module 5: Addition and Subtraction 4 Topics 27 Lessons | Module 5: Place Value Concepts to Compare, Add, and Subtract 5 Topics 25 Lessons | Module 5: Money, Data, and Customary Measurement 3 Topics 16 Lessons | Module 5: Fractions as Numbers 5 Topics 27 Lessons | | |
| Trimester 3 | Quarter 4 | Module 6: Math in Play 3 Topics Projects | Module 6: Place Value Foundations 4 Topics 24 Lessons | Module 6: Attributes of Shapes • Advancing Place Value, Addition, and Subtraction 6 Topics 31 Lessons | Module 6: Multiplication and Division Foundations 4 Topics 18 Lessons | Module 6: Geometry, Measurement, and Data 4 Topics 26 Lessons | Module 6: Angle Measurements and Plane Figures 4 Topics 20 Lessons | Module 6: Foundations to Geometry in the Coordinate Plane 4 Topics 20 Lessons |
| | | | | | | | | |
| | | TOTAL: 28 Topics 119 Lessons | TOTAL: 25 Topics 140 Lessons | TOTAL: 28 Topics 144 Lessons | TOTAL: 29 Topics 142 Lessons | TOTAL: 26 Topics 145 Lessons | TOTAL: 30 Topics 142 Lessons | TOTAL: 25 Topics 137 Lessons |

Trimester and quarter indicators are provided as a guide for pacing. A few optional lessons in each grade level are included in the total number of lessons. About thirty additional days are allotted at each level for assessment and responsive teaching.

Year-Long Curriculum Overview: Levels 6–Algebra I or Mathematics I

| | | STORY OF RATIOS | | | | STORY OF FUNCTIONS | |
|-------------|-----------|--|---|---|---|---|--|
| | | Level 6 Ratio and Rates | Level 7 Ratios and Proportionality | Level 8 Ratios and Linearity | Level 7–8 Proportions and Linearity | Algebra I Modeling with Functions | Mathematics I Comparing with Functions |
| Trimester 1 | Quarter 1 | Module 1: Ratios, Rates, and Percents 5 Topics 26 Lessons | Module 1: Ratios and Proportional Relationships 3 Topics 20 Lessons | Module 1: Scientific Notation, Exponents, and Irrational Numbers 5 Topics 24 Lessons | Module 1: Rational and Irrational Numbers 4 Topics 23 Lessons | Module 1: Expressions, Equations, and Inequalities in One Variable 4 Topics 23 Lessons | Module 1: Equations, Inequalities, and Data in One Variable 4 Topics 22 Lessons |
| | | Module 2: Operations with Fractions and Multi-Digit Numbers 6 Topics 24 Lessons | Module 2: Operations with Rational Numbers 5 Topics 26 Lessons | | Module 2: Rigid Motions and Congruent Figures 4 Topics 22 Lessons | Module 2: One- and Two-Variable Equations 4 Topics 25 Lessons | Module 2: Equations and Inequalities in Two Variables 4 Topics 24 Lessons |
| Trimester 2 | Quarter 2 | Module 3: Rational Numbers 4 Topics 17 Lessons | Module 3: Expressions, Equations, and Inequalities 4 Topics 23 Lessons | Module 3: Dilations and Similar Figures 4 Topics 17 Lessons | Module 3: Two-Dimensional Geometry 5 Topics 29 Lessons | Module 3: Functions and Their Representations 4 Topics 23 Lessons | Module 3: DFunctions and Their Representations 4 Topics 21 Lessons |
| | | Module 4: Expressions and One-Step Equations 5 Topics 25 Lessons | Module 4: Geometry 5 Topics 26 Lessons | Module 4: Linear Equations in One and Two Variables 6 Topics 27 Lessons | | | |
| | Quarter 3 | Module 5: Area, Surface Area, and Volume 4 Topics 19 Lessons | Module 5: Percent and Applications of Percent 5 Topics 24 Lessons | Module 5: Systems of Linear Equations 3 Topics 14 Lessons | Module 4: Graphs of Linear Equations and Systems of Linear Equations 4 Topics 20 Lessons | Module 5: Functions and Three-Dimensional Geometry 4 Topics 23 Lessons | Module 5: Linear and Exponential Functions 4 Topics 24 Lessons |
| Quarter 4 | | Module 6: Statistics 4 Topics 22 Lessons | | Module 6: Functions and Bivariate Statistics 5 Topics 25 Lessons | Module 6: Probability and Statistics 6 Topics 24 Lessons | Module 6: Modeling with Functions 2 Topics 7 Lessons | Module 6: Modeling with Data and for Contexts 3 Topics 11 Lessons |
| | | | | | | | |
| | | TOTAL: 28 Topics 133 Lessons | TOTAL: 26 Topics 138 Lessons | TOTAL: 27 Topics 129 Lessons | TOTAL: 27 Topics 144 Lessons | TOTAL: 22 Topics 128 Lessons | TOTAL: 25 Topics 131 Lessons |

Trimester and quarter indicators are provided as a guide for pacing. A few optional lessons in each grade level/course are included in the total number of lessons. About thirty additional days are allotted at each level for assessment and responsive teaching.

Grade 6



Launch: Microbiome (Life Science)

How can having 100 trillion microorganisms on and in the human body keep us healthy?

Anchor phenomenon: The presence of 100 trillion microorganisms living on and in the human body may keep the body healthy.

There is evidence to suggest that the approximately 100 trillion bacteria living on and in the human body may correlate to many different health conditions. Further, altering one's microbiome can result in altering one's health for better or worse. Most notably, a treatment known as a fecal transplant—a transplant that involves using microorganisms from one person's healthy gut microbiome to cure another person who is suffering from a potentially deadly infection—has been under review. **Students take on the role of student researchers to figure out why a fecal transplant cured a patient suffering from a *C. difficile* infection.**



Metabolism (Life Science)

What is causing Elisa, a young patient, to feel tired all the time?

Anchor phenomenon: Elisa, a young patient, feels tired all the time.

Through inhabiting the role of medical students in a hospital, students are able to draw connections between the large-scale, macro-level experiences of the body and the micro-level processes that make the body function as they first diagnose a patient and then analyze the metabolism of world-class athletes. They uncover how body systems work together to bring molecules from food and air to the trillions of cells in the human body.



ENGINEERING INTERNSHIP

Metabolism (Life Science)

How can we design health bars that meet the metabolic needs of patients or rescue workers?

Anchor phenomenon: Designing health bars with different molecular compositions can effectively meet the metabolic needs of patients or rescue workers.

Students act as food engineering interns to design a health bar to feed people involved in natural disasters, with a particular emphasis on two populations who have health needs beyond what can be provided by emergency meals: patients and rescue workers. These plans must meet three design criteria: 1) addressing the metabolic needs of a target population; 2) tasting as good as possible; and 3) minimizing costs while serving as many people as possible. Students focus on the practice of considering trade-offs while designing solutions to deepen their understanding of metabolism. They also consider questions of scale, proportion, and quantity as different proportions of types of molecules affect a body's health and metabolism.



Traits and Reproduction (Life Science)

Why do Darwin's bark spider offspring have different silk flexibility traits even though they have the same parents?

Anchor phenomenon: Darwin's bark spider offspring have different silk flexibility traits, even though they have the same parents.

Scientists and engineers are investigating possible ways spider silk can be used for medical purposes, such as for artificial tendons. **Students act as student geneticists to investigate what causes variation in spider silk traits. Specifically, they explain why parent spiders have offspring with widely varied silk flexibility traits.** They uncover the roles of proteins and genes and the way that genes are inherited.



Thermal Energy (Physical Science)

Which heating system will best heat Riverdale School?

Anchor phenomenon: One of two proposed heating systems for Riverdale School will best heat the school.

In their role as student thermal scientists, students work with the principal of the fictional Riverdale School, in order to help the school choose a new heating system. They compare a system that heats a small amount of water with one that uses a larger amount of cooler groundwater. Students discover that observed temperature changes can be explained by the movement of molecules, which facilitates the transfer of kinetic energy from one place to another. As they analyze the two heating system options, students learn to distinguish between temperature and energy, and to explain how energy will transfer from a warmer object to a colder object until the temperature of the two objects reaches equilibrium.



Ocean, Atmosphere, and Climate (Earth/Space Science)

During El Niño years, why is Christchurch, New Zealand's air temperature cooler than usual?

Anchor phenomenon: During El Niño years, the air temperature in Christchurch, New Zealand is cooler than usual.

Students act as student climatologists helping a group of farmers near Christchurch figure out the cause of significantly colder air temperatures during the El Niño climate event. To solve the puzzle, students investigate what causes regional climates. They learn about energy from the sun and energy transfer between Earth's surface and atmosphere, ocean currents, and prevailing winds.



Weather Patterns (Earth/Space Science)

Why have recent rainstorms in Galetown been so severe?

Anchor phenomenon: In recent years, rainstorms in Galetown have been unusually severe.

Weather is a complex system that affects our daily lives. Understanding how weather events, such as severe rainstorms, take place is important for students to conceptualize weather events in their own community. **Students play the role of student forensic meteorologists as they discover how water vapor, temperature, energy transfer, and wind influence local weather patterns in a fictional town called Galetown.** They use what they have learned to explain what may have caused rainstorms in Galetown to be unusually severe in recent years.



Earth's Changing Climate (Earth/Space Science)

Why is the ice on Earth's surface melting?

Anchor phenomenon: The ice on Earth's surface is melting.

In the role of student climatologists, students investigate what is causing ice on Earth's surface to melt in order to help the fictional World Climate Institute educate the public about the processes involved. Students consider claims about changes to energy from the sun, to the atmosphere, to Earth's surface, or in human activities as contributing to climate change.



ENGINEERING INTERNSHIP

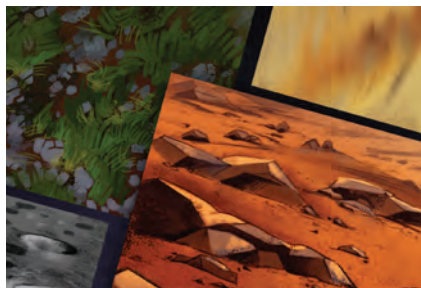
Earth's Changing Climate (Earth/Space Science)

How can we design rooftops to reduce a city's impact on climate change?

Anchor phenomenon: Designing rooftops with different modifications can reduce a city's impact on climate change.

Students act as civil engineering interns to design a plan to modify a city's roofs in order to reduce the city's impact on climate change. These plans must meet three design criteria: 1) reducing impact on the climate; 2) preserving the city's historic character; and 3) minimizing costs. Students focus on the practice of isolating variables in planning and conducting tests to deepen their understanding of climate change. They also learn about the cause-and-effect mechanisms involved as changes to albedo and combustion of fossil fuels affect climate.

Grade 7



Launch: Geology on Mars (Earth/Space Science)

How can we search for evidence that other planets were once habitable?

Anchor phenomenon: Analyzing data about landforms on Mars can provide evidence that Mars may have once been habitable.

Evidence that water was once present on a planet is evidence that the planet may once have had living organisms. **In their role as student planetary geologists working to investigate the planet Mars, students investigate whether a particular channel on Mars was caused by flowing water or flowing lava.** Along the way, students engage in the practices and ways of thinking particular to planetary geologists, and learn to consider a planet as a system of interacting subsystems.



Plate Motion (Earth/Space Science)

Why are Mesosaurus fossils separated by thousands of kilometers of ocean when the species once lived all together?

Anchor phenomenon: Mesosaurus fossils have been found on continents separated by thousands of kilometers of ocean, even though the Mesosaurus species once lived all together.

Students play the role of geologists working for the fictional Museum of West Namibia to investigate Mesosaurus fossils found both in southern Africa and in South America. They learn that the surface of the Earth has changed dramatically over the Earth's history, with continents and ocean basins changing shape and arrangement due to the motion of tectonic plates. They also learn that as the Earth's surface changes, fossils that formed together may be split apart.



ENGINEERING INTERSHIP

Plate Motion (Earth/Space Science)

How can we design an effective tsunami warning system?

Anchor phenomenon: Patterns in earthquake data can be used to design effective tsunami warning system.

Students act as mechanical engineering interns to design a tsunami warning system for the Indian Ocean region. These warning systems must meet three design criteria: 1) giving people as much warning time as possible to move to safety; 2) causing as few false alarms as possible; and 3) minimizing costs as much as possible. Students communicate like engineers and scientists do as they use their understanding of plate motion and patterns in data to create and justify their designs.



Rock Transformations (Earth/Space Science)

Why are rock samples from the Great Plains and from the Rocky Mountains composed of such similar minerals, when they look so different and come from different areas?

Anchor phenomenon: Rock samples from the Great Plains and from the Rocky Mountains—regions hundreds of miles apart—look very different, but have surprisingly similar mineral compositions.

Taking on the role of student geologists, students investigate a geologic puzzle: Two rock samples, one from the Great Plains and one from the Rocky Mountains, look very different but are composed of a surprisingly similar mix of minerals. Did the rocks form together and somehow get split apart? Or did one rock form first, and then the other rock form from the materials of the first rock? To solve the mystery, students learn about how rock forms and transforms, driven by different energy sources.



Phase Change (Physical Science)

Why did the methane lake on Titan disappear?

Anchor phenomenon: A methane lake on Titan no longer appears in images taken by a space probe two years apart.

Taking on the role of student chemists working for the fictional Universal Space Agency, students investigate the mystery of a disappearing methane lake on Titan. One team of scientists at the Universal Space Agency claims that the lake evaporated, while the other team of scientists claims that the lake froze. The students' assignment is to determine what happened to the lake. They discover what causes phase changes, including the role of energy transfer and attraction between molecules.



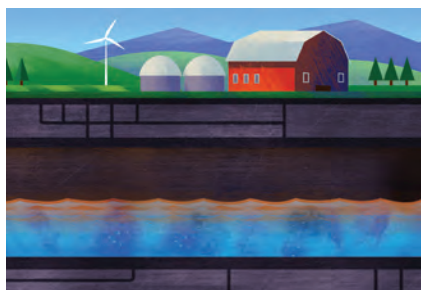
ENGINEERING INTERNSHIP

Phase Change (Physical Science)

How can we design portable baby incubators that use phase change to keep babies at a healthy temperature?

Anchor phenomenon: Designing portable baby incubators with different combinations of phase change materials can keep babies at a healthy temperature.

Students act as chemical engineering interns to design an incubator for low-birthweight babies. Phase change materials (PCMs) are substances that store and release large amounts of energy during the phase changes of melting and freezing. Since they can easily be reused, PCMs are useful for everyday situations that require temperature control. Students select a combination of PCMs and an insulating lining material, applying concepts about phase change and energy transfer. These plans must meet three design criteria: 1) keeping the baby's average temperature as close as possible to 37 degrees Celsius; 2) minimizing the time the baby spends outside the healthy temperature range; and 3) minimizing costs while helping as many babies as possible. Students focus on the practice of using models while designing solutions to deepen their understanding of phase change. They also consider the flow of energy and how it affects the matter in their designs.



Chemical Reactions (Physical Science)

Why is there a mysterious brown substance in the tap water of Westfield?

Anchor phenomenon: A mysterious brown substance has been detected in the tap water of Westfield.

In the role of student chemists, students explore how new substances are formed as they investigate a problem with the water supply in the fictional town of Westfield. They analyze a brown substance that is in the water, the iron that the town's pipes are made of, and a substance from fertilizer found to have contaminated the wells that are the source of the town's water. Students use their findings to explain the source of the contaminating substance.



Populations and Resources (Life Science)

What caused the size of the moon jelly population in Glacier Sea to increase?

Anchor phenomenon: The size of the moon jelly population in Glacier Sea has increased.

Glacier Sea has seen an alarming increase in the moon jelly population. **In the role of student ecologists, students investigate reproduction, predation, food webs, and indirect effects to discover the cause.** Jellyfish population blooms have become common in recent years and offer an intriguing context to learn about populations and resources.



Matter and Energy in Ecosystems (Life Science)

Why did the biodome ecosystem collapse?

Anchor phenomenon: The biodome ecosystem has collapsed.

Students examine the case of a failed biodome, an enclosed ecosystem that was meant to be self-sustaining but ran into problems. **In the role of ecologists, students discover how all the organisms in an ecosystem get the resources they need to release energy.** Carbon cycles through an ecosystem due to organisms' production and use of energy storage molecules. Students build an understanding of this cycling—including the role of photosynthesis—as they solve the mystery of the biodome collapse.

Grade 8

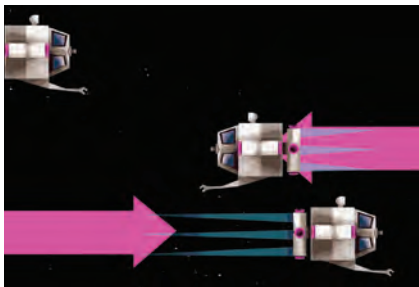


Launch: Harnessing Human Energy (Physical Science)

How can rescue workers get energy for their equipment during rescue missions?

Anchor phenomenon: Rescue workers can use their own human kinetic energy to power the electrical devices they use during rescue missions.

Energy-harvesting backpacks, rocking chairs, and knee braces are just a few of the devices that have been created to capture human energy and use it to power electrical devices. **Students assume the role of student energy scientists in order to help a team of rescue workers find a way to get energy to the batteries in their equipment during rescue missions.** To do so, students learn about potential and kinetic energy, energy conversions, and energy transformations.



Force and Motion (Physical Science)

What happened in the missing seconds when the space pod should have docked with the space station?

Anchor phenomenon: The asteroid sample-collecting pod failed to dock at the space station as planned.

In the role of student physicists, students help solve a physics mystery from outer space. A pod returning with asteroid samples should have stopped and docked at the space station. Instead, it is now moving back away from the station, and the video feed showing what happened in the seconds during which it reversed direction has been lost. Did the pod reverse before it got to the space station, or did it hit the station and bounced off? Students explore principles of force, motion, mass, and collisions as they solve this mystery.



ENGINEERING INTERNSHIP

Force and Motion (Physical Science)

How can we design delivery pods that are damaged as little as possible when dropped?

Anchor phenomenon: Designing emergency supply delivery pods with different structures can maintain the integrity of the supply pods and their contents.

Students act as mechanical engineering interns to design delivery pods—pods of emergency supplies that will be dropped in areas experiencing a natural disaster. These delivery pods must meet three design criteria: 1) limiting the amount of damage to the cargo during the drop; 2) reusing the pod's shell as much as possible (for example, as emergency shelter); and 3) minimizing the cost of the pod as much as possible. Students focus on the practice of analyzing data to deepen their understanding of force and motion. They also learn about how structure and function are interrelated to determine the integrity and, therefore, success of their pods.



Magnetic Fields (Physical Science)

Why did the tests of a magnetic spacecraft launcher not go as planned?

Anchor phenomenon: During a test launch, a spacecraft traveled much faster than expected.

As student physicists consulting for the fictional Universal Space Agency, students work to understand the function of a magnetic spacecraft launcher (a simplified version of real technology currently under development). In particular, they seek to explain why a particular test launched the spacecraft much faster than expected. To do this, they investigate how magnets move some objects at a distance, the source of the energy for that movement, and what causes differences in the energy and forces involved.



Light Waves (Physical Science)

Why is there a higher rate of skin cancer in Australia than in other parts of the world?

Anchor phenomenon: The rate of skin cancer is higher in Australia than in other parts of the world.

Australia has one of the highest skin cancer rates in the world: More than half of the people who live there will be diagnosed with skin cancer in their lifetime. **In their role as student spectroscopists, students gain a deeper understanding of how light interacts with materials, and how these interactions affect our world—from the colors we see, to changes caused by light from the sun such as warmth, growth, and damage.** Students use what they learn about light to explain the causes of Australia's skin cancer problem.



Earth, Moon, and Sun (Earth/Space Science)

How can an astrophotographer plan for the best times to take photos of specific features on the Moon?

Anchor phenomenon: An astrophotographer can only take pictures of specific features on the Moon at certain times.

Students take on the role of student astronomers, advising an astrophotographer who needs to take photographs of the Moon. In order to provide this advice, students investigate where the Moon's light comes from, what causes the characteristic changes in the appearance of the Moon that we observe, and what conditions are required to view phenomena such as particular moon phases and lunar eclipses.



Natural Selection (Life Science)

What caused the newt population in Oregon State Park to become more poisonous?

Anchor phenomenon: The newt population in Oregon State Park has become more poisonous over time.

According to local legend around Oregon State Park, three unfortunate campers were found dead at their campsite and investigators found only one clue—a rough-skinned newt inside the coffeepot that the campers used to make their morning coffee. **Student biologists investigate what caused the rough-skinned newts of Oregon State Park to become so poisonous by uncovering mechanisms of natural selection—investigating variation in populations, survival and reproduction, and mutation.**



ENGINEERING INTERNSHIP

Natural Selection (Life Science)

How can we design treatments for malaria that don't lead to drug resistance?

Anchor phenomenon: Designing malaria treatment plans that use different combinations of drugs can reduce drug resistance while helping malaria patients.

Students act as biomedical engineering interns to design a malaria treatment plan. These treatment plans must reduce the population of malaria plasmodia while meeting three design criteria: 1) limiting the amount of the drug-resistance trait that develops in the population; 2) minimizing the side effects caused by the treatment; and 3) minimizing the treatment costs while treating as many patients as possible. Students focus on the practice of analyzing data to deepen their understanding of natural selection. They also learn about the cause-and-effect mechanisms involved when rates of death and reproduction can lead to increased drug resistance in the plasmodia population.



Evolutionary History (Life Science)

Is this mystery fossil more closely related to wolves or to whales?

Anchor phenomenon: A mystery fossil at the Natural History Museum has similarities with both wolves and whales.

Students act as student paleontologists to discover the evolutionary history of a mystery fossil. Is this species more closely related to wolves or whales, and how did all three species change over time? Students learn how to interpret similarities and differences among fossils, investigate how natural selection can lead to one population becoming two different species, and investigate evolution over vast periods of time.



We believe that all children have a fundamental right to an excellent education. **Alpha Public Schools** will ensure that all of our scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

Alpha Public Schools Vision for Social Studies

Alpha Public Schools is committed to an inclusive and multi-dimensional approach to teaching history and government to our students. We recognize that traditionally, history instruction in public schools has perpetuated systemic inequalities, has centered on dominant voices and Eurocentric perspectives, and has whitewashed important events for political gain. At Alpha, we will intentionally center and celebrate marginalized stories, perspectives, and voices that have been intentionally oppressed to ensure our students have an unsanitized, comprehensive, and complete picture of their world, as they find their voices and become the next generation of scholars, activists, and leaders.

APS presents students with an inquiry- and project-based approach focusing on active student engagement, investigation, and discovery where teachers facilitate learning rather than lecture. Students will read multiple representations of events and examine multiple perspectives, including primary and secondary sources and even historical fiction. Students will be trained to identify the perspective represented in each text and identify the voices left out, assess the impact of these omissions, then, to the greatest extent possible, find representation of those omitted.

This approach exemplifies APS's commitment to dismantling systems of oppression and engaging in reform-focused discourse. Students will engage with the [Social Justice Standards published by Learning for Justice](#) (formerly Teaching Tolerance) and work to decide where and how they want to have a voice. Our schools are composed of predominantly students of color, students who come from groups that have for too long been left out of the historical narrative. Our program seeks to add them back in along with all of the other intersections of identity that have been previously excluded, exploring historical and modern voices that recognize the perspectives and experiences of marginalized communities and ensuring students see celebration along with struggle.

In all classes/Program Components

- *Students will be able to identify the essential question connecting what and why they are learning about on any given day*

- Students will engage with [Common Core Standards](#) daily for literacy and writing in social studies in all grades
- Students will engage in inquiry or project based learning. They will research, read, discuss and ask questions rather than listen to lecture.
- Students will read multiple perspectives of events learning to identify whose voice is included, whose is omitted and the impact of these choices.
- Students will answer open-ended questions requiring evidence, justification, and assessment of impact of the event, policy, or concept being addressed
- Students will read different types of text including primary and secondary sources, novels, charts and graphs and documents later featured on AP tests
 - Students will evaluate the credibility of text
- Teachers will use research-based literacy strategies to ensure all students can access texts
- Teachers will utilize ELD strategies and other research driven pedagogy to engage all students to ensure all texts and information is accessible to all scholars
- Students will consistently make contemporary connections and examine why what they're learning matters.
 - Students will also be able to provide rationale for different events and policies.
- Students will engage with the [Social Justice Standards published by Learning for Justice](#) (formerly Teaching Tolerance) initiating their own service projects and examining bias and prejudice including their own
- Students will read, research, debate in a variety of formats including Socratic Seminars, fishbowl, etc.

Resources

[Hard history framework grades K-5](#)

[Hard history framework grades 6-12](#)

[Stanford History Education Group](#): Reading Like a Historian

[Liberated Ethnic Studies](#) (full curriculum & resources for all grades)

Claim, evidence, reasoning argumentative writing [rubric](#)

Claim, evidence, reasoning expository writing [rubric](#)

[5th grade potential SAS draft -- under construction](#)



Alpha Public Schools 6th - 8th Grade Social Studies Scope & Sequence



Overview

Alpha Public Schools utilizes the National Geographic curriculum for grade six through eight. Curricular resources include a skills handbook, geography handbook, primary source handbook (these are all printable), field journal (booklets provided each year by company, also printable).

Each chapter includes two DBQs found in the extra materials of the eTeacher textbook. Chapter tests are found in the “extra materials” of each chapter.

Standards Based (P1)

At Alpha Public Schools, curriculum is based on connection to the Common Core State Standards (CCSS) for History and Social Sciences [found here](#). The following should be incorporated, as noted:

- RH.1 (or RI if it's easier), RH.2, RH.4, WHST.1, and WHST.2 should be incorporated into every unit
- RH.6 when examining primary documents or persuasive essays.

Instructional Practice

Internalization should be completed by chapter (use the unit internalization guide). The scope and sequence is a more accurate distribution of topics aligned with our [social studies vision](#).

6th Grade: Ancient Civilizations

Our curriculum ensures that:

Every unit incorporates ongoing essential questions from the CA SS framework

- How did the environment influence human migration, ancient ways of life and the development of societies?
- What were the early human ways of life (hunting and gathering, agriculture, civilizations, urban societies, states and empires) and how did they change over time?
- How did the major religious and philosophical systems (Judaism, Greek thought, Hinduism Buddhism, Confucianism) support individuals, rulers, and societies?
- How did societies interact with each other? How did connections between societies increase over time?

Every unit incorporates ongoing patterns from the CA SS framework

- The movement of early humans across continents and adaptations to geography and climate of new regions
- The rise of diverse civilizations, characterized by economics of surplus centralized states, social hierarchies, cities, networks of trade, art and architecture, and systems of writing
- The growth of urban societies and changes in societies (due to social class divisions, slavery, divisions of labor between men and women)
- The development of new political institutions (monarchy, empire, democracy) and new ideas (citizenship, freedom, morality and law)
- Birth and spread of religions and philosophical systems (Judaism, Greek thought, Hinduism, Buddhism, Confucianism) which responded to human needs and supported social norms and power structures
- The development and growth of links between societies through trade, diplomacy, migration, conquest, the diffusion of goods and ideas

Exemplar lessons will include a skill from a CCSS, the topic or subject (content) and a connection to a pattern or essential question. Textbook sections may be combined based on the demands of the chapter tests.

| Chapter | Instructional materials from the Primary Source Handbook | # of Instructional Days | Common Core Standards (Once introduced, stays cycled in, Bold = new/focus standard) <u>If in doubt, make an argument, cite text evidence "how do you know?"</u> | Assessments |
|--|---|-------------------------|--|------------------|
| 1 Development of Human Societies | Disclosing the Past, Rock Art (intro to maps, geography, charts and graphs) | 11 | RH.2, RH.1 , RH.4 | Chapter 1 Test A |
| 2 Origins of Civilization | Clay Pot, Göbekli Tepe | 9 | WHST.2, RH.1 , RH.4 | Chapter 2 Test A |
| 3 Ancient Mesopotamia | Sumerian School Days, Code of Hammurabi | 15 | <u>WHST.1, RH.6, RH.1</u> | Chapter 3 Test A |
| 4 Ancient Egypt | Hatsheput's Obelisk, from "Pen-ta-taur: The Victory of Ramses..." | 19 | WHST.1, RH.2, <u>RH.6, RH.3</u> , RH.7 | Chapter 4 Test A |
| 5 Judaism and the Israelite Kingdom | Hebrew Bible excerpts | 13 | WHST. 1, WHST 2 RH.1, RH.2, RH.3, RH.4, <u>RH.7</u> | Chapter 5 Test A |
| 6 Ancient India | Asoka edicts, "Look to This Day" | 14 | WHST.1, WHST.2, RH.1, RH.2, RH.3, RH.4, <u>RH.6</u> , RH.7 | Chapter 6 Test A |
| 7 Ancient China | The Slanderers", from Dao de Jing | 14 | WHST.1, WHST.2, RH.1, RH.2, RH.3, RH.4, <u>RH.5</u> , RH.6, RH.7 | Chapter 7 Test A |

| | | | | |
|---|---|----|---|---------------------|
| 8 Early Mesoamerica **Be sure to include Zapotec as many of our students have connections to the Oaxacan Valley | From the Chilam Balam of Chumayel, from the <i>Popol Vuh</i> | 14 | WHST.1, WHST.2, RH.1, RH.2, RH.3, RH.4, RH.5, RH.6, RH.7, RH.9 | Chapter 8 Test A |
| 9 Ancient Greece & 10 Classical Greece (may be combined with 9) | From the <i>Odyssey</i> , <i>Treatment of Spartan Boys</i> | 21 | WHST.1, WHST.2, RH.1, RH.2, RH.3, RH.4, RH.5, RH.6, RH.7, RH.9, RH.8 | Chapter 9/10 Test A |
| | From <i>History of the Peloponnesian War</i> , <i>Fables</i> | | | |
| 11 The Roman Republic | The Twelve Tables, from <i>The Histories</i> , by Polybius | 15 | WHST.1, WHST.2, RH.1, RH.2, RH.3, RH.4, RH.5, RH.6, RH.7, RH.8, RH.9 | Chapter 11 Test A |

7th grade

World History & Geography: Modern History & Medieval Times

Our curriculum ensures that:

Every unit incorporates ongoing essential questions from the CA SS framework

- How did the distant regions of the world become more interconnected through medieval and early modern times?
- What were the multiple ways people of different cultures interacted at sites of encounter? What were the effects of their interactions?
- How did the environment and technological innovations affect the expansion of agriculture, cities, and human population? What impact did human expansion have on the environment?
- Why did many states and empires gain more power over people and territories over the course of medieval and early modern times?
- How did major religions (Judaism, Christianity, Islam, Buddhism, Hinduism, and Sikhism) and cultural systems (Confucianism, the Scientific Revolution, and the Enlightenment) develop and change over time? How did they spread to multiple cultures?

Every unit incorporates ongoing patterns of change from the CA SS framework

- Long-term growth, despite some temporary dips, in the world's population beyond any level reached in ancient times. A great increase in agricultural and city-dwelling populations in the world compared with hunters and gatherers, whose numbers steadily declined.
- Technological advances that gave humans power to produce greater amounts of food and manufactured items, allowing the global population to keep rising.
- An increase in the interconnection and encounters between distant regions of the world. Expansion of long-distance seagoing trade, as well as commercial, technological, and cultural exchanges. By the first millennium BCE (Before Common Era), these networks spanned most of Afroeurasia (the huge interconnected landmass that includes Africa, Europe, and Asia). In the Americas, the largest networks were in Mesoamerica and the Andes region of South America. After 1500 CE (Common Era), a global network of intercommunication emerged.
- The rise of more numerous and powerful kingdoms and empires, especially after 1450 CE, when gunpowder weapons became available to rulers.
- Increasing human impact on the natural and physical environment, including the diffusion of plants, animals, and microorganisms to parts of the world where they had previously been unknown.

| Chapter | Instructional materials from the Primary Source Handbook | # of Instructional Days | Common Core Standards (Once introduced, stay cycled in Bold = new/focus standard) | Assessments |
|---|--|-------------------------|--|----------------|
| 1 Roman Empire | From the New Testament From the Edict of Milan | 10 | RH.2, RH.1 , RH.4 | Chapter Test A |
| 2 Byzantine Empire | From the Justinian Code The Beauty of the Hagia Sophia | 9 | WHST.2, RH.1 , RH 4 | Chapter Test A |
| 3 Islamic World | A Visit to the Sultana From <i>The Rubáiyát of Omar Khayyám</i> | 10 | WHST.1, RH.6 , RH.1 | Chapter Test A |
| 4 North & Western Africa | From Books of <i>Highways and of Kingdoms</i> From <i>Description of Africa</i> | 13 | WHST.1, RH.2, <u>RH.6, RH.3</u> , RH.7 | Chapter Test A |
| 5 East, Central and Southern Africa | King Ezana Afonso I | 14 | WHST. 1, WHST 2 RH.1, RH.2, RH.3, RH.4, <u>RH.7</u> | Chapter Test A |
| 6 Mesoamerica *Be sure to include Zapotec to reflect our students' cultures | From the Chilam Balam of Chumayel From the <i>Popol Vuh</i> | 11 | WHST.1, WHST.2, RH.1, RH.2, RH.3, RH.4, <u>RH.6</u> , RH.7 | Chapter Test A |
| 7 South and North America | Hernando Pizarro, Letter to Spain Iroquois Constitution | 14 | WHST.1, WHST.2, RH.1, RH.2, RH.3, RH.4, <u>RH.5</u> , RH.6, RH.7 | Chapter Test A |

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|---|--|----|---|----------------|
| 8 Dynasties of China | From <i>The Travels of Marco Polo</i> Zheng He's Voyages | 14 | WHST.1, WHST.2, RH.1, RH.2, RH.3, RH.4, RH.5, RH.6, RH.7, RH.9 | Chapter Test A |
| 9 Japanese Civilizations | From the Constitution From <i>The Pillow Book</i> | 14 | WHST.1, WHST.2, RH.1, RH.2, RH.3, RH.4, RH.5, RH.6, RH.7, RH.9, RH.8 | Chapter Test A |
| 10 Korea, India, and SE Asia *Be sure to include Vietnamese Kingdoms and Khmer Empires to reflect our students' culture | From the Tangun Legend "Look to This Day" | 14 | WHST.1, WHST.2, RH.1, RH.2, RH.3, RH.4, RH.5, RH.6, RH.7, RH.8, RH.9 | Chapter Test A |
| 11 Europe (UNIT 4): Middle Ages - Enlightenment (can skip Revolution) | From The Dialogue Between a Lord and His Laborers From <i>The Decameron</i> | 26 | WHST.1, WHST.2, RH.1, RH.2, RH.3, RH.4, RH.5, RH.6, RH.7, RH.8, RH.9 | Unit 5 Test |

8th grade Social Studies

US History & Geography: Growth & Conflict (to Industrialization)

Our curriculum ensures that:

Every unit incorporates ongoing essential questions from the CA SS framework

- What did freedom mean to the nation's founders, and how did it change over time?
- How and why did the United States expand?
- Who is considered an American?

| Unit | Instructional materials from the Primary Source Handbook | # of Instructional Days | Common Core Standards (Once introduced, stay cycled in Bold = new/focus standard) | CA Framework Connections | Assessments |
|--|--|-------------------------|--|--|---|
| 1 Early Encounters Beg - 1650 | Intro & Aztec mask | 25 | WHST. 1, WHST 2 RH.1, RH.2, RH.4 | | Unit 1 Assessment (optional: modify chapter assessments, include maps and DBQ) |
| 2 English Settlement (1585-1763) | From "A letter to Ferdinand & Isabella to Christopher Columbus" (1493) | 25 | WHST. 1, WHST 2 RH.1, RH.2, RH.4 RH.3, RH.6 | | Unit 2 Assessment (optional: modify chapter assessments, include maps and DBQ) |
| 3 A New Nation (1763-1791) | From "The Good Shepherd" a sermon by George Whitefield, (1769) Conestoga Wagon, c. 1725-1850 From Alexander Hamilton's notes, 1787 From the Northwest Ordinance, 1787 | 25 | WHST. 1, WHST 2 RH.1, RH.2, RH.4, RH.3, RH.6 | 1. Why was there an American Revolution? 2. How did the American Revolution develop the concept of natural rights? 3. What were the legacies of the American Revolution? | Unit 3 Assessment (optional: modify chapter assessments, include maps and DBQ) |

| | | | | | |
|---|---|----|--|--|---|
| <p>4</p> <p>The Early Republic (1789-1844)</p> | <p>From a letter from Thomas Jefferson to George Washington, 1792,</p> <p>From "American Notes for General Circulation" by Charles Dickens, (1842)</p> <p>From the <i>Confessions of Nat Turner</i>, recorded by his lawyer, Thomas R. Gray, 1831,</p> <p>From a Slave Spiritual, c. 1861</p> | 24 | <p>WHST. 1, WHST 2 RH.1, RH.2, RH.3, RH.4, RH.6 RH.5, RH.7</p> | <p>How much power should the federal government have, and what should the government do? n How did the government change during the Early Republic? Was the Louisiana Purchase constitutional? n What was life like in the Early Republic? How did individual regions of the United States become both more similar and more different? What was family life like in each region? How did work change between 1800 and 1850?</p> | <p>Unit 4 Assessment (optional: modify chapter assessments, include maps and DBQ)</p> |
| <p>5</p> <p>Pushing National Boundaries (1821-1845)</p> | <p>Must incorporate at least 8</p> <p>From Remarks to the Senate by John C. Calhoun on States' Rights and the Abolition of Slavery, Dec. 27, 1837</p> <p>From John Quincy Adams' speech to the House of Rep. July 4, 1821</p> <p>From <i>Little House on the Prairie</i>, by Laura Ingalls Wilder, 1937</p> <p>From "A Woman's Trip Across the Plains in 1849"</p> | 25 | <p>WHST. 1, WHST 2 RH.1, RH.2, RH.3, RH.4, RH.5, RH.6 RH.7 RH.8, RH.9</p> | <p>How did work change between 1800 and 1850? What was the impact of slavery on American politics, regional economies, family life, and culture? What did the frontier mean to the nation in the first half of the nineteenth century?</p> | <p>Unit 5 Assessment (optional: modify chapter assessments, include maps and DBQ)</p> |

| | | | | | |
|--|--|-------------|--|--|---|
| | Early Republican Quilt, by Mary C. Nelson (1846) +10 more | | | | |
| 6 Civil War & Reconstruction (1846-1877) | Choose 5 | 29 +June | WHST. 1, WHST 2 RH.1, RH.2, RH.3, RH.4, RH.5, RH.6 RH.7, RH.8, RH.9 | Why was there a Civil War? n How was the United States transformed during the Civil War? How was the Civil War conducted militarily, politically, economically, and culturally? How was slavery abolished through the Civil War? | Unit 6 Assessment (optional: modify chapter assessments, include maps and DBQ) |

Vision of Excellent Teaching



APS Purpose of Education:

At Alpha Public Schools, we want our students to learn to be curious, think critically, challenge themselves, and care for themselves, their communities, and our world. We cultivate graduates who know their own strengths, believe in their own capabilities, and take pride in their own identities. Our long-term goal is that students have the leadership skills, academic preparation, and community support to make important choices and succeed in life.

In order to achieve this for our students, an excellent teacher at Alpha Public Schools has the following...

BELIEFS

1. ALL students deserve access to a high-quality education. All students have the ability to learn and excel.
2. We are all responsible for ALL of our students. By working together, we will achieve bold goals.
3. Our students, staff, families and community are our greatest strengths. Our community is already rich in knowledge and skills. All voices in our community matter, and we value diverse perspectives.
4. We are a community of learners who are constantly growing. We ask questions and think critically about our learning and world.
5. We reflect on the impact our actions have on our community. We take responsibility for our actions and lead positive change, and we teach our students to do the same.
6. We take ownership of our individual obstacles, progress, and successes. It is ultimately each teacher's responsibility to develop the knowledge and skills to teach students what they need to know.
7. Joy, integrity, leadership, excellence, and relationships are critical to our success as a community.

KNOWLEDGE

The teacher...

1. Knows strategies to support literacy across all content areas they teach.
2. Knows the California Common Core Standards and/or content specific standards (e.g. Next Generation Science Standards) and the depth of learning they require.
3. Knows the pedagogy necessary to effectively teach the required content.

4. Understands child and adolescent development and its effects on learning; familiar with developmentally appropriate interventions and support.
5. Knows the domains of socio-emotional learning; knows how to incorporate and develop SEL skills.
6. Recognizes and builds on community strengths.

SKILLS

The teacher...

1. Provides access to instruction for all students by responding to socio-emotional needs, supporting literacy development across all classes and content areas, using culturally responsive instructional strategies, and accommodating individual learning differences.
2. Reflects on their own performance and progress to identify strengths, areas of growth, and next steps.
3. Solves problems by taking a solutions-oriented approach, accurately assessing the root cause, generating solutions, and implementing them.
4. Takes initiative to identify and address issues, seek out resources, and respond to their own and others' needs.
5. Works well independently and collaboratively.
6. Communicates effectively; responds productively to communication (including giving and receiving feedback).
7. Names their own emotions with precision and unpacks them; bounces back from challenges and setbacks.
8. Lives out Alpha community and interaction norms.

Multi-Tiered System of Support (MTSS)

Playbook

Alpha Public Schools



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1. Introduction: The WHY for MTSS

At Alpha Public Schools, we believe that:

- all children have a fundamental right to an excellent education.
- all of our scholars can develop the academic skills and leadership habits required to succeed in college and live with integrity.
- all of our scholars can be prepared to compete successfully on life's uneven playing field--to struggle, to overcome and to thrive.

We also believe that in order for our students to achieve these goals, it is the responsibility of every adult in our organization to intentionally create conditions that will support the needs of ALL students.

MTSS is a framework that combines data-driven decision-making, progress monitoring, and evidence-based interventions to ensure that our schools are utilizing limited resources in a way that maximizes the impact for all students. Rather than introducing a whole new system to our schools, an effective MTSS framework brings all the systems in our Network together to ensure a high quality education for all students.¹



At Alpha, we believe All Means All, and MTSS is the process through which we will achieve that goal, in continual partnership and collaboration with members of our community.

¹ [MTSS Blueprint for Massachusetts](#)

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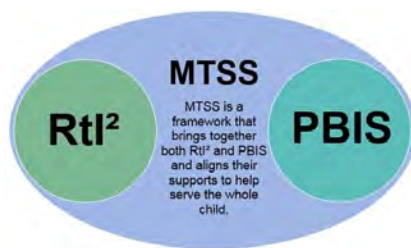
2. Overview of California's Multi-tiered System of Support

California's Multi-tiered System of Support (MTSS) is an integrated, comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students.²

In this tiered, data-informed framework, educators work to ensure that the majority of students respond to core instruction. Students who need additional support for enrichment or remediation are identified by data and provided that support with the right focus and intensity. MTSS helps educators to be thoughtful about using resources appropriately and impactfully, and use data to continually monitor and improve the effectiveness of their actions. MTSS makes the district-wide system more effective and ensures we're supporting the needs of every student.³

MTSS, [Response to Instruction and Intervention \(RtI²\)](#), and [Positive Behavioral Interventions and Supports \(PBIS\)](#) are often spoken of synonymously, and for those new to MTSS, it can be difficult to determine what people mean when these terms are used interchangeably. It is important to keep in mind, though, that MTSS is a framework for aligning resources and initiatives; it is a method of organization. As such, MTSS encompasses both RtI² and PBIS, and systematically addresses support for all students.⁴

Since MTSS is a framework that brings together both RtI² and PBIS and aligns their supports to serve the whole child, it also relies on data gathering through universal screening, data-driven decision making, and problem solving teams, and focuses on content standards. MTSS aligns the entire system of initiatives, supports, and resources, and implements continuous improvement processes throughout the system. So, while RtI² focuses on academics and PBIS focuses on social and emotional learning, MTSS encompasses them all. It acts as a way of organizing supports within an LEA (Local Education Agency) so that both the academic side and the social-emotional-learning side are aligned to serve the whole child.⁵



² [OCDE MTSS Website](#)

³ [Illuminate Education MTSS Essentials](#)

⁴ [California Department of Education MTSS website](#)

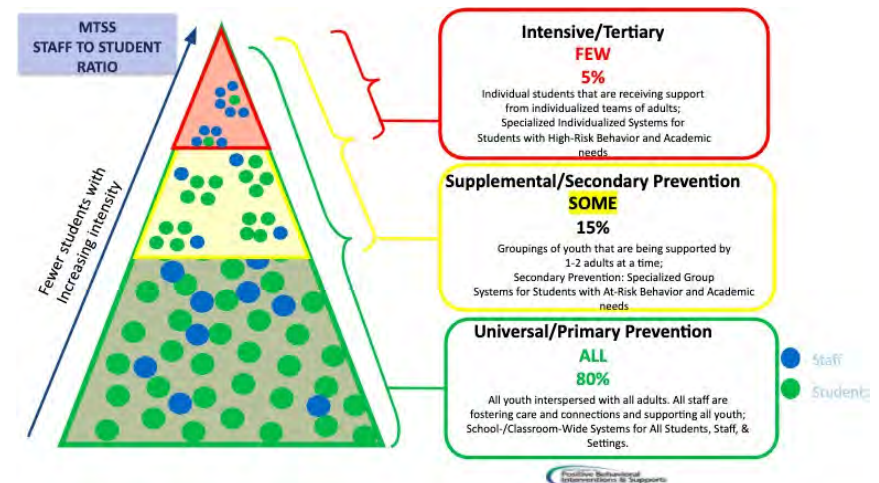
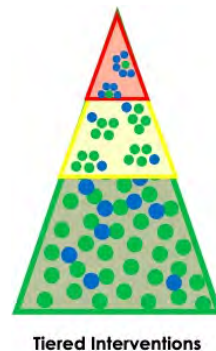
⁵ [California Department of Education MTSS website](#)

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3. Tiers of Service in MTSS

Multi-Tiered Systems of Support rely upon viewing support and intervention through the lens of three different tiers of service. The tiers are differentiated by the "intensity" of the services provided. Intensity is defined as the number of minutes and the focus of the instruction/intervention during a given service period. An increase in the number of minutes of exposure to quality instruction/intervention and/or the narrowing of the focus of instruction would be defined as "more intensive instruction."

Tiers 2 and 3 are defined within the context of Tier 1. The number of minutes of instruction and the breadth of that instruction that defines Tier 1 in a school will be the basis for the criteria for Tiers 2 and 3. For instance, if ALL students receive 90 minutes of reading instruction in Tier 1 and that instruction includes phonemic awareness, phonics, fluency, vocabulary, and comprehension, then Tier 2 would be defined as additional minutes of quality instruction and/or intervention that focuses on one or more of the five areas of reading, but not all. The "focus" would be in the area of greatest need for the student. In general, a four step process will help to define and differentiate the tiers: HOW MUCH additional time will be needed, WHAT will occur during that time, WHO is the most qualified person to deliver the "What" (instructional strategies) and WHERE will that additional instruction occur. Tier 3 will be the most "intensive" instruction the building can offer.⁶



⁶ [Florida's MTSS Implementation Components](#)

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Tier 1 Overview (ALL students):

- Interventions and supports that are available and provided to 100% of the population served.
- When carried out with consistency and integrity, Tier 1 supports should be sufficient for ~80% of the population to be successful.
- All school-site staff is involved in providing Tier 1 supports.

Who receives supports in Tier 1?

Tier 1 is what “ALL” students get in the form of instruction (academic and behavior/social-emotional) and student supports. Tier 1 focuses on the implementation of the district’s curriculum and is aligned with all state standards (CCSS, NGSS). Tier 1 services (time and focus) are based on the needs of the students in a particular school. Some schools require more time than other schools in particular core curriculum areas based on student demographics (readiness, language, economic factors) and student performance levels to ensure that all students reach and/or exceed state proficiency levels.⁷

What does instruction look like at Tier 1?

The delivery of instruction in Tier 1 is focused on grade level/subject area/behavior standards using effective large and small group instructional strategies. Differentiated instruction occurs to a degree that is appropriate for the size and diverse learning abilities of the group and the instructional skills of the teacher. The number of minutes per day of Tier 1 instruction is based on district standards for what all students are expected to be exposed to for a particular content/subject area and is often determined by state guidelines or regulations. For instance, ninety to hundred-twenty minutes per day is the typical number of minutes that students in elementary grades receive instruction in literacy. Sixty minutes per day is the typical number of minutes of exposure to mathematics.

The impact of Tier 1 instruction should result in approximately 80% of the students achieving grade level expectations (e.g., proficiency) or making significant growth in the case in which the typical student is performing below grade/subject standards.⁸

Tier 2 Overview (SOME students):

- Interventions and supports that are available and provided to small groups of students only.
- If Tier 1 supports are carried out with consistency and integrity, Tier 2 supports should only be necessary for ~15% of the population to be successful.
- The Intervention Team is responsible for overseeing Tier 2 and all stakeholders work together to implement interventions.

Who receives supports in Tier 2?

Tier 2 is what “some” students receive in addition to Tier 1 instruction. The purpose of Tier 2 instruction and supports is to improve student performance under Tier 1 performance expectations (levels and conditions of performance). Therefore, “effective” Tier 2 services occur when at least 70% of students receiving Tier 2 services (in addition to Tier 1) meet or exceed grade level/subject area Tier 1 proficiency levels (academic and/or behavior) established by the district. Tier 2 services are more “intense” (more time, narrow focus of instruction/intervention) than Tier 1. Tier 2 services can be provided by a variety of professionals (e.g., general education and/or remedial teachers, behavior specialists) in any setting (general education classroom, separate settings, home). Since the number of minutes of Tier 2 services is in addition to Tier 1, the total amount of time a student receives Tier 1 and Tier 2 services is based, fundamentally, on the number of minutes all students receive Tier 1 supports.⁹

What does instruction look like at Tier 2?

The delivery of Tier 2 instruction is focused on skills that pose a barrier to the acceleration of student learning. Typically, a “[standard protocol](#)”¹⁰ approach is used with Tier 2 instruction. Student-centered data (benchmark, progress monitoring, group diagnostic) are used to identify groups of students who share the same academic and/or behavior need. The Problem Solving Cycle is used to develop evidence-based interventions to accelerate the development of those skills. The evidence-based instruction is provided to students typically in a group format.

No “rules” exist regarding the “who” and “where.” Therefore, Tier 2 instruction could be provided in the general education classroom by the general education teacher, in the general education classroom by a supplemental instruction teacher, or outside of the general education classroom. The number of minutes of instruction must be greater than the number of minutes provided to typical students for that skill focus. Since academic engaged time (minutes per day of exposure to quality instruction) is the best predictor of rate of progress, acceleration requires minutes in addition to Tier 1. Any Tier 2 instruction provided to students must be integrated with Tier 1 content and performance expectations. Providers of Tier 2 instruction are encouraged to incorporate the instructional language and materials of Tier 1.

The impact of Tier 2 instruction should result in approximately 70% or more of the students achieving grade-level expectations (e.g., proficiency) or making significant growth in the case in which the typical student is performing below grade/subject standards.¹¹

⁷ [Florida’s MTSS Implementation Components](#)

⁸ [Florida’s MTSS Implementation Components](#)

⁹ [Florida’s MTSS Implementation Components](#)

¹⁰ [IRIS Center](#)

¹¹ [Florida’s MTSS Implementation Components](#)

Tier 3 Overview (FEW students):

- Interventions and supports that are available and provided on an individual basis.
- If Tier 1 and 2 supports are carried out with consistency and integrity, Tier 3 supports should only be necessary for ~5% or less of the population to be successful.
- The Intervention Team is responsible for overseeing Tier 3, often with Network level support. All stakeholders work together to implement interventions.

Who receives supports in Tier 3?

Tier 3 is what “few” students receive and is the most intense service level a school can provide to a student. Typically, Tier 3 services are provided to very small groups and/or individual students. The purpose of Tier 3 services is to help students overcome significant barriers to learning academic and/or behavior skills required for school success. Tier 3 services require more time and a more narrow focus of instruction/intervention than Tier 2 services. Tier 3 services require effective levels of collaboration and coordination among the staff (general and specialized) providing services to the student.

The expected outcome of Tier 3 services, combined with Tiers 1 and 2, is that the student(s) will achieve Tier 1 proficiency levels (academic and/or behavior) established by the district.¹²

What does instruction look like at Tier 3?

The delivery of Tier 3 instruction is focused on the skills that pose the greatest barrier to acceleration of student learning. Tier 3 instruction is characterized by the greatest number of minutes of instruction available in a building and the narrowest focus of that instruction. Typically, the instruction is provided to individual students or in very small groups. The same four questions are used to guide the development of the instruction (HOW MUCH, WHAT, WHO, WHERE). Instruction/intervention is developed using the four-step data-based problem-solving process applied to individual students. Data collected to inform Tier 3 instruction typically is individual student diagnostic data (academic and/or behavior). The total number of minutes per day of Tier 3 instruction is in addition to those provided in Tiers 1 and 2. If an “alternate core” approach is used, the total number of minutes is at least the equivalent of the typical number of minutes provided in Tiers 1 and 2 for that content area.

Tier 3 is the most powerful instruction and is characterized by:

1. More instructional time
2. Smaller instructional groups (or individuals)
3. More precisely targeted at the appropriate level
4. Clearer and more detailed explanations are used during instruction
5. More systematic instructional sequences are used
6. More extensive opportunities for practice are provided
7. More opportunities for error correction and feedback are provided.¹³

4. MTSS Process and Systems

In order for MTSS to be successful at the school-site level, individual school teams must work to create processes and systems that will most effectively support their population of students. Teams must take into account historical student data and current realities as they develop these processes and systems so that they are effectively responding to the needs of their student population. School sites must have adequate teaming structures that include representation from all relevant stakeholders to ensure that sites are able to support students holistically. There must also be a plan for the initial set-up of the MTSS as well as a system for maintaining and monitoring MTSS over the course of the school year and from one school year to the next.

The implementation of these processes and systems may look different at individual schools based on factors such as their students' needs, school scheduling, and available resources. However, the following core components should be present at each school site, and the different teams should work together to strategically plan and execute all components with fidelity in order to ensure an effective MTSS.

This section of the MTSS Playbook will cover the core components of an MTSS Process and System:

- a. MTSS Timeline
- b. MTSS Teaming structures and team responsibilities
- c. Strong Tier 1 Systems
- d. Universal Screening and assessment
- e. The Early Warning System
- f. Tiered Interventions
- g. On-going progress monitoring

a. MTSS Cycle Timeline

Before the school year begins, school-sites should create a clear timeline for their MTSS work for the year. This will enable teams to stay on-track with assessment and intervention cycles, support with intervention planning and data collection, and provide the Network team with information to support individual schools.

The following is an ideal timeline for the MTSS Cycle throughout a school year. This timeline outlines when the Universal MTSS (grade level) teams should meet, when new Intervention Groups begin and end, progress check frequency, and when the team should evaluate the effectiveness of the Intervention Groups to make decisions about next steps for individual and groups of students.

The weeks in this timeline reflect the weeks of the MTSS Cycle, not necessarily the weeks of the school year. The school's Intervention Team should map these weeks onto the school year calendar and make reasonable adjustments based on events that impact instructional time (ex: breaks, assessment weeks).

To view this MTSS timeline on the current school year's MTSS calendar, please reference [this document](#) or [this document](#). School-sites should create their own copy of the timeline and include it in [their MTSS site-plan](#).

¹² [Florida's MTSS Implementation Components](#)

¹³ [Florida's MTSS Implementation Components](#)

| Weeks | Stage | Details |
|-------|-------------------------------------|--|
| 1-4 | Tier 1 | <ul style="list-style-type: none"> Gather data: administer Universal Screeners to all students. Calibrate Early Warning System: set-up EWS in eduClimber and adjust thresholds as new data is entered to identify the 20% of students at highest risk |
| | | <ul style="list-style-type: none"> Priority Tier 2 and 3 Support: students with IEPs, 504s, BIPs, previously established SSTs, and newcomers begin receiving Tier 2 and 3 interventions. Strengthen Tier 1: whole school work to establish strong Tier 1 support for all students. |
| 4 | Tier 2, Cycle 1 Prep | <ul style="list-style-type: none"> First Grade Level MTSS Meeting: Grade levels meet for the first time to look at the preliminary data from the EW. Create Tier 2 Intervention Groups and establish goals. |
| 5 | Tier 2, Cycle 1 Prep | <ul style="list-style-type: none"> Create Intervention Groups in eduClimber: Back-end work to set-up progress monitoring for Tier 2 Intervention groups in eC. Prep Interventions: Preparing intervention materials and structures for strong implementation. |
| 6 | Tier 2, Cycle 1 Interventions Begin | <ul style="list-style-type: none"> Begin implementing Tier 2 Interventions Begin entering progress monitoring data: Enter data in eduClimber for every day the intervention is provided. |
| 8 | Tier 2, Cycle 1 Progress Check 1 | <ul style="list-style-type: none"> Grade Level MTSS Meeting: Team will meet to review progress toward goals for students receiving Tier 2 Interventions. |
| 10 | Tier 2, Cycle 1 Progress Check 2 | <ul style="list-style-type: none"> Grade Level MTSS Meeting: Team will meet to review progress toward goals for students receiving Tier 2 Interventions. |
| 12 | Tier 2, Cycle 1 Evaluate and adjust | <ul style="list-style-type: none"> Grade Level MTSS Meeting: Team will meet to evaluate progress toward goals for students receiving Tier 2 Interventions. Determine next steps: <ul style="list-style-type: none"> Exit to Tier 1 - student met Tier 2 Intervention goal. Continue Intervention - student did NOT meet goal but was close and showed consistent progress. Continue with the same Tier 2 Intervention and goal for a second cycle. Change Intervention - student did NOT meet goal and did not show consistent progress. Try a new Tier 2 intervention and goal for a full cycle. Add new students to Tier 2: Team will look at the updated list of students that the EWS identifies for Tier 2 Interventions. Create new Tier 2 Intervention groups and establish goals. |

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| 13 | Tier 2, Cycle 2 Prep | <ul style="list-style-type: none"> Create Intervention Groups in eduClimber: Back-end work to set-up progress monitoring for new Tier 2 Intervention groups in eC. Prep Interventions: Preparing intervention materials and structures for strong implementation. |
| 14 | Tier 2, Cycle 2 Interventions Begin | <ul style="list-style-type: none"> Begin implementing Tier 2 Interventions Begin entering progress monitoring data: Enter data in eduClimber for every day the intervention is provided. |
| 16 | Tier 2, Cycle 2 Progress Check 1 | <ul style="list-style-type: none"> Grade Level MTSS Meeting: Team will meet to review progress toward goals for students receiving Tier 2 Interventions. |
| 18 | Tier 2, Cycle 2 Progress Check 2 | <ul style="list-style-type: none"> Grade Level MTSS Meeting: Team will meet to review progress toward goals for students receiving Tier 2 Interventions. |
| 20 | Tier 2, Cycle 2 Evaluate and adjust | <ul style="list-style-type: none"> Grade Level MTSS Meeting: Team will meet to evaluate progress toward goals for students receiving Tier 2 Interventions. Determine next steps: <ul style="list-style-type: none"> Exit to Tier 1 - student met Tier 2 Intervention goal Continue Intervention - student did NOT meet goal but was close and showed consistent progress. Continue with the same Tier 2 Intervention and goal for a second (or third) cycle. Change Intervention - student did NOT meet goal and did not show consistent progress. Try a new Tier 2 intervention and goal for a full cycle OR move to Tier 3. Move students to Tier 3 - begin a new SST for any student who has not shown any progress after two cycles of Tier 2 Intervention. Add new students to Tier 2: Team will look at the updated list of students that the EWS identifies for Tier 2 Interventions. Create new Tier 2 Intervention groups and establish goals. |
| 16 | Tier 2, Cycle 2 Progress Check 1 | <ul style="list-style-type: none"> Grade Level MTSS Meeting: Team will meet to review progress toward goals for students receiving Tier 2 Interventions. |
| 18 | Tier 2, Cycle 2 Progress Check 2 | <ul style="list-style-type: none"> Grade Level MTSS Meeting: Team will meet to review progress toward goals for students receiving Tier 2 Interventions. |

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| 20 | Tier 2, Cycle 2 Evaluate and adjust | <ul style="list-style-type: none"> Grade Level MTSS Meeting: Team will meet to evaluate progress toward goals for students receiving Tier 2 Interventions. Determine next steps: <ul style="list-style-type: none"> Exit to Tier 1 - student met Tier 2 Intervention goal Continue Intervention - student did NOT meet goal but was close and showed consistent progress. Continue with the same Tier 2 Intervention and goal for a second (or third) cycle. Change Intervention - student did NOT meet goal and did not show consistent progress. Try a new Tier 2 intervention and goal for a full cycle OR move to Tier 3. Move students to Tier 3 - begin a new SST for any student who has not shown any progress after two cycles of Tier 2 Intervention. Add new students to Tier 2: Team will look at the updated list of students that the EWS identifies for Tier 2 Interventions. Create new Tier 2 Intervention groups and establish goals. |
| 21 | Tier 3, SST 1, Cycle 1 Prep Tier 2, Cycle 3 Prep | <ul style="list-style-type: none"> Create Intervention Groups in eduClimber: Back-end work to set-up progress monitoring for new Tier 2 and Tier 3 Intervention groups in eC. Prep Interventions: Preparing intervention materials and structures for strong implementation. |
| 22 | Tier 3, SST 1, Cycle 1 Interventions Begin Tier 2, Cycle 3 Interventions Begin | <ul style="list-style-type: none"> Begin implementing Tier 2 and Tier 3 Interventions Begin entering progress monitoring data: Enter data in eduClimber for every day the intervention is provided. |
| 24 | Tier 3, SST 1, Cycle 1 Progress Check 1 Tier 2, Cycle 3 Progress Check 1 | <ul style="list-style-type: none"> Grade Level MTSS Meeting: Team will meet to review progress toward goals for students receiving Tier 2 and Tier 3 Interventions. |
| 26 | Tier 3, SST 1, Cycle 1 Progress Check 2 Tier 2, Cycle 3 Progress Check 2 | <ul style="list-style-type: none"> Grade Level MTSS Meeting: Team will meet to review progress toward goals for students receiving Tier 2 and Tier 3 Interventions. |

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| 28 | Tier 3, SST 1, Cycle 1 Evaluate and adjust Tier 2, Cycle 3 Evaluate and adjust | <ul style="list-style-type: none"> Grade Level MTSS Meeting: Team will meet to evaluate progress toward goals for students receiving Tier 2 and Tier 3 Interventions. Tier 2 - Determine next steps: <ul style="list-style-type: none"> Exit to Tier 1 - student met Tier 2 Intervention goal Continue Intervention - student did NOT meet goal but was close and showed consistent progress. Continue with the same Tier 2 Intervention and goal for a second (or third) cycle. Change Intervention - student did NOT meet goal and did not show consistent progress. Try a new Tier 2 intervention and goal for a full cycle OR move to Tier 3. Tier 3 - Reconvene SST <ul style="list-style-type: none"> Exit to Tier 2 - student met Tier 3 Intervention goal Continue Intervention - student did NOT meet goal but was close and showed consistent progress. Continue with the same Tier 3 Intervention and goal for a second cycle. Change Intervention - student did NOT meet goal and did not show consistent progress. Try a new Tier 3 intervention and goal for a full cycle. Move students to Tier 3 - begin a new SST for any student who has not shown any progress after two cycles of Tier 2 Intervention. Add new students to Tier 2: Team will look at the updated list of students that the EWS identifies for Tier 2 Interventions. Create new Tier 2 Intervention groups and establish goals. |
| 29-30 | Tier 3, SST 1, Cycle 2 Prep Tier 2, SST 2, Cycle 1 Prep Tier 2, Cycle 4 Prep | <ul style="list-style-type: none"> Create Intervention Groups in eduClimber: Back-end work to set-up progress monitoring for new Tier 2 and Tier 3 Intervention groups in eC. Prep Interventions: Preparing intervention materials and structures for strong implementation. |
| 31 | Tier 3, SST 1, Cycle 2 Interventions Begin Tier 2, SST 2, Cycle 1 Interventions Begin Tier 2, Cycle 4 Interventions Begin | <ul style="list-style-type: none"> Begin implementing Tier 2 and Tier 3 Interventions Begin entering progress monitoring data: Enter data in eduClimber for every day the intervention is provided. |

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|----|---|---|
| 33 | <p>Tier 3, SST 1, Cycle 2 Progress Check 1</p> <p>Tier 2, SST 2, Cycle 1 Progress Check 1</p> <p>Tier 2, Cycle 4 Progress Check 1</p> | Grade Level MTSS Meeting: Team will meet to review progress toward goals for students receiving Tier 2 and Tier 3 Interventions. |
| 35 | <p>Tier 3, SST 1, Cycle 2 Progress Check 2</p> <p>Tier 2, SST 2, Cycle 1 Progress Check 2</p> <p>Tier 2, Cycle 4 Progress Check 2</p> | <ul style="list-style-type: none"> Grade Level MTSS Meeting: Team will meet to review progress toward goals for students receiving Tier 2 and Tier 3 Interventions. |
| 37 | <p>Tier 3, SST 1, Cycle 2 Evaluate</p> <p>Tier 2, SST 2, Cycle 1 Evaluate</p> <p>Tier 2, Cycle 4 Evaluate and adjust</p> | <ul style="list-style-type: none"> Grade Level MTSS Meeting: Team will meet to evaluate progress toward goals for students receiving Tier 2 and Tier 3 Interventions. Tier 2 - Determine next steps: <ul style="list-style-type: none"> Exit to Tier 1 - student met Tier 2 Intervention goal Continue Intervention - student did NOT meet goal but was close and showed consistent progress. Continue with the same Tier 2 Intervention and goal for a second (or third) cycle. Change Intervention - student did NOT meet goal and did not show consistent progress. Try a new Tier 2 intervention and goal for a full cycle OR move to Tier 3. Tier 3 - Reconvene SST <ul style="list-style-type: none"> Exit to Tier 2 - student met Tier 3 Intervention goal Continue Intervention - student did NOT meet goal but was close and showed consistent progress. Continue with the same Tier 3 Intervention and goal for a third cycle. Change Intervention - student did NOT meet goal and did not show consistent progress. Try a new Tier 3 intervention and goal for a full cycle OR recommend evaluation for Special Education. Move students to Tier 3 - recommend a new SST for any student who has not shown any progress after two cycles of Tier 2 Intervention. |

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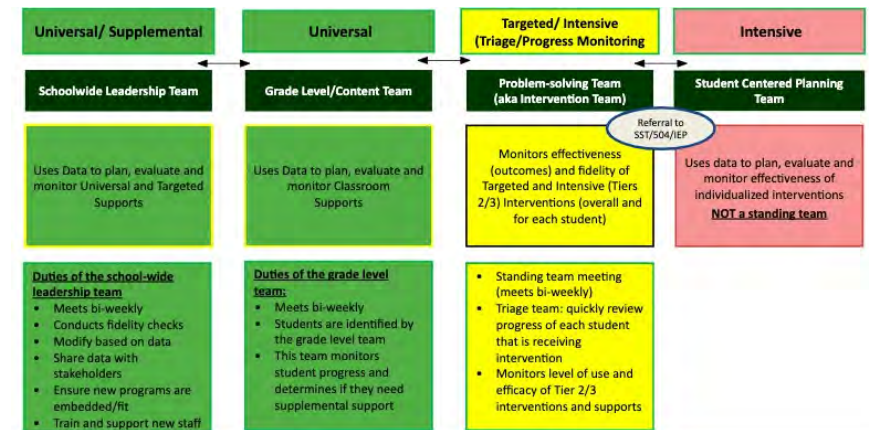
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|----|---|--|
| 38 | <p>Tiers 2 and 3 Final reporting and next steps</p> | <ul style="list-style-type: none"> Tier 2 - Finalize Next Steps and documentation - in eduClimber, update all forms with recommended next steps based on previous meetings Tier 3 - SST Next steps <ul style="list-style-type: none"> Close SSTs for any student who is exiting the SST process and moving down to Tier 2 Set-up continuing or new SSTs for the following school year |
|----|---|--|

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b. MTSS Teaming

Creating teams focused on the implementation and efficacy of MTSS is critical to its success at individual school sites and across a district. Several teams exist at a school-site and perform different functions. A district should also form a district-wide MTSS team that can take a big-picture view of the system and determine where additional support is needed. The exact configuration of each team may differ between school-sites but they will share common features and serve similar purposes.

The following charts outline the different MTSS teams that can be found at Alpha Public Schools and their functions:¹⁴



| TEAM | MEMBERS | MEETING CADENCE |
|--|---|---|
| Grade Level (Universal) | Homeroom Teachers, Academic Interventionists, Electives Teachers, Education Specialists, Paraprofessionals, ELD Specialist, Dean of Students, Assistant Principal | Bi-weekly: Grade Level MTSS Meeting |
| Teacher Lead Team (Universal) | Grade Level Lead Teachers, ELD Specialist, Education Specialist, Dean of Students, Principal | Bi-weekly: Lead Team Meeting |
| Intervention Team (Universal/ Supplemental) | Principal, Assistant Principals, Dean of Students, School Operations Manager, ELD Specialist, Mental Health Counselor, Alpha Network Leader | Bi-weekly: MTSS Data Meeting |
| Alpha Network Team (Universal/ Supplemental) | Executive Team, Principal Team, Data and Analytics Manager, Academic Team (based on need) | Monthly: MTSS focus on Cabinet meeting agenda |
| Student Centered | Assistant Principal, General Education teachers | As needed in |
| Planning Team* (Targeted/ Intensive) | Additional specialists as needed (ex: ELD Specialist, Mental Health Counselor, Dean of Students, Office Manager, STEM specialist, etc) | response to data - not a standing team |

*SST, IEP, and 504 teams fall under this category. More information in SST and IEP sections below.

Teams Roles and Responsibilities

The day-to-day roles and responsibilities of each team may differ slightly at each school-site based on staffing, capacity, and student need. The following chart provides a general overview of the typical roles and responsibilities of each team. A site-specific overview can be found on each school site's work plan document.

| Tier | Grade Level Teachers | Teacher Lead Team | Intervention Team | Alpha Network Team |
|------|--|--|---|---|
| | Members*: Homeroom Teachers, Academic Interventionists, Electives Teachers, Education Specialists, Paraprofessionals, ELD Specialist, Dean of Students, Assistant Principal *Exact combination of members is determined by schools based on staffing and need | Members*: Grade Level Lead Teachers, ELD Specialist, Education Specialist, Dean of Students, Principal *Exact combination of members is determined by schools based on staffing and need | Members*: Principal, Assistant Principals, Dean of Students, School Operations Manager, ELD Specialist, Mental Health Counselor, Alpha Network Leader *Exact combination of members is determined by schools based on staffing and need | Members: Executive Team, Principal Team, Data and Analytics Manager, Academic Team (based on need) |

¹⁴ [SCCOE Presentation: "SST in MTSS"](#)

| Tier | Grade Level Teachers | Teacher Lead Team | Intervention Team | Alpha Network Team |
|------|--|--|--|--|
| | FOCUS: Homerooms, grade levels, and individual students | FOCUS: Grade Levels/ student groups you represent | FOCUS: Whole School | FOCUS: Whole Network |
| 1 | <ul style="list-style-type: none"> Implement Universal instruction and supports for all students Attend weekly Grade Level Meetings Collect and input data into systems (Infinite Campus, Illuminate, GoFormative, DeansList) in a timely manner Regularly view and analyze student data (for your homeroom) in eduClimber Collaborate with stakeholders to problem solve identified student needs Maintain communication with families on student progress Provide feedback to APs and Lead Teachers about what is and is not working for student supports | <ul style="list-style-type: none"> Attend weekly Grade Level Meetings Attend Weekly Teacher Lead Team Meetings Monitor data entry into systems (Infinite Campus, Illuminate, GoFormative, DeansList) Regularly view and analyze student data (for the student groups you represent) in eduClimber Collaborate with stakeholders to problem solve identified student needs Maintain communication with Grade Level Teams Provide feedback to Principal and APs and other Lead Teachers about what is and is not working for student supports | <ul style="list-style-type: none"> Attend bi-weekly Intervention Team Meetings Monitor and maintain data systems in eduClimber Regularly view and analyze student data (for the student groups you represent + whole school data) - including Intervention data Monitor and update available school level interventions in Intervention Inventory Maintain communication with Lead Team and Grade Level Teams Provide feedback to Principal and Network Leader about what is and is not working for student supports | <ul style="list-style-type: none"> Attend monthly MTSS-focused meeting Share updates from school teams and Network level teams Identify areas of strength in Tier 1 instruction across sites and codify effective practices to share with all teams Identify areas of strength in Tier 1 culture systems across sites and codify effective practices to share with all teams Identify areas needing support in Tier 1 instruction across sites and determine next steps in providing support Identify areas needing support in Tier 1 culture systems across sites and determine next steps in providing support |

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| | | | | |
|---|--|---|--|---|
| 2 | <ul style="list-style-type: none"> (continue with actions from Tier 1) Review students who appear in the Early Warning system (eduClimber) Collaborate with stakeholders to identify root causes underlying student's challenges Create Tier 2 Intervention Groups based on the identified needs Plan intervention instruction and implement Tier 2 intervention plan with fidelity Enter Intervention data into eduClimber in a timely manner Provide feedback in subsequent meetings on the efficacy of the Intervention Plan | <ul style="list-style-type: none"> (continue with actions from Tier 1) Review students who appear in the Early Warning system (eduClimber) Review proposed interventions and supports for identified student(s), and propose new interventions and supports based on data and student need Monitor the Intervention Plan(s) for the student groups you represent Provide feedback in subsequent meetings on the efficacy of the Intervention Plan(s) | <ul style="list-style-type: none"> (continue with actions from Tier 1) Review students who appear in the Early Warning system (eduClimber) Collaborate with stakeholders to propose intervention and support options for the Intervention Inventory, based on school resources and capacity and student need Keep Intervention Inventory up to date Monitor the Intervention Plans for all students receiving Tier 2 and 3 support Review feedback from Grade Level and Lead team and adjust accordingly | <ul style="list-style-type: none"> (continue with actions from Tier 1) Review high-level intervention data for all school sites to monitor progress and identify trends Identify areas that require additional support and determine what type of support the ANT can best provide (professional development, coaching, instructional materials, human capital, financial, etc) Determine next steps for support and collaboration with school sites and assign owners Use data and information from network-wide trends to inform short and long-term goals and initiatives |
|---|--|---|--|---|

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| | | | | |
|---|--|--|---|--|
| 3 | <ul style="list-style-type: none"> • (continue with actions from Tiers 1 and 2) • Recommend students to the SST process based on data • Attend all SST meetings • Collaborate with stakeholders to identify root causes underlying student's challenges • Implement SST Plan with fidelity • Provide feedback in subsequent meetings on the efficacy of the SST Plan | <ul style="list-style-type: none"> • (continue with actions from Tiers 1 and 2) • Recommend students to the SST process based on data • Attend all SST meetings • Collaborate with stakeholders to identify root causes underlying student's challenges • Monitor the SST Plan(s) for the student groups you represent • Provide feedback in subsequent meetings on the efficacy of the SST Plan | <ul style="list-style-type: none"> • (continue with actions from Tiers 1 and 2) • Review students recommended to the SST process and meet with stakeholders to finalize list • Schedule SST meetings • Attend all SST meetings (Assistant Principal + other roles as needed) • Monitor the SST Plans for all grade levels • Review feedback from Grade Level and Lead team and adjust accordingly | <ul style="list-style-type: none"> • (continue with actions from Tiers 1 and 2) |
|---|--|--|---|--|

C.

d. Strong Tier 1

During the first six weeks, while the school team works to assess all students and organize data collection, the school will prioritize establishing strong Tier 1 supports for academics, attendance, behavior, and social-emotional needs across the school. The highest priority will be placed on strong academic foundations while staff continues to learn more about their students.

Coaching, observations, professional development, grade level team meetings, content team meetings, and other collaborative team meetings will focus on strengthening Tier 1. Some examples of Tier 1 systems to focus on include (but are not limited to):

- Building relationships with all students
- Building relationships with all families
- Establishing a safe, supportive classroom environment for all students
- Establishing positive behavior incentive systems
- Explicitly teaching age-appropriate social-emotional skills daily
- Integrating social-emotional learning throughout all parts of the school day
- Establishing student-centered routines and procedures for behavior and academics
- Implementing rigorous, CCSS/NGS aligned, backwards planned curriculum
- Daily progress monitoring of CCSS/NGS standards
- Implementing ELD curriculum and integrating CA ELD standards throughout the day
- Implementing existing 504 Plans and IEPs
- Utilizing a variety of modalities for teaching and learning to support all learners in the room
- Differentiation for students displaying different levels of understanding of content

The goal of the school site during the first six weeks of the school year should be to ensure that all Tier 1 systems and supports are strong and effective. School sites should also have a plan in place to progress monitor Tier 1 systems and make any adjustments. It is essential that Tier 1 systems are strong before moving into Tiers 2 and 3, as it will become increasingly challenging to problem-solve and provide targeted supports if the foundations of the school are unstable.

e. Universal Screening

Universal screeners are assessments given to all students in order to establish a baseline for their current academic performance. These assessments may differ across grade levels or between schools, but typically assess areas such as literacy and mathematics. Schools should determine their universal screeners and administer in the first four weeks of the school year. This will provide the Intervention Team adequate time to use the data to create the school's Early Warning System and begin planning their Intervention System for the school year.

Each school site determines their Universal Screening plan in their [school's MTSS site plan](#). The following are some examples of the universal screeners and assessment timeline that are often used at Alpha Public Schools:

| Assessment | Who takes it | What it assesses |
|-----------------------------|------------------------------------|--------------------------------|
| DRDP | TK | Early learning and development |
| Fountas & Pinnell Benchmark | Kindergarten - 5th grade | Foundational literacy |
| NWEA MAP | Grades K-12 | Reading and Math |
| STAR | Grades K-12 | Reading and Math |
| Initial ELPAC | Grades TK - 12 (new students only) | English language skills |

eduClimber

As school-sites are administering Universal Screeners and collecting baseline data, teams need a data warehouse system to process all this information. At Alpha Public Schools, all schools utilize a whole-school data platform called [eduClimber](#). All student data will be collected, visualized, and analyzed in eduClimber. This is the tool that all teams (Universal and Intervention) will reference regularly when evaluating student progress and intervention effectiveness. All data from Universal Screeners and regular Tier 1 assessments will be processed through eduClimber. All staff who implement interventions with a student are also responsible for ensuring that academic, attendance, behavior, and social-emotional data are inputted into the appropriate system (listed below) in a timely manner so that this tool is regularly up-to-date. Data syncing with various external sites such as [Infinite Campus](#), [DeansList](#), and [illuminate](#) are managed by the Network Team. The schools-site's Intervention Team is also responsible for monitoring eduClimber to ensure it is working properly and accurately reporting student data.

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a. The Early Warning System

[Early Warning Indicators](#) (also known as Thresholds or Decision Rules) are the indicators the school team uses to determine when a student needs increased support in the areas of academics, attendance, behavior, and/or social-emotional well-being. These thresholds are dependent on the needs of the student population of the school at a given time, and therefore will be responsive to the context of the school and students. During the first six weeks of school, the Intervention Team will use data from Universal Screeners to set-up the Early Warning System (EWS) Thresholds in [eduClimber](#) for each area (academics, attendance, behavior, and social-emotional well-being) and for different grade spans. The team will calibrate the EWS to identify the 20% of students at the highest level of risk based on the baseline data. The students will become the first group to receive targeted Tier 2 supports.

Thresholds will be adjusted and updated after each intervention cycle and based on new data that comes into the system. The students identified may change based on their progress and the new information added to the system. A designated point-person at the district level should oversee all Early Warning Systems across the district and work in collaboration with site-based point-persons who will manage the Systems for their individual sites.

Though the specific indicators used for each schools' individual EWS will differ across sites, all schools will have indicators for the three broad categories of academics, attendance, behavior, and social-emotional well-being. The purpose of using indicators in these three categories is to ensure a holistic view of all students and to remove as much individual bias for the identification process as possible. By doing so, we hope to create an equitable process for all students so that all students receive the support and services they need to succeed.

The Early Warning System plans for each school site can be found in eduClimber and in their [school's MTSS site plan](#). The following is an example of some indicators a K-8 school site may use in their EWS:

- Attendance (Grades TK-8)
 - First Threshold: 5 absences
 - Second Threshold: 10 absences
 - Third Threshold: 15 absences
- Behavior/Social Emotional (Grades TK-8)
 - Referrals (Minor incidents): 5 or more referrals in a two week period. For Elementary, this includes "Documentation Only" referrals.
 - Counselor check-ins (by teacher and/or family request): 2 referrals for similar concerns
- Academics

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| | Elementary (TK-4) | Middle School (5-8) |
|----------------------|---|---|
| F&P Benchmark | Less than one level of growth in a quarter | Less than one level of growth in a quarter |
| NWEA MAP -- Math | Meeting or not meeting Typical Growth Meeting or not meeting Tiered Growth | Meeting or not meeting Typical Growth Meeting or not meeting Tiered Growth |
| NWEA MAP -- ELA | Meeting or not meeting Typical Growth Meeting or not meeting Tiered Growth 10th percentile or below | Meeting or not meeting Typical Growth Meeting or not meeting Tiered Growth 10th percentile or below |
| STAR Reading | Meeting or not meeting Typical Growth 10th percentile or below | Meeting or not meeting Typical Growth 10th percentile or below |
| Content Quizzes | (where available) Performance band: Did Not Meet Standard | Performance band: Did Not Meet Standard |
| Grades | Continuously scoring 1s in a 30 day period in the areas of phonemic | Failing 2 or more core classes (Math, ELA, History, or Science) |
| | awareness and number sense | |
| Other Considerations | Elementary Milestones | Promotion/Retention Policy |

A Note about priority students

While the school team will focus the majority of its time during the first six weeks of school on Tier 1 implementation, universal screening, and EWS calibration, the school should also plan for students who will require an elevated level of support starting on the first day of school. The school team will may immediately begin implementing Tier 2 and 3 interventions for these students as appropriate:

- Students with IEPs
- Students with 504 plans
- Students who speak limited or no English
- Students who have a plan in place from the previous school year (ex: from an SST)

The school team should ensure that all accommodations and modifications are implemented beginning Day 1 of the school year for this group of students. On-going monitoring will take place for these students during the first six weeks of school in alignment with any existing goals and supports. Grade Level and Student Support Teams may also make adjustments to these plans based on new findings in the Early Warning System.

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b. Tiered Intervention

Once Universal Screener data has been collected and analyzed in the Early Warning System, school-sites can begin creating Tiered Interventions for students who the EWS has identified as needing additional support. To do this, Grade Level Teams will match available interventions to students based on the identified need by referencing their site's Intervention Inventory.

Intervention Inventory

The [Intervention Inventory](#) lists and describes all available interventions in the school, the number of students that each intervention can support, and the staff who provides the intervention. The interventions available at this school, according to this inventory, are then added to [eduClimber](#) for progress monitoring. The students receiving each intervention may change throughout the year depending on the current intervention cycle and what each student needs at the time.

The Intervention Team is responsible for updating this inventory and monitoring whole-school intervention progress in eduClimber. The Intervention Team will also collaborate with stakeholders when the need for new or revised interventions become apparent, and they will work to reallocate resources and/or attain additional resources to continuously meet the intervention needs identified in the data. The Network MTSS team will monitor the interventions available across the whole Network to determine if there are areas of success that can be replicated, or if there are areas needing more support. The Intervention Inventory can be found [here](#).

c. On-going Progress Monitoring

Six weeks into the school year, with strong Tier 1 systems in place, a functioning Early Warning System, and an updated Intervention Inventory, the school is ready to move into its first cycle of Tier 2 intervention.

Grade Level Teams will meet and match interventions to the identified students and begin implementing small group Intervention Plans. The Grade Level Teams will meet regularly (usually every 2 weeks) to monitor progress and give and receive feedback on their intervention implementation. The Intervention Team will continue to meet regularly (usually every 2 weeks) to monitor school-wide interventions and problem solve as needed. School teams should use structured MTSS-focused meeting agendas to aid in the facilitation of these meetings (see Appendix for examples).

About every six weeks (or based on the MTSS Timeline), Intervention and Grade Level teams will rerun the Early Warning System to evaluate Tier 2 Intervention progress and adjust groups. Depending on their progress, individual students may remain in the same intervention for additional cycles, change interventions, or, if they show little to no progress after multiple rounds of Tier 2 Interventions, escalate to Tier 3 and the SST process described below.

By continuing this process of utilizing a robust Early Warning system, implementing targeted interventions, regular progress monitoring, and team collaboration, the school should be able to sustain MTSS throughout the year.

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5. Student Success Teams (SST) in MTSS

Student Success Teams are an essential part of the MTSS framework and indicate a student requiring Tier 3 support. The SST will convene for a specific student when the student has not made adequate progress in one or more areas (attendance, behavior, academics) after at least two rounds of Tier 2 Intervention for the same indicator (as identified through the Early Warning System). The SST is not a standing team; it is formed only in response to a specific student's needs and thus enters that student into Tier 3 Intervention.

The SST is a school-site based team that consists of the following members¹⁵:

- Site administrators (typically an Assistant Principal) - coordinator/lead of the SST
- General Education Teachers
- Student's support providers, if applicable (ex: ELD Specialist, school counselor, intervention provider)
- Student's legal guardians
- Student (depending on age)

Typically, a homeroom teacher may make a request to form an SST for a particular student based on data, but it is a site administrator's responsibility to review this information and make the determination if the SST is necessary. If they do determine that an SST is the next appropriate step for a student, the site administrator will for the SST. They are responsible for scheduling all meetings, overseeing the implementation and data collection of the SST Intervention Plan, and collaborating with any necessary stakeholders who may provide additional support or services for the student.

The SST will continue to use eduClimber for all data analysis and progress monitoring, **SST meeting documentation**, and Intervention Plans. In addition to these tools, the SST may also utilize the following documents and resources to collect information prior to the SST meeting and throughout the SST process:

- SST Parent Questionnaire ([English](#), [Spanish](#), [Vietnamese](#)): completed by the student's family prior to the initial SST
- [SST Meeting Facilitation Guide](#): agenda and guiding questions for facilitator to use during Initial and all follow-up SST meetings
- [Master SST Form](#): includes the SST Teacher Referral Form (completed by the student's Homeroom teacher in collaboration with any additional teachers and support providers prior to the initial SST), and all forms from formal SST Meetings (which includes interventions, goals, and notes from initial, follow up, and subsequent meetings).

The SST process may or may not lead to a formal evaluation for Special Education services, depending on how the student responds to the Tier 3 Intervention Plan created during the Initial SST meeting. The SST will consult with the Special Education Team only if the team finds that the student has made little to no progress with the Tier 3 Intervention Plan after two full rounds of implementation (and as long as this plan has been implemented with fidelity). The SST will continue to monitor the Intervention Plan until either support can be faded or a formal request for evaluation for Special Education services is recommended.¹⁶

6. Special Education in MTSS

Special Education is another important piece of a Multi-Tiered System of Support. Students with an IEP receiving Special Education services have already been identified (at Alpha or a previous school) as needing additional support in a specific area. Their specific accommodations and/or modifications are detailed in their IEP and are implemented by all required staff members. While students entering Tier 2 or Tier 3 in MTSS are receiving supports for a limited period of time, students with an IEP are now in a long-term tier of support that is specific to that student and has its own team and structures. The goal in this "Tier 4"¹⁷ of Special Education is to meet the needs of the individual student through their long-term individualized education plan.

When a school-site runs their Early Warning System, it is likely that the system will identify some students with IEPs as "high-risk." School teams should anticipate this and collaborate with the students' case manager(s) to determine if the areas the student has been flagged for are areas already documented and supported in their IEP, or if they are new areas of concern that require new supports. Depending on what the team finds by looking at the data, they may decide the student is currently receiving adequate services to meet their needs, or they may decide that new supports are necessary.

For example, a student with an IEP may be flagged as "high risk" based on reading data, math data, and attendance data. When consulting with the Education Specialist, the team may see that the student has appropriate reading and math goals and services in the IEP that are being implemented with fidelity when the student is present. However, they may also discover that the student has been missing a high number of days of school and there are no goals or services in the IEP to support that student's attendance. The team may decide to enter this student into Tier 2 of MTSS for attendance support. After implementing these supports for a full cycle, the team will decide if this support is no longer needed and can be faded out, or if the IEP team should convene and make this a stated goal in the students IEP. In either case, it is imperative that the Intervention Team and the Education Specialists at the school site are working closely together to ensure all students are getting the services and supports they need at all times.

A student who progresses through the MTSS process and continues to receive increased levels of support without showing adequate progress toward accessing grade level material, may be referred for a formal evaluation for Special Education services. This will only be done after all possible Tier 3 supports have been tried, with fidelity, through the SST process. Once the SST feels that all possible Tier 2 and Tier 3 resources have been exhausted without progress, a member of the SST will consult with the Special Education team to help determine if they should move forward with a request for evaluation for the student.

¹⁶ [Alpha SST Playbook](#)

¹⁷ Russell Michaud, APS Director of Special Education

¹⁵ [Intervention Team vs SST](#)

7. English Language Development (ELD) in MTSS

MTSS also includes systems for meeting the needs of English Language Learners (ELL). All students identified as English Learners will receive Tiered supports specific to their current level of English language proficiency. The English Language Development (ELD) program is overseen by the ELD Specialist who will regularly monitor student progress across levels and maintain communication with all classroom teachers to help determine appropriate supports and any needed adjustments. Students who are English Learners may also require academic, behavior, and/or social-emotional supports that are not related to their current language proficiency, and so the grade level teams and the ELD Specialist will work closely to ensure that staff is implementing supports to target the correct area of need for all English Learners, including their language development needs.

For an in-depth look at Alpha Public Schools' plan and approach to support English Learners, please see the [EL Master Plan](#).

8. Additional Considerations to Support Strong MTSS

An important factor to consider when designing and launching a MTSS is structuring the instructional schedule so that intervention can consistently take place. This may require school sites to rethink their current instructional schedule, which may then impact things such as staffing and budget. It is critical that school leadership teams work with the Network team and Operations team to create an instructional schedule that meets the instructional minutes for each content required by the state while also allowing enough time for staff to implement intervention plans for any student needing Tier 2 and/or 3 supports. Please see each school's [site plan](#) for an overview of when during the day intervention takes place based on their daily instructional schedule.

Additional questions for school teams and the Network teams to consider while planning for MTSS include:

- Operations:
 - Where can intervention classes take place?
 - Is there sufficient space? Can staff share space?
 - What (if any) additional furniture may be needed to support the intervention groups?
 - What physical or digital resources are necessary for each tier of support?
 - What master schedule will most effectively meet students' needs?
- Staffing:
 - What can and should staffing look like based on the needs of the school for successful MTSS across all tiers?
 - What positions are non-negotiables?
 - Where is there flex room in the staffing section of the budget?
 - Who is the ideal candidate for those positions?
- Coaching and Professional Development:
 - Do we have adequate training on: data, data systems, progress monitoring, intervention planning and execution, SEL, family engagement?
 - What Professional Development does our whole staff need?
 - What additional Professional Development do specific members of our staff need?
 - What do we need to add or adjust about coaching to strengthen MTSS across all areas?
 - Who can support different school teams, and in what ways?

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9. Appendix

a. Quick Links

- [eduClimber](#)
- [Illuminate](#)
- [Infinite Campus](#)
- [DeansList](#)

b. Templates and Implementation Resources

- [Grade Level MTSS Meeting Facilitation Guide](#) (for Facilitators)
- [Grade Level MTSS Meeting template](#) (for note taking)
- [Intervention Inventory template](#)
- [Intervention Team MTSS Meeting Facilitation Guide](#) (for Facilitators)
- [Intervention Team MTSS Meeting template](#) (for note taking)
- [MTSS Calendar 22-23](#)
- [MTSS Timeline Summary 22-23](#)
- [Roles and Responsibilities](#)
- [Site-Based MTSS Plan template](#)

c. MTSS Framework Resources

- [Best of MTSS: Our Top Resources for Educators](#) (Panorama Ed)
- [Differentiating between Tier 2 and 3](#) (RTI action network)
- [eduClimber User Guides](#) (eduClimber)
- [Illuminate MTSS Toolkit](#) (Illuminate Ed)
- [Interventions and Progress Monitoring Toolkit](#) (Panorama Ed)
- [MA MTSS Mobilization Guide](#) (MA DESE)
- [MTSS Interventions: Increasing Effectiveness at Tier 1, Tier 2, and Tier 3](#)
- [On Track for Success](#) (study)
- [Strong Classroom Instruction Resources](#) (CDE)
- [Using Early Warning Systems to Ensure Student Success](#) (Illuminate Ed)

d. Playbook References

- [Approaches to RTI](#) (IRIS Center)
- [California Department of Education MTSS website](#) (CDE)
- [Florida's MTSS Implementation Components](#) (FLDOE & USF)
- [Illuminate Education MTSS Essentials](#) (Illuminate Ed)
- [OCDE MTSS Website](#) (OCDE)
- [SCCOE Presentation: "SST in MTSS"](#) (SCCOE)
- [Student Early Warning Systems: An Introduction and Best Practices](#) (Illuminate Ed)

e. [School Site Plans](#)

- ABA Site Plan
- AJH Site Plan
- CAHS Site Plan
- CAPS Site Plan

f. [Glossary of Terms](#)

g. [Example Interventions](#)

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Appendix 4

Professional Development

APS Teacher Rubric

APS Education Specialist Rubric

APS Education Specialist Evaluation Rubric

APS Abridged Coach Rubric

APS Learning Design Model

APS Session Facilitation Checklist

2023-24 APS Educator Professional Development Schedule

2023-24 APS Leader Professional Development Schedule

Sample - ELD Professional Development Session

Alpha Public Schools Teacher Rubric 2023-2024



At Alpha Public Schools, we want our students to learn to be curious, think critically, challenge themselves, and care for themselves, their communities, and our world. We cultivate graduates who know their own strengths, believe in their own capabilities, and take pride in their own identities. Our long-term goal is that students have the leadership skills, academic preparation, and community support to make important choices and succeed in life.

In order to achieve these goals with students, we aim to cultivate excellent teachers. This teacher rubric is aligned with our [Vision of Excellent Teaching](#) and serves as both an evaluation and development tool for our teachers. The rubric consists of five domains: **Foundations**, **Planning**, **Environment & Relationships**, **Facilitating & Cultivating Learning**, and **Communication, Collaboration, & Community**. The Foundations domain establishes the beliefs and practices required of all Alpha staff members. Planning, Environment & Relationships, and Facilitating & Cultivating Learning describe teaching practices. The Communication, Collaboration, & Community domain outlines how teachers engage with other stakeholders and the broader community. In conjunction with the code of conduct from the staff handbook and the Vision of Excellent Teaching, the Alpha Public Schools Teacher Rubric sets clear expectations for teachers.

There are four levels of performance: Needs Improvement, Developing, Proficient, and Distinguished. One trend is that performance at the “Needs Improvement” level is often teacher-centered; as descriptors move toward “Distinguished”, the classroom and focus become more student-centered. In order to embody Alpha’s Vision of Excellent Teaching, teachers aim for the “Proficient” level of performance. Professional development and coaching throughout the year is designed to support teachers in moving to the Proficient level. Teachers and coaches collaborate to identify areas where a teacher might work to reach Distinguished based on their interests and the needs of their students.

In creating this rubric for Alpha Public Schools, we were inspired by the 5D+ Rubric for Instructional Growth and Teacher Evaluation, created by the Center for Educational Leadership at the University of Washington.

| FOUNDATIONS | | | |
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| Needs Improvement | Developing | Proficient | Distinguished |
| F1: Belief in All Students | | | |
| Teacher actions and statements express a deficit mindset OR abdicate responsibility for student outcomes. | Teacher expresses belief in students' ability to achieve their highest potential to students, families, and staff. Teacher takes responsibility for their own students' outcomes and well-being. | Teacher expresses belief in students' ability to achieve their highest potential to students, families, staff and community . Teacher takes responsibility for all students' outcomes and well-being. Teacher holds self and others accountable for speaking and acting in ways that demonstrate belief in all students. | Teacher expresses belief in students' ability to achieve their highest potential to students, families, staff and community. Teacher takes responsibility for all students' outcomes and well-being. Teacher holds self and others accountable for speaking and acting in ways that demonstrate belief in all students. Teacher's advocacy on behalf of students extends beyond the school OR teacher actively seeks to improve students' outcomes and well-being across the school. |
| F2: Commitment to Alpha and School Instructional Practices | | | |
| Teacher inconsistently follows policies or uses systems. | Teacher follows Alpha/school policies and implements Alpha/school, learning design and resources to support student learning. Teacher uses Alpha/school systems (parent communication, behavior management, etc). | Teacher follows Alpha/school policies and implements Alpha/school learning design and resources to support student learning. Teacher uses Alpha/school systems (parent communication, behavior management, etc). Teacher demonstrates commitment by sharing positively framed feedback on policies/systems; teacher commits to decisions (debate, decide, do). | Teacher follows Alpha/school policies and implements Alpha/school learning design and resources to support student learning. Teacher uses Alpha/school systems (parent communication, behavior management, etc). Teacher demonstrates commitment by sharing positively framed feedback on policies/systems; teacher commits to decisions (debate, decide, do). Teacher supports peers in following and implementing Alpha/school policies and resources. |
| F3: Alpha Community Member | | | |
| Teacher does not build positive relationships. Teacher does not demonstrate positivity and/or flexibility. Teacher does not attend required campus events. | Teacher builds positive relationships with a few stakeholders in their direct sphere (same grade level teachers, coach/manager, parents of their students). Teacher demonstrates positivity and flexibility. Teacher attends required campus events. | Teacher intentionally builds positive relationships with a variety of stakeholders in their direct sphere (same grade level teachers, coach/manager, parents of their students). Teacher demonstrates positivity and flexibility. Teacher attends required campus events. | Teacher intentionally builds positive relationships with stakeholders beyond their direct sphere (colleagues from other grade levels/departments/ Alpha sites, non-instructional staff). Teacher demonstrates positivity and flexibility. Teacher attends required campus events and invests in the community through non-required activities (coaching, volunteering, advocacy/activism). |

F4: Interaction Norms

| | | | |
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| Teacher struggles with punctuality, deadlines, follow through, and/or communication. | Teacher is sometimes punctual to school and meetings. They sometimes meet deadlines and/or reach out for extensions or support. Teacher sometimes follows through on action steps from emails, meetings, IEPs, coaching, and reflection. Teacher's communication is sometimes timely (responding within school and Alpha communication norms) and/or uses appropriate tone and content. | Teacher is punctual to school and meetings. They meet deadlines and/or proactively reach out for extensions or support. Teacher follows through on action steps from emails, meetings, IEPs, coaching, and reflection quickly and independently . Teacher's communication is timely and uses effective tone and content. | Teacher is punctual to school and meetings. They meet deadlines and/or proactively reach out for extensions or support. Teacher follows through on action steps from emails, meetings, IEPs, coaching, and reflection quickly and independently. Teacher's communication is timely and uses effective tone and content. Teacher actively supports colleagues, staff, and students to be distinguished members of the Alpha community. |
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F5: Literacy as Access

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| Teacher inconsistently knows their students and their diverse learning needs. Teacher does not explicitly focus on literacy or language development. | Teacher knows their students' data and diverse learning needs at the group level (e.g. students with IEPs, English Language learners). Teacher incorporates literacy and language development only in English language arts content. | Teacher knows their students' data and diverse learning needs at the individual level . Teacher incorporates literacy and language development throughout all content . | Teacher knows their students' diverse learning needs at the individual level. Teacher incorporates literacy and language development throughout all content. Teacher tailors strategies to build literacy skills and comprehension to students' needs. |
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| PLANNING | | | |
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| Needs Improvement | Developing | Proficient | Distinguished |
| P1: Basis in Standards | | | |
| Lessons are not based on grade level standards OR objectives do not align to the standard OR the objectives do not change daily. | Lessons are based on grade level standards. The daily objectives align to the standard. Assessment and learning activities align with the daily objectives. | Lessons are based on grade level standards. The daily objectives align to the standard. Assessment and learning activities align with the daily objectives. Students can rephrase the objectives in their own words. | Lessons are based on grade level standards. The daily objectives align to the standard. Assessment and learning activities align with the daily objectives. Students can rephrase the objectives in their own words and explain why the learning target(s) are important. |
| P2: Connection to Previous and Future Lessons/Broader Purpose | | | |
| Lessons are sometimes linked to previous and future lessons. | Lessons are clearly linked to previous and future lessons. | Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain the throughline of the lesson (what they are working on, why, and how it will be assessed). | Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain the throughline of the lesson (what they are working on, why, and how it will be assessed) and how it connects to previous and upcoming lessons. Students can explain how lessons build on each other in a logical progression to build to the unit and yearly goals. |
| P3: Content Knowledge and Pedagogy | | | |
| Teacher relies on the same strategies regardless of content and/or pedagogy does not move students toward mastery of the standard. | Teacher relies on a limited range of general pedagogical moves to support student learning. Strategies are selected generally to support student engagement . Teacher leverages content pedagogy to ensure student progress toward the depth of rigor of the standard. | Teacher selects from a wide range of general pedagogical moves to support student mastery. Strategies are selected specifically to support engagement with lesson content . Teacher effectively leverages content pedagogy to ensure student mastery at the depth of rigor of the standard. | Teacher selects from a wide range of general pedagogical moves to support student mastery. Strategies are selected specifically to support engagement with lesson content. Teacher effectively leverages content pedagogy to ensure student mastery at the depth of rigor of the standard. Students articulate why, when, and how to use discipline-specific tools, structures, and protocols. |
| P4: Response to Data w/ Access and Differentiation | | | |
| Plans include IEP/504 accommodations and modifications (as required by law). Teacher gathers student progress data in accordance with assessment plan. Teacher participates in formal data analysis structures (Stepback Days, data meetings). | Plans include IEP/504 accommodations and modifications (as required by law). Teacher gathers student progress data in multiple ways, throughout content areas, class periods, and classroom structures. Teacher participates in formal data analysis structures and analyzes and plans responses to data with coach support. | Plans include IEP/504 accommodations and modifications (as required by law). Teacher gathers data on student progress in multiple ways, throughout content areas, class periods, and classroom structures. Teacher participates in formal data analysis structures and analyzes and plans responses to data independently. | Plans include IEP/504 accommodations and modifications (as required by law). Teacher gathers data on student progress in multiple ways, throughout content areas, class periods, and classroom structures. Teacher participates in formal data analysis structures and analyzes and plans responses to data independently. Teacher identifies and targets root causes of student mastery gaps. Students articulate their present levels and how teacher support addresses their needs. |

| ENVIRONMENT AND RELATIONSHIPS | | | |
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| Needs Improvement | Developing | Proficient | Distinguished |
| ER1: Developmentally Appropriate | | | |
| Teacher lacks knowledge of developmental milestones for TK-12 children and adolescents. | Teacher knows developmental milestones for TK-12 children and adolescents. | Teacher knows developmental milestones for TK-12 children and adolescents. Teacher uses understanding of child/adolescent development to plan activities, structures, and strategies to support growth and learning for groups and individuals. | Teacher knows developmental milestones for TK-12 children and adolescents. Teacher uses understanding of child/adolescent development to plan activities, structures, and strategies to support growth and learning. Teacher assesses individual skills, strengths, abilities, and needs in order to adjust the environment for maximal learning. Students collaborate with each other in support of their learning. |
| ER2: Culturally Responsive | | | |
| Mutual respect and healthy boundaries are established among students and between students and teacher. | Mutual respect and healthy boundaries are established among students and between students and teacher. The classroom environment is culturally and socially affirming to students' identities. | Mutual respect and healthy boundaries are established among students and between students and teacher. The classroom environment is culturally and socially affirming to students' identities. Teacher capitalizes on student strengths (academic background, life experiences, and culture/language). | Mutual respect and healthy boundaries are established among students and between students and teacher. The classroom environment is culturally and socially affirming to students' identities. Teacher capitalizes on student strengths (academic background, life experiences, and culture/language). Students affirm each other's identities and leverage each other's strengths when working together. |
| ER3: Social and Emotional Learning | | | |
| Teacher does not apply knowledge of SEL practices to classroom OR teaches SEL lesson in isolation OR does not teach SEL lesson. | Teacher applies knowledge of SEL practices to activities, structures, and strategies throughout the lesson/day to support growth and learning for groups and individuals. | Teacher applies knowledge of SEL practices to activities, structures, and strategies throughout the lesson/day to support growth and learning for groups and individuals. Teacher intentionally structures classroom to support students' development of SEL domains. | Teacher applies knowledge of SEL practices to activities, structures, and strategies throughout the lesson/day to support growth and learning for groups and individuals. Teacher intentionally structures classroom to support students' development of SEL domains. Students reflect and self-assess on the domains. Students use strategies in peer interactions. |
| ER4: Routines and Procedures | | | |
| Instructional time is frequently disrupted. | Some instructional time is lost through inefficient or unclear transitions, management routines, or learning routines. | Instructional time is maximized in service of learning through efficient transitions, management routines, learning routines, and positive student discipline. | Instructional time is maximized in service of learning through efficient transitions, management routines, learning routines, and positive student discipline. Students manage routines and procedures independently, and support their peers in enacting routines and procedures. |

| FACILITATING AND CULTIVATING LEARNING | | | |
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| Needs Improvement | Developing | Proficient | Distinguished |
| FCL1: Questioning | | | |
| Teacher does not ask a variety of types and levels of questions OR asks questions that do not move students toward mastery of the content. | Teacher asks a variety of types and levels of questions that move students toward mastery of lesson content. | Teacher asks a variety of types and levels of intentionally sequenced questions that move students toward mastery of standards-aligned content. Students demonstrate conceptual understanding in their responses to questions. | Teacher asks a variety of types and levels of intentionally sequenced questions that move students toward mastery of standards-aligned content. Students demonstrate conceptual understanding in their responses to questions. Students ask each other questions that extend ideas and elicit evidence of thinking. |
| FCL2: Cognitive Lift | | | |
| Teacher controls learning. Teacher owns the meaning making; student participation is superficial. Teacher does not engage students in discipline-specific meaning making or talk. | Teacher does the thinking by explaining rather than asking, rounding up incomplete answers/imprecise vocabulary, etc. Student participation relies on volunteers; student talk is directed by and to the teacher. | Teacher coaches students to explain, elaborate on incomplete answers/imprecise vocabulary, etc. Student participation includes multiple strategies ; student talk is a mix of teacher-student and student-student. | Teacher coaches students to explain, round up incomplete answers/imprecise vocabulary. Student participation includes multiple strategies; teacher determines participation structure strategically based on what will push student thinking. Student talk is geared more toward student-student interactions. Students hold themselves and others accountable for depth of thinking and participation. Students reflect on their own patterns of thinking and engaging. |
| FCL3: Rigor with Access | | | |
| Students do not engage in tasks based on grade level standards OR few students have the ability to acquire knowledge OR students do not have opportunities to demonstrate mastery. | Students engage in tasks based on grade level standards. Some students have the ability to acquire knowledge based on their strengths or areas of need. Students demonstrate their mastery of content in the same method. | Students engage in challenging tasks based on grade level standards with supports that ensure access. All students acquire knowledge in multiple, flexible ways based on their strengths and/or areas of need. Students demonstrate their mastery of content in a variety of flexible methods. | Students engage in challenging tasks based on grade level standards with supports that ensure access. All students acquire knowledge in multiple, flexible ways based on their strengths and/or areas of need. Students demonstrate their mastery of content in a variety of flexible methods. Students know and are able to select tools that will maximize their access and learning. |
| FCL4: Pacing | | | |
| Teacher delivers lesson according to planned time stamps regardless of student progress OR is not able to complete lessons due to poor time management. | The teacher monitors time throughout lesson and adjusts pacing based on lesson content. | The teacher monitors student progress throughout lesson and effectively adjusts pacing based on students' needs, misconceptions, etc. | The teacher monitors student progress throughout lesson and unit and effectively adjusts pacing based on students' needs, misconceptions, etc. |

| COMMUNICATION, COLLABORATION, AND COMMUNITY | | | |
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| Needs Improvement | Developing | Proficient | Distinguished |
| CCC1: Progress on Goals | | | |
| Teacher does not engage in progress monitoring OR does not meet goals. | Teacher engages in goal-setting and progress monitoring cycle with manager. | Teacher engages in goal-setting and progress monitoring cycle with manager. Teacher independently monitors progress. Teacher is on track to meet overall end of year student performance goals and makes measurable progress toward developmental goals. | Teacher engages in goal-setting and progress monitoring cycle with manager. Teacher independently monitors progress. Teacher meets end of year student performance goals and makes measurable progress toward developmental goals. Teacher makes strategic adjustments so that students exceed initial performance goals. |
| CCC2: Collaboration with Peers/Impact on Peer Culture | | | |
| Teacher does not contribute to collaboration, does not communicate student progress as needed, or brings a negative outlook to challenges/peer interactions. | Teacher collaborates with peers and administrators for the purpose of improving instructional practice and student learning. Teacher communicates student progress information (successes and challenges) to relevant individuals within the school community in a timely, accurate, and organized manner. | Teacher collaborates with peers and administrators for the purpose of improving instructional practice and student learning. Teacher communicates student progress information (successes and challenges) to relevant individuals within the school community in a timely, accurate, and organized manner. Teacher embraces a solution-oriented approach to challenges. | Teacher collaborates with peers and administrators for the purpose of improving instructional practice and student learning. Teacher communicates student progress information (successes and challenges) to relevant individuals within the school community in a timely, accurate, and organized manner. Teacher embraces a solution-oriented approach to school challenges and supports peers in maintaining a positive outlook. |
| CCC3: Growth Mindset/Response to Feedback | | | |
| Teacher responds defensively to feedback or does not make a reasonable attempt to implement feedback. | Teacher is receptive to and implements feedback from others. | Teacher is receptive to and implements feedback from others. Teacher accurately identifies their own strengths and weaknesses and takes action to address areas of growth. | Teacher is receptive to and implements feedback from others, including coach, network team, peers, students, and parents/guardians. Teacher accurately identifies their own strengths and weaknesses and takes action to address areas of growth. Teacher takes initiative to develop as a professional. |
| CCC4: Communication and Collaboration with Families | | | |
| Teacher rarely communicates with families about student progress, does not initiate communication with families, or communicates with a subset of families. | Teacher communicates regularly with all families about goals of instruction and student progress, but usually relies on one method for communication or requires support or reminders. | Teacher communicates regularly with all families about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of family members. | Teacher communicates regularly with all families about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of family members. Teacher effectively engages in two-way forms of communication and is responsive to family members' insights. |

CCC5: Ethics and Advocacy*

Teacher's approach to adults and students is unfriendly or demeaning, crosses ethical boundaries, or is professional.

Teacher's approach to adults and students is friendly, ethical, and professional and supports learning for all students, including the historically underserved.

Teacher's approach to adults and students is friendly, ethical, and professional and supports learning for all students, including the historically underserved. **Teacher advocates for equitable practices for all students.**

Teacher's approach to adults and students is friendly, ethical, and professional and supports learning for all students, including the historically underserved. Teacher advocates for equitable practices for all students. **Teacher challenges adult attitudes and practices that may be harmful or demeaning to students.**

2023-24 Teacher (Education Specialist) Evaluation

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| Teacher Name: | |
| Evaluation date | |

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| Objectives | <ul style="list-style-type: none"> Teachers (Education Specialist) will be evaluated based on the updated 23-24 Teacher Rubric annually Teachers and Leaders will build out initial goals and rubric focus areas at the beginning of the school year Teachers and Leaders will revisit the rubric and supporting documentation when completing the 2x2 form and review progress since goal setting This Teacher Evaluation document will be completed with clear correlation to goal setting and 2x2 performance growth feedback documents. Important supporting documents (such as coaching documents) should be linked to create a single resource for performance development throughout the school year |
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This evaluation rubric is built off of key tenets of the Alpha Public Schools instruction model and aligned with our [Vision of Excellent Teaching](#). Your evaluation outlines evidence of development and identifies current performance levels across a variety of Domains (such as Foundations, Planning, Environment, Facilitating and Cultivating Learning, Communication, Collaboration, and Community, and Case Management).

Under each Domain there are four to five Indicators (such as “Belief in all Students”, “Content Knowledge and Pedagogy”, “Social and Emotional Learning”, etc) on which teachers are assessed along four levels of performance (“needs improvement”, “developing”, “proficient”, “distinguished”). Please note that “needs improvement” performance is often teacher-centered; as descriptors move toward “distinguished”, the classroom and focus becomes more student-centered. **During the 23-24 school year the following indicators will not be evaluated: ER2: Culturally Responsive, ER3: Social and Emotional Learning, and CCC5: Ethics and Advocacy.*

Teachers aim for the “proficient” level of performance.

****To complete this form, read the descriptors in the table along each Indicator and find the level that best describes the teacher’s performance. Teacher shall UNDERLINE descriptor in each indicator for self-evaluation. Manager shall **HIGHLIGHT** descriptors in each indicator.** Each then provides *specific evidence to support that rating under the “Evidence” column with their respective initials preceding evidence.* Link relevant supporting documents in the evidence column as appropriate.

After completing the rubric table, summarize overall performance and development: 2-3 strengths, 2-3 areas for growth aligned to the focal points of the development categories outlined, and add any additional comments if necessary.

Continuous Performance Management

Annual Summative Performance Evaluations are one step in Alpha Public Schools' continuous performance management process:

- Goal Setting (looking forward and setting up initial goals and rubric areas of focus)
- Checking In (2x2 Feedback and regular coaching conversations)
- Summative Evaluation (summarizing development and current performance levels and considering next steps/future goals)

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| APS Reference Documents | <ul style="list-style-type: none">• Vision of Excellent Teaching• Teacher Rubric Working Draft <i>Teacher Resource #1</i>• <i>Teacher Resource #2</i>• <i>Teacher Resource #3</i> |
| Year-long supporting documents | <ul style="list-style-type: none">• Goal Setting Document (initial goals and rubric focus areas) Manager and Teacher review this rubric together and identify Indicators to focus on this school year.<ul style="list-style-type: none">◦ Indicators to focus on for this school year:<ul style="list-style-type: none">■ #1■ #2■ #3■ ...• 2x2 Feedback Form (template)• Other Supporting documents (such as O3 agenda, coaching documentation, growth plans, etc.) |

| FOUNDATIONS | | | | |
|---|---|---|---|----------|
| Needs Improvement | Developing | Proficient | Distinguished | Evidence |
| F1: Belief in All Students | | | | |
| Teacher actions and statements express a deficit mindset OR abdicate responsibility for student outcomes. | Teacher expresses belief in students' ability to achieve their highest potential to students, families, and staff. Teacher takes responsibility for their own students' outcomes and well-being. | Teacher expresses belief in students' ability to achieve their highest potential to students, families, staff and community . Teacher takes responsibility for all students' outcomes and well-being. Teacher holds self and others accountable for speaking and acting in ways that demonstrate belief in all students. | Teacher expresses belief in students' ability to achieve their highest potential to students, families, staff and community. Teacher takes responsibility for all students' outcomes and well-being. Teacher holds self and others accountable for speaking and acting in ways that demonstrate belief in all students. Teacher's advocacy on behalf of students extends beyond the school OR teacher actively seeks to improve students' outcomes and well-being across the school. | |
| F2: Commitment to Alpha and School Instructional Practices | | | | |
| Teacher inconsistently follows policies or uses systems. | Teacher follows Alpha/school policies and implements Alpha/school, learning design and resources to support student learning. Teacher uses Alpha/school systems (parent communication, behavior management, etc). | Teacher follows Alpha/school policies and implements Alpha/school learning design and resources to support student learning. Teacher uses Alpha/school systems (parent communication, behavior management, etc). Teacher demonstrates commitment by sharing positively framed feedback on policies/systems; teacher commits to decisions (debate, decide, do). | Teacher follows Alpha/school policies and implements Alpha/school learning design and resources to support student learning. Teacher uses Alpha/school systems (parent communication, behavior management, etc). Teacher demonstrates commitment by sharing positively framed feedback on policies/systems; teacher commits to decisions (debate, decide, do). Teacher supports peers in following and implementing Alpha/school policies and resources. | |
| F3: Alpha Community Member | | | | |
| Teacher does not build positive relationships. Teacher does not demonstrate positivity and/or flexibility. Teacher does not attend required | Teacher builds positive relationships with a few stakeholders in their direct sphere (same grade level teachers, coach/manager, parents of their students). Teacher demonstrates | Teacher intentionally builds positive relationships with a variety of stakeholders in their direct sphere (same grade level teachers, coach/manager, parents of their students). Teacher demonstrates positivity | Teacher intentionally builds positive relationships with stakeholders beyond their direct sphere (colleagues from other grade levels/departments/ Alpha sites, non-instructional staff). Teacher demonstrates positivity and flexibility. Teacher attends required campus | |

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| campus events. | positivity and flexibility. Teacher attends required campus events. | and flexibility. Teacher attends required campus events. | events and invests in the community through non-required activities (coaching, volunteering, advocacy/activism). | |
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F4: Interaction Norms

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| Teacher struggles with punctuality, deadlines, follow through, and/or communication. | Teacher is sometimes punctual to school and meetings. They sometimes meet deadlines and/or reach out for extensions or support. Teacher sometimes follows through on action steps from emails, meetings, IEPs, coaching, and reflection. Teacher's communication is sometimes timely (responding within school and Alpha communication norms) and/or uses appropriate tone and content. | Teacher is punctual to school and meetings. They meet deadlines and/or proactively reach out for extensions or support. Teacher follows through on action steps from emails, meetings, IEPs, coaching, and reflection quickly and independently . Teacher's communication is timely and uses effective tone and content. | Teacher is punctual to school and meetings. They meet deadlines and/or proactively reach out for extensions or support. Teacher follows through on action steps from emails, meetings, IEPs, coaching, and reflection quickly and independently. Teacher's communication is timely and uses effective tone and content. Teacher actively supports colleagues, staff, and students to be distinguished members of the Alpha community. | |
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F5: Literacy as Access

| | | | | |
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| Teacher inconsistently knows their students and their diverse learning needs. Teacher does not explicitly focus on literacy or language development. | Teacher knows their students' data and diverse learning needs at the group level (e.g. students with IEPs, English Language learners). Teacher incorporates literacy and language development only in English language arts content. | Teacher knows their students' data and diverse learning needs at the individual level . Teacher incorporates literacy and language development throughout all content . | Teacher knows their students' diverse learning needs at the individual level. Teacher incorporates literacy and language development throughout all content. Teacher tailors strategies to build literacy skills and comprehension to students' needs. | |
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PLANNING

| Needs Improvement | Developing | Proficient | Distinguished | Evidence |
|-------------------------------|----------------------|----------------------------|----------------------------------|----------|
| P1: Basis in Standards | | | | |
| Lessons are not based on | Lessons are based on | Lessons are based on grade | Lessons are based on grade level | |

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| grade level standards OR objectives do not align to the standard OR the objectives do not change daily. | grade level standards. The daily objectives align to the standard. Assessment and learning activities align with the daily objectives. | level standards. The daily objectives align to the standard. Assessment and learning activities align with the daily objectives. Students can rephrase the objectives in their own words. | standards. The daily objectives align to the standard. Assessment and learning activities align with the daily objectives. Students can rephrase the objectives in their own words and explain why the learning target(s) are important. | |
| P2: Connection to Previous and Future Lessons/Broader Purpose | | | | |
| Lessons are sometimes linked to previous and future lessons. | Lessons are clearly linked to previous and future lessons. | Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain the throughline of the lesson (what they are working on, why, and how it will be assessed). | Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain the throughline of the lesson (what they are working on, why, and how it will be assessed) and how it connects to previous and upcoming lessons. Students can explain how lessons build on each other in a logical progression to build to the unit and yearly goals. | |
| P3: Content Knowledge and Pedagogy | | | | |
| Teacher relies on the same strategies regardless of content and/or pedagogy does not move students toward mastery of the standard. | Teacher relies on a limited range of general pedagogical moves to support student learning. Strategies are selected generally to support student engagement . Teacher leverages content pedagogy to ensure student progress toward the depth of rigor of the standard. | Teacher selects from a wide range of general pedagogical moves to support student mastery. Strategies are selected specifically to support engagement with lesson content . Teacher effectively leverages content pedagogy to ensure student mastery at the depth of rigor of the standard. | Teacher selects from a wide range of general pedagogical moves to support student mastery. Strategies are selected specifically to support engagement with lesson content. Teacher effectively leverages content pedagogy to ensure student mastery at the depth of rigor of the standard. Students articulate why, when, and how to use discipline-specific tools, structures, and protocols. | |
| P4: Response to Data w/ Access and Differentiation | | | | |
| Plans include IEP/504 accommodations and modifications (as required by law). Teacher gathers student progress data in accordance with assessment plan. Teacher participates in formal data analysis structures (Stepback Days, data | Plans include IEP/504 accommodations and modifications (as required by law). Teacher gathers student progress data in multiple ways, throughout content areas, class periods, and classroom structures. Teacher participates in formal data | Plans include IEP/504 accommodations and modifications (as required by law). Teacher gathers data on student progress in multiple ways, throughout content areas, class periods, and classroom structures. Teacher participates in formal data analysis structures and analyzes | Plans include IEP/504 accommodations and modifications (as required by law). Teacher gathers data on student progress in multiple ways, throughout content areas, class periods, and classroom structures. Teacher participates in formal data analysis structures and analyzes and plans responses to data independently. Teacher identifies and | |

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| meetings). | analysis structures and analyzes and plans responses to data with coach support. | and plans responses to data independently. | targets root causes of student mastery gaps. Students articulate their present levels and how teacher support addresses their needs. | |
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| ENVIRONMENT AND RELATIONSHIPS | | | | |
|---|---|--|---|----------|
| Needs Improvement | Developing | Proficient | Distinguished | Evidence |
| ER1: Developmentally Appropriate | | | | |
| Teacher lacks knowledge of developmental milestones for TK-12 children and adolescents. | Teacher knows developmental milestones for TK-12 children and adolescents. | Teacher knows developmental milestones for TK-12 children and adolescents. Teacher uses understanding of child/adolescent development to plan activities, structures, and strategies to support growth and learning for groups and individuals. | Teacher knows developmental milestones for TK-12 children and adolescents. Teacher uses understanding of child/adolescent development to plan activities, structures, and strategies to support growth and learning. Teacher assesses individual skills, strengths, abilities, and needs in order to adjust the environment for maximal learning. Students collaborate with each other in support of their learning. | |
| ER2: Culturally Responsive | | | | |
| <i>Students and teacher do not demonstrate mutual respect and healthy boundaries.</i> | <i>Mutual respect and healthy boundaries are established among students and between students and teacher.</i> | <i>Mutual respect and healthy boundaries are established among students and between students and teacher. The classroom environment is culturally and socially affirming to students' identities.</i> | <i>Mutual respect and healthy boundaries are established among students and between students and teacher. The classroom environment is culturally and socially affirming to students' identities. Teacher capitalizes on student strengths (academic background, life experiences, and culture/language). Students affirm each other's identities and leverage each other's strengths when working together.</i> | |
| ER3: Social and Emotional Learning | | | | |
| <i>Teacher does not apply knowledge of SEL practices to classroom.</i> | <i>Teacher applies knowledge of SEL practices to activities,</i> | <i>Teacher applies knowledge of SEL practices to activities, structures, and strategies</i> | <i>Teacher applies knowledge of SEL practices to activities, structures, and strategies throughout the lesson/day</i> | |

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| | <i>structures, and strategies throughout the lesson/day to support growth and learning for groups and individuals.</i> | <i>throughout the lesson/day to support growth and learning for groups and individuals. Teacher intentionally structures classroom to support students' development of SEL domains.</i> | <i>to support growth and learning for groups and individuals. Teacher intentionally structures classroom to support students' development of SEL domains. Students reflect and self-assess on the domains. Students use strategies in peer interactions.</i> | |
| ER4: Routines and Procedures | | | | |
| Instructional time is frequently disrupted. | Some instructional time is lost through inefficient or unclear transitions, management routines, or learning routines. | Instructional time is maximized in service of learning through efficient transitions, management routines, learning routines, and positive student discipline. | Instructional time is maximized in service of learning through efficient transitions, management routines, learning routines, and positive student discipline. Students manage routines and procedures independently, and support their peers in enacting routines and procedures. | |

| FACILITATING AND CULTIVATING LEARNING | | | | |
|---|---|---|--|-----------------|
| Needs Improvement | Developing | Proficient | Distinguished | Evidence |
| FCL1: Questioning | | | | |
| Teacher does not ask a variety of types and levels of questions OR asks questions that do not move students toward mastery of the content. | Teacher asks a variety of types and levels of questions that move students toward mastery of lesson content. | Teacher asks a variety of types and levels of intentionally sequenced questions that move students toward mastery of standards-aligned content. Students demonstrate conceptual understanding in their responses to questions. | Teacher asks a variety of types and levels of intentionally sequenced questions that move students toward mastery of standards-aligned content. Students demonstrate conceptual understanding in their responses to questions. Students ask each other questions that extend ideas and elicit evidence of thinking. | |
| FCL2: Cognitive Lift | | | | |
| Teacher controls learning. Teacher owns the meaning making; student participation is superficial. Teacher does not engage students in discipline-specific | Teacher does the thinking by explaining rather than asking, rounding up incomplete answers/imprecise vocabulary, etc. Student participation relies on | Teacher coaches students to explain, elaborate on incomplete answers/imprecise vocabulary, etc. Student participation includes multiple strategies ; student talk is a mix of teacher-student and | Teacher coaches students to explain, round up incomplete answers/imprecise vocabulary. Student participation includes multiple strategies; teacher determines participation structure strategically based on what will push | |

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|--|---|--|--|--|
| meaning making or talk. | volunteers; student talk is directed by and to the teacher. | student-student. | student thinking. Student talk is geared more toward student-student interactions. Students hold themselves and others accountable for depth of thinking and participation. Students reflect on their own patterns of thinking and engaging. | |
| FCL3: Rigor with Access | | | | |
| Students do not engage in tasks based on grade level standards OR few students have the ability to acquire knowledge OR students do not have opportunities to demonstrate mastery. | Students engage in tasks based on grade level standards. Some students have the ability to acquire knowledge based on their strengths or areas of need. Students demonstrate their mastery of content in the same method. | Students engage in challenging tasks based on grade level standards with supports that ensure access. All students acquire knowledge in multiple, flexible ways based on their strengths and/or areas of need. Students demonstrate their mastery of content in a variety of flexible methods. | Students engage in challenging tasks based on grade level standards with supports that ensure access. All students acquire knowledge in multiple, flexible ways based on their strengths and/or areas of need. Students demonstrate their mastery of content in a variety of flexible methods. Students know and are able to select tools that will maximize their access and learning. | |
| FCL4: Pacing | | | | |
| Teacher delivers lesson according to planned time stamps regardless of student progress OR is not able to complete lessons due to poor time management. | The teacher monitors time throughout lesson and adjusts pacing based on lesson content. | The teacher monitors student progress throughout lesson and effectively adjusts pacing based on students' needs, misconceptions, etc. | The teacher monitors student progress throughout lesson and unit and effectively adjusts pacing based on students' needs, misconceptions, etc. | |

| COMMUNICATION, COLLABORATION, AND COMMUNITY | | | | |
|--|---|---|--|-----------------|
| Needs Improvement | Developing | Proficient | Distinguished | Evidence |
| CCC1: Progress on Goals | | | | |
| Teacher does not engage in progress monitoring OR does not meet goals. | Teacher engages in goal-setting and progress monitoring cycle with manager. | Teacher engages in goal-setting and progress monitoring cycle with manager. Teacher independently monitors progress. Teacher is on track to meet overall end of year student | Teacher engages in goal-setting and progress monitoring cycle with manager. Teacher independently monitors progress. Teacher meets end of year student performance goals and makes measurable progress | |

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|--|--|--|--|--|
| | | performance goals and makes measurable progress toward developmental goals. | toward developmental goals. Teacher makes strategic adjustments so that students exceed initial performance goals. | |
| CCC2: Collaboration with Peers/Impact on Peer Culture | | | | |
| Teacher does not contribute to collaboration, does not communicate student progress as needed, or brings a negative outlook to challenges/peer interactions. | Teacher collaborates with peers and administrators for the purpose of improving instructional practice and student learning. Teacher communicates student progress information (successes and challenges) to relevant individuals within the school community in a timely, accurate, and organized manner. | Teacher collaborates with peers and administrators for the purpose of improving instructional practice and student learning. Teacher communicates student progress information (successes and challenges) to relevant individuals within the school community in a timely, accurate, and organized manner. Teacher embraces a solution-oriented approach to challenges. | Teacher collaborates with peers and administrators for the purpose of improving instructional practice and student learning. Teacher communicates student progress information (successes and challenges) to relevant individuals within the school community in a timely, accurate, and organized manner. Teacher embraces a solution-oriented approach to school challenges and supports peers in maintaining a positive outlook. | |
| CCC3: Growth Mindset/Response to Feedback | | | | |
| Teacher responds defensively to feedback or does not make a reasonable attempt to implement feedback. | Teacher is receptive to and implements feedback from others. | Teacher is receptive to and implements feedback from others. Teacher accurately identifies their own strengths and weaknesses and takes action to address areas of growth. | Teacher is receptive to and implements feedback from others, including coach, network team, peers, students, and parents/guardians. Teacher accurately identifies their own strengths and weaknesses and takes action to address areas of growth. Teacher takes initiative to develop as a professional. | |
| CCC4: Communication and Collaboration with Families | | | | |
| Teacher rarely communicates with families about student progress, does not initiate communication with families, or communicates with a subset of families. | Teacher communicates regularly with all families about goals of instruction and student progress, but usually relies on one method for communication or requires support or reminders. | Teacher communicates regularly with all families about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of family members. | Teacher communicates regularly with all families about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of family members. Teacher effectively engages in two-way forms of communication and is responsive to family members' insights. | |
| CCC5: Ethics and Advocacy | | | | |

| | | | | |
|---|--|---|--|--|
| Teacher's approach to adults and students is unfriendly or demeaning, crosses ethical boundaries, or is professional. | Teacher's approach to adults and students is friendly, ethical, and professional and supports learning for all students, including the historically underserved. | Teacher's approach to adults and students is friendly, ethical, and professional and supports learning for all students, including the historically underserved. Teacher advocates for equitable practices for all students. | Teacher's approach to adults and students is friendly, ethical, and professional and supports learning for all students, including the historically underserved. Teacher advocates for equitable practices for all students. Teacher challenges adult attitudes and practices that may be harmful or demeaning to students. | |
|---|--|---|--|--|

| CASE MANAGEMENT | | | | |
|---|---|---|--|----------|
| Needs Improvement | Developing | Proficient | Distinguished | Evidence |
| CM1: IEP Writing | | | | |
| Teacher makes frequent compliance errors (scoring below 70% on the compliance rubric*). *will be linked | Teacher makes occasional compliance errors (scoring between 71-85% on the compliance rubric). There is alignment between the PLs, Goals, and Services. Goals are created in collaboration with key stakeholders (GE Teachers, student, families, etc.). | Teacher makes rare compliance errors (scoring between 86-95% on the compliance rubric). There is clear and explicit alignment between the PLs, Goals, and Services. Goals are created in collaboration with key stakeholders (GE Teachers, student, families, etc.). | Teacher makes rare compliance errors (scoring 96+% on the compliance rubric). There is clear and explicit alignment between the PLs, Goals, and Services. Goals are created in collaboration with key stakeholders (GE Teachers, student, families, etc.). | |
| CM2: IEP Meetings | | | | |
| Teacher struggles to facilitate an effective IEP meeting, and requires heavy administrator support during IEP meetings. | Teacher facilitates their own IEP meetings with frequent support from administrators. Meetings are one-sided and focused on presenting information. | Teacher proactively plans and coordinates IEP meetings. Teacher facilitates their own IEP meetings (including those with tense moments or disagreement) with appropriate support from administrators. Meetings are conversational and student-focused, and family input is elicited. | Teacher proactively plans and coordinates IEP meetings. Teacher facilitates their own IEP meetings (including those with persistent parental disagreement, advocates, or attorneys)) with appropriate support from administrators. Meetings are conversational and student-focused, and family input is consistently and purposefully elicited. Meetings paint a clear, positive, and realistic picture of the student's progress. | |
| CM3: Coordination of Services | | | | |

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|---|---|--|--|--|
| Teacher does not update DeansList Communication Logs and inconsistently sends home Notice of Meetings (NOMs). Alpha deadlines and IEP timelines are occasionally missed. No input is solicited from stakeholders prior to IEPs. | Teacher updates DeansList Communication Logs around IEP Meetings , and sends home NOMs before each meeting . Alpha timelines are occasionally missed, but no legal timelines are missed. Basic input from stakeholders is solicited prior to IEPs. | Teacher updates DeansList Communication Logs around IEP Meetings, and sends home NOMs at least 10 days before each meeting. No Alpha or legal timelines are missed. Multiple pieces of input are solicited from stakeholders prior to the IEP. | Teacher updates DeansList Communication Logs around IEP Meetings, and sends home NOMs at least 10 days before each meeting. No Alpha or legal timelines are missed. Multiple pieces of input are solicited from stakeholders prior to the IEP. Pre-meetings or conversations are held to ensure team alignment prior to IEP meetings. | |
|---|---|--|--|--|

CM4: Paperwork Management

| | | | | |
|---|--|---|--|--|
| Teacher does not upload auxiliary pages in SEIS unless reminded. Incomplete hard copies are provided to ANT. IEPs remain unaffirmed until reminded. | Teacher uploads most auxiliary pages in SEIS , and provides complete but disorganized hard copies (including cover sheets) to ANT. IEPs are affirmed in SEIS within 7 days. | Teacher uploads all auxiliary pages in SEIS, and provides clean hard copies (including cover sheets) to ANT. IEPs are affirmed in SEIS within 48 hours . | Teacher uploads all auxiliary pages in SEIS, and provides clean hard copies (including cover sheets) to ANT on a regular cadence . IEPs are affirmed in SEIS within 48 hours. | |
|---|--|---|--|--|

CM5: Assessment and Progress Monitoring

| | | | | |
|---|--|--|---|--|
| Teacher is unable to administer the WIAT independently, and either does not complete Progress Reports or requires heavy administrative support. | Teacher administers, scores, and interprets the WIAT with minimal support, and uses the results to drive instruction and the drafting of the IEP with support. With some administrative support, Progress Reports are completed, affirmed properly in SEIS, and sent home to parents. | Teacher administers, scores, and interprets the WIAT without support , and uses the results to drive instruction and the drafting of the IEP with minimal support. With reminders , Progress Reports are completed, affirmed properly in SEIS, and sent home to parents. | Teacher administers, scores, and interprets the WIAT without support, and uses the results to drive instruction and the drafting of the IEP without support . Progress Reports are completed on time, affirmed properly in SEIS, and sent home to parents without reminders, and are reviewed with GE teachers during conferences or otherwise. | |
|---|--|--|---|--|

DEVELOPMENT AND OVERALL ASSESSMENT

OVERALL STRENGTHS:

o

o

AREAS OF GROWTH:

o

o

PERFORMANCE ON LIVING THE [ALPHA LEADERSHIP PRINCIPLES](#):

o

o

o

SUMMATIVE ASSESSMENT AND CONSIDERATIONS FOR FUTURE GOAL SETTING

o

NEXT STEPS

o

o

Signature of Employee:

Date:

Signature of Manager:

Date:

Additional Comments:

At Alpha Public Schools, we want our students to learn to be curious, think critically, challenge themselves, and care for themselves, their communities, and our world. We cultivate graduates who know their own strengths, believe in their own capabilities, and take pride in their own identities. Our long-term goal is that students have the leadership skills, academic preparation, and community support to make important choices and succeed in life.

In order to achieve these goals with students, we aim to cultivate excellent coaches. This rubric is intended to be used for developmental purposes including reflecting and setting goals. Some leader roles will include specific rubric indicators in their evaluations. Staff who manage or support coaches may also use this rubric to give feedback.

There are four levels of performance: Needs Improvement, Developing, Proficient, and Distinguished. One trend is that performance at the “Needs Improvement” level is often coach-centered; as descriptors move toward “Distinguished”, the coaching and focus becomes more coachee-centered. Coaches aim for the “proficient” level of performance; professional development throughout the year is designed to support coaches in moving to and beyond the proficient level.

There are five domains of performance on this rubric for coaches. The first and last, Foundations and Communication, Collaboration, & Community, are very similar to those domains on the Teacher Rubric, with some additional indicators and shifts in performance level given that coaches play a more official leadership role in our organization. The three remaining domains are intended to capture the skills, knowledge, and beliefs of effective coaches at Alpha, while allowing for individual styles and strengths to shine. Our hope is that there is a clear throughline from the Vision of Excellent Teaching to the Teacher Rubric to the Coach Rubric.

Finally, the Alpha Public Schools Coach Rubric draws on several sources of inspiration, including but not limited to Elena Aguilar's coaching development tools (both version one and two) and Linda Belans' States of Being. This is a living document, and may be periodically updated to more closely align with Alpha's vision of coaching.

This document contains an abridged version of the APS Coach Rubric containing the indicators that will be used for SLT evaluations in the 23-24 school year. The full APS Coach Rubric is accessible via the Leader Resources hub.

This table identifies which indicators will be included in the evaluation for each role.

| Principals | Assistant Principals | SOMs | Deans |
|-------------------------------|------------------------|------------------------|-----------------|
| F6 SP1 SP2 SP3 D1 | F6 SP1 SP2 D1 | F6 SP1 SP2 D1 | F6 SP1 D1 |

| FOUNDATIONS | | | |
|--|---|---|--|
| Needs Improvement | Developing | Proficient | Distinguished |
| F6: Interaction Norms | | | |
| Coach struggles with punctuality, deadlines, follow through, and/or communication. | Coach is sometimes punctual to school and meetings. They sometimes meet deadlines and/or reach out for extensions or support. Coach sometimes follows through on action steps from emails, meetings, coaching, and reflection. Coach's communication is sometimes timely (responding within school and Alpha communication norms) and/or uses appropriate tone and content. | Coach is punctual to school and meetings. They meet deadlines and/or proactively reach out for extensions or support. Coach follows through on action steps from emails, meetings, coaching, and reflection quickly and independently . Coach's communication is timely and uses effective tone and content. | Coach is punctual to school and meetings. They meet deadlines and/or proactively reach out for extensions or support. Coach follows through on action steps from emails, meetings, coaching, and reflection quickly and independently. Coach's communication is timely and uses effective tone and content. Coach actively supports colleagues, staff, and students to be distinguished members of the Alpha community. |

| Structures + Process | | | |
|---|--|--|--|
| Needs Improvement | Developing | Proficient | Distinguished |
| SP1: Goal Setting and Progress Monitoring | | | |
| Coach and colleague do not set goals OR do not start from strengths when setting scorecard-aligned and developmental goals OR coach does not enlist colleague in goal setting process. Coach and colleague monitor progress on goals during evaluations/ stepback days. | Coach and colleague start from strengths when setting scorecard-aligned goals and developmental goals. Coach and colleague determine ongoing progress monitoring structures for each goal. | Coach and colleague start from strengths when setting scorecard-aligned and developmental goals and connect the dots throughout the year . Coach and colleague determine ongoing progress monitoring structures for each goal. Coach notices connections between strengths, goals, and content of weekly coaching conversations. Coach facilitates at least one opportunity for colleague to articulate connections. | Coach and colleague start from strengths when setting scorecard-aligned goals and developmental goals and connect the dots throughout the year. Coach and colleague determine ongoing progress monitoring structures for each goal. Coach notices connections between strengths, goals, and content of weekly coaching conversations. Coach facilitates organic/varied/fluid opportunities for colleague to articulate connections. |
| SP2: Planning for Coaching | | | |
| Coach does not plan for coaching. | Coach does minimal planning for coaching. Coach's plans have a narrow focus (i.e. the next action step, this week's data) or are isolated from long term goals. | Coach does moderate planning for coaching. Coach's plans have a medium focus (i.e. the next few action steps, this unit's data) and connect with long term goals. Coach can articulate a high-level coaching arc for colleague. | Coach does extensive planning for coaching. Coach's plans have a broad focus (i.e. the next several action steps, this quarter's data) and support long term goals. Coach co-plans coaching arc with the colleague. Coach develops capacity in colleague to articulate their own agendas, topics, and connections to goals. |
| SP3: Use of Data | | | |
| Coach does not gather data to gauge colleague progress. | Coach gathers a few data sources, including observations, work samples, student data, other relevant data, reflections, etc, to gauge colleague progress. | Coach gathers a variety of data sources, including observations, work samples, student data, other relevant data, reflections, etc, to gauge colleague progress on a regular basis. Coach analyzes data to adjust the coaching plan effectively. | Coach gathers a variety of data, including observations, work samples, student data, other relevant data, reflections etc, to gauge colleague progress on a regular basis. Coach analyzes data to adjust the coaching plan effectively. Coach supports colleague in using multiple data points to reflect on progress. |

| Dispositions | | | |
|--|--|---|--|
| Needs Improvement | Developing | Proficient | Distinguished |
| <i>D1: Emotional Intelligence + Agility in Self</i> | | | |
| Coach struggles to recognize emotions in self, or avoids engaging with emotions. Coach is unaware and/or resistant to exploring the impact of their emotions on self/and or on others. | Coach sometimes recognizes emotions in self, and begins to examine them. Coach attempts to recognize the impact of their own emotional awareness and management on others. | Coach recognizes emotions in self, and examines with compassion and curiosity on an ongoing basis. Coach recognizes the impact of their own emotional awareness and management on others. Coach checks in before checking out and quiets the ego in the moment in order to be present. | Coach recognizes emotions in self, and examines with compassion and curiosity on an ongoing basis. Coach recognizes the impact of their own emotional awareness and management on others. Coach checks in before checking out and quiets the ego in the moment in order to be present. Coach engages with emotions, notices patterns, and sees the broader impact in service of showing up as their highest self. |

What is Learning Design?

Learning design is an approach to instruction that uses brain research to maximize learning for participants, whether students or staff. It consists of four instructional strategies that align with three stages of information processing (Hammond). By leveraging the learning design structures, facilitators and instructors ensure that participants' learning is durable, transferable, and culturally responsive.

When should I use the learning design?

Learning design is appropriate for any session where you expect participants to be able to process, remember, and use the information. There is no time requirement; learning design can be applied to a five minute session or a full day. Therefore, learning design should be applied to most, if not all, sessions with students and staff.

What are the macro instructional strategies of the learning design?

The learning design consists of four macro instructional strategies: ignite, chunk, activate, review.

- **Ignite:** Cue the brain to pay attention. Techniques such as music, provocations, call & response, and prompted talk signal to the brain that learning is about to begin. Announcing that you are about to begin does not have the same effect.
- **Chunk:** Feed the brain “right-sized” pieces of information. The human brain is able to take in information for 12-20 minutes; then, it cycles down to process the information. Additionally, our brains can hold a limited amount of information in our working memory - the rule of thumb is 7+1.
- **Activate:** Help the brain process the chunked content. The activate strategy includes unstructured think time and cognitive routines. Instructors can use additional techniques to support active processing.
- **Review:** Strengthen new neural pathways. This strategy supports application and rehearsal of the information, and can include techniques such as games,

returning to an idea presented in the ignite and addressing it, and stamping new learning.

While effective learning sessions usually begin with an ignite and end with review, the strategies are cyclical, not linear. Especially during longer sessions, learners need to cycle between the chunk and activate strategies. Instructors may need to “reignite” the brain to ensure that learners stay focused and engaged.

What do the macro instructional strategies look like?

The following list provides examples without being exhaustive. The planner must think about the purpose of each macro instructional strategy and align specific “moves” to the purpose.

- **Ignite:**

- Timing: Beginning of the learning session; after breaks or transitions; after a long / intense chunk + activate cycle. Typically ~5 minutes for an individual learning session; up to 15 minutes for a whole day.
- Examples:
 - Video clip: Frame the clip with a question or prompt related to the content of the session. After watching the clip, participants have time to think about and / or discuss the question.
 - Question: Ask participants to reflect on a provocative or interesting question related to the content of the session. The question could follow from a quote. Participants share out with a partner or the whole group.
 - Metaphor: Ask participants to come up with a metaphor or reflect on a metaphor you provide. Participants share out with a partner or the whole group.
 - Story: Share a short anecdote or fable and ask participants to reflect on the meaning. Participants share out with a partner or the whole group.
- Planning / Facilitation Tips:

- The ignite gets your participants thinking about the central ideas of your session. However, participants don't need to master all of the material of the session during the ignite.
 - Ideally, the ignite sets up the core idea. While participants may have generated their own ideas during the ignite (which is great!), they should also see the connection between the ignite and the rest of the framing for the session.
- **Chunk:**
 - Timing: 12-20 minutes for an adult; younger learners may need shorter cycles. The length of a chunk is also influenced by the amount of information - complex or highly detailed content may need to be broken into smaller / shorter chunks.
 - Examples:
 - Text: Text is defined broadly: story, article, charts, data tables, images, etc. Participants "read" the text for input.
 - Lecture: The facilitator shares information verbally.
 - Model / Think aloud: The facilitator models a skill or thinks aloud while completing a task.
 - Planning / Facilitation Tips:
 - Participants can (and should) be taking notes, responding to questions, annotating, etc, during the chunk of content.
- **Activate:**
 - Timing: According to brain research, after 12-20 minutes of content, the brain needs 5-10 minutes of processing time.
 - Examples:
 - Writing: Participants write in response to questions that help them organize the information (comparing / contrasting, explaining connections and relationships, identifying perspectives, etc). Participants can also respond to more general prompts: What are you trying to make sense of?
 - Structured talk time: This could include dyads, turn and talks with both specific and general processing questions, discussion protocols, and so on.

- Mapping: Create a concept map or other visual representation of the relationships between concepts.
- Graphic organizers: Participants compile and revise information in a graphic organizer. This is most powerful when participants revisit the graphic organizer throughout the session or over multiple sessions.
- Stories, Metaphors, and Word play: Participants create narratives or poems / songs about the content or explore relationships through metaphors. Word play can include things like writing jokes, “translating” content into slang, playing the dozens, etc.
- Games: Jeopardy, Pictionary, and many other games can be adapted for content. Platforms like Kahoot offer an easy way for participants to play the games.
- Planning / Facilitation Tips:
 - The activate strategy encompasses unstructured think time as well as cognitive routines; often, it's effective to pair these. For example, an activate might include some structured talk time, a mapping activity, and a cycle down where participants reflect on the question, “What is your takeaway so far?”
- **Review:**
 - Timing: Within 24 hours of new learning; ongoing.
 - Examples:
 - Games: Jeopardy, Pictionary, and many other games can be adapted for content. Platforms like Kahoot offer an easy way for participants to play the games.
 - Long term projects: Introducing a project and working on pieces of it over time can help solidify learning. This can look like setting up a puzzle or mystery at the beginning of a unit or learning series and then returning to it throughout the unit / series. It could also be a writing project, a real world application, etc.
 - Planning / Facilitation Tips:
 - We don't always have an opportunity to revisit learning with adult participants in a whole group context within 24 hours. Within the session, we can review at the end to stamp the learning. Additionally,

having clear throughlines between coaching and PD can create opportunities to review by revisiting the learning in different contexts.

How is learning design different from what I'm already doing?

Let's distinguish a session (that is based on learning design) from a presentation or a workshop.

- A **learning design-based session** is learner focused. Instructors intentionally implement the four strategies to ensure that learners take in, process, and remember the content in such a way that they will be able to transfer it and apply it beyond the session.
- A traditional **presentation** is facilitator focused. The facilitator does most of the talking and there is very little cognitive lift from the participants; their role is to listen. Facilitators may ask some questions or solicit questions from the participants, but there is little to no strategic or intentional space for participants to process the information.
- A **workshop** is focused on a task. Participants are asked to apply and enact information that they have previously learned.

What are some common misconceptions about the learning design?

- *Learning design is the same as direct instruction/ See It, Name It, Do It.*
- *The ignite is just a do now.*
- *The activate strategy means that I ask the participants questions or have them do a turn and talk.*
- *The goal of the learning design is to have high participant engagement.*

Session Facilitation Criteria for Success 2023-2024

Session/Facilitator:

Feedbacker:

An effective professional development session includes:

| Element | Indicators |
|-----------------------------|--|
| Foundational Beliefs | <p>Throughout the session, the facilitator:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expresses belief in all learners (students and adults) <input type="checkbox"/> Models/supports growth mindset for self and participants <input type="checkbox"/> Addresses biased, deficit-based, or other problematic comments from the participants |
| Objective | <p>The facilitator:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies and communicates a clear session objective <input type="checkbox"/> Grounds session objective in the rubric/competencies for the participants' roles and in outcomes for students <input type="checkbox"/> Connects session objective to other learning (PD arc, external partner sessions, school/team structures, etc) |
| Learning Design | <p>The facilitator:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plans an ignite that <ul style="list-style-type: none"> <input type="checkbox"/> Generates participant interest and engagement <input type="checkbox"/> Establishes a foundation for learning <input type="checkbox"/> Appropriately implements ignites throughout the session to re-engage participants <input type="checkbox"/> Chunks information strategically <input type="checkbox"/> Plans for participants to activate learning after each chunk <input type="checkbox"/> Cycles through chunk and activate appropriately <input type="checkbox"/> Plans opportunities for participants to review and cycle down at the end of the session and throughout, as appropriate |

| | |
|----------------------------|--|
| Content | <p>The facilitator:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aligns learning objective, participant tasks, materials, and assessment <input type="checkbox"/> Gauges and responds to participant understanding strategically throughout the session <input type="checkbox"/> Assesses participant understanding and skill at the end of the session <input type="checkbox"/> Ensures that the cognitive lift is on participants <input type="checkbox"/> Incorporates instructional strategies (questioning, participant interactions, movement) to support learning <input type="checkbox"/> Transitions smoothly between slides and elements of the learning design <input type="checkbox"/> Uses intentional groupings to maximize the learner experience <input type="checkbox"/> Gathers data from learners during and at the end of the session <input type="checkbox"/> Shares trends in observation and feedback data after the session (via email or during the next session) |
| Presentation Skills | <p>Throughout the session, the facilitator:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses authentically engaging speaking strategies (intonation, pauses, pace, volume) <input type="checkbox"/> Positions self to project to and engage with the full audience <input type="checkbox"/> Circulates and moves appropriately <input type="checkbox"/> Uses concise, precise language <input type="checkbox"/> Uses notes/facilitator guide to support learning and pacing without disrupting the flow of the session; does not over rely on notes/slides <input type="checkbox"/> Monitors air time of self and participants; ensures equitable voice <input type="checkbox"/> <i>If applicable:</i> Transitions smoothly between facilitators |

Alpha Public Schools

2023-24 Professional Development Schedule

| APS Shared Site Priority Professional Development SAS | | | | | | | |
|---|---|--|--|---|--|--|--|
| Quarter | Date | Lead Facilitator | Session Title / SlideDecks | Connection to: teacher rubric, initiative, target | Session Deliverable | Notes | |
| Quarter 1 (TK-8) 8/16 - 10/19 Semester 1 (HS): 8/16 - 12/21 | 8/16 | First Day of School | | | | | |
| | 8/23 | Schools Team (ST) | Internalization Support @ CAHS only | P1, P4 | Planning, reflection, refining internalization | Required: new to EL Achieve Optional: designated ELD teachers | |
| | | Leanne | Designated ELD - EL Achieve: How to find your resources - interpreting the pacing guide and planing unit 1 | P1, P4 | Unit internalization...first X weeks of lesson internalization *Please send folks who need support with internalization | | |
| | | TK-8 Sites | | | | | |
| | 8/30 | Schools Team (ST) | Internalization Support @ TK-8s | P1, P4 | Planning, reflection, refining internalization | Grade band collab 6-8 @ CAPS TK-5 @ 1601 | |
| | | HS Site | | | | | |
| | 8/TBD | Leanne | ELD Cohort | P4, FCL3 | Action plan for host ELD Specialist (ELDS), ELD support | Required: ELDS or site rep | |
| | 9/6 | Beth | Coach Development | | Coaching cycle to support internalization | | |
| | | Russ | SPED PD | | Supported Work Time - 30 Days + Interpreter Phone Calls | | |
| | 9/13 | | Wellness Day (Schools Teams) ANT PD | | | | |
| | 9/20 | | | | | | |
| | 9/TBD | Leanne | ELD Cohort | P4, FCL3 | Action plan for host ELD Specialist (ELDS), ELD support | Required: ELDS or site rep | |
| | 9/27 | Schools Team (ST) | Data and Internalization | P1, P4 | Data review, next steps in planning | | |
| | 10/4 | Beth | Coach Development | | Calibration (F & P), coaching application; 2x2 prep | Topic TBD | |
| | | Russ | SPED PD | | | | |
| | 10/TBD | Leanne | ELD Cohort | P4, FCL3 | Action plan for host ELD Specialist (ELDS), ELD support | Required: ELDS or site rep | |
| | 10/11 | | | | | | |
| | 10/18 | Schools Team (ST) | Data and Internalization | | Data review, next steps in planning | | |
| | Quarter 2 (TK-8) 10/20 - 1/19 Semester 1 (HS): 8/16 - 12/21 | 10/25 | | | | | |
| 11/1 | | MAP Testing & Conference Week | | | | | |
| 11/8 | | Wellness Day (Schools Teams) ANT PD | | | | | |
| 11/13 | | Monday | | | | | |
| APS Stepback Day | | | | | | | |
| 11/15 | | | | | | | |
| Thanksgiving Break | | | | | | | |
| 11/22 | | | | | | | |
| 11/29 | | Schools Team (ST) | Data and Internalization | | Data review, next steps in planning | Required: ELDS or site rep | |
| 11 or 12/TBD | | Leanne | ELD Cohort | P4, FCL3 | Action plan for host ELD Specialist (ELDS), ELD support | | |
| 12/6 | | Beth | Coach Development | | 2x2 reflection; Coaching arcs coming out of 2x2 | | |
| | | Russ | SPED PD | | Community of Practice | | |
| 12/13 | | Schools Team (ST) | Data and Internalization | | Data review, next steps in planning | | |
| 12/20 | | | | | | | |
| 12/27 | | Winter Break | | | | | |
| 1/3 | | | | | | | |
| 1/8 | | | | | | | |
| 1/10 | | | | | | | |
| 1/TBD | | Leanne | ELD Cohort | P4, FCL3 | Action plan for host ELD Specialist (ELDS), ELD support | Required: ELDS or site rep | |
| 1/17 | Beth | Coach Development | | Calibration; Eval Prep | | | |
| | Russ | SPED PD | | Topic TBD | | | |
| Quarter 3 (TK-8) 1/22 - 3/28 Semester 2 (HS): 1/9 - 6/6 | 1/24 | Schools Team (ST) | Data and Internalization | | Data review, next steps in planning | | |
| | 1/31 | ELD specialists | Summative ELPAC Prep (all hands on deck) | | | | |
| | 2/7 | MAP Testing & TK-8 Conference Week | | | | | |
| | 2/14 | | | | | | |
| | 2/TBD | Leanne | ELD Cohort | P4, FCL3 | Action plan for host ELD Specialist (ELDS), ELD support | Required: ELDS or site rep | |
| | 2/21 | February Break | | | | | |
| | 2/22 | Winter Retreat | | | | | |
| | 2/23 | Friday | | | | | |
| | APS Stepback Day | | | | | | |
| | 2/28 | Beth | Coach Development | | Calibration: coaching arcs out of evals | | |
| | 3/6 | Russ | SPED PD | | Topic TBD | | |
| | | ATSchools Team (ST) | Data and Internalization | | Data review, next steps in planning | | |
| | 3/13 | Wellness Day (Schools Teams) ANT PD | | | | | |
| | 3/TBD | Leanne | ELD Cohort | P4, FCL3 | Action plan for host ELD Specialist (ELDS), ELD support | Required: ELDS or site rep | |
| | 3/20 | Schools Team (ST) | Data and Internalization | | Data review, next steps in planning | | |
| | 3/27 | Beth | Coach Development | | Calibration; differentiated coaching practice | Community of Practice | |
| | | Russ | SPED PD | | | | |
| | Quarter 4 (TK-8) 3/29 - 6/6 Semester 2 (HS): 1/9 - 6/6 | 4/3 | Spring Break | | | | |
| | | 4/10 | Testing Coord. | Testing Logistics | | | |
| 4/17 | | Beth | Coach Development | | Calibration; differentiated coaching practice | Topic TBD | |
| | | Russ | SPED PD | | | | |
| 4/TBD | | Leanne | ELD Cohort | P4, FCL3 | Action plan for host ELD Specialist (ELDS), ELD support | Required: ELDS or site rep | |
| 4/24 | | Conference Week | | | | | |
| 5/1 | | Schools Team (ST) | Data and Internalization | | Data review, next steps in planning | | |
| 5/8 | | | | | | | |
| 5/15 | | Wellness Day (Schools Teams) | | | | | |
| 5/22 | | MAP Testing | | | | | |
| 5/29 | | HS Final Exams | | | | | |
| 6/5 | | | | | | | |
| 6/6 | | Last Day of School | | | | | |

| Alpha Public Schools | | | | | | | | |
|--|-----------|-------------------------------|----------------------|-----------------|--------------------|------------------------------|-----------|-----------------|
| 2023-24 Leader Professional Development Schedule | | | | | | | | |
| Date | Day | Principal | Assistant Principals | Academic Team | SOMs | Deans | SPED Team | ANT Team |
| 7/6/2023 | M-F | Alpha Shutdown Week | | | | | | |
| 7/13/2023 | M-F | Leader PD | | | | | | |
| 7/20/2023 | W-F | New Staff PD | | | | New Staff PD | | |
| 7/27/2023 | M-F | New Staff Breakouts PD | | | | 7/24 & 7/25 Summer OPS PD | | |
| 8/3/2023 | W-F, M-Tu | Academics and Instruction PD | | | | 8/7 Summer OPS PD | | |
| 8/10/2023 | W-F, M-Tu | School Site PD | | | | | | |
| 8/16/2023 | Wednesday | First Day of School | | | | | | |
| 8/17/2023 | Thursday | AMA | | | | | | |
| 8/23/2023 | Wednesday | | | | | | | |
| 8/24/2023 | Thursday | | | | | | | |
| 8/30/2023 | Wednesday | | | | Ops PD | | | |
| 8/31/2023 | Thursday | Growing Together Session #1 | | | | | | |
| 9/6/2023 | Wednesday | Coach Development | | | | | SPED | |
| 9/7/2023 | Thursday | Practice Lab | | | | | | |
| 9/13/2023 | Wednesday | Wellness Afternoon | | DEI Workshop #1 | Wellness Afternoon | | | DEI Workshop #1 |
| 9/14/2023 | Thursday | AMA | | | | | | |
| 9/20/2023 | Wednesday | | | | | | | |
| 9/21/2023 | Thursday | | | | | | | |
| 9/27/2023 | Wednesday | | | | Ops PD | | | |
| 9/28/2023 | Thursday | | | | | | | |
| 10/4/2023 | Wednesday | Coach Development (2x2 prep) | | | | | SPED | |
| 10/5/2023 | Thursday | Practice Lab | | | | | | |
| 10/9 & 10/10 | M & Tu | October Break | | | | | | |
| 10/11/2023 | Wednesday | | | | | | | |
| 10/12/2023 | Thursday | AMA | | | | | | |
| 10/18/2023 | Wednesday | | | | Ops PD | | | |
| 10/19/2023 | Thursday | Growing Together Session #2 | | | | | | |
| 10/25/2023 | Wednesday | | | | | | | |
| 10/26/2023 | Thursday | | | | | | | |
| 11/1/2023 | Wednesday | MAP Testing & Conference Week | | | | | | |
| 11/2/2023 | Thursday | Practice Lab | | | | | | |
| 11/8/2023 | Wednesday | Wellness Afternoon | | DEI Workshop #2 | Wellness Afternoon | | | DEI Workshop #2 |
| 11/9/2023 | Thursday | AMA | | | | | | |
| 11/13/2023 | Monday | APS Stepback Day | | | | | | |
| 11/15/2023 | Wednesday | | | | | | | |
| 11/16/2023 | Thursday | | | | | | | |
| 11/22 & 11/23 | W & Th | Fall (Thanksgiving) Break | | | | | | |
| 11/29/2023 | Wednesday | | | | Ops PD | | | |
| 11/30/2023 | Thursday | | | | | | | |
| 12/6/2023 | Wednesday | Coach Development (2x2 prep) | | | | | SPED | |
| 12/7/2023 | Thursday | AMA | | | | | | |
| 12/12/2023 | Tuesday | Practice Lab | | | | | | |
| 12/13/2023 | Wednesday | | | | | | | |
| 12/14/2023 | Thursday | Growing Together Session #3 | | | | | | |
| 12/20/2023 | Wednesday | | | | | | | |
| 12/21/2023 | Thursday | | | | | | | |
| 12/25/2023 | M-F | Winter Break | | | | | | |
| 1/1/2024 | M-F | Winter Break | | | | | | |
| 1/10/2024 | Wednesday | | | DEI Workshop #3 | | | | DEI Workshop #3 |
| 1/11/2024 | Thursday | AMA | | | | | | |
| 1/17/2024 | Wednesday | Coach Development (2x2 prep) | | | | | SPED | |
| 1/18/2024 | Thursday | | | | | | | |
| 1/23/2024 | Tuesday | Practice Lab | | | | | | |
| 1/24/2024 | Wednesday | | | | Ops PD | | | |
| 1/25/2024 | Thursday | | | | | | | |
| 1/31/2024 | Wednesday | | | | | | | |
| 2/1/2024 | Thursday | Growing Together Session #4 | | | | | | |
| 2/7/2024 | Wednesday | MAP Testing & Conference Week | | | | | | |
| 2/8/2024 | Thursday | AMA | | | | | | |
| 2/14/2024 | Wednesday | | | | Ops PD | | | |
| 2/15/2024 | Thursday | | | | | | | |
| 2/19-2/21 | M-W | Winter Break | | | | | | |
| 2/22/2024 | Thursday | Winter Retreat | | | | | | |
| 2/23/2024 | Friday | APS Stepback Day | | | | | | |
| 2/28/2024 | Wednesday | Coach Development | | | | | SPED | |
| 2/29/2024 | Thursday | | | | | | | |
| 3/6/2024 | Wednesday | | | | Ops PD | | | |
| 3/7/2024 | Thursday | AMA | | | | | | |
| 03/13/2024 | Wednesday | Wellness Afternoon | | DEI Workshop #4 | Wellness Afternoon | | | DEI Workshop #4 |

| Alpha Public Schools | | | | | | | | |
|--|-----------|-----------------------------|----------------------|---------------|--------------------|-------|-----------|----------|
| 2023-24 Leader Professional Development Schedule | | | | | | | | |
| Date | Day | Principal | Assistant Principals | Academic Team | SOMs | Deans | SPED Team | ANT Team |
| 03/14/2024 | Thursday | Practice Lab | | | | | | |
| 03/20/2024 | Wednesday | | | | Ops PD | | | |
| 03/21/2024 | Thursday | | | | | | | |
| 03/27/2024 | Wednesday | Coach Development | | | | | SPED | |
| 03/28/2024 | Thursday | Growing Together Session #5 | | | | | | |
| 4/1/2024 | M-F | Spring Break | | | | | | |
| 4/10/2024 | Wednesday | | | | Ops PD | | | |
| 4/11/2024 | Thursday | AMA | | | | | | |
| 4/17/2024 | Wednesday | Coach Development | | | | | SPED | |
| 4/18/2024 | Thursday | Practice Lab | | | | | | |
| 04/24/2024 | Wednesday | Conference Week | | | Conference Week | | | |
| 04/25/2024 | Thursday | | | | | | | |
| 05/01/2024 | Wednesday | | | | | | | |
| 05/02/2024 | Thursday | | | | | | | |
| 05/08/2024 | Wednesday | | | | Ops PD | | | |
| 05/09/2024 | Thursday | Practice Lab | | | | | | |
| 05/15/2024 | Wednesday | Wellness Afternoon | | | Wellness Afternoon | | | |
| 05/16/2024 | Thursday | | | | | | | |
| 5/22/2024 | Wednesday | NWEA Testing | | | Ops PD | | | |
| 5/23/2024 | Thursday | AMA | | | | | | |
| 5/29/2024 | Wednesday | HS Final Exams | | | Ops PD | | | |
| 5/30/2024 | Thursday | | | | | | | |
| 6/5/2024 | Wednesday | | | | | | | |
| 6/6/2024 | Thursday | Last Day of School | | | | | | |



We believe that all children have a fundamental right to an excellent education. Alpha Public Schools will ensure that all of our scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

ELD Professional Development

Capstone Project

Goal: Combine our learning from ReThink with our ongoing PD to internalize and execute a lesson in service of grade-level ELA standards.

Lesson Internalization protocol (the process not the template)

- What are the ELA standards these lessons are in service to?
- What do students need to know/do to meet the depth of each?
- Which parts of the standard am I focusing on in today's lesson?
- What are students expected to know/do on the unit assessment, weekly assessment, daily assessment?
- What questions/tasks/content set students up to be successful on these tasks - which are distractions?
 - How many at bats are they getting? How am I giving feedback
- What misconceptions might students have and how am I addressing them?
- When will these standards show up again so I can ensure students are reaching the depth of the standard?

Implementation and intentional instructional moves:

These may be apparent in student-facing materials or annotated lesson plans, feel free to upload whatever is most efficient to communicate these intentional decisions efficiently?

- What is the most effective way for me to chunk this content and allow students access while shouldering the cognitive load?
- While activating their learning, what feedback is most essential?
- How will I group students?
- What support do students with IEPs need?
- What support does each group of English Language Learners need (Beginning/Emerging, Expanding/Intermediate, Bridging/Advanced)?
- What else do I need to consider to maximize student voice and opportunities for talking and language practice?
 - What structured student talk routines am I using (and ensuring modeling and practice)
- What else do I need to consider to maximize student investment and engagement?
- How are we explicitly naming the language function or language goals students will be using so they become aware of how their English language acquisition is developing?

Materials Prep

BONUS POINTS: share your completed data log (these are created by EL Achieve!)



Appendix 5

Assessment

APS Grading Policy

APS Data Strategy Professional Development - Leaders

APS Data Strategy Professional Development - Teachers

School Leadership Team - Data Meeting Guide

School Leadership Team - Data Meeting Agenda

Teacher - Data Meeting Intellectual Prep Worksheet

Teacher - Street Data Analysis Worksheet

NWEA MAP:

Fall 2017 to Spring 2018, Fall 2018 - Spring 2019,

Fall 2020 - Spring 2021, Fall 2021 - Spring 2022,

Fall 2022 to Spring 2023, Fall 2023 to Spring 2024

Grading Policy

Setting Students Up for Success:

Alpha's mission is to ensure that all of our scholars develop the academic skills required to be successful in college and beyond. In order to prepare our students for success, it is the responsibility of both teachers and leaders to create the scaffolds to support students. This includes offering review sessions before major summative assessments, providing study guides to help students develop the study skills necessary to be successful in college, and providing multiple opportunities for students to demonstrate mastery by allowing for retakes on major summative assessments, taking late assignments (that can be penalized), conferencing with students who have failing grades due to missing work.

| | GRTK Gradebook Requirements (Based on DRDP) | |
|--------------------------|--|--|
| | Type | Required Minimum/ Quarter |
| 8 Domain Measures | Observations | 2-3 (of the 8 domains) per week (rotating) |
| | Work Samples (ELA/Math) | 2 per week, per subject |
| Habits Grades | Independent Practice | 3 per week |
| | Participation | Daily |

| | GRK Gradebook Requirements | |
|-----------------------|---|---------------------------|
| | Type | Required Minimum/ Quarter |
| Mastery Grades | Assessments / Tests / Quizzes (ELA, Math) | *based on pacing guide |
| | Projects (Social Studies/Science) | 1 |
| | Exit Tickets, etc (ELA, Math) | 2 per week |
| Habits Grades | Independent Practice | 3 per week |
| | Participation | Daily |

| | GR1- GR4 Gradebook Requirements (Per Subject) | |
|-----------------------|---|--------------------------|
| | Type | Required Minimum/Quarter |
| Mastery Grades | Assessments / Tests (ELA, Math) | *based on pacing guide |
| | Projects (Social Studies, Science) | 1 |
| | Exit Tickets, etc | 2 per week |
| Habits Grades | Independent Practice | 3 per week |
| | Participation | Daily |

| | GR5-GR8 Gradebook Requirements | | |
|-----------------------|--------------------------------|---------------------------|--------|
| | Type | Required Minimum/ Quarter | Weight |
| Mastery Grades | Assessments / Tests | *based on pacing guide | 30% |
| | Projects/Essays | 1 | 20% |
| | Exit Tickets, etc | 2 per week | 20% |
| Habits Grades | Independent Practice | 3 per week | 25% |
| | Participation | Daily | 5% |

*ELD is a core content class and is graded as above. Grades will be reported as a Pass / No Pass class.

| | GR1 - GR8 Elective Gradebook Requirements 1 - 4 will be Pass/Not Pass 5 - 8 will be letter grades | | |
|-----------------------|--|---------------------------|--------|
| | Type | Required Minimum/ Quarter | Weight |
| Mastery Grades | Final Project | 1 | 40% |
| | Portfolios, Essays, Exit Tickets | 3 | 25% |
| Habits Grades | Independent Practice | 3 per week | 15% |
| | Participation | Daily | 20% |

| | GR9 - GR12 Gradebook Requirements Core Content | | |
|---------------------------------|--|------------------------|--------|
| | Type | Required Minimum/ Week | Weight |
| Mastery Grades | Mid-unit assessment, End-of-Unit Assessment, Other Curricular Assessments, Exit Tickets, Midterm, Final | 1 per week | 70% |
| College Readiness Grades | Independent Practice, Homework, Exit Tickets, Participation | 2 per week | 30% |

| GR9 - GR12 Gradebook Requirements Electives + Advisory | | | |
|---|---|------------------------|--------|
| | Type | Required Minimum/ Week | Weight |
| Mastery Grades | Mid-unit assessment, End-of-Unit Assessment, Other Curricular Assessments, Exit Tickets, Midterm, Final | 1 per week | 50% |
| College Readiness Grades | Independent Practice, Homework, Exit Tickets, Participation | 2 per week | 50% |

Quarter/Semester grades are assigned the following letter grades:

- A: 89.5 - 100
- B: 79.5 - 89.4
- C: 69.5 - 79.4
- D: 59.5 - 69.4
- F: 50 - 59.4

Gradebook Accountability Structures

Gradebook Audits

Coaches and School Leaders are responsible for gradebook audits which include, timeliness of grade submission and skewed distribution of failing or passing grades. Coaches and SL will work with the teacher (coachee) on determining next steps.

Late Work Policy and Extra Credit

Alpha is a developmental school that provides students with multiple opportunities for feedback, at bats for practice, and chances to learn from mistakes. As such, all teachers should have a late work policy that may mildly penalize students for late work, while allowing them to continue to show mastery on tasks. Schools should create their own late work and extra credit policy using key guidelines below:

- All missing assignments can be turned in a week before grades are due for at least 50% credit
- At least one extra credit assignment should be given upon request per quarter to any student who wants to improve their grade, but doesn't have multiple missing assignments pulling down the average
- Test corrections should be offered on assessments such as tests and quizzes.

Special Education

- Students with disabilities (SWD) are making progress on IEP goals which are reported per quarter in an IEP progress report.
- Students also receive grades from the classes they are enrolled in based on the grading outlined above.
- Some students receive modified work and modified grading expectations. This is a support that **must** be clearly outlined in the IEP, and the parameters for such are agreed to on a case-by-case basis by the IEP Team.
- Students are not given an incomplete / 0 score for assignments given when they are pulled out for Special Education services
- Students receive feedback on work done during special education services in the moment and during quarterly progress reports



Data Strategy

Leader, Friday, July 14th
90 mins

Welcome! Please sit
with teammates from
other schools.



We believe that ...

1. all children have a fundamental right to an excellent education.
1. all of our scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.
1. all of our scholars are prepared to compete successfully on life's uneven playing field--to struggle, to overcome and to thrive.



Community Agreements

Ground in Mission and Values

- ❑ Student and solutions focused
- ❑ Bring productive conflict
- ❑ Growth always/takes risks

Take Action

- ❑ Take a risk, boldly share out, celebrate growth outloud
- ❑ Hustle back
- ❑ Own your/our learning
- ❑ Identify next steps & follow through

Align on Our Current State

- ❑ Be intentional with every minute
- ❑ Safe space
- ❑ Honor past experiences
- ❑ Debate, decide, do
- ❑ Everyone has a piece of the story

Own Our Impact

- ❑ Be on time
- ❑ Come prepared
- ❑ Own your/our learning
- ❑ Meet your deadlines
- ❑ Apply "cleaner than you found it"
- ❑ Necessary Tech Only

Deepen Our Connection

- ❑ Make it safe to honor hard truths
- ❑ Gracious snaps, amens, and shine welcome = celebrating wins
- ❑ Call in when necessary

Community of Learners

- ❑ Actively engage in learning
- ❑ Collaborate when the opportunity presents itself
- ❑ Share vulnerably, support each other
- ❑ Stay curious



Ignite!



1. Write down as many different types of data that you work with in your role at Alpha as you can in one minute.
2. Switch your paper with a partner.
3. Identify the levels of data (satellite, map, street) for each type of data that your partner wrote down.

Switch back and discuss:

- What did you learn from the data your partner wrote down?
- Do you agree with the level of data your partner chose for each?

Chunk: Levels of Data

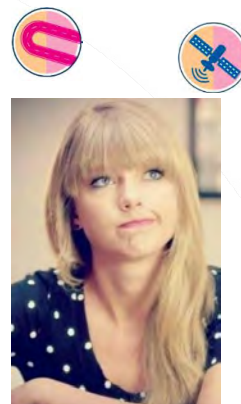
Read pages from *Street Data*

While reading, answer the following questions:

- What are the different levels of data?
- What is the purpose of differentiating between levels of data?

7 mins to read

Share out!



Chunk: Levels of Data



Level 1: Satellite Data

| | | |
|------------------|--|--|
| Large grain size | Illuminate patterns of achievement, equity, and teacher quality and retention. | Point us in a general direction for further investigation. |
|------------------|--|--|

Level 2: Map Data

| | | |
|-------------------|---|--|
| Medium grain size | Help us to identify reading, math, and other student skill gaps (e.g., decoding, fluency, fractions, etc.), or instructional skill gaps for teachers. | Point us in a slightly more focused direction. |
|-------------------|---|--|

Level 3: Steet Data

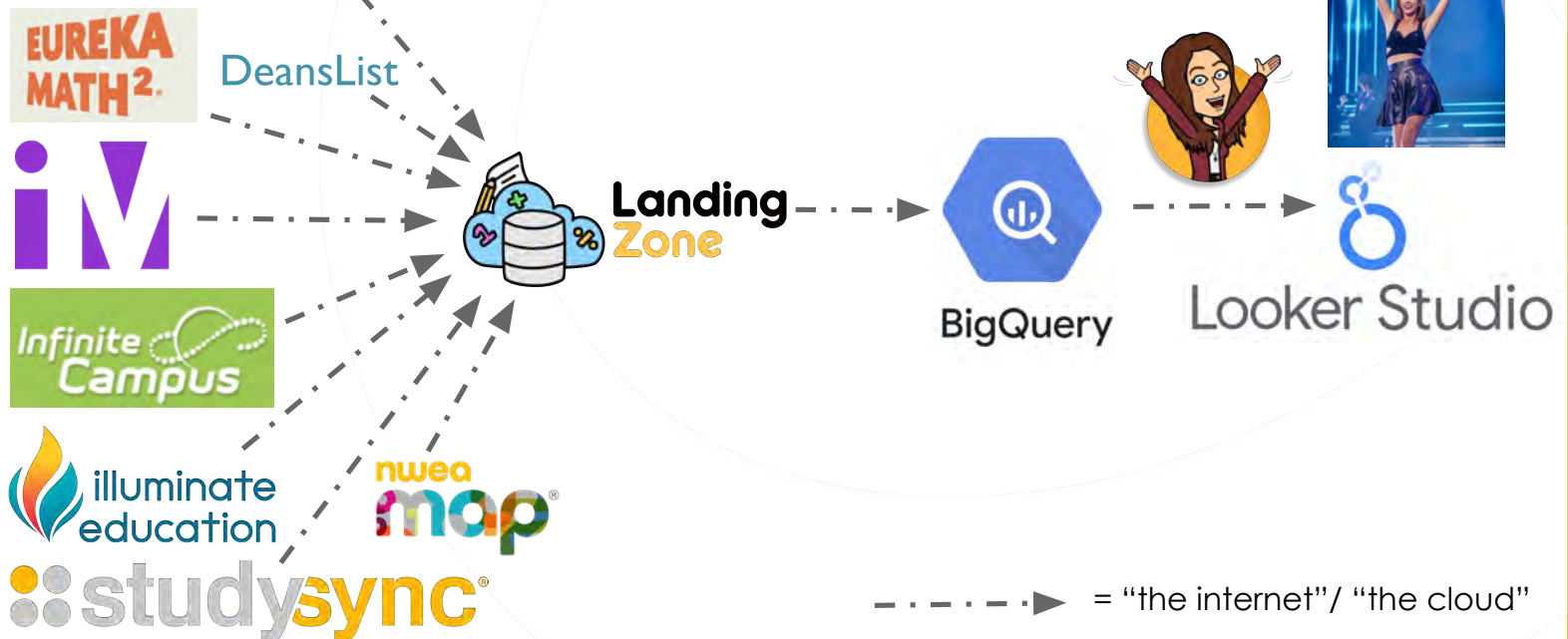
| | | |
|---------------------------|---|--|
| Fine-grain and ubiquitous | Help us to understand student, staff, and parent experience as well specific misconceptions. Help us to monitor students' internalization of important skills. | Require focused listening and observation. Inform and share our next moves. |
|---------------------------|---|--|

Radical Problem Solving is
designing from the ideal,
letting data guide our
discussion, and leveraging
diverse perspectives to plan
authentic and meaningful
opportunities for all
students.

The closer we move to
street data, the more
actionable insights we
gain.

How does the data get to looker studio?

Amplify.



Chunk: Using Looker Studio

How will we look at these different levels of data this year?

Looker Studio!

All the dashboards will be housed on a google site.



Activate: Using Looker Studio

Try it out!



Individually, explore [the website](#), and pick a dashboard to explore. Then **answer these questions**:

- What information does this dashboard provide?
- What are the levels of data this dashboard includes?
- How do the levels of data help us interpret the information in this dashboard?

10 minutes



Activate: Using Looker Studio

Share

Individually, explore [the website](#), and pick a dashboard to explore. Then **answer these questions**:

- What information does this dashboard provide?
- What are the levels of data this dashboard includes?
- How do the levels of data help us interpret the information in this dashboard?

10 minutes



Cycle Down

- What **stood out** to/**surprised** you?
- What **new** wonderings do you have?
- What are your **takeaways** from these steps that you don't want to forget?

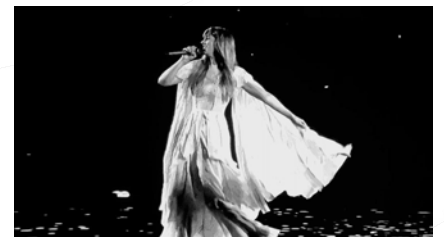


Chunk: Data Meeting Protocol

Data Meeting Protocol Practice

- Review your role
- Principal, be ready to facilitate

05:00



Activate: Data Meeting Protocol

Data Meeting Protocol Practice

With your site team, conduct a **Data Meeting** using the **fake data from AMA**.

- 5 mins per round, 2 mins feedback each round

35 minutes



Activate: Data Meeting Protocol

Debrief

- What was that experience like?
- How did the protocol support student learning?
- How is this **similar** and/or **different** from data meetings you've experienced in the past?
- What questions do you still have?
- What appreciations do you want to share with your team?



Make sure everyone shares

5 minutes

Grounding in data allows us to work toward the ideal as we determine what we do next to support ALL students.

Cycle Down

- What **stood out** to/**surprised** you?
- What **new** wonderings do you have?
- What are your **takeaways** from these steps that you don't want to forget?



Review: Elevator Pitch



Explain how different levels of data show up at schools and the impact of using the Data Meeting Protocol.

You only get **1 minute** to give your “elevator pitch”

Draft your “elevator pitch” and be prepared to **share**

- 2 minutes to draft



Review: Elevator Pitch

Partner share!

- Find a partner from a different site
- Share your elevator pitch

1 minute each person



'Behind the Curtain' Radical Problem Solving

Foundational Work + Planning:

1. Commit to Inclusive & Ambitious Goals
2. Cascade Mid-Level Leader Goals
3. Build an Inclusive Data system

Ongoing Habits & Structures:

1. Regular Data meetings & Progress Monitoring
2. Bright Spot what is working and leverage your assets
3. Leverage 1:1s for leadership teammate development

all
means
all

Thank you!!!

Break time
Return at **10:45am**



This document provides framing and guidance for the Alpha Public Schools [SLT Data Meeting Agenda](#) and the practice of **Radical Problem Solving**.





What is Radical Problem Solving (RPS)?

“Radical Problem Solving is designing from the ideal, letting data guide our discussion, and leveraging diverse perspectives to plan authentic and meaningful opportunities for all students,” (All Means All).

Why do we use Radical Problem Solving at Alpha Public Schools?

At Alpha, our mission is to ensure that all children have a fundamental right to an excellent education and that all of our scholars develop the academic skills and leadership habits required to succeed in college and live with integrity. In order to achieve this mission, we focus on the ideal and create action steps that will help us push past barriers to see big wins for our students. We are committed to shifting mindsets from “I can’t” to “what do we do next” so that ALL students, and especially those from underserved communities, are prepared to compete successfully on life’s uneven playing field— to struggle, to overcome and to thrive. Radical Problem Solving invites all stakeholders to fully participate in the process and take ownership of achieving the ideal, thus aligning our beliefs and every day actions.

Necessary AMA Habits of Mind for RPS

| | | |
|--------------------------|---|---|
| Every Kid's Principal |  | <p>“This student (or group) doesn’t have what they need to be successful... this is my problem to solve”</p> <p>We set inclusive, ambitious goals that are worked on together because we are every kid’s principal</p> |
| Impossible Happens Here |  | <p>“This is the place where we’ll get it right”</p> <p>No problem or challenge is too great - we can do things others think are too hard</p> |
| Slopes Over Points |  | <p>“We may not have the perfect solution yet, but we can start with gradual improvement tomorrow”</p> <p>We build the systems to see, celebrate, and learn from every movement toward the ideal</p> |
| Best School In the World |  | <p>“What can we learn here to help all students?”</p> <p>If we think about what the best school in the world would do, we can design to that</p> |

How do we implement Radical Problem Solving throughout the school year?

RSP is an on-going process all year long and it requires preparation prior to meetings as well as follow-up afterward. It starts with each individual member of SLT progress monitoring the data they own on the team's scorecard (ex: academics, attendance, and/or behavior). Each member of the SLT must be clear on what data they are responsible for and should continuously look for bright spots and opportunities in the data. The Principal maintains a whole-school view and other members of the SLT zoom in on the details.

Each week, Principals meet with each member of the SLT one-on-one. The SLT member brings to this meeting data they have already analyzed and want to share, both bright spots and areas of concern. The Principal and SLT member discuss this data and determine what that SLT member will bring to the larger SLT for the weekly SLT Data Meeting. The SLT member is responsible for adding that data to the agenda prior to the meeting (in the section titled "Define Target Data of Focus & Stamp Bright Spots").

By the time the whole SLT meets for the SLT Data Meeting, the agenda will include data contributed by all members of the SLT. The Principal will facilitate the team in determining collectively what data they will focus on for Radical Problem Solving. Though the group will decide on only one area to focus on for the week's meeting, they may also decide to circle back to other data and topics at a later time, and/or assign themselves smaller next steps before deeply diving into the main focus area.

Having all contributed data and collaboratively determined the area of focus for the week's meeting, the group will engage in Radical Problem Solving to generate solutions. By the end of the meeting, the team should have a clearly defined action plan and be able to articulate how that action plan will move the school closer to the ideal and Alpha's mission.

What is my role in the Radical Problem Solving process?

Every member of the school community plays a vital role in the RPS process, and we can only truly succeed when all members show up prepared to fully engage and provide their unique perspective. This means every member of the SLT is expected to arrive at their weekly one-on-one meeting with their Principal with specific data they have already begun to process. By the end of their one-on-one meeting, they should have a clear understanding of what data they will bring to the weekly team RPS meeting (i.e. SLT Data Meeting) and should prepare their section of the agenda prior to the meeting.

Once in the weekly SLT Data Meeting, each member of the team should consider how their specific role interacts with the data the team collectively decides to analyze that day. Every member of the SLT should show up with the mindset that all data and all topics apply to them, and they can use their

areas of knowledge and expertise to contribute to finding actionable solutions that will lead to improved outcomes and experiences for students.

Here's an example of what this could look like for an SLT:

Example School's SLT has decided to focus this week's Data Meeting on 2nd grade reading data. The Assistant Principal for grades TK-2nd presents a variety of academic data and observes that some students are not on-track to be reading at grade level by the end of the year. How can the other members of the SLT participate in this conversation, even though they do not own the academic data for grades TK-2?

The Assistant Principal for 3rd-5th grade has knowledge of the 3rd grade Reading standards and can share the most important reading skills that students should have on their first day of 3rd grade. This will help define the ideal and set a goal that the team can work toward. The Dean of Students can share their experiences working with the 2nd grade students at different times throughout the day, including data and observations about student behavior throughout the school day and week. This will help the team identify potential barriers that they can create a solution for and bright spots they can leverage. The Assistant Principal for grades 6-8 can help the team by looking up and sharing data about students' language proficiency levels, which will provide another layer of information to better understand the focus students. The School Operations Manager can investigate attendance data for students in 2nd grade and share context they may have from conversations with families of students in 2nd grade. The Principal can look at the school's Observation/Feedback Tracker to share the frequency and type of feedback the 2nd grade teachers have been receiving, to help the team brainstorm what additional coaching the teachers may benefit from.

Together, the team clarifies the ideal and then builds a deeper understanding of 2nd graders' experiences to identify potential barriers and determine action steps to overcome these barriers.

SLT Data Meeting Agenda

SLT data meetings occur every week and are a space to collaborate and problem solve to continue to make progress toward the end of year goals.

| | | |
|--|--|--|
| | | |
|--|--|--|

| | |
|---------------------------------|--|
| Date | |
| Attendance | <ul style="list-style-type: none"> • Principal • AP • AP • AP • Dean • SOM |
| Purpose/Focus of Meeting | <ul style="list-style-type: none"> • |

ScoreCard [Facilitator's Reference \(AMA\)](#)

| Agenda Topic | Notes | | | | | | | | |
|--|---|---|--|----|--|----|--|----|--|
| Whiparound 2 min | | | | | | | | | |
| Do What We Say We're Going to Do: Review of Actions & Goals 3 min | | | | | | | | | |
| Define Target Data of Focus & Stamp Bright Spots 5 min | <p><generated after 1:1 data meeting (embedded in O3s) by SLT member></p> <table> <tr> <td>P</td><td></td></tr> <tr> <td>AP</td><td></td></tr> <tr> <td>AP</td><td></td></tr> <tr> <td>AP</td><td></td></tr> </table> | P | | AP | | AP | | AP | |
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|--|--|------|--|-----|--|----|--|----|--|------|--|-----|--|
| | <table> <tr> <td>Dean</td><td></td></tr> <tr> <td>SOM</td><td></td></tr> </table> | Dean | | SOM | | | | | | | | | |
| Dean | | | | | | | | | | | | | |
| SOM | | | | | | | | | | | | | |
| Dissect Trends & Define Problem 10 min | <p><generated after 1:1 data meeting (embedded in O3s) by SLT member></p> <table> <tr> <td>P</td><td></td></tr> <tr> <td>AP</td><td></td></tr> <tr> <td>AP</td><td></td></tr> <tr> <td>AP</td><td></td></tr> <tr> <td>Dean</td><td></td></tr> <tr> <td>SOM</td><td></td></tr> </table> <p>Identified highest leverage focus area:</p> | P | | AP | | AP | | AP | | Dean | | SOM | |
| P | | | | | | | | | | | | | |
| AP | | | | | | | | | | | | | |
| AP | | | | | | | | | | | | | |
| AP | | | | | | | | | | | | | |
| Dean | | | | | | | | | | | | | |
| SOM | | | | | | | | | | | | | |
| Generate Solutions 30 mins | <p>Recommended Cycle for each challenge:</p> <p><i>2 minutes:</i> Silent brainstorm questions, review data, ideas</p> <p><i>1 minute:</i> Restate the problem & Define ideal</p> <p><i>10 minutes:</i> Collective Problem Solving</p> <ul style="list-style-type: none"> • Clarifying questions • Brainstorm Solutions & Re-orient back to ideal as necessary • Narrow ideas & identify any additional info. needed • Reflection - "what did we do well in the last topic and where do we want to push ourselves on for the next?" <p>Sentence starters for the team when they are "stuck" or focused on barriers:</p> <ul style="list-style-type: none"> • If we were the best school in the world, what would we do? • I know this is a big challenge but if it was our only challenge to solve what would we do? (Or: If we had all the money and people in the world, what would we do?) • Imagine we are looking back on this a year from now, what are we celebrating? What did we do to get there? • Do we have evidence of this working well anywhere right now? Have we seen someone do something similar? • Let's try it for [x period] and if the data doesn't support, we'll revisit • I think it is really productive for us to debate this - it pushes us to think of new ideas, push our thinking, and ultimately create a better solution. And while we may not all agree, we'll find a place we can | | | | | | | | | | | | |

| | | | |
|--|--|--------------|-----------------|
| | commit and revisit. | | |
| Action Plan 25 min | | | |
| | Action Item | Owner | Timeline |
| | | | |
| | <following up on these action steps may happen in other meeting times (i.e. leader huddles, O3s, etc)> | | |
| Topic For Next Mtg 5 min | | | |



Data Strategy

Leader, Friday, July 14th
90 mins

Ignite - Personal Data Reflection

If you have experience with data analysis:

- On a scale of 1-5, how comfortable are you with looking at data?
 - 1 (not comfortable) → 5 (let me do this everyday)
- What are some biases that you have generated before previewing data/during data analysis/after reviewing data?
- What do you notice first when you look at data?
- What additional questions do you generate when you've looked at data?

If you have not had much experience with data analysis:

- What experience do you have with looking at data?
- What are some wonderings you have around data at Alpha?

We believe that ...

1. all children have a fundamental right to an excellent education.
1. all of our scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.
1. all of our scholars are prepared to compete successfully on life's uneven playing field--to struggle, to overcome and to thrive.



Community Agreements

Ground in Mission and Values

- ❑ Student and solutions focused
- ❑ Bring productive conflict
- ❑ Growth always/takes risks

Take Action

- ❑ Take a risk, boldly share out, celebrate growth outloud
- ❑ Hustle back
- ❑ Own your/our learning
- ❑ Identify next steps & follow through

Align on Our Current State

- ❑ Be intentional with every minute
- ❑ Safe space
- ❑ Honor past experiences
- ❑ Debate, decide, do
- ❑ Everyone has a piece of the story

Own Our Impact

- ❑ Be on time
- ❑ Come prepared
- ❑ Own your/our learning
- ❑ Meet your deadlines
- ❑ Apply "cleaner than you found it"
- ❑ Necessary Tech Only

Deepen Our Connection

- ❑ Make it safe to honor hard truths
- ❑ Gracious snaps, amens, and shine welcome = celebrating wins
- ❑ Call in when necessary

Community of Learners

- ❑ Actively engage in learning
- ❑ Collaborate when the opportunity presents itself
- ❑ Share vulnerably, support each other
- ❑ Stay curious

Agenda and Objectives

Looking Ahead - Scope of D+A Work

We'll be spending almost 13 hours over the next three weeks on this vitally important rubric row. Here is a high level overview of how we'll be spending that time:

Now: Overview

Tuesday 7/25: Looking at Student Work

Friday 7/28: Curriculum Scaffolds

Wednesday 8/2: Data Strategy

Friday 8/4: Differentiation

Monday 8/7: Integrated ELD

Tuesday 8/8: Students with Disabilities

Data @ Alpha - Safety Regulations



Do use data to build awareness & understanding of viewpoints, beliefs, and assumptions about data while suspending judgement.



Do use data-driven dialogue to assist teams in making shared meaning of the data.



Do use data to replace hunches and feelings with...

- Data-based facts,
- Examined patterns and trends of performance indicators, and
- Generating root-cause discussion.



Don't use data to punish students, staff, or self.



Don't use data to blame students, staff or their circumstance.



Don't jump to conclusions without ample data.



Don't use data as an excuse for quick fixes.

Pre-Work

Looking at Data Through an Equity Lens

Reflection

What points stood out to you in the article?

How does the article connect to Alpha's DEI Vision & Belief Statement?

How is this article connected to your work at Alpha?

We take an equity lens when analyzing data by asking probing questions.

**Whose stories do we tell?
Whose do we not tell?**

Alpha's DEI vision & belief statements

We commit to **ensuring equity in academic outcomes** regardless of demographic or identity markers.

We believe that representation matters; therefore, we commit to **ensuring our communities' experience is reflected** in our programs and processes.

We commit to **amplifying community voices and stories**.

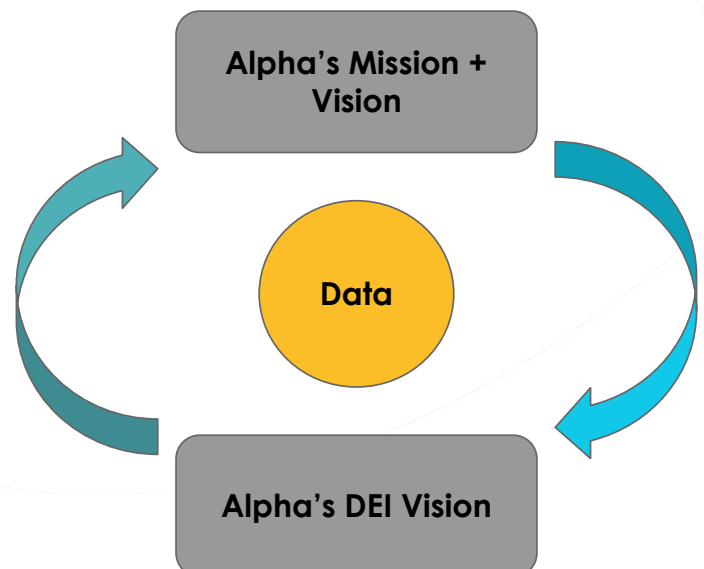
We commit to **continuous learning and improvement**, because we understand that this work is an enduring journey, where DEI is not a box to check nor an issue that can be solved overnight. **We expect this work to generate discomfort**; where psychological safety must be intentionally fostered so that we can fail forward together, engage in principled struggle, and when mistakes and harm occur, we can address this with healing, restoration, and learning.

Activate!

Before we jump into the **'what'** and the **'how'** of Alpha's approach to data, let's spend one more moment in the **'why'**

Data has a role to play in ensuring that we deliver on our mission and live our DEI vision.

What is that role?



Cycle Down

- What **stood out** to/**surprised** you?
- What **new** wonderings do you have?
- What are your **takeaways** from these steps that you don't want to forget?



Chunk: Levels of Data

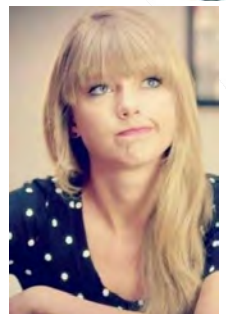
Read pages from *Street Data*

While reading, answer the following questions:

- What are the different levels of data?
- What is the purpose of differentiating between levels of data?

5 mins to read

Share out!



Chunk: Levels of Data



| Level 1: Satellite Data | | |
|---------------------------|---|--|
| Large grain size | Illuminate patterns of achievement, equity, and teacher quality and retention. | Point us in a general direction for further investigation. |
| Level 2: Map Data | | |
| Medium grain size | Help us to identify reading, math, and other student skill gaps (e.g., decoding, fluency, fractions, etc.), or instructional skill gaps for teachers. | Point us in a slightly more focused direction. |
| Level 3: Street Data | | |
| Fine-grain and ubiquitous | Help us to understand student, staff, and parent experience as well specific misconceptions. Help us to monitor students' internalization of important skills. | Require focused listening and observation. Inform and share our next moves. |

Cycle Down

- What **stood out** to/**surprised** you?
- What **new** wonderings do you have?
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Activate: Levels of Data



Brainstorm

Write down as many **different types of data** that you work with in your role at Alpha as you can in **one minute**. **One per post-it note!**

When it's time to move: Stick your post-its to the appropriate poster (4 posters per type)



Activate: Levels of Data



Gallery Walk

Read the types of data listed on each chart paper.

- Do you agree or disagree with the level?
- What might change your response?



Activate: Levels of Data

Debrief

- How will the levels of data support student learning?
- How is this **similar** and/or **different** from how you've thought about data in the past?
- What questions do you still have?

Make sure everyone shares
3 minutes



Data @ Alpha - Structures

(1)



(3)

Radical Problem Solving Meeting Agenda Tool

all means all

| Facilitation Quick Reference: | | Preparation Quick Reference: | |
|-------------------------------|---|-------------------------------|--------------------|
| In the Meeting | After the Meeting | Prior to Creating the Meeting | Before the Meeting |
| In the Meeting: | | | |
| Agenda Topic | Sentence Starts/Prompts | | |
| Whiparound 5 min | Warm-up Energizers Workshop & Meeting Energizers | | |

alpha

SIT Data Meeting Agenda

SIT data meetings occur every week and are a space for collaborators and problem solvers to continue to make progress toward the end of year goals.

| Date | Attendance |
|------|---|
| | <input type="checkbox"/> Principal <input type="checkbox"/> AP <input type="checkbox"/> AP <input type="checkbox"/> Dean <input type="checkbox"/> SOM |

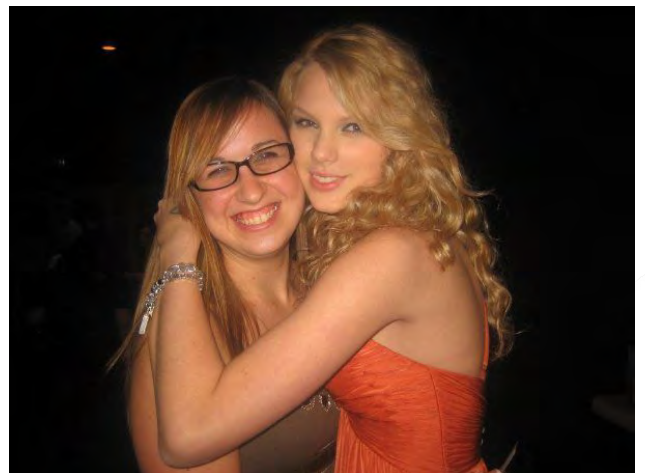
(2)



The closer we move to street data, the more actionable insights we gain.

Cycle Down

- What **stood out** to/**surprised** you?
- What **new** wonderings do you have?
- What are your **takeaways** from these steps that you don't want to forget?



Review: Elevator Pitch



Explain how different levels of data show up at schools.

You only get **1 minute** to give your “elevator pitch”

Draft your “elevator pitch” and be prepared to **share**

- 2 minutes to draft

Review: Elevator Pitch

Partner share!

- Find a partner from a different site
- Share your elevator pitch

1 minute each person



APS Data Protocol Prework

| | |
|----------------------|--|
| Date: | |
| Teacher: | |
| Content Area: | |
| Standard: | |

| | |
|---|---|
| Step 1: Break down the standards and write your exemplar | What do students need to know and do? |
| Step 2: Got it/Didn't Get it Sort the student work into two categories: Got it/Didn't Get it | What happened in class that led to success? What is holding students back based on the exemplar? |
| Step 3: Student Work Trends Sort the work even further - looking for trends | What trends are you noticing in the categories you already created? How can you further sort the student work based on |

| | |
|--|---|
| | those trends? |
| <p>Step 4: Understand the differential</p> <p>Compare your sort 1 and 2 categories between all students, students with IEPs, students with 504s, and students who are Learning English.</p> | <p>Is there any difference between how the entire class performed and these subgroups?</p> <p>What do I know about student strengths in my subgroups that can help me clarify my action steps?</p> <p>What barriers am I noticing that could inform a specially designed re-teach or additional instructional moves?</p> <p>What accommodations do each of these students receive and did I provide that today? If yes, what could still be a barrier? If not, why? How will I change that tomorrow?</p> |
| <p>What questions do you have for your next coaching meeting?</p> <p>What would you like to discuss with your coach?</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Street Data Analysis

Worksheet

Pre-work:

1. Selecting Student Work:

- Assignments that involve lots of thinking and that gives students some freedom in how they approach the task (avoid work that consists of little explanation or procedural)
- Ambiguous or puzzling work tends to stimulate the best discussions

2. Reflect on these questions:

| | |
|---|--|
| What was the intended purpose of the assignment / assessment? | |
| What standards were you monitoring / assessing? | |
| What skill are you looking for students to show progress on? | |
| What determined the scoring or grading of this assignment/assessment? | |
| Looking for evidence of student thinking ... | |
| What did you see in this student's work that was interesting or surprising? | |
| What did you learn about how this student thinks and learns? | |
| What about the process helped you to see and learn these things? | |

Brief Statement of the assignment or assessment: Describe what the student was asked to do.

(avoid explaining what you hoped or expected to see. Do not include any background information about the student(s). Avoid any statements about prior academic performance or whether this is a particularly good or poor piece of work from this student(s).)

| |
|--|
| |
|--|

Notes during session:

Describing the Student Work

“What do you see?”

- Gather as much information as possible from the student work - evidence
- Avoid judgements about quality or interpretations about what the student was doing

Interpreting the Student Work

“From the student's perspective, what is the student working on?”

- Make sense of what the student was doing and why
- Try to infer:
 - What the student was thinking and why
 - What the student does and does not understand
 - What the student was most interested in
 - How the student interpreted the assignment

Implications for Classroom Practice

“What are the implications of this work for teaching and assessment?”

- What steps could the teacher take next with this student?
- What teaching strategies might be most effective?
- What else would you like to see in the student work? What kinds of assignments or assessments could provide this information?
- What does this conversation make you think about in terms of your own practice? About teaching and learning in general?

Reflection:

What did you learn about the student, the work, and implication for teaching?

Cycle Down:

Listening to colleagues thinking ...

What did you learn from listening to your colleagues that was interesting or surprising?

What new perspectives did your colleagues provide?

How can you make use of your colleagues' perspectives?

Reflecting on one's own thinking ...

What questions about teaching and assessment did looking at the students' work raise for you?

How can you pursue questions further?

Are there things you would like to try in your classroom as a result of looking at this students' work?

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Student Growth Summary Report

Aggregate by School

Term: Spring 2017-2018
District: Alpha Public Schools

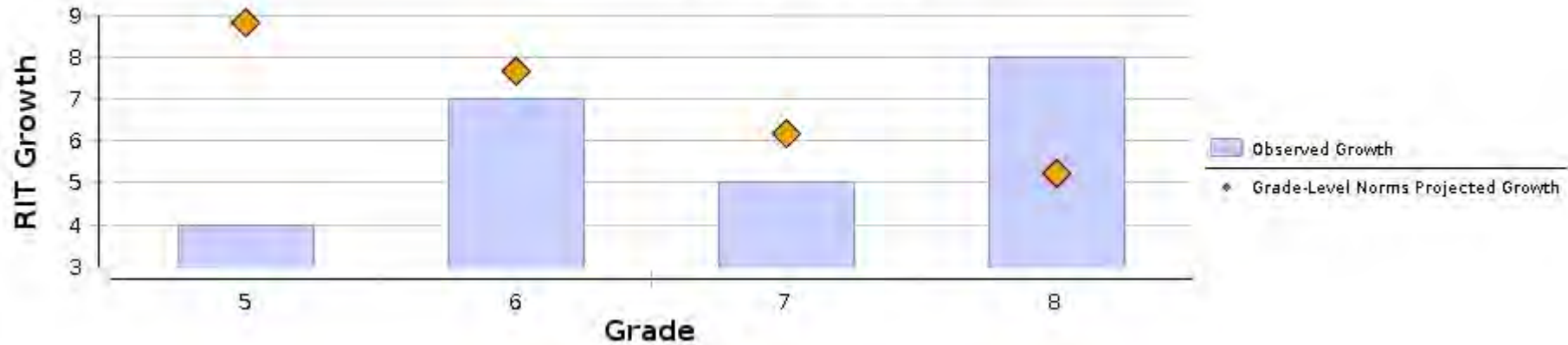
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2017 - Spring 2018
Weeks of Instruction: Start - 4 (Fall 2017)
End - 32 (Spring 2018)
Grouping: None
Small Group Display: No

Alpha: Jose Hernandez School

Math: Math K-12

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | | |
|---------------------|--------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|-----------------|--------------------|--------------------------|---------------------------------|--------------------------------------|--|--|--|--|--|
| | | Fall 2017 | | | Spring 2018 | | | Growth | | Grade-Level Norms | | | Student Norms | | | | |
| Grade (Spring 2018) | Total Number of Growth Events‡ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile | |
| 5 | 47 | 200.7 | 14.3 | 12 | 204.8 | 16.4 | 5 | 4 | 1.2 | 8.8 | -2.03 | 2 | 47 | 14 | 30 | 20 | |
| 6 | 94 | 206.5 | 13.5 | 15 | 214.0 | 15.6 | 15 | 7 | 0.9 | 7.7 | -0.08 | 47 | 94 | 51 | 54 | 50 | |
| 7 | 52 | 212.3 | 15.3 | 18 | 216.9 | 16.9 | 14 | 5 | 0.8 | 6.2 | -0.77 | 22 | 52 | 20 | 38 | 39 | |
| 8 | 97 | 214.9 | 17.1 | 15 | 223.2 | 17.4 | 24 | 8 | 0.7 | 5.2 | 1.27 | 90 | 97 | 65 | 67 | 65 | |

Math: Math K-12



Explanatory Notes

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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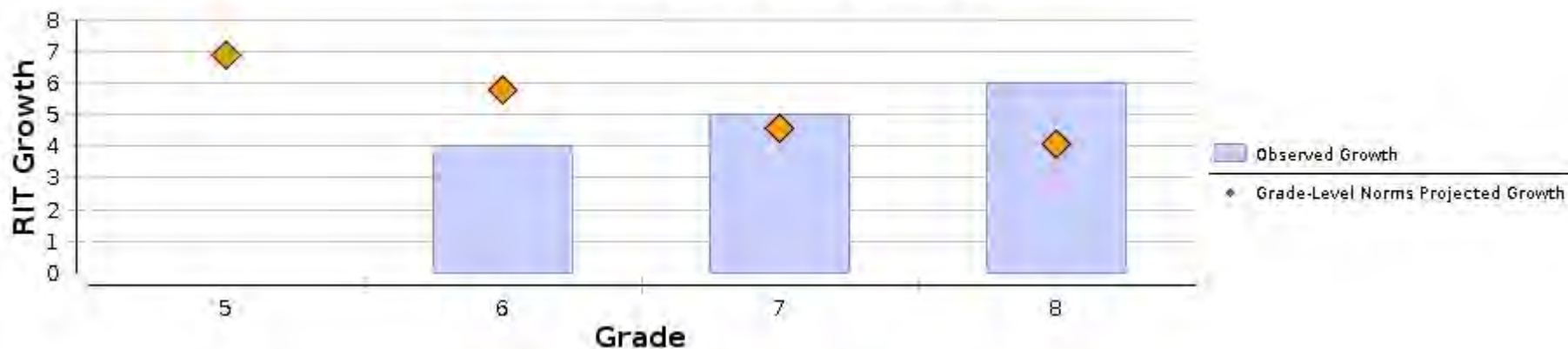
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End - 32 (Spring 2018)
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Small Group Display: No

Alpha: Jose Hernandez School

Language Arts:
Reading

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | | |
|---------------------|--------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|-----------------|--------------------|--------------------------|---------------------------------|--------------------------------------|--|--|--|--|--|
| | | Fall 2017 | | | Spring 2018 | | | Growth | | Grade-Level Norms | | | Student Norms | | | | |
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| 5 | 49 | 197.5 | 15.8 | 16 | 197.0 | 18.0 | 2 | 0 | 1.4 | 6.9 | -3.73 | 1 | 49 | 9 | 18 | 20 | |
| 6 | 97 | 200.4 | 17.9 | 9 | 204.7 | 16.1 | 6 | 4 | 1.1 | 5.8 | -0.84 | 20 | 97 | 47 | 48 | 46 | |
| 7 | 51 | 205.2 | 14.8 | 11 | 210.2 | 17.2 | 13 | 5 | 1.4 | 4.6 | 0.25 | 60 | 51 | 31 | 61 | 57 | |
| 8 | 98 | 209.2 | 15.1 | 13 | 214.7 | 15.8 | 18 | 6 | 1.0 | 4.1 | 0.70 | 76 | 98 | 60 | 61 | 57 | |

Language Arts: Reading



Explanatory Notes

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Student Growth Summary Report

Aggregate by School

Term: Spring 2018-2019
District: Alpha Public Schools

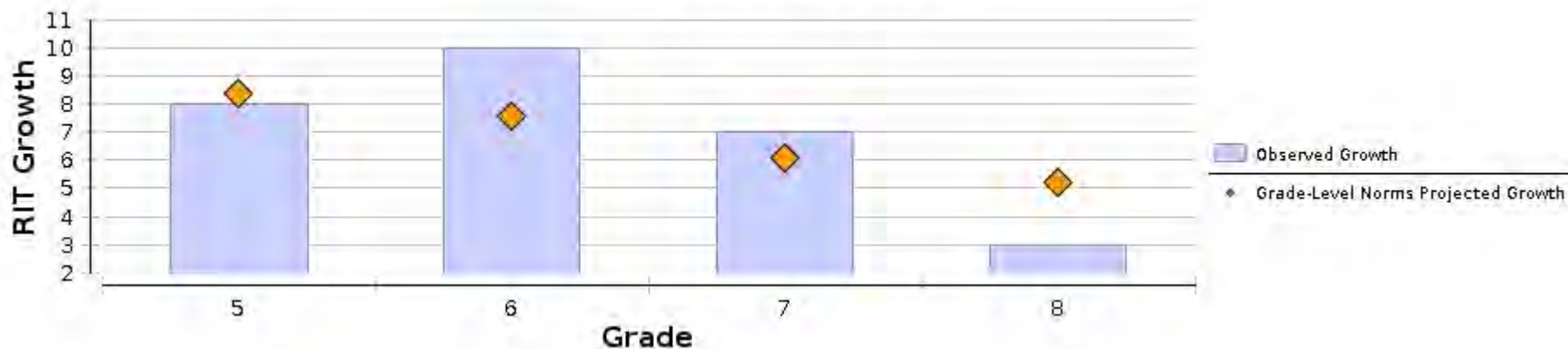
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2018 - Spring 2019
Weeks of Instruction: Start - 4 (Fall 2018)
End - 32 (Spring 2019)
Grouping: None
Small Group Display: No

Alpha: Jose Hernandez School

Math: Math K-12

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | | |
|---------------------|--------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|-----------------|--------------------|--------------------------|---------------------------------|--------------------------------------|--|--|--|--|--|
| | | Fall 2018 | | | Spring 2019 | | | Growth | | Grade-Level Norms | | | Student Norms | | | | |
| Grade (Spring 2019) | Total Number of Growth Events† | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile | |
| 5 | 29 | 195.9 | 20.0 | 4 | 203.8 | 22.7 | 4 | 8 | 2.1 | 8.4 | -0.20 | 42 | 29 | 10 | 34 | 36 | |
| 6 | 57 | 204.7 | 15.2 | 10 | 214.3 | 17.8 | 16 | 10 | 0.9 | 7.6 | 0.93 | 82 | 57 | 34 | 60 | 61 | |
| 7 | 92 | 210.0 | 14.2 | 12 | 217.2 | 16.3 | 15 | 7 | 0.9 | 6.1 | 0.55 | 71 | 92 | 50 | 54 | 48 | |
| 8 | 51 | 214.3 | 16.7 | 14 | 217.6 | 19.2 | 11 | 3 | 1.1 | 5.2 | -0.79 | 21 | 51 | 24 | 47 | 42 | |

Math: Math K-12



Explanatory Notes

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Student Growth Summary Report

Aggregate by School

Term: Spring 2018-2019
District: Alpha Public Schools

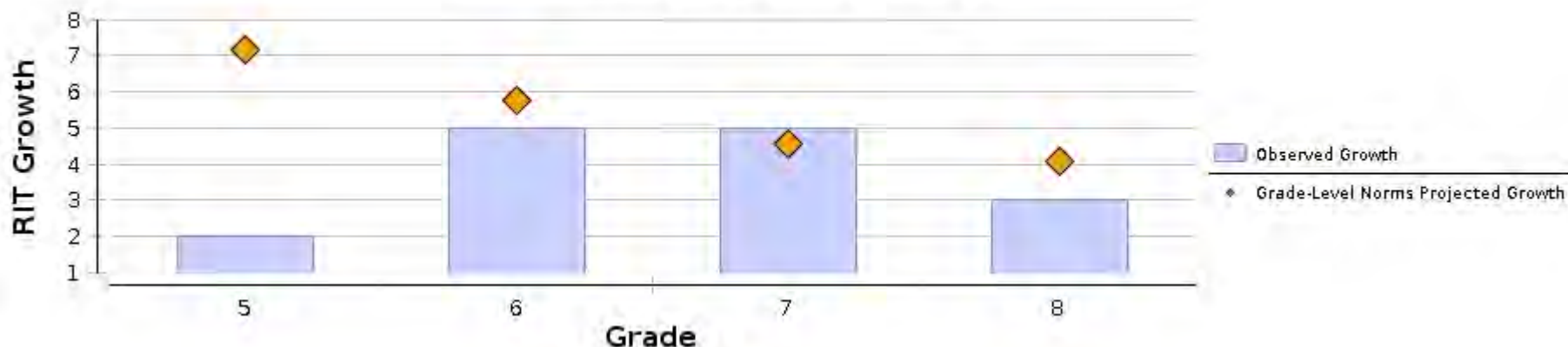
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2018 - Spring 2019
Weeks of Instruction: Start - 4 (Fall 2018)
End - 32 (Spring 2019)
Grouping: None
Small Group Display: No

Alpha: Jose Hernandez School

Language Arts:
Reading

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | | |
|---------------------|--------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|-----------------|--------------------|--------------------------|---------------------------------|--------------------------------------|--|--|--|--|--|
| | | Fall 2018 | | | Spring 2019 | | | Growth | | Grade-Level Norms | | | Student Norms | | | | |
| Grade (Spring 2019) | Total Number of Growth Events† | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile | |
| 5 | 29 | 192.0 | 16.9 | 4 | 193.5 | 18.5 | 1 | 2 | 1.3 | 7.2 | -2.86 | 1 | 29 | 5 | 17 | 23 | |
| 6 | 53 | 200.9 | 18.1 | 10 | 205.4 | 16.3 | 8 | 5 | 1.4 | 5.7 | -0.71 | 24 | 53 | 24 | 45 | 33 | |
| 7 | 90 | 205.0 | 16.4 | 10 | 210.3 | 16.4 | 13 | 5 | 1.1 | 4.6 | 0.42 | 66 | 90 | 51 | 57 | 51 | |
| 8 | 49 | 209.4 | 16.4 | 14 | 212.8 | 19.8 | 13 | 3 | 1.6 | 4.1 | -0.34 | 37 | 49 | 25 | 51 | 51 | |

Language Arts: Reading



Explanatory Notes

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Alpha Public Schools

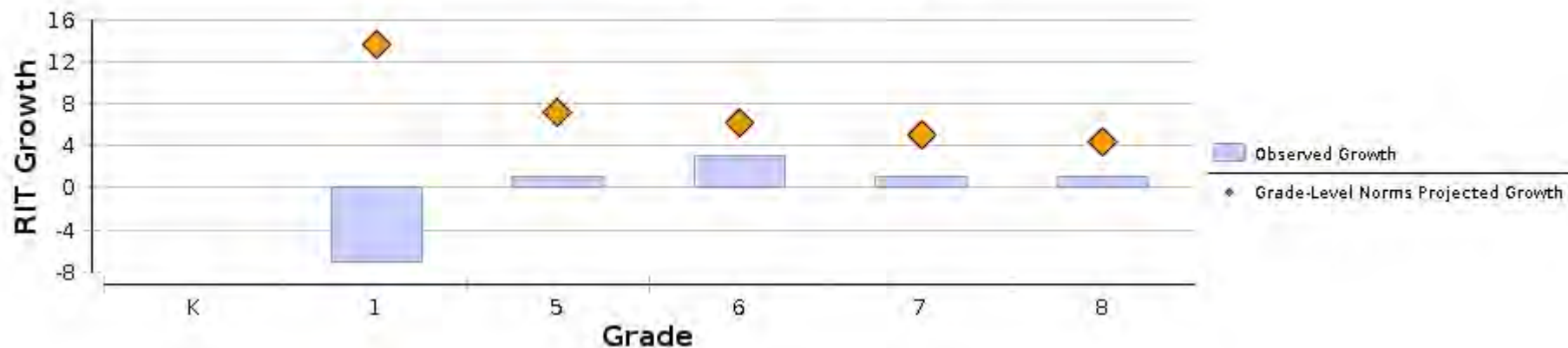
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 8 (Fall 2020)
End - 32 (Spring 2021)
Grouping: None
Small Group Display: No

Alpha: Jose Hernandez School

Math: Math K-12

| Grade (Spring 2021) | Total Number of Growth Events [‡] | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | |
|---------------------|--|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|-----------------|--------------------|--------------------------|---------------------------------|--------------------------------------|--|--|--|--|
| | | Fall 2020 | | | Spring 2021 | | | Growth | | Grade-Level Norms | | | Student Norms | | | |
| | | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile |
| K | 1 | * | | | * | | | * | | | | | * | | | |
| 1 | 44 | 170.8 | 21.7 | 92 | 163.7 | 15.7 | 2 | -7 | 3.1 | 13.6 | -9.60 | 1 | 44 | 2 | 5 | 1 |
| 5 | 21 | 198.8 | 19.4 | 6 | 199.8 | 18.4 | 1 | 1 | 1.5 | 7.1 | -3.12 | 1 | 21 | 5 | 24 | 13 |
| 6 | 49 | 204.6 | 19.3 | 7 | 208.0 | 18.6 | 4 | 3 | 0.9 | 6.2 | -1.52 | 6 | 49 | 14 | 29 | 32 |
| 7 | 67 | 208.4 | 17.6 | 7 | 209.0 | 16.3 | 3 | 1 | 0.9 | 5.0 | -2.51 | 1 | 67 | 16 | 24 | 22 |
| 8 | 50 | 214.9 | 16.9 | 13 | 216.2 | 16.7 | 8 | 1 | 1.2 | 4.3 | -1.47 | 7 | 50 | 17 | 34 | 29 |

Math: Math K-12



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Alpha Public Schools

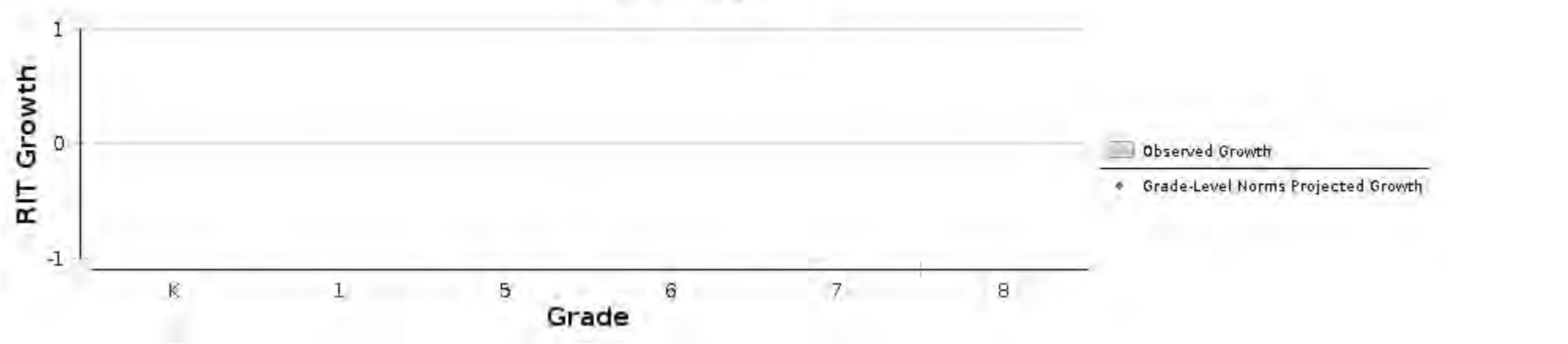
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 8 (Fall 2020)
End - 32 (Spring 2021)
Grouping: None
Small Group Display: No

Alpha: Jose Hernandez School

Math: Algebra 1

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | |
|---------------------|--------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|-----------------|--------------------|--------------------------|---------------------------------|--------------------------------------|--|--|--|--|
| | | Fall 2020 | | | Spring 2021 | | | Growth | | Grade-Level Norms | | | Student Norms | | | |
| | | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile |
| Grade (Spring 2021) | Total Number of Growth Events‡ | | | | | | | | | | | | | | | |
| K | 0 | ** | | | ** | | | ** | | | | | ** | | | |
| 1 | 0 | ** | | | ** | | | ** | | | | | ** | | | |
| 5 | 0 | ** | | | ** | | | ** | | | | | ** | | | |
| 6 | 0 | ** | | | ** | | | ** | | | | | ** | | | |
| 7 | 0 | ** | | | ** | | | ** | | | | | ** | | | |
| 8 | 2 | * | | | * | | | * | | | | | * | | | |

Math: Algebra 1



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Alpha Public Schools

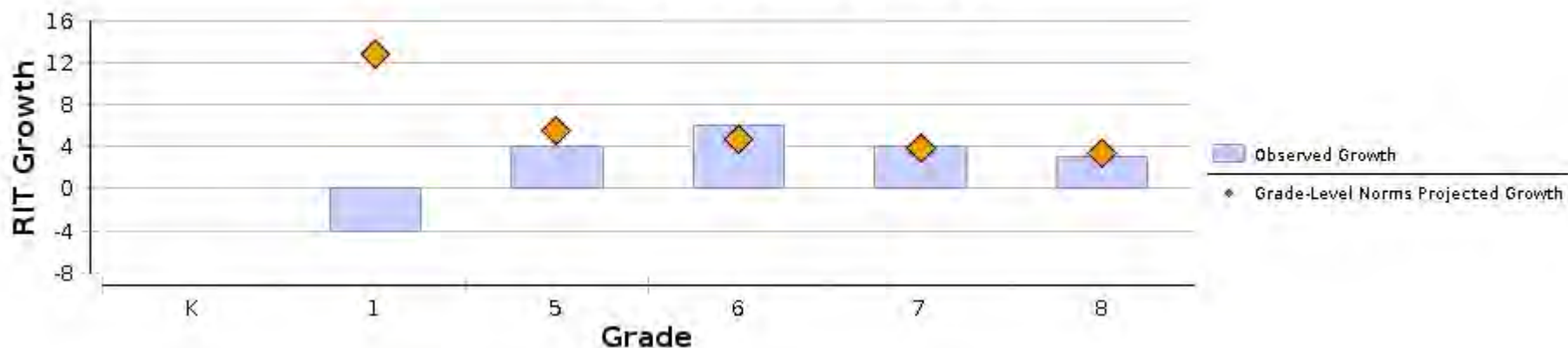
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 8 (Fall 2020)
End - 32 (Spring 2021)
Grouping: None
Small Group Display: No

Alpha: Jose Hernandez School

Language Arts:
Reading

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | | |
|---------------------|--------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|-----------------|--------------------|--------------------------|---------------------------------|--------------------------------------|--|--|--|--|--|
| | | Fall 2020 | | | Spring 2021 | | | Growth | | Grade-Level Norms | | | Student Norms | | | | |
| Grade (Spring 2021) | Total Number of Growth Events‡ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile | |
| K | 1 | * | | | * | | | * | | | | | * | | | | |
| 1 | 47 | 159.6 | 18.6 | 57 | 155.3 | 14.4 | 1 | -4 | 2.6 | 12.8 | -8.03 | 1 | 47 | 7 | 15 | 4 | |
| 5 | 18 | 194.8 | 23.0 | 6 | 198.5 | 22.5 | 4 | 4 | 1.4 | 5.5 | -1.06 | 15 | 18 | 6 | 33 | 32 | |
| 6 | 54 | 197.8 | 17.8 | 3 | 203.6 | 17.2 | 5 | 6 | 1.5 | 4.7 | 0.73 | 77 | 54 | 33 | 61 | 59 | |
| 7 | 62 | 198.5 | 20.2 | 1 | 202.1 | 18.8 | 1 | 4 | 1.2 | 3.8 | -0.14 | 44 | 62 | 26 | 42 | 41 | |
| 8 | 53 | 208.2 | 19.4 | 9 | 211.5 | 18.1 | 9 | 3 | 1.5 | 3.3 | 0.01 | 50 | 53 | 26 | 49 | 48 | |

Language Arts: Reading



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
District: Alpha Public Schools

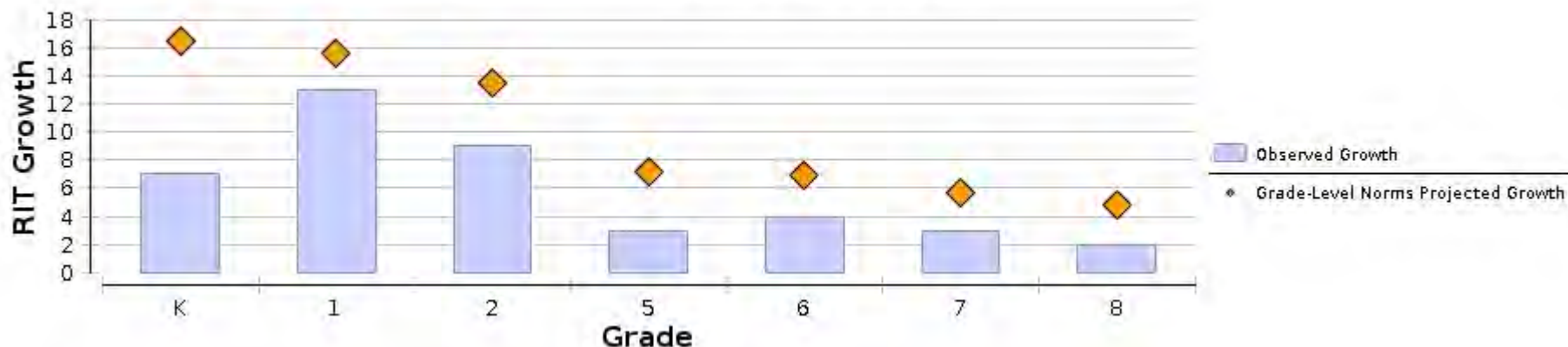
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 4 (Fall 2021)
End - 30 (Spring 2022)
Grouping: None
Small Group Display: No

Alpha: Jose Hernandez School

Math: Math K-12

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | |
|---------------------|--------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|-----------------|--------------------|--------------------------|---------------------------------|--------------------------------------|--|--|--|--|
| | | Fall 2021 | | | Spring 2022 | | | Growth | | Grade-Level Norms | | | Student Norms | | | |
| Grade (Spring 2022) | Total Number of Growth Events† | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile |
| K | 46 | 139.5 | 11.3 | 50 | 146.9 | 12.7 | 4 | 7 | 1.3 | 16.4 | -4.34 | 1 | 46 | 4 | 9 | 10 |
| 1 | 49 | 151.8 | 12.1 | 8 | 164.9 | 12.6 | 4 | 13 | 1.2 | 15.6 | -1.07 | 14 | 49 | 13 | 27 | 29 |
| 2 | 51 | 163.8 | 12.5 | 3 | 172.6 | 13.3 | 1 | 9 | 0.9 | 13.5 | -2.24 | 1 | 51 | 10 | 20 | 20 |
| 5 | 32 | 189.3 | 16.4 | 1 | 192.4 | 17.2 | 1 | 3 | 1.3 | 7.2 | -1.91 | 3 | 32 | 5 | 16 | 22 |
| 6 | 55 | 202.5 | 14.2 | 6 | 206.8 | 15.3 | 3 | 4 | 0.7 | 7.0 | -1.30 | 10 | 55 | 14 | 25 | 28 |
| 7 | 55 | 208.9 | 17.0 | 10 | 211.9 | 18.5 | 6 | 3 | 0.9 | 5.6 | -1.38 | 8 | 55 | 18 | 33 | 31 |
| 8 | 58 | 211.5 | 14.6 | 8 | 213.5 | 15.4 | 5 | 2 | 0.8 | 4.8 | -1.27 | 10 | 58 | 18 | 31 | 34 |

Math: Math K-12



Explanatory Notes

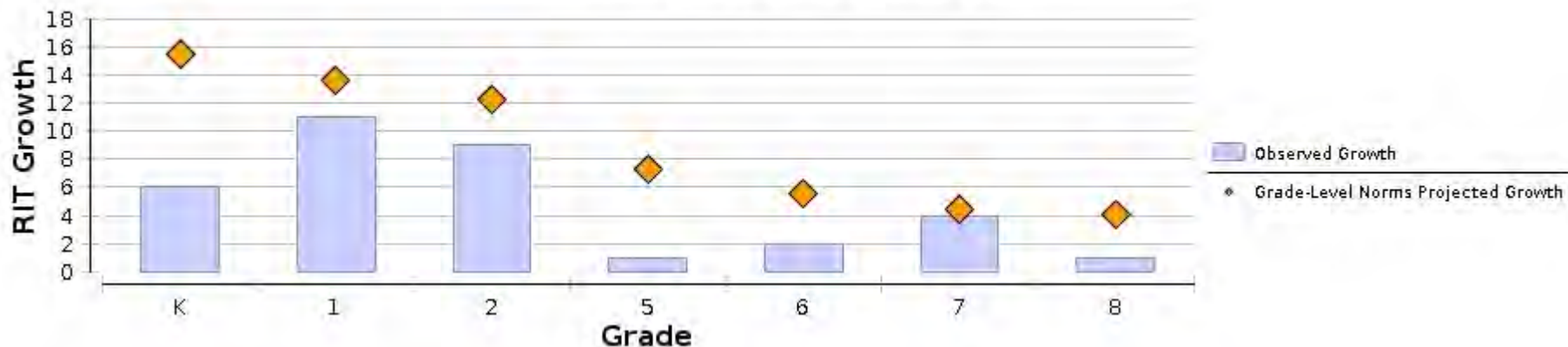
†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Alpha: Jose Hernandez School

Language Arts:
Reading

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | |
|---------------------|--------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|-----------------|--------------------|--------------------------|---------------------------------|--------------------------------------|--|--|--|--|
| | | Fall 2021 | | | Spring 2022 | | | Growth | | Grade-Level Norms | | | Student Norms | | | |
| Grade (Spring 2022) | Total Number of Growth Events† | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile |
| K | 44 | 134.7 | 9.3 | 36 | 141.0 | 10.7 | 2 | 6 | 1.1 | 15.5 | -4.08 | 1 | 44 | 4 | 9 | 9 |
| 1 | 49 | 143.3 | 11.5 | 1 | 154.6 | 13.4 | 1 | 11 | 1.1 | 13.6 | -0.98 | 16 | 49 | 15 | 31 | 32 |
| 2 | 49 | 157.9 | 13.4 | 1 | 166.4 | 14.2 | 1 | 9 | 1.2 | 12.2 | -1.60 | 6 | 49 | 14 | 29 | 18 |
| 5 | 31 | 184.1 | 19.2 | 1 | 184.6 | 16.0 | 1 | 1 | 1.4 | 7.3 | -3.69 | 1 | 31 | 7 | 23 | 8 |
| 6 | 58 | 200.0 | 18.5 | 8 | 201.9 | 18.4 | 3 | 2 | 1.1 | 5.6 | -2.27 | 1 | 58 | 14 | 24 | 27 |
| 7 | 55 | 203.1 | 18.3 | 6 | 206.6 | 17.7 | 5 | 4 | 1.3 | 4.5 | -0.59 | 28 | 55 | 24 | 44 | 44 |
| 8 | 65 | 207.1 | 16.0 | 8 | 208.4 | 16.1 | 5 | 1 | 0.9 | 4.0 | -1.45 | 7 | 65 | 21 | 32 | 35 |

Language Arts: Reading



Explanatory Notes

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023
District: Alpha Public Schools

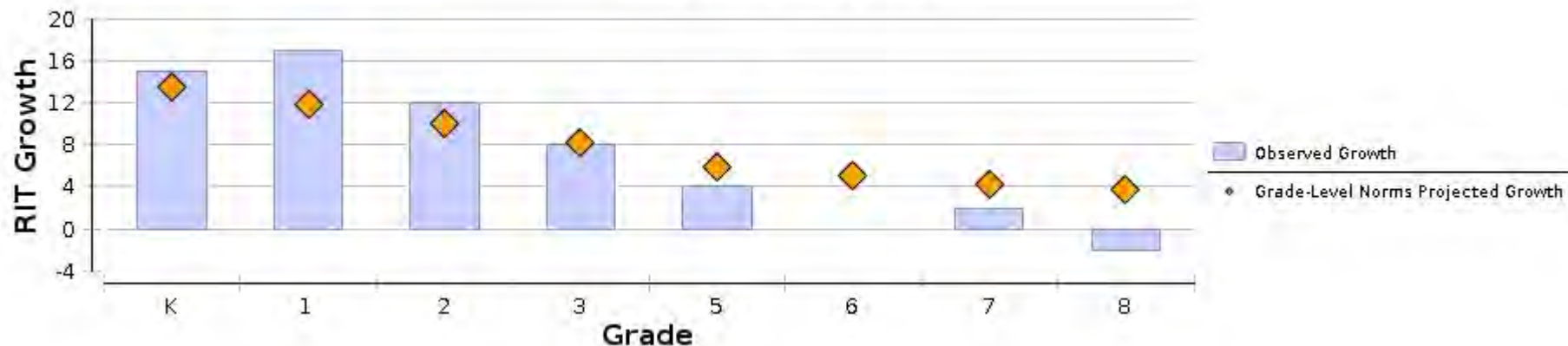
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 12 (Fall 2022)
End - 34 (Spring 2023)
Grouping: None
Small Group Display: No

Alpha: Jose Hernandez School

Math: Math K-12

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | | |
|---------------------|--------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|-----------------|--------------------|--------------------------|---------------------------------|--------------------------------------|--|--|--|--|--|
| | | Fall 2022 | | | Spring 2023 | | | Growth | | Grade-Level Norms | | | Student Norms | | | | |
| Grade (Spring 2023) | Total Number of Growth Events‡ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile | |
| K | 48 | 140.6 | 10.3 | 20 | 155.8 | 9.9 | 32 | 15 | 1.1 | 13.5 | 0.94 | 83 | 48 | 31 | 65 | 61 | |
| 1 | 46 | 155.5 | 12.3 | 5 | 172.2 | 12.9 | 21 | 17 | 1.1 | 11.7 | 2.51 | 99 | 46 | 37 | 80 | 69 | |
| 2 | 50 | 169.1 | 11.9 | 3 | 180.8 | 14.2 | 7 | 12 | 1.0 | 10.0 | 0.98 | 84 | 50 | 31 | 62 | 55 | |
| 3 | 52 | 174.6 | 16.1 | 1 | 182.4 | 16.7 | 1 | 8 | 1.1 | 8.2 | -0.22 | 41 | 52 | 18 | 35 | 29 | |
| 5 | 26 | 195.0 | 19.4 | 1 | 198.7 | 19.4 | 1 | 4 | 1.4 | 5.9 | -1.24 | 11 | 26 | 11 | 42 | 34 | |
| 6 | 56 | 199.5 | 15.0 | 1 | 199.1 | 14.7 | 1 | 0 | 1.0 | 5.1 | -3.27 | 1 | 56 | 7 | 13 | 16 | |
| 7 | 60 | 206.0 | 15.9 | 3 | 208.1 | 18.3 | 2 | 2 | 0.9 | 4.3 | -1.37 | 9 | 60 | 21 | 35 | 27 | |
| 8 | 57 | 212.3 | 19.5 | 7 | 210.7 | 21.1 | 3 | -2 | 1.0 | 3.7 | -2.82 | 1 | 57 | 12 | 21 | 21 | |

Math: Math K-12



Explanatory Notes

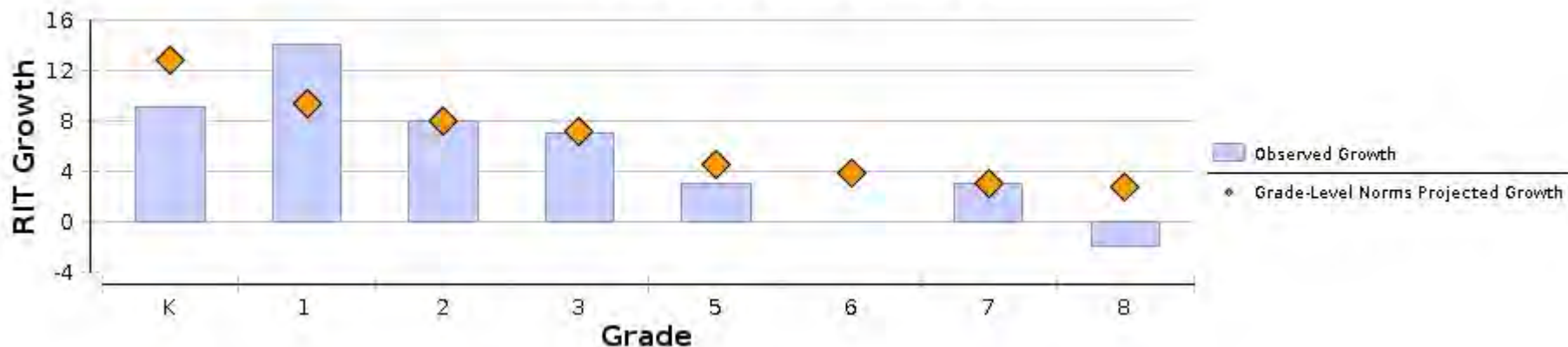
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Alpha: Jose Hernandez School

Language Arts:
Reading

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | |
|---------------------|--------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|-----------------|--------------------|--------------------------|---------------------------------|--------------------------------------|--|--|--|--|
| | | Fall 2022 | | | Spring 2023 | | | Growth | | Grade-Level Norms | | | Student Norms | | | |
| Grade (Spring 2023) | Total Number of Growth Events† | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile |
| K | 49 | 136.9 | 8.9 | 18 | 146.2 | 11.3 | 7 | 9 | 1.0 | 12.8 | -1.79 | 4 | 49 | 16 | 33 | 37 |
| 1 | 48 | 146.9 | 13.2 | 1 | 161.1 | 14.1 | 5 | 14 | 1.4 | 9.3 | 2.56 | 99 | 48 | 31 | 65 | 60 |
| 2 | 51 | 159.3 | 13.8 | 1 | 166.8 | 15.9 | 1 | 8 | 1.1 | 7.9 | -0.21 | 42 | 51 | 19 | 37 | 34 |
| 3 | 53 | 168.2 | 18.6 | 1 | 174.7 | 16.7 | 1 | 7 | 1.2 | 7.1 | -0.37 | 36 | 53 | 21 | 40 | 36 |
| 5 | 26 | 189.5 | 23.4 | 1 | 192.1 | 21.0 | 1 | 3 | 2.7 | 4.5 | -1.19 | 12 | 26 | 13 | 50 | 44 |
| 6 | 58 | 196.1 | 17.7 | 1 | 196.3 | 16.2 | 1 | 0 | 1.2 | 3.8 | -2.62 | 1 | 58 | 21 | 36 | 24 |
| 7 | 61 | 198.8 | 20.4 | 1 | 201.9 | 18.4 | 1 | 3 | 1.3 | 3.1 | 0.04 | 51 | 61 | 28 | 46 | 42 |
| 8 | 56 | 206.2 | 20.5 | 4 | 204.5 | 21.1 | 1 | -2 | 1.4 | 2.7 | -2.75 | 1 | 56 | 20 | 36 | 21 |

Language Arts: Reading



Explanatory Notes

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Alpha Public Schools

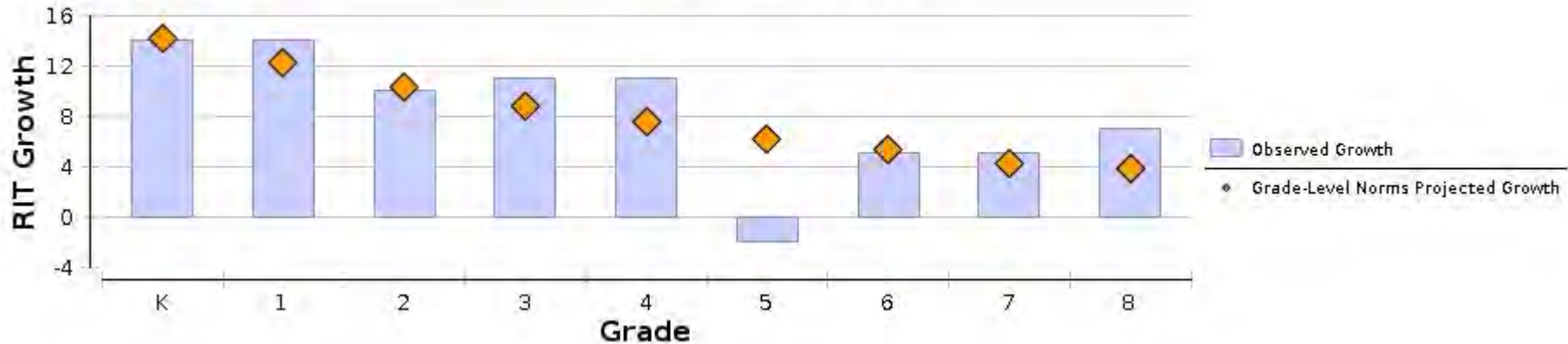
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 12 (Fall 2023)
End - 35 (Spring 2024)
Grouping: None
Small Group Display: No

Alpha: Jose Hernandez School

Math: Math K-12

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | | |
|---------------------|--------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|-----------------|--------------------|--------------------------|---------------------------------|--------------------------------------|--|--|--|--|--|
| | | Fall 2023 | | | Spring 2024 | | | Growth | | Grade-Level Norms | | | Student Norms | | | | |
| Grade (Spring 2024) | Total Number of Growth Events‡ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile | |
| K | 29 | 140.0 | 10.5 | 17 | 154.3 | 15.0 | 19 | 14 | 2.2 | 14.1 | 0.10 | 54 | 29 | 22 | 76 | 68 | |
| 1 | 59 | 159.9 | 13.2 | 17 | 174.1 | 13.6 | 28 | 14 | 0.7 | 12.3 | 0.93 | 82 | 59 | 42 | 71 | 62 | |
| 2 | 55 | 169.5 | 16.3 | 4 | 179.0 | 16.2 | 3 | 10 | 1.1 | 10.3 | -0.45 | 33 | 55 | 21 | 38 | 37 | |
| 3 | 53 | 179.4 | 15.5 | 2 | 190.1 | 15.1 | 4 | 11 | 1.0 | 8.8 | 1.14 | 87 | 53 | 30 | 57 | 52 | |
| 4 | 58 | 187.0 | 15.7 | 1 | 198.2 | 21.8 | 4 | 11 | 1.3 | 7.6 | 2.28 | 99 | 58 | 35 | 60 | 68 | |
| 5 | 24 | 194.7 | 16.6 | 1 | 193.1 | 17.1 | 1 | -2 | 1.2 | 6.1 | -4.18 | 1 | 24 | 2 | 8 | 8 | |
| 6 | 30 | 199.6 | 12.3 | 1 | 204.9 | 13.4 | 1 | 5 | 1.1 | 5.3 | -0.03 | 49 | 30 | 14 | 47 | 44 | |
| 7 | 56 | 201.5 | 12.8 | 1 | 206.6 | 15.6 | 1 | 5 | 1.3 | 4.2 | 0.52 | 70 | 56 | 33 | 59 | 60 | |
| 8 | 53 | 209.6 | 18.2 | 4 | 216.8 | 19.4 | 9 | 7 | 1.4 | 3.8 | 1.73 | 96 | 53 | 35 | 66 | 61 | |

Math: Math K-12



Explanatory Notes

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Alpha Public Schools

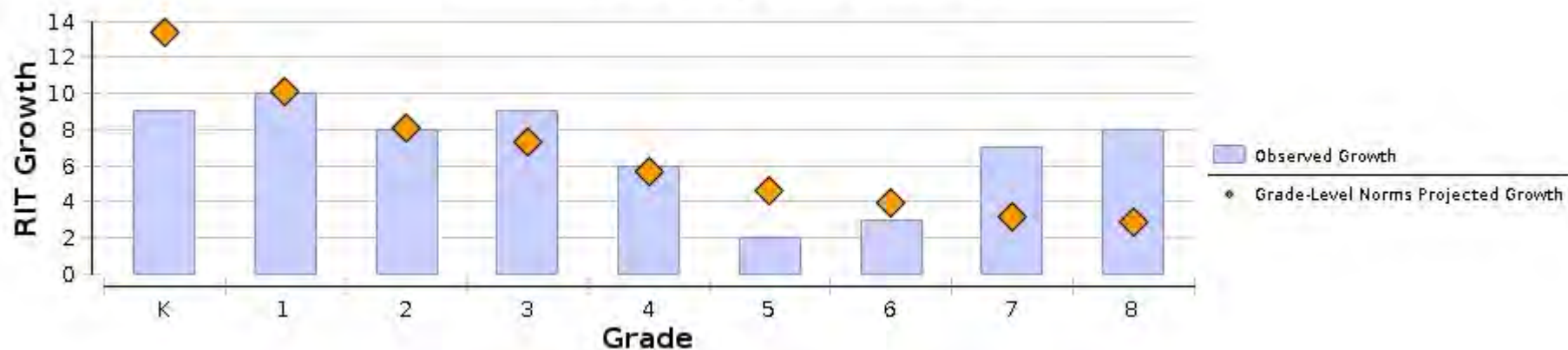
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 12 (Fall 2023)
End - 35 (Spring 2024)
Grouping: None
Small Group Display: No

Alpha: Jose Hernandez School

Language Arts:
Reading

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | |
|---------------------|--------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|-----------------|--------------------|--------------------------|---------------------------------|--------------------------------------|--|--|--|--|
| | | Fall 2023 | | | Spring 2024 | | | Growth | | Grade-Level Norms | | | Student Norms | | | |
| Grade (Spring 2024) | Total Number of Growth Events† | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile |
| K | 29 | 134.9 | 9.5 | 10 | 143.9 | 12.4 | 2 | 9 | 1.2 | 13.4 | -2.16 | 2 | 29 | 7 | 24 | 27 |
| 1 | 59 | 151.1 | 14.4 | 4 | 161.4 | 16.4 | 5 | 10 | 0.9 | 10.1 | 0.11 | 54 | 59 | 29 | 49 | 43 |
| 2 | 55 | 159.0 | 16.3 | 1 | 166.6 | 16.8 | 1 | 8 | 1.3 | 8.1 | -0.25 | 40 | 55 | 24 | 44 | 32 |
| 3 | 53 | 168.8 | 17.0 | 1 | 177.5 | 14.7 | 1 | 9 | 1.1 | 7.3 | 0.81 | 79 | 53 | 26 | 49 | 47 |
| 4 | 56 | 181.7 | 19.6 | 1 | 187.7 | 17.1 | 1 | 6 | 1.4 | 5.7 | 0.19 | 58 | 56 | 26 | 46 | 46 |
| 5 | 24 | 189.2 | 17.4 | 1 | 190.8 | 18.8 | 1 | 2 | 1.6 | 4.6 | -1.80 | 4 | 24 | 9 | 38 | 29 |
| 6 | 30 | 195.7 | 18.1 | 1 | 199.0 | 15.3 | 1 | 3 | 1.8 | 3.9 | -0.45 | 33 | 30 | 15 | 50 | 47 |
| 7 | 55 | 197.9 | 14.8 | 1 | 204.6 | 14.4 | 3 | 7 | 1.4 | 3.1 | 2.44 | 99 | 55 | 37 | 67 | 56 |
| 8 | 53 | 203.3 | 16.3 | 2 | 210.9 | 14.5 | 8 | 8 | 1.2 | 2.9 | 2.83 | 99 | 53 | 37 | 70 | 69 |

Language Arts: Reading



Explanatory Notes

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Appendix 6

Family Involvement

2023-24 Family Involvement Calendar

2023-24 Parent Council Agendas & Meeting Minutes

Sample Cafecito Presentation

Los Dichos Program Flyer

2023-2024 FAMILY INVOLVEMENT CALENDAR

| July | August | September | October |
|--|---|--|---|
| | | | |
| 25: New Family Ice Cream Social | 09: Family Welcome Night 11: New Student Orientation 16: First Day of School 29: Dichos Training | 05: Dichos (tk-1st) 07: Dichos (2nd-4th) 12: Back to School Night 21: SSC 26: Cafecito 28: ELAC | 12: Dichos (2nd-4th) 17: Dichos (tk-1st) 19: SSC #2 24: Cafecito + Fall Festival 30: Q1 Awards 31: Q1 Awards |

| November | December | January | February |
|--|--|--|--|
| | | | |
| 1-3: Q1 Awards 07: Dichos (tk-1st) 09: Dichos (2nd-4th) 16: SSC #3 28: Cafecito | 12: Dichos (tk-1st) 14: Dichos (2nd-4th) 15: Winter Wonderland Potluck 21: SSC #4 | 16: Dichos(tk-1st) 18: Dichos (2nd-4th) & SSC #5 23: Cafecito 25: ELAC #2 | 5-9: Q2 Awards & Candy Grams Sale 13: Dichos (tk-1st) 15: Dichos (2nd-4th) 27: Cafecito |

| March | April | May | June |
|---|--|--|--|
| | | | |
| 05: 8th Grade Promotion Family Meeting #1 12: Dichos (tk-1st) 14: Dichos (2nd-4th) & SSC #7 19: Cafecito 22: Elementary Dance (tk-4th) | 09: Open House 11: SSC #8 16: Dichos (tk-1st) 18: Dichos (2nd-4th) & ELAC #3 22-26: Q3 Awards | 09: SSC #9 14: Dichos (tk-1st) 16: Dichos (2nd-4th) 21: 8th Grade Promotion Family Meeting #2 | 04: 8th Grade Promotion 05: Kinder Promotion 06: Last day of School |



Alpha: Jose Hernandez
Parent Council Meeting / Reunión del consejo del sitio escolar
September 28, 2023
4:00 PM
Via Zoom

Opening / Apertura

- School leader or President to open meeting and welcome everyone / *Director o presidente para abrir la reunión y dar la bienvenida a todos*
 - State the time official meeting will start / *Indique la hora a la que comenzará la reunión oficial 4:12 pm*
 - Advise where Public Comments Forms are located/ *Informar dónde se encuentran los formularios de comentarios públicos*

Roll Call / Llamada de rol

- School leader or President to take roll/attendance / *Director o presidente para pasar lista / asistencia*

Enter in Parent Council names below

- ☐ **Ms. Mendoza**
- ☐ **Ms. Juarez**
- ☐ **Kevin Cruz**
- ☐ **Rosita Lemus**
- ☐ **Jennifer Q**
- ☐ **Olga Gomez**
- ☐ **Ms. McIntosh**
- ☐ **Rosa Dailia**

Key Topics / Temas clave

- Approve agenda / *Aprobar agenda*
- Welcome Council Members / *Bienvenidos miembros del consejo*
- Nominate and vote on Officers/ *Nominar y votar a los funcionarios*
- Discuss Parent Council Goals/ *Discutir los objetivos de la sitio escolar*
- Discuss and Approve of Bylaws/ *Discutir y aprobar los estatutos*
- Scope & Sequence/ *Alcance y secuencia*
- Close Out/ *Cerrar*

School Site Report / Informe del sitio escolar

1. School Leader shares data, announcements, or events. / *School Leader comparte datos, anuncios o eventos.*

- Rosa Dalila Benitez- President
- Francisca Hernandez- Vice President
- Hold: Licelle Tenchavez- Secretary

Public Comment / Comentario público

- Include the topic, parent name, student name of a parent, school name / *Incluya el tema, el nombre del padre, el nombre del estudiante de un padre, el nombre de la escuela*

Notes:

2 - 3 objectives we want to accomplish this year

Questions

AM - How do we meet the objectives + examples from last year?

1. Student Absences. Provide online resources for students who are not able to make it to school due to illness (live streaming as an option).
 - a. Students will be able to keep up with work and lessons even when they are not at school.
2. Families get more involved in the classroom to support students.
 - a. Support students to excel in academics and learn from teachers to help students meet class expectations.
3. Provide more family resources
 - a. Families will feel less inclined to transfer students if families feel supported with academic and behavioral resources.
4. More afterschool programs
 - a. Provide more opportunities to build school culture.

Announcements & Closing / Anuncios y clausura

- Next Parent Council Meeting: / *Próxima reunión del sitio escolar:*
- Next meeting: Oct 19, 2023, at 4:00 PM
 - Approve Bylaws
 - Site-Specific Initiatives Review
 - Parent Family Compact
 - Parent Family Involvement Policy



Alpha: Jose Hernandez
Parent Council Meeting / Reunión del consejo del sitio escolar
October 19, 2023
4:00 PM
Via Zoom

Opening / Apertura

- School leader or President to open meeting and welcome everyone / *Director o presidente para abrir la reunión y dar la bienvenida a todos*
 - State the time official meeting will start / *Indique la hora a la que comenzará la reunión oficial*
 - Advise where Public Comments Forms are located / *Informar dónde se encuentran los formularios de comentarios públicos*

Roll Call / Llamada de rol

- School leader or President to take roll/attendance / *Director o presidente para pasar lista / asistencia*

Enter in Parent Council names below

- ☐ Cecilia Mendoza
- ☐ Savina Vargas
- ☐ Bri Juarez
- ☐ Licelle Tenchavez
- ☐ Estela Hernandez
- ☐ Maria Fernandez
- ☐ Francesca Hernandez
- ☐ Maria Pacheco
- ☐ Patricia Vazquez
- ☐ Dulce
- ☐ Rose Dalila Benitez
- ☐ Yarith Alvarez
- ☐ Nelly Gutierrez
- ☐ Sofia Jimenez
- ☐ Alejandra Soto
- ☐

Key Topics / Temas clave

- Approve Agenda
- Discuss and Approve of Bylaws
- Site-Specific Initiatives Review
- Parent Family Compact
- Parent Family Involvement Policy

School Site Report / Informe del sitio escolar

1. School Leader shares data, announcements, or events. / *School Leader comparte datos, anuncios o eventos.*

Vargas motions to approve Parent Council bylaws, Tenchavez seconds motion.

LCAP Goals:

Goal 1: We are committed to creating and implementing systems that include advanced tier interventions that are available for all students, regardless of eligibility for special education or other student support services.

Goal 2: We will create systems and structures for ongoing progress monitoring of student data that is collected and discussed in collaboration for stronger tiered supports.

Goal 3: We will focus on improving training, coaching, and supporting all teachers to know how to better differentiate instruction based on their students' literacy performance and instructional needs.

Goal 4: We will use a variety of means to increasingly engage all of our families by consistently providing them with the information and tools they need to be advocates. Our families will play an active role in further growing this engagement by building capacity among other families and their community so that all can act as strong advocates for their children.

Goal 5: Create a welcoming learning environment where students will feel safe, motivated, and challenged.

Goal 6: Hire, develop, sustain, and value a high quality faculty & staff.

LCAP Goals have been approved

- **Vargas motions to approve LCAP Goals, Estela Hernandez 2nds motion**

Parent Council Scope and Sequence

- In the following Parent Council Meeting (december) will be discussing findings from Family Survey.
- Family survey will be shared out during Parent/Teacher Conferences

Bri Juarez mentions having families attend the premiere of Jose Hernandez's Movie at the Mexican Heritage Plaza. Limited tickets for the Movie! Have them come into the office to get tickets. Prioritizing families!

Mendoza reminds everyone that their family engagement survey have already been shared out via Konstella, emails and through Text messaging.

Public Comment / Comentario público

- *Include the topic, parent name, student name of a parent, school name / Incluya el tema, el nombre del padre, el nombre del estudiante de un padre, el nombre de la escuela*

Parent Council By Laws:

- No Questions regarding by Laws

LCAP Comments or Questions:

- LCAP #4, Estela Hernandez (Student name), AJH
 - During PLT, it is difficult to do PLT in Uniform pants. Are they able to change into workout shorts for PLT?
 - Estela suggests that instead of them changing into pants and shorts, if they can have a free dress for those days they have PLT.
 - Unfortunately, school does not have an area for students to change but Vargas will bring up concern to SLT regarding this topic.

- LCAP #5, Dulce (Student Name), AJH
 - How to access Deanslist? Need the code
 - Come into the office to get the code for Deanslist as it is an individual code per student.
 - LCAP #5, Rosa Dalila Benitez (Student Name), AJH
 - On Deanslist, difficulty signing online
 - Scholars forget to bring it home or lose it.
 - Vargas states that families can come into the office or ask homeroom teacher for the report.

Parent Engagement, Rosa Dalilia (Student Name), AJH

- Do we have any volunteer opportunities to have parents come into campus, help teachers out etc)
 - Bri Juárez mentions Los Dichos, Fall Festival,

Parent Engagement, Estela Hernandez (Student Name), AJH

- If we could share all the volunteering opportunities via text messages?
- Have difficulty with Konstella and other online formats.

Vargas mentions that we are working towards finding different ways to get families involved especially now that Covid restrictions are lifting.

Family Engagement Policy and Compact:

- No Questions regarding Family Engagement Policy and Compact

Recruitment, Nelly Gutierrez, APS,

- Thankful for being invited!
- Now recruiting for 4 years olds for school
- For any questions call Nelly!
- AJH Movie Premiere at Mexican Heritage Plaza Free for Families! Limited Tickets, prioritizing families!
- Families have priority if they have siblings for recruitment.

Rosa Benitez, Student Name, AJH

- Requesting a call from Mendoza.

Theme Week, Alejandra Soto, Student Name, AJH

- Questions regarding Theme Week and PJ Days!

Announcements & Closing / Anuncios y clausura

- Next Parent Council Meeting: / *Próxima reunión del sitio escolar:*
- Next meeting: December 21, 2023, at 4:00 PM
 - LCAP Slides
 - Survey Responses



Alpha: Jose Hernandez

Parent Council Meeting / Reunión del consejo del sitio escolar

January 12, 2024

4:00 PM

Via Zoom

Opening / Apertura

- School leader or President to open meeting and welcome everyone / [Director o presidente para abrir la reunión y dar la bienvenida a todos](#)
 - State the time official meeting will start / [Indique la hora a la que comenzará la reunión oficial](#) _____
 - Advise where Public Comments Forms are located/ [Informar dónde se encuentran los formularios de comentarios públicos](#)

Roll Call / Llamada de rol

- School leader or President to take roll/attendance / [Director o presidente para pasar lista / asistencia](#)

Enter in Parent Council names below

- Cecilia Mendoza
- Savina Vargas
- Briseida Juarez
- Licelle Tenchavez

Family Members:

- Sandra Milena
- Estela Hernandez
- Rosita
- Elizabeth Marquez Bernardino
- Rosa Benitez
- Rafaela
- Miranda
- Alejandra Soto

Key Topics / Temas clave

- Review Family Survey/Revisar la encuesta familiar
- Discuss Family Survey/Discutir la encuesta familiar
- Scope & Sequence
- Close Out

School Site Report / Informe del sitio escolar

1. School Leader shares data, announcements, or events. / [School Leader comparte datos, anuncios o eventos.](#)
- 66 families gave their input during this round of Family Surveys.
 - Will be doing another round during the next round of conferences.

Public Comment / Comentario público

➤ Include the topic, parent name, student name of a parent, school name / Incluya el tema, el nombre del padre, el nombre del estudiante de un padre, el nombre de la escuela

Family Strengths:

- **Alejandra Soto:** Likes that we (everyone involved with student) communicate with our families (Phone calls, text messages etc).
- 5th Grade Mom: Likes how everything is going on at our school.
- Parent is happy that PLT is more challenging for them!

Family Survey Questions/Concerns/Comments

- **Alejandra Soto** asks: What supports/implemented are EL students receiving in the classroom when teachers are English Speaking Only?
 - **Parent Council response:** There are students who are willing to help. Designated ELD time in all classrooms. A change to better support our 4-8 students, any students who are level 1 (based on ELPAC) will be pulled in small groups.
- **Estela Hernandez:** It would be good to **provide tutoring for the children who need more support.**
 - Parent Council: Will be meeting with the School Leadership Team to find additional ways to support our students.
- **More sports opportunities for our students.**
 - Currently working in partnership with Sister School Blanca. Mr. G has been working with Mr. S in getting sports started with our middle school
 - Coach Fujita is currently running sports with our elementary students.
- In PE, students will be learning a variety of things such as Football (elementary students)
- **Rosa Benitez:**
 - #1 Concern: **Safety when it comes to crosswalk.**
 - Students are jaywalking and cars zooming past. Not listening to staff. Staff not being aware. Wanting supervision when it comes to crosswalk. Worry about the little kids
 - Mom saw that a car had run past the stop sign before her students had walked on the crosswalk. Mom is requesting that staff be more visible so that cars are aware. To help prevent any accidents.
 - Parent Council Response: Giving feedback to staff helping with Crosswalk. Meet with leadership to find ways to communicate with students about crosswalk safety. Might be able to do it during SEL time block.
 - Same concern was brought up at the parent committee and brought up with the city. Petition started to put a stop light.
 - SSC Response: Attend one a year with city. Haven't heard anything back but will work with Network team to bring more safety areas within the school (Not enough school zone signs on the street). City asks to put in form request on city website.
 - Parents are also responsible to be aware and help out as well.
 - **Can parents also fill out form on website?**
 - Yes, link will be shared at the meeting.

- Rosita:
 - Q1: What academic programs (e.g., robotics, art) for elementary programs)
 - Parent Council: It's run by teachers. We've had robotics, art, music and currently we have chess. It depends on the availability of the teachers.
 - Q2: When it comes to street safety, it is also parents responsibility to be help out as it is parents who are causing the problems as well.
 - Parent Council: We can also send a message to families on Konstella
 - Q3: If not, being heard from the city? Can we rally?
- Elizabeth Marquez Bernardino:
 - Community organizer
 - Regarding crosswalk, the parent leader committee is connected. Won't be done without parent support.
 - Parents need to organize to unite with each other (Blanca and Jose) in order to help with crosswalk.
 - Estela Hernandez: Asking for a grace period to avoid traffic Jam
 - Parent Council: we do have staggered time, however, it is still causing traffic with both schools.
 - Seen during dismissal that she has honk or yelled for students
 - Need to get out to tell the staff to call names.
 - Francesca has parked far away when she sees that traffic jam occurring.
 - Student Donna:
 - Noticed that parents double park and students are always socializing that keeps the traffic line held up.
 - Parent is happy to see the great changes with her scholar being here.

For any additional questions: Please reach out to the front office.

Announcements & Closing / *Anuncios y clausura*

- **Next Meetings: January 18, 2023**
Próximas reuniones: 18 de enero de 2023
- **Topics next meeting *Temas de la próxima reunión***
 - LCAP/Site Specific Initiatives Process
 - *Proceso LCAP/Iniciativas específicas*



Cafecito

March 2024

*Join in on the Cafecito
Raffle*



**Enter the drawing by joining us in
person for Cafecito meeting**

Please make sure to include both your name and students to get
your entry.

*Participa en el Sorteo
del Cafecito*



**Participa en el sorteo acompañándonos
en persona a la reunión de Cafecito**

Por favor, asegúrese de incluir tanto su nombre como el de los
estudiantes para obtener su entrada.

Alpha Parent Learning Center Team



Alejandro Espinoza
PLC Lead
aespinoza@alphaps.org
(408) 471-9172



Blanca Carbajal
Ballet Folklorico Instructor
(408) 661-0975



Adrian Parra
PLC English Teacher
aparra@alphaps.org
(408) 630-7349



AGENDA

1. Community Check In
Registro de la Comunidad
2. Alpha Parent Center
Centro de Padres Alpha
3. Attendance Update
Actualización sobre la asistencia
4. Calendar Updates
Actualizaciones del Calendario



Community Check In Registro de la Comunidad



Community Check In Registro de la comunidad



What's your favorite
outdoor activity?



¿Cuál es tu actividad al
aire libre favorita?

Alpha Parent Center *Centro de Padres de Alpha*

Alpha Parent Learning Center

Alpha Folklórico Group

Students: 4th-8th grades

Days: Wednesdays

Time: 6 - 7:30 pm

Location: Cafeteria



Alpha Food Bank

Date: Saturday April 13

Time: 7 - 11 am

Location: JH school

Everyone is welcome!



Attendance Update Actualización de asistencia

Attendance Update/Actualización de asistencia

- What makes it hard for you as a parent to get your child or children to school every day?
- What motivates and helps you to get your child to school despite these challenges?

- ¿Qué hace que a usted como padre le resulte difícil llevar a su hijo o hijos a la escuela todos los días?
- ¿Qué le motiva y le ayuda a llevar a su hijo a la escuela a pesar de estos desafíos?

Current and Last Year ADA Comparison by Month

95%



1 in 10 students:
chronically absent

Missing just 18 days of
school puts children at risk of
falling behind in school.

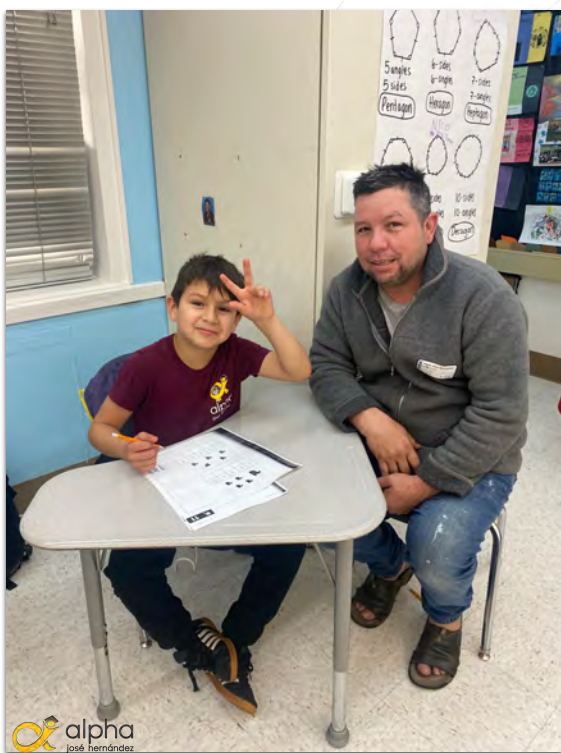
1 de cada 10 estudiantes:
crónicamente ausente

Faltar sólo 18 días a la
escuela pone a los niños en
riesgo de quedarse atrás en
la escuela.



**Be the first champion in your
child's education!**

**¡Sea el primer campeón en la
educación de su hijo!**



Review Family Practices

- Regular Bedtimes & Routines
- Medical & Dental After School
- No Vacations during school
- Go unless very sick
- Have a backup plan

Revisar las prácticas familiares

- Horarios y rutinas regulares
- Médico y dental después de la escuela
- No vacaciones durante la escuela
- Ir a menos que esté muy enfermo
- Tener un plan de respaldo



Calendar Updates Actualizaciones del Calendario

Upcoming Events/ Próximos Eventos

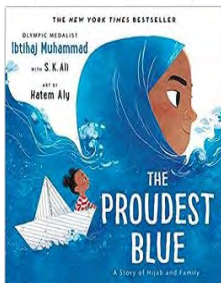


March 22: Spring Fling Dance- Elementary
March 27: TK-4th Spring Egg Hunt
April 1- 5: Spring Break (No School)
April 9: Open House
April 11: SSC via Zoom
April 18 : ELAC via Zoom
April 22: Family Conferences (Min Days)
April 22: SBAC Testing

marzo 22: Baile Spring Fling - Primaria
marzo 27: TK-4.^a búsqueda de huevos de primavera
abril 1-5: vacaciones de primavera (no hay clases)
abril 9: jornada de puertas abiertas
abril 11: SSC vía Zoom
abril 18: ELAC vía Zoom
abril 22: Conferencias familiares (días mínimos)
abril 22: Prueba SBAC

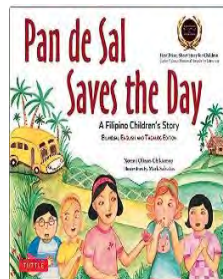
Family Engagement/Participación Familiar

TK-1st
8:00 - 9:30 (*Start 8:30)



TK-1st: Tue. Apr 16
2nd- 4th: Thu. Apr 18

2nd-4th
8:00 - 9:30 (*Start 8:30)



TK-1st: Tue. May 14
2nd- 4th: Thu. May 16



Como Dice El Dicho

Parent Involvement Participación de los padres



Get involved in our community! ¡Participe en nuestra comunidad!

Join a committee:
Únete a un comité:

- English Learner Advisory Committee (ELAC)
- Comité Asesor de Estudiantes de Inglés (ELAC)
- School Site Council (SSC)
- Consejo de sitio escolar (SSC)

Attend Alpha Board Meetings and consider board membership.

Asista a las reuniones de la Junta Alpha y considere la membresía de la Junta.

Volunteer to help with fundraisers and events (when we return to campus).

Voluntario para ayudar con eventos y eventos para recaudar fondos (cuando regresemos al campus).

Look for more information as the year progresses.

Busque más información a medida que avanza el año.

ELAC & SSC

ELAC met last Tuesday

- Committee selected and elect positions.

El ELAC se reunió el Martes pasado

- El Comité SSC seleccionará y elegirá puestos

The Next SSC will be in April 17th



School Site Council



Learning Center Resources

We offer: Ofrecemos:

- Free English Classes | Clases gratuitas de inglés
- Computer Classes | informática para padres
- Monthly Food Bank | Banco mensual de alimentos
- Ballet Folklorico Dance Group

We refer families to resources concerning:

Remitimos a las familias a recursos relacionados con:

- Housing | Alojamiento
- Free Food | Comida gratis
- Free Internet | Internet gratis
- Free Public Transportation | Transporte público gratuito
- Medical Services | Servicios médicos
- Mental Health | Salud mental
- Domestic Violence | Violencia doméstica
- Immigration. . . and more! | Inmigración. . . ¡y más!



Visit our [Alpha Community Resource Guide](#) ([Español](#) y [Vietnamese](#)) for a list of resources

Parent Leaders

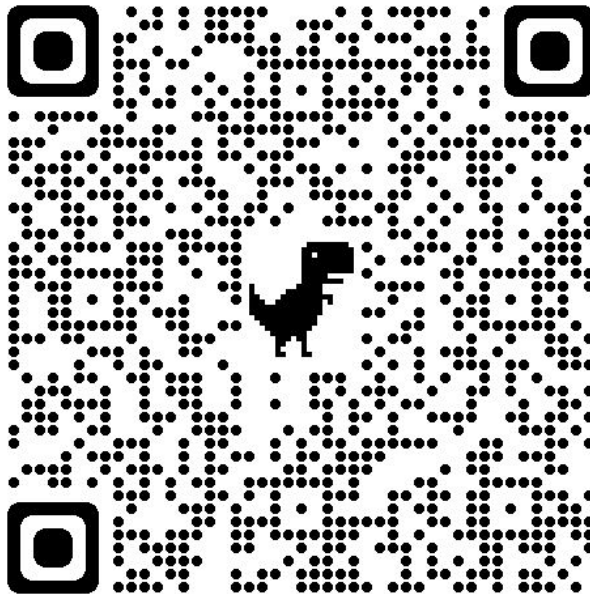
Contact Elizabeth Marquez Bernardino, Community Organizer

(408) 609-0492

emarquezbernardino@alphapublicschools.org

I want to hear more about your experience at Alpha: Jose Hernandez.
Please fill out this form if you haven't already and turn it in to me. Reach out to me if you would like to set up a time to share about your experience with this school.

Quiero saber más sobre tu experiencia en Alpha: José Hernández. Por favor, rellena este formulario si aún no lo has hecho y entrégamelo. Póngase en contacto conmigo si desea establecer un tiempo para compartir acerca de su experiencia con esta escuela.





The connection
between home and
school creates a
great community of
learners.

Contact Us

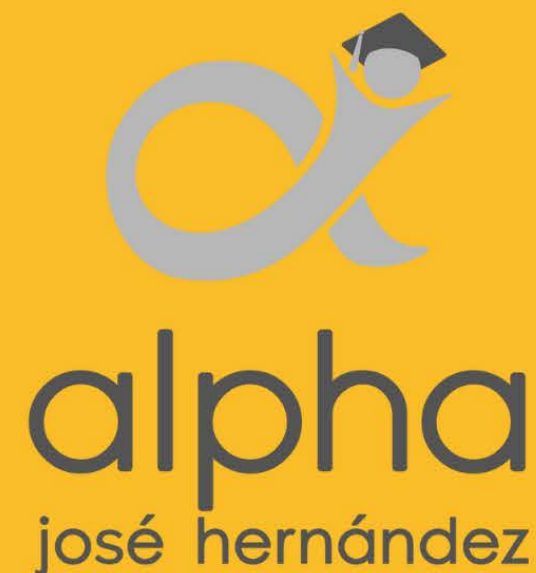
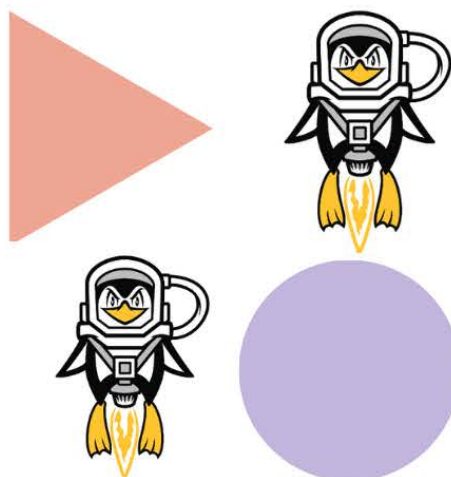
If you are interested in joining Los
Dichos or if you have any questions
contact:

Bjuarez@alphapublicschools.org

(408)693-4910

(408)780-1551 ext.303

Eminatee@alphapublicschools.org



Los Dichos Program
“Como Dice el Dicho”

About Los Dichos

Los Dichos is an educational program co-led by parents to promote Latin American literature and other cultures for our students. Volunteers visit the classroom once a month for approximately 45 minutes to share the book of the month, discuss the topic, and lead an activity with the students, with the support of the teacher, to reinforce the lesson learned, "Como Dice El Dicho."

Why volunteer?

- Parent volunteers gain the ability to better support their children's academic success.
- The commitment to offer the highest quality of learning to everyone.
- Developing a positive cultural identity through literature is important for reducing achievement gaps.

2023-2024 Los Dichos Calendar

| Book Libro | Month Mes | Los Dichos (TK-1) 8:00 - 9:30 (*Start 8:30) | Los Dichos (2-4) 8:00 - 9:30 (*Start 8:30) |
|---|---------------------------------|--|---|
|  | Sep Areli is a dreamer | Tues. Sept 5 | Thur. Sept 7 |
|  | Oct I remember abuelito | Tue. Oct 17 | Thu. Oct 12 |
|  | Nov Josie Dances | Tue. Nov 7 | Thu. Nov 9 |
|  | Dec Lotería | Tue. Dec 12 | Thu. Dec 14 |
|  | Jan All are welcome | Tue. Jan 16 | Thu. Jan 18 |
|  | Feb Sulwe | Tue. Feb 13 | Thu. Feb 15 |
|  | Mar Turning Pages | Tue. Mar 12 | Thu. Mar 14 |
|  | Apr The Proudest Blue | Tue. Apr 16 | Thu. Apr 18 |
|  | May Pan de sal saves the day | Tue. May 14 | Thu. May 16 |

As a thank you for volunteering, your student will receive a prize every time they volunteer!

OUR VALUES

At Alpha José Hernández, we always celebrate with our community, students and staff.



HOW TO VOLUNTEER?

- Contact Ms. Juárez or your students' teacher.
- Asista a una sesión de formación
Attend an "Office Hour" training session where you can receive support to complete the activity.
- You can take home a PDF copy of the book and complete the activity with your student at home, then turn it in to complete the course.



La conexión entre el hogar y la escuela crea una gran comunidad de aprendices.

Contactenos

Si está interesado en formar parte de Los Dichos o si tiene alguna pregunta,

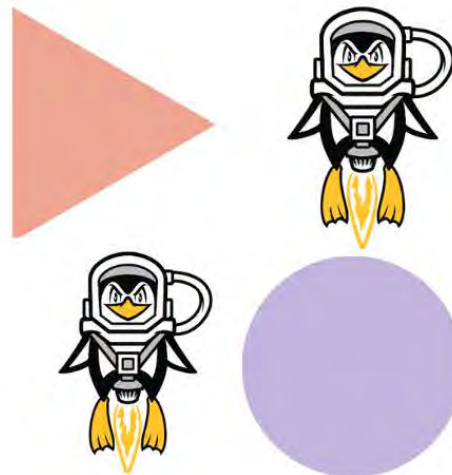
póngase en contacto con:

Bjuarez@alphapublicschools.org

(408)693-4910

(408)780-1551 ext.303

Eminatee@alphapublicschools.org



Los Dichos Program
“Como Dice el Dicho”

Sobre Los Dichos

Los Dichos es un programa educativo co-liderado por padres con el propósito de promover la literatura latinoamericana y de otras culturas para nuestros estudiantes. Los voluntarios visitan el aula una vez al mes durante aproximadamente 45 minutos para compartir el libro del mes, discutir el tema y dirigir una actividad con los estudiantes, con el apoyo del profesor, para reforzar la lección aprendida, "El Dicho".

¿Por qué ser voluntario?

- Los padres voluntarios adquieren la capacidad de apoyar mejor el éxito académico de sus hijos.
- El compromiso de ofrecer la máxima calidad de aprendizaje a todos.
- Desarrollar una identidad cultural positiva a través de la literatura es importante para reducir las diferencias de rendimiento.

2023-2024 Los Dichos Calendario

| Book Libro | Month Mes | Los Dichos (TK-1) 8:00 - 9:30 (*Start 8:30) | Los Dichos (2-4) 8:00 - 9:30 (*Start 8:30) |
|---|---------------------------------|--|---|
|  | Sep Areli is a dreamer | Tues. Sept 5 | Thur. Sept 7 |
|  | Oct I remember abuelito | Tue. Oct 17 | Thu. Oct 12 |
|  | Nov Josie Dances | Tue. Nov 7 | Thu. Nov 9 |
|  | Dec Lotería | Tue. Dec 12 | Thu. Dec 14 |
|  | Jan All are welcome | Tue. Jan 16 | Thu. Jan 18 |
|  | Feb Sulwe | Tue. Feb 13 | Thu. Feb 15 |
|  | Mar Turning Pages | Tue. Mar 12 | Thu. Mar 14 |
|  | Apr The Proudest Blue | Tue. Apr 16 | Thu. Apr 18 |
|  | May Pan de sal saves the day | Tue. May 14 | Thu. May 16 |

Como agradecimiento por su voluntariado, ¡su alumno recibirá un premio cada vez que sea voluntario!

NUESTROS VALORES

En Alpha José Hernández, siempre celebramos con nuestra comunidad, estudiantes y personal.



¿CÓMO SER VOLUNTARIO?

- Póngase en contacto con la Sra. Juárez o con el profesor de sus alumnos
- Asista a una sesión de formación "Hora de oficina" en la que podrá recibir apoyo para completar la actividad..
- Puede llevarse a casa una copia en PDF del libro y completar la actividad con su alumno en casa, y luego entregarla para completar el curso.



Appendix 7

Governance

APS Articles of Incorporation - Amended

APS Federal Tax Exempt Letter

APS Corporate Bylaws - Revised June 28, 2024

APS Conflict of Interest Code

APS Board of Directors

APS - Organizational Chart

Alpha: José Hernández School - Organizational Chart

**CERTIFICATE OF AMENDMENT
OF
ARTICLES OF INCORPORATION**

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

APR - 4 2012

CINDY AVITIA AND SOPHATH MEY CERTIFY THAT:

1. They are the president and secretary, respectively, of the Coalition for Better Public Schools, a California Non-Profit Corporation established in 2010.
Inc.,
2. Article I, Name, of the Articles of Incorporation of this corporation is hereby amended to read as follows:

ARTICLE I

The name of this corporation is ALPHA PUBLIC SCHOOLS, INC.

3. Article II, Purposes, of the Articles of Incorporation of this corporation is hereby amended to read as follows:

ARTICLE II

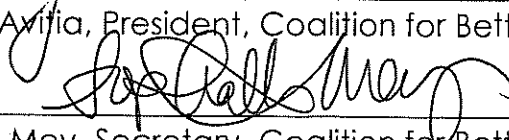
- A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation law for public and charitable purposes.
 - B. The specific purpose of this corporation is to improve educational opportunities for students enrolled in publicly funded schools through teacher training, leadership development, the creation of student programs, managing, operating, guiding, directing, and/or promoting one or more public charter schools, and other activities that help to foster excellence in public education.
4. The foregoing amendment of the articles of incorporation has been duly authorized and approved by the Coalition for Better Public Schools Board of Directors.
 5. The corporation has no members.

We further declare under penalty of perjury according to the State of California that the matters set forth in this certificate are true and correct to the best of our knowledge.

Date January 17, 2012



Cindy Avitia, President, Coalition for Better Public Schools, *Inc.*



Sophath Mey, Secretary, Coalition for Better Public Schools, *Inc.*



I hereby certify that the foregoing
transcript of 1 page(s)
is a full, true and correct copy of the
original record in the custody of the
California Secretary of State's office.

MAY 08 2012

Date: _____

Debra Bowen
DEBRA BOWEN, Secretary of State



Department of the Treasury
Internal Revenue Service

P.O. Box 2508, Room 4010
Cincinnati OH 45201

In reply refer to: 4077550279
Aug. 03, 2012 LTR 4168C 0
27-1881962 000000 00
00031798
BODC: TE

ALPHA PUBLIC SCHOOLS INC
% JOHN GLOVER
110 WEBSTER ST APT B
PALO ALTO CA 94301-1233

Employer Identification Number: 27-1881962
Person to Contact: Sophia Brown
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your June 01, 2012, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in October 2010.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(vi).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website www.irs.gov/eo for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

BYLAWS
OF
ALPHA PUBLIC SCHOOLS, INC.
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Alpha Public Schools, Inc.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 2110 Story Road, Suite 250, San Jose, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to improve educational opportunities for students enrolled in publicly funded schools through teacher training, leadership development, the creation of student programs, managing, operating, guiding, directing, and/or promoting one or more public charter schools, and other activities that help foster excellence in public education. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation’s assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”).

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one

location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.

- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than fifteen (15), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(c). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. All directors, except any representative(s) appointed by a chartering authority, shall be designated by the existing Board of Directors.

In addition to the number of directors otherwise prescribed by these Bylaws, the Board may also include a pupil member pursuant to Education Code section 47604.2, with limited voting rights set by statute.

Board members, other than representatives appointed by a chartering authority, shall have experience in one or more general areas critical to charter schools success, including but not limited to, legal, human resources, real estate, academic knowledge, finance, community involvement/connection, fundraising, governance, relationship building, nonprofit/school operations, or shall be parent directors, as defined herein. In addition the Board will seek out members with strong geographic relationships to San Jose (and as appropriate, strong connection to East San Jose), that represent a good demographic mix, and individuals with strong board experience.

The Corporation shall reserve four (4) Board of Directors positions for parents of children currently enrolled at Alpha Public Schools, one from each Alpha school, referred to herein as the "parent directors." If during a parent director's term their child(ren) transfer to another school within the Alpha network, the parent director may continue to be counted as representing the school their child(ren) attended at the time of appointment to the Board of Directors for the remainder of the parent director's then current term. At all times, the Corporation shall make best efforts to ensure that all four parent director positions are filled.

Consistent with Education Code Section 47604(c), the chartering authority of each charter school operated and/or governed by the Corporation shall be entitled to appoint a representative to the Board of Directors, and whether and when to appoint and/or remove such a representative shall be within the chartering authority's sole discretion at any time. Any such representative shall serve solely in the chartering authority's sole discretion and exclusively pursuant to appointment by the chartering authority or designee following any process or procedure determined by the chartering authority. The Corporation and its Board of Directors shall have no authority over or

involvement in the selection, appointment, service, or removal of any such representative, and there shall be no limit on the number of consecutive or total terms such representatives may serve. Other than the declaration provision of Corporations Code section 5221(a) with regard to court orders and provisions of law regarding financial conflicts of interest, other applicable law, and Section 4 below, no restrictions on or requirements, qualifications, or procedures for the appointment, service, or removal applicable to other members of the Board of Directors shall apply to a chartering authority's representative, and such representative shall be appointed and/or removed only by and in the discretion of the chartering authority or its designee.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation except as provided by law, including, but not necessarily limited to, Government Code Section 1090 and/or the Political Reform Act of 1974. The Board may adopt other policies circumscribing potential conflicts of interest.

At all times the Corporation and its charter schools shall be operated in accordance with the requirements of the Political Reform Act of 1974 and Government Code Section 1090 *et seq.*, as applied pursuant to Education Code Section 47604.1, as well as the prohibitions against conflicts applicable to nonprofit public benefit corporations. These bylaws, including this Section 4 of Article VII, and Articles IX and X, are not intended to describe all prohibitions against conflicts of interest as set forth in those laws, or to limit the requirements of those laws, but, rather, set forth only some specific prohibitions against conflicts.

Section 5. DIRECTORS' TERM. Except as provided in this Section, each director shall hold office for three (3) years and until a successor director has been designated and qualified. with each term ending on June 30 of the third year, regardless of the term start date (thus a term may be somewhat shorter than three years, but not longer). Notwithstanding, a parent director's term shall end at the earliest of (1) such time as the parent director resigns from the Board of Directors pursuant to the terms of Article VII, Section 8 hereof or (2) June 30 of the last year of their child(ren)'s enrollment at an Alpha school or (3) June 30 when the parent director's term was scheduled to end.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee. If a chartering authority elects to appoint a member of the Alpha Public Schools Board pursuant to Education Code Section 47604(c), the chartering authority Board or designee shall nominate and choose that director. In no event shall any corporate funds be expended to support a nominee for director, including if more people have

been nominated for director than can be elected.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chair of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 10. REMOVAL OF DIRECTORS. Any director, except for a representative appointed by a charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director, except for the representative appointed by the charter authorizer, shall be filled as provided in Section 11. The representative designated by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of the representative appointed by the charter authorizer will be filled as provided in Section 6.

Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within Santa Clara County, including at an Alpha Public Schools charter school, that has been designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 14. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 15. REGULAR MEETINGS. Regular meetings of the Board of Directors, shall be held at least five times a year, at a day and time that maximizes community involvement. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 16. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 18. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by

proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 19. TELECONFERENCE MEETINGS. In compliance with Education Code Section 47604.1(c)(3)(B), a two-way conference location shall be established at each school site for every meeting of the Board of Directors. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within Santa Clara County;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted. Any amendment of these bylaws to provide for compensation of directors or officers would constitute a material revision to the Corporation's charter schools' charters, and under no circumstances may any such amendment be made by a committee.

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Section 22. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors to serve at the pleasure of the Board. Only committees comprised solely of directors may exercise delegated authority of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. Any such committee comprised solely of directors shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Amend or repeal bylaws or adopt new bylaws;
- d. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- e. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

The Board will appoint an audit committee. This committee may include non-Board members, and may consist of a single person. While it may include members of a finance committee, the chair of the audit committee may not be a member of the finance committee, and members of a finance committee must constitute less than half of the audit committee. Additionally, the audit committee shall not include any employee of Alpha Public Schools or any person who has a material financial interest in any entity doing business with the Corporation. Employees may attend committee meetings but may not be committee members. Audit committee members shall not receive compensation beyond what the members of Board of Directors receive.

The Audit Committee: (1) shall recommend to the Board of Directors the retention or termination of the independent auditor; (2) may negotiate the compensation of the auditor on behalf of the Board; (3) shall confer with the auditor to satisfy the committee members that the financial affairs of the Corporation are in order; (4) shall review and determine whether to accept the audit; and (5) shall approve performance of any non-audit services to be provided by the auditing firm.

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions

of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 25. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Financial Officer, who shall be designated as the "Treasurer." The corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. Officers, except for the Chairman of the Board and Vice-Chair, shall not also be directors (Board members).

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract. The director appointed by the charter authorizer pursuant to Education Code Section 47604(c) will not serve as an officer.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. PRESIDENT. The President, also known as the CEO, shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken. .

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification,

or the bylaws may require.

If required by the Board, the Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors and have a material financial interest). The Board of Directors shall not participate in any conduct described as "self-dealing transactions" as defined in the Corporations Code. No member of the Board of Directors shall act in a fashion that violates the Brown Act, Government Code Section 1090, or the Political Reform Act of 1974.

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code and law have been complied with in full.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same

meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.**

This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest,

provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

- b The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these Bylaws.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. Subject to the requirements of this section, the Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provision of the charters of the charter schools operated by Alpha Public Schools or make any provisions of these Bylaws inconsistent with those charters, the corporation's Articles of Incorporation, or any laws. Written notice of any proposed revisions to the Articles of Incorporation or Bylaws shall be submitted to the Santa Clara County Superintendent of Schools no less than three (3) weeks prior to the Board of Directors' consideration of adoption of the revision(s). Should the County Superintendent or designee indicate that the Santa Clara County Office of Education considers the proposed revision(s) to be a material revision to the Charter School's governance structure or a charter authorized by the Santa Clara County Board of Education, the Board of Directors may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in the Charter Schools Act (or any successor statute) for material revision to the charter(s).

In the case of a conflict between the requirements of any Charter or Memorandum of Understanding ("MOU") between Santa Clara County Office of Education and Alpha Public Schools Charter School and provisions of the Articles of Incorporation and/or these Bylaws, the Board of Directors will take prompt action to revise the Articles of Incorporation or Bylaws to make them consistent with the requirements of the Charter or MOU or seek a material revision to the charter or MOU to make the documents consistent.

ARTICLE XVIII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Alpha Public Schools, Inc., a California nonprofit public benefit corporation; that these bylaws, consisting of 15 pages, are the updated bylaws of this corporation as adopted by the Board of Directors on June 28, 2024; and that these bylaws have not been amended or modified since that date.

Executed on June 28, 2024 in San Jose, California.



_____, Secretary

Alpha Public Schools

Conflict of Interest Code

Approved: 09/13/2022



CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Alpha Public Schools hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members and all other designated employees of Alpha Public Schools ("Charter School"), as specifically required by California Government Code Section 87300.

The terms of the Model Conflict of Interest Code set forth in Title 2, Section 18730 of the California Code of Regulations, and any amendments to the Model Conflict of Interest Code subsequently adopted by the Fair Political Practices Commission, are hereby incorporated by reference. The incorporation pages, Regulation 18730, and the attached Appendices designating positions and establishing disclosure categories, shall collectively constitute the Conflict of Interest Code of Charter School. The full text of 2 CCR § 18730 may be found at <https://www.fppc.ca.gov/content/dam/fppc/NS-Documents/LegalDiv/Regulations/Index/Chapter7/Article2/18730Provisions-of-Conflict-of-Interest-Codes.pdf>.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed

in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interests ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property, or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

All Statements shall be filed with the Charter School. If a statement is received in signed paper format, the Charter School's filing official shall make and retain a copy and forward the original of this statement to the filing officer, the County of Santa Clara Clerk of the Board of Supervisors. If a statement is electronically filed using the County of Santa Clara's Form 700 e-filing system, both the Charter School's filing official and the County of Santa Clara Clerk of the Board of Supervisors will receive access to the e-filed statement simultaneously.

Statements retained by the Charter School are public records available for public inspection and reproduction pursuant to Government Code section 81008.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make or participate in the making of

a decision because of a disqualifying interest, he/she shall submit a written disclosure of the disqualifying interest prior to any participation in the decision-making process to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to Alpha Public Schools Chief Executive Officer, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall comply with all applicable laws and adopted policies relating to potential conflicts of interest. As required under applicable laws, Governing Board members shall recuse and disclose a disqualifying interest at the meeting during which the item in which the member has a conflict is agendized. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e. the Board member with the disqualifying interest shall refrain from voting on the matter and influencing or attempting to influence the vote on the matter) and shall comply with any applicable provisions of the Charter School bylaws. If required under the law, the Governing Board member shall leave the room when the item is heard by the Board.

To ensure the rest of the Board may take action on an item in which a Governing Board member has a conflict of interest, the Governing Board member shall consult with legal counsel *prior* to the meeting during which consideration of the item takes place.

EXHIBIT A***Designated Positions***

| Designated Position | Disclosure Category Number |
|---|-----------------------------------|
| Member of the Governing Board | 1 |
| Chief Academic Officer | 2 |
| Chief Executive Officer | 1 |
| Chief Operating Officer | 1 |
| Chief Schools Officer | 1 |
| Chief Financial Officer | 1 |
| Chief Strategy Officer | 1 |
| Managing Director of Academics | 3 |
| Managing Director of Talent Operations | 3 |
| Senior Director of Teacher & Leadership Development | 3 |
| Director of College Readiness & Success | 3 |
| Senior Director of Elementary Program | 2 |
| Principal | 3 |
| Senior Director of Advocacy & Community Engagement | 3 |
| Senior Director of Finance | 2 |
| Managing Director of Special Education | 3 |
| Director of Development | 3 |
| Consultant | 4 |
| Newly Created Position | * |

***Newly Created Position**

A newly created position that makes or participates in the making of decisions that may foreseeably have a material effect on any financial interest of the position-holder, and which specific position title is not yet listed in the Charter School's conflict of interest code is included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation: The Chief Executive Officer may determine in writing that a particular newly created position, although a "designated position," is hired to perform a range of duties that are limited in scope and thus is not required to fully comply with the broadest disclosure requirements, but instead must comply with more tailored disclosure requirements specific to that newly created position. Such written determination shall include a description of the newly created position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officers's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Gov. Code Section 81008.)

As soon as the Charter School has a newly created position that must file statements of economic interests, the Charter School shall contact the County of Santa Clara Clerk of

the Board of Supervisors Form 700 division to notify it of the new position title to be added in the County's electronic Form 700 record management system, known as eDisclosure. Upon this notification, the Clerk's office shall enter the actual position title of the newly created position into eDisclosure and the Charter School's Filing Official shall ensure that any individual(s) holding the newly created position is entered under that position title in eDisclosure.

Additionally, within 90 days of the creation of a newly created position that must file statements of economic interests, the Charter School shall update this conflict-of-interest code to add the actual position title in its list of designated positions, and submit the amended conflict of interest code to the County of Santa Clara Office of the County Counsel for code-reviewing body approval by the County Board of Supervisors. (Gov. Code Sec. 87306.)

EXHIBIT B

Disclosure Categories

Disclosure Category 1:

Persons in positions designated Category 1 must report:

- A. Interests in real property which are located in whole or in part either (1) within the boundaries of any School District in which an Alpha Public Schools charter school is authorized (Alum Rock Union SD for Alpha Blanca Alvarado and Alpha José Hernández, Franklin-McKinley SD for Cornerstone Academy, and East Side Union HSD for Alpha Cindy Avitia) or (2) within two miles of the boundaries of any School District in which an Alpha Public Schools charter school is authorized, or of any land owned or used by any of these Districts, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property; and
- B. Investments in, business positions in, and income (including gifts, loans, and travel payments) from sources which:
 - 1. Are engaged in the performance of building construction or design within the Districts;
 - 2. Are engaged in the acquisition or disposal of real property within the Districts;
 - 3. Manufacture or sell supplies, goods, machinery or equipment of the type used by Alpha Public Schools; and
 - 4. Are engaged in the performance of work or services of the type used by Alpha Public Schools.

Disclosure Category 2:

Persons in positions designated Category 2 must report investments in, business positions in, and income (including gifts, loans, and travel payments) from sources which (a) manufacture or sell supplies, goods, machinery or equipment of the type used by Alpha Public Schools, or (b) are engaged in the performance of work or services of the type used by Alpha Public Schools.

Disclosure Category 3:

Persons in positions designated Category 3 must report investments in, business positions in, and income (including gifts, loans, and travel payments) from sources which (a) manufacture or sell supplies, goods, machinery or equipment of the type used by the department for which the designated employee is responsible, or (b) are engaged in the performance of work or services of the type used by the department for which the designated employee is responsible.

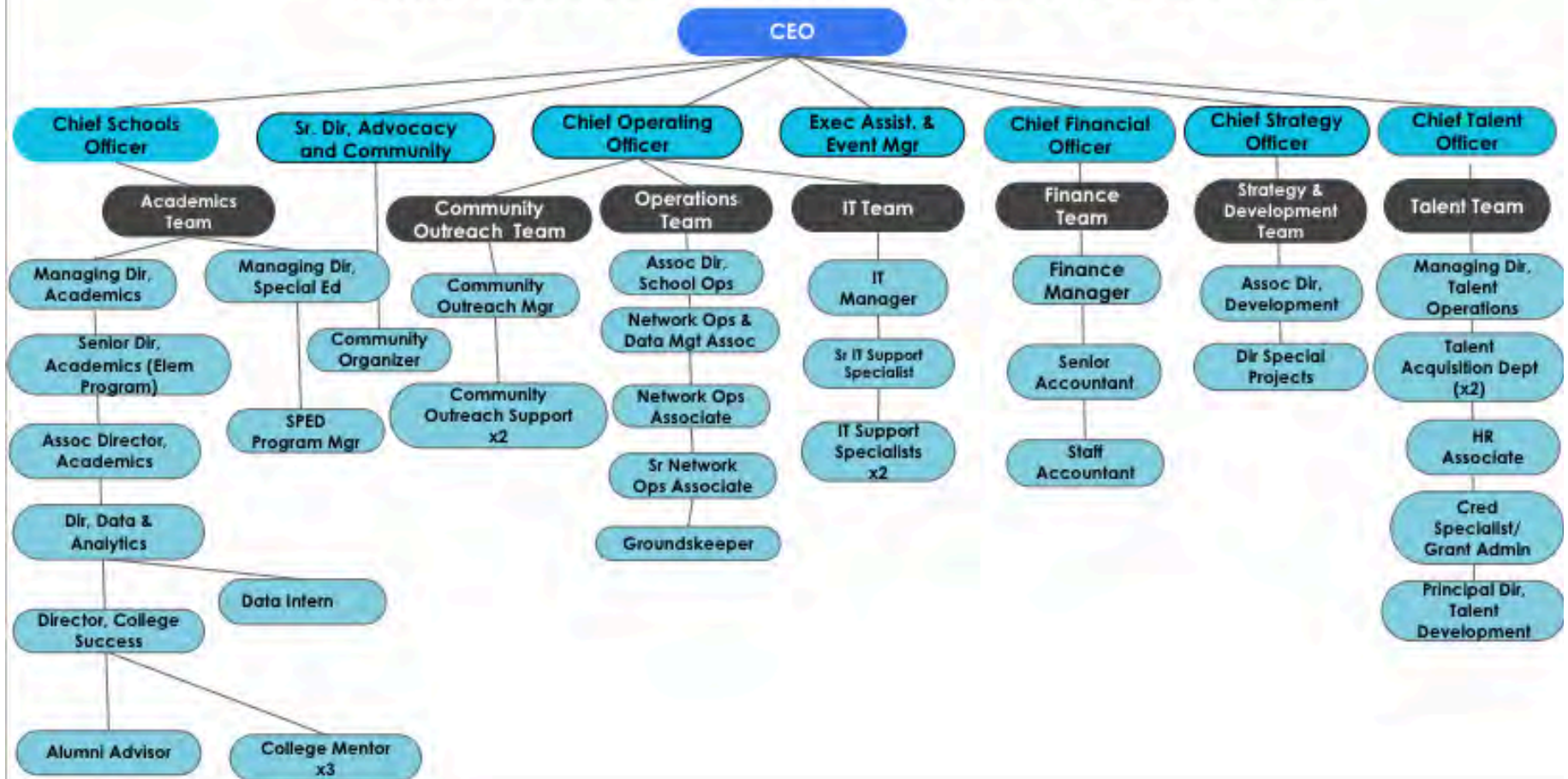
Disclosure Category 4:

Consultants, as defined for purposes of the Political Reform Act, shall disclose pursuant to the broadest disclosure category in the Charter School's conflict of interest code subject to the following limitation: The Chief Executive Officer may determine in writing that a particular consultant, although a "designated position," is hired to perform a range of duties that are limited in scope and thus is not required to comply fully with the disclosure requirements of the broadest disclosure category, but instead must comply with more tailored disclosure requirements specific to that consultant. Such a determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection in the same manner and location as this conflict of interest code.

Board of Directors

| Name | Title | Term Length | Board Term Ends |
|---|------------------|-------------|-----------------|
| Peter MacDonald | Board Chair | 3 years | June 30, 2025 |
| Jennifer Wallner | Board Vice Chair | 3 years | June 30, 2026 |
| Silvia Mahan | Board Director | 3 years | June 30, 2026 |
| Adam Hendricks | Board Director | 3 years | June 30, 2025 |
| Elsa Retuta (Tenorio) | Board Director | 3 years | June 30, 2027 |
| Alicia Santillan (Parent Director) | Board Director | 3 years | June 30, 2027 |
| Lex Alvarez | Board Director | 3 years | June 30, 2025 |
| Cindy Wang | Board Director | 3 years | June 30, 2025 |
| Janine Ramirez | Board Director | 3 years | June 30, 2027 |
| Cheria Funches | Board Director | 3 years | June 30, 2025 |
| Mario Rosas | Board Director | 3 years | June 30, 2026 |
| Mary Anna Cazarez (Parent Director) | Board Director | 3 years | June 30, 2026 |
| Alejandrina Flores (Parent Director) | Board Director | 3 years | June 30, 2027 |
| Noreen Guevara (Parent Director) | Board Director | 3 years | June 30, 2027 |

Alpha Public Schools Network Team Org Chart 24-25





Alpha: José Hernández School 24-25

Principal

Assistant Principal

6th Grade x2

7th and 8th Grade History

7th and 8th Grade Math

7th and 8th Grade ELA

7th and 8th Grade Science

Academic Interventionist x2

SPED Paraprofessional

Elective Teacher

Associate Teacher x3

Assistant Principal

TK Teacher

TK Paraprofessional

Kindergarten Teacher

1st Grade Teacher

2nd Grade Teacher x2

Academic Interventionist x2

SPED Paraprofessional

Assistant Principal

3rd Grade Teacher x2

4th Grade Teacher x2

5th Grade Teacher x2

PE Coach

SPED Paraprofessional x2

Academic Interventionist x2

Associate Teacher x3

School Ops Manager

Office Manager

Office Asst

Food Service Support x3

Lunch Monitor x2

Education Specialist x2

ELD Specialist

Behavior Paraprofessional

Dean of Students

Elective Teacher x2

Behavior Para

Managing Director, Special Education

Speech Language Pathologist (shared)

School Psychologist (Shared)

Mental Health Counselor



Appendix 8

Handbooks

2024-25 APS Student & Family Handbook

2024-25 APS Employee Handbook



| | |
|---|---|
| Alpha: Cornerstone Academy School 1598 Lucretia Ave San Jose, CA 95122 Principal: Fallon Housman fhousman@alphapublicschools.org | Alpha: Cindy Avitia High School 1881 Cunningham Ave San Jose, CA 95122 Principal: Emma Karpowicz ekarpowicz@alphapublicschools.org |
| Alpha: Blanca Alvarado School 1601 Cunningham Ave San Jose, CA 95122 Principal: jyun@alphapublicschools.org | Alpha: José Hernández School 1601 Cunningham Ave San Jose, CA 95122 Principal: Julianna Parra jparra@alphapublicschools.org |

FAMILY HANDBOOK

2024-25

***SPANISH/VIETNAMESE TRANSLATION AVAILABLE IN MAIN OFFICE**
*** TRADUCCIÓN EN ESPAÑOL ESTÁN DISPONIBLE EN LA OFICINA PRINCIPAL**
*** DỊCH TIẾNG VIỆT CÓ SẴN TRONG VĂN PHÒNG**

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GENERAL INFORMATION

Mission and Vision

We believe that all children have a fundamental right to an excellent education. Alpha Public Schools (“Alpha,” or the “School,” or the “Charter School”) will ensure that all of our scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

Lottery and Enrollment Procedures

Admission to Alpha is determined by a lottery system. Admissions preferences are given to siblings of students admitted to or attending Alpha, children of Alpha staff and board members, and students residing in the District per the School’s charter. Seats are offered to students according to their numerical ranking until capacity is reached. All remaining names are placed on a waiting list in order according to their numerical rank. School staff will notify families when space becomes available and specify the timeframe for accepting the open space and submitting all paperwork.

Newly accepted students must be present during the first week of school or may risk losing their space.

School Year Calendar

The most up to date school year calendar is available on each of the campus’ websites (<https://www.alphapublicschools.org/schools/>) and in the main office.

School Schedules

Alpha: Cornerstone Academy Preparatory School:

- Elementary grades’ school day is 7:45AM to 2:45PM with the exception of TK and K, which operates from 7:45AM to 1:45PM. Minimum day for grades TK/K is from 7:45AM to 11:45AM and for grades 1 to 4 is from 7:45AM to 12:00PM.
- Middle grades’ school day is 8:00AM to 3:00PM. Minimum day is from 8:00AM to 12:15PM.

Alpha: Blanca Alvarado School:

- Elementary grades’ school day is 8:30AM to 3:00PM with the exception of TK and K, which operates from 8:30AM to 2:00PM. Minimum day for grades TK and K is 8:30AM to 11:30AM and grades 1 to 4 is 8:30AM to 12:30PM.
- Middle grades’ school day is 8:30AM to 3:30PM. Minimum day is from 8:30AM to 12:30PM.

Alpha: Jose Hernandez School:

- Elementary grades' school day is 8:00AM to 2:30PM with the exception of TK and K, which operates from 8:00AM to 1:30PM. Minimum day for grades TK to 4 is from 8:00AM to 12:00PM.
- Middle grades' school day is 8:00AM to 3:00PM. Minimum day is from 8:00AM to 12:00PM.

Alpha: Cindy Avitia High School operates from 8:30 a.m. until 3:40 p.m. every day except Wednesday, which is a minimum day (2:00 p.m. Dismissal). Note: Your child may be required to stay for additional help from their teacher until 4:30 p.m. on select days. If your child is required to stay, we will notify you by text message.

All Alpha students are required to arrive at school on time and to remain in school until dismissal.

School Accountability Report Card

School Accountability Report Cards ("SARC") are updated and reported each year in the spring for the previous year. The SARC is available on the School webpage at www.alphapublicschools.org, and also available in hard copy at the School's main office.

Family Involvement Policy

The School encourages families to participate actively in their children's education. We strive to cultivate positive and productive relationships with all of our families. Parental participation in any form is important to the School community. Below are a few preferred ideas for how to participate:

- Attending community meetings;
- Attending parent/teacher conferences;
- Participating in school event set-up, execution, and clean-up;
- Assisting with morning/afternoon traffic duty;
- Assisting teachers with classroom setup/cleanup or project preparation;
- Assisting teachers with classroom presentations;
- Serving as the Homeroom Parent;
- Attending Expo Nights;
- Assisting office staff with paperwork;
- Donating school supplies or snacks to the classroom;
- Volunteering in the school library;
- Recruitment support;
- Carpool support;
- Volunteering in the classroom (background check required); and
- Assisting school staff with recess duty (background check required)

Parental volunteer hours are not a criterion for admission or continued enrollment.

Communication:

Our partnership with parents is dependent on frequent, detailed communication about student achievement and behavior. We will communicate with parents in some of the following ways:

- Phone calls
- Email
- Notes home
- Informal communication (e.g. drop off and pickup)
- Progress reports
- Report cards
- Conferences
- Formal meetings
- School events (e.g. community meetings, Parent Council)

A copy of the School's complete Family Involvement Policy is available in the main office.

INSTRUCTIONAL PROGRAM

English Learners

Alpha is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. Alpha will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Alpha will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

English Learners, determined through the English Language Proficiency Assessments for California ("ELPAC") testing process, could be considered "at promise" based on the challenges they face in acquiring mastery of subject areas in English. English Learners will be provided with supplemental instruction as a key intervention to ensure that they will eventually attain grade level proficiency.

Homework

Homework is an essential part of the School's educational program: it is designed to reinforce skills taught in the classroom, to help students develop a deeper understanding of concepts, and to promote good study habits. Students are expected to complete homework regularly.

Availability of Prospectus

Upon request, the School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the School may charge for the prospectus in an amount not to exceed the cost of duplication.

California Healthy Kids Survey

The School will administer the California Healthy Kids Survey (“CHKS”) to those 5th, 7th, 9th and 11th grade students whose parent or guardian provides written permission. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables the School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 7-12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent (“opt-out”) process. The Charter School does not require active parental consent (“opt-in”) for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - The date of the instruction
 - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students’ health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student’s attitudes concerning or practices relating to sex) may be administered to students in grades 5-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent (“opt-out”) process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish,

notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Animal Dissections

Students at the School may perform animal dissections as part of the science curriculum. Any pupil who provides his or her teacher with a written statement, signed by his or her parent/guardian, specifying the pupil's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the pupil. It shall not, as a means of penalizing the pupil, be more arduous than the original education project. The pupil shall not be discriminated against based upon his or her moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

Cal Grant Program Notice

The School is required by state law to submit the GPA of all high school seniors by Oct. 1 of each year, unless the student (if the student is 18 years of age or older) or parent/guardian for those under 18 opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the Student (or parent/guardian, if the Student is under 18) has opted out by or before February 1.

Information Regarding Financial Aid

The Charter School shall ensure that each of its students receives information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application, as appropriate, at least once before the student enters grade 12. ACE will provide a paper copy of the FAFSA or the California Dream Act Application upon request.

- The FAFSA form and information regarding the FAFSA are available at:
 - <https://studentaid.gov/h/apply-for-aid/fafsa>
- The California Dream Act Application and information regarding the California Dream Act is available at:
 - <https://www.csac.ca.gov/post/resources-california-dream-act-application>

The Charter School shall confirm that each of its students in grade 12 completes and submits a FAFSA to the United States Department of Education, or if the student is exempt from paying nonresident tuition pursuant to Education Code section 68130.5, a California Dream Act

Application to the Student Aid Commission. Students who are exempt or whose parent/guardian (if the student is a minor) have opted-out will not be required to comply.

Teacher Qualifications

As the Charter School receives Title I federal funds through the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”), all parents/guardians of students attending the Charter School may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student’s teacher:
 1. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 2. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 3. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Principal.

Grading Policy

Alpha Public Schools believes that grades should reflect academic performance and mastery of content. Our grading policy reflects a growth mindset and supports the relentless pursuit of excellence. We believe that our grades should not reflect elements of behavior and activities not directly related to student academic achievement (and that we should track and hold students accountable for this through other measures).

State Testing

Alpha Public Schools shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress [“CAASPP”].) Notwithstanding any other provision of law, a parent’s or guardian’s written request to School officials to excuse his or her child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

Workplace Readiness Week and Work Permits

The week of each year that includes April 28 shall be known as “Workplace Readiness Week.” All public high schools, including charter schools, shall annually observe that week by providing information to students on their rights as workers.

Beginning August 1, 2024, any minor seeking the signature of a Charter School verifying authority on a Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate

of Age will be issued, before or at the time of receiving the signature of the verifying authority, a document clearly explaining basic labor rights extended to workers. An infographic explaining these rights is available at:

<https://laborcenter.berkeley.edu/wp-content/uploads/2024/05/Know-Your-Rights-FINAL.pdf>

STUDENT POLICIES AND PROCEDURES

Arrival & Dismissal Policy

| Information | |
|---|--|
| Alpha: Cornerstone Academy Supervision begins at: 7:30am Breakfast begins at: 7:30am Dismissal begins at 2:45pm (1-4) 3:00pm (5-8) 1:45 pm (TK/K) Supervision ends at: 3:15pm | Alpha: Blanca Alvarado School Supervision begins at: 7:30am Breakfast begins at: 8:15am Dismissal begins at 3:30pm (TK/K at 2:00pm, 1-4 at 3:00) Supervision ends at: 3:45pm |
| Alpha: Jose Hernandez School Supervision begins at: 7:42am Breakfast begins at: 7:42am Dismissal begins at 3:00pm (TK/K at 1:30, 1-4 at 2:30) Supervision ends at: 3:15pm | Alpha: Cindy Avitia High School Supervision begins at: 8:10am Breakfast begins at: 8:10am Dismissal begins at 3:40pm Supervision ends at: 4:00pm |

- Unless students and families have made an appointment with individual teachers or other staff beforehand, students and families must remain outside the building prior to the School opening.
- Students are expected to respect all school property and all surrounding property while waiting for admittance into the school.
- Supervision ends 10-15 minutes after dismissal on Minimum Wednesdays.
- Families are responsible for picking up students on time.
- (K-8) No student will be allowed to leave the School without an adult escort or parent/guardian permission.
- (K-8) No student will be allowed to leave the School with an adult who is not his legal parent/guardian unless the parent/guardian has specified the adult as an authorized individual on the authorization form. This form must be submitted to the front office.

- (K-8) Families MUST submit a release form (provided in August) listing the names and information for any individuals, besides parent(s) / guardian(s), who regularly are authorized to pick up their children.

Late Pick-Up Policy

Please pick-up your student on time or to arrange for an alternate person to pick them up in case of weather, traffic, personal or work-related event, or another emergency. Late pick-ups will not be tolerated for any reason. Staff time is valuable, and you may be subject to consequences for failing to timely pick up your child.

The following consequences will apply for late pick-ups:

- After the first late pick-up, the parent/guardian will receive a verbal warning.
- Each subsequent late pick-up will result in a written warning to the parent/guardian and a copy of the School's policy on late pickups.
- If a student is picked up late more than five (5) times, a conference will be scheduled with the parent/guardian and the administration.
- Any time there is a late pick-up, after 30 minutes post dismissal, the School may consider your child abandoned and call the local police department and/or the Department of Social Services/Child Protective Services to arrange pick-up for your child.
- **After ten (10) late pick-ups have occurred, the School may contact the local police department and/or the Department of Social Services/Child Protective Services to report child neglect by the parent/guardian. Written warnings will be submitted to authorities as evidence of child neglect.**

Special Education and Section 504:

Students with physical and/or mental disabilities, which interfere with the major life activity of learning, are provided protections under Section 504 of the Rehabilitation Act ("Section 504") and the Americans with Disabilities Act ("ADA"). Their educational opportunities will be affected by the development of Section 504 plans which may include related aids and services intended to mitigate the effects of the disability on educational performance.

Students with physical, mental, or learning disabilities are provided protection under the Individuals with Disabilities Education Act ("IDEA") and have their educational needs supported through Special Education (specially designed instruction) and related services (services which enable them to benefit from their Special Education program).

The School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral

for an evaluation to the Principal. A copy of the School's Section 504 policies and procedures is available upon request at the main office.

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the Ed Dorado County Charter Special Education Local Plan Area (SELPA). These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact Russell Michaud, Managing Director of Special Education at 408-497-7350 (rmichaud@alphaps.org).

Universal School Meals

Pursuant to California law, the Charter School shall make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free breakfast meal and one (1) free lunch meal during each schoolday. This shall apply to all pupils in kindergarten through grade twelve (12).

Alternative Income Forms are shared to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the income form. Completed forms can be returned to the main office. Income eligibility guidelines for federally funded free and reduced-price meals are available at: <https://www.cde.ca.gov/ls/nu/rs/>

Families may send lunch to school; however, students will not have access to a refrigerator or microwave. If you are sending lunch to school with your child, we ask that you send in nutritious foods.

If the student forgets lunch at home or it must be dropped off, please leave the lunch at the main office.

Based on a parent/guardian's annual earnings, a parent/guardian may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a

refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you a parent/guardian does not owe federal taxes, they must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its website at www.irs.gov.

A parent/guardian may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its website at www.ftb.ca.gov.

Charter School shall allow students, teachers, and staff to bring and carry water bottles. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is deemed dangerous to have drinking water. Charter School may develop additional policies regarding the types of water bottles that may be carried.

Charter School adheres to all applicable requirements regarding placement and maintenance of water bottle refilling stations on campus.

Charter School shall encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

A copy of the complete Policy, which includes the Charter School's meal charge policy, is available upon request at the main office. The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, Charter School is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or

local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

fax:

(833) 256-1665 or (202) 690-7442; or

email:

Program.Intake@usda.gov

Charter School is an equal opportunity provider.

Education of Homeless Students

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. Section 11434a:

- Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
- Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
- Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

School Liaisons

Alpha Public Schools designates the following staff persons as the School Liaisons for homeless students (42 U.S.C. Section 11432(g)(1)(J)(ii)):

| School | School Liaison |
|---------------------------------|--|
| Alpha: Blanca Alvarado School | Guadalupe Wiggins School Operations Manager (408) 343-9528 gwiggins@alphapublicschools.org |
| Alpha: Cindy Avitia High School | Claudia Flores School Operations Manager (408) 758-1195 cflores@alphapublicschools.org |
| Alpha: Cornerstone Academy | Stephanie Corona School Operations Manager (408) 206-1632 scorona@alphapublicschools.org |
| Alpha: José Hernández School | Cecilia Mendoza School Operations Manager (408) 318-1469 cmendoza@alphapublicschools.org |

The School Liaison shall ensure that (42 U.S.C. Section 11432(g)(6)):

- Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.
- Homeless students enroll in, and have a full and equal opportunity to succeed at the School.
- Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
- Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths and unaccompanied youths, such as

schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

- Enrollment/admissions disputes are mediated in accordance with law, the School charter, and Board policy.
- Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
- School personnel providing services receive professional development and other support.
- The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
- Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.
- Ensure that unaccompanied youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement.
- Assist homeless children and youth who do not have immunizations, or immunization or medical records to obtain necessary immunizations, or immunization or medical records.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

Housing Questionnaire: The School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

School Stability: The Charter School will work with homeless students and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the

opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Homeless students have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a homeless student seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). The Charter School will also immediately enroll any homeless student seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder, Indian custodian¹ in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

High School Graduation Requirements: Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student's school enrollment, or, for pupils with significant gaps in school attendance, the pupil's age as compared

¹ "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code*

to the average age of pupils in the third or fourth year of high school may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder ("ERH"), and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a homeless student who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer homeless.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be

entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's additional graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student and the student's ERH regarding the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Consult with the student, and the ERH for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student and the student's ERH about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the student's ERH.
5. Consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a homeless student **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Principal or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the homeless student and the student's ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.

3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a homeless student is **not** eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility;
2. Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the ERH of the pupil's options to:
 - i. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, **or**
 - ii. Upon agreement with the ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Reporting Requirements: Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

The complete policy can also be accessed here: [Homeless Children and Youth Policy and Procedures](#) and upon request at the main office. For any homeless student who enrolls at the School, a copy of the School's complete policy shall be provided at the time of enrollment.

Education of Foster and Mobile Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

- *"Foster youth"* means any of the following:
 1. A child who has been removed from their home pursuant to Section 309 of the California Welfare and Institutions Code ("WIC").
 2. A child who is the subject of a petition filed pursuant to WIC section 300 or 602 (whether or not the child has been removed from the child's home by juvenile court).
 3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
 4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
 - c. The nonminor is participating in a transitional independent living case plan.
 5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.²

² The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
- “*Former juvenile court school student*” means a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School.
 - “*Child of a military family*” refers to a student who resides in the household of an active duty military member.
 - “*Currently Migratory Child*” refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
 - “*Newcomer pupil*” is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years.
 - “*Educational Rights Holder*” (“ERH”) means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.
 - “*School of origin*” means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, “school” as used in the definition of “school of origin” includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.

- “*Best interests*” means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth’s access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
- “*Partial coursework satisfactorily completed*” includes any portion of an individual course, even if the student did not complete the entire course.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a newcomer pupil will be collectively referred to as “Foster and Mobile Youth.” Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a “parent/guardian” or “ERH.”

Foster and Mobile Youth Liaison: Alpha Public Schools designates the following staff persons as the Liaison for Foster and Mobile Youth:

| School | School Liaison |
|---------------------------------|--|
| Alpha: Blanca Alvarado School | Guadalupe Wiggins School Operations Manager (408) 343-9528 gwiggins@alphapublicschools.org |
| Alpha: Cindy Avitia High School | Claudia Flores School Operations Manager (408) 758-1195 cflores@alphapublicschools.org |
| Alpha: Cornerstone Academy | Stephanie Corona School Operations Manager (408) 206-1632 scorona@alphapublicschools.org |
| Alpha: José Hernández School | Cecilia Mendoza School Operations Manager (408) 318-1469 cmendoza@alphapublicschools.org |

The Foster and Mobile Youth Liaison’s responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring

proper transfer of credits, records and grades.

School Stability: The Charter School will work with foster youth and their parent to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking re-enrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g. producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

High School Graduation Requirements: Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and newcomer pupils who are in their third or fourth year of high school, shall be exempt from any of the Charter

School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student's school enrollment, or, for students with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school, may be used, whichever will qualify the student for the exemption. For a newcomer pupil, enrollment in grade 11 or 12, based on the average age of students in the third or fourth year of high school, may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the parent/guardian, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of Foster and Mobile Youth.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's additional graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

6. Consult with the student and the student's ERH regarding the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
7. Consult with the student, and the ERH for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
8. Consult with and provide information to the student and the student's ERH about transfer opportunities available through the California Community Colleges.
9. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the student's ERH.
10. For a student identified as a foster youth, consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Principal or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and their ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide

coursework requirements.

2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education.
3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the pupil transfers between schools, or for a newcomer pupil, is not eligible for an exemption in the student's third year of high school, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility;
2. Provide written notice to the pupil, the pupil's ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the pupil's ERH of the pupil's options to:
 - iii. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, **or**
 - iv. Upon agreement with the pupil's ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the pupil's ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency (“LEA”), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the pupil, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the pupil’s special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth’s grades as a result of the student’s absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School’s educational records and student information policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster youth pending a recommendation for expulsion, the Charter School will invite the student’s attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student’s attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School’s Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Reporting Requirements

Charter School shall report to the California Department of Education (“CDE”) annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School’s graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this subdivision, “pupil category” means the categories of pupils identified in the “Definitions” section of this Policy, above.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School’s complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

Student Records and Directory Information

The Family Educational Rights and Privacy Act (“FERPA”) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are:

- The right to inspect and review the student's education records within 5 business days after the day the School receives a request for access. Parents or eligible students should submit to the Principal or designee a written request that identifies the records they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write the School principal or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing and pursuant to the

policy included below. If the Charter School decides to amend the record as requested by the parent or eligible student, the Principal must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

- The right to provide written consent before the School discloses personally identifiable information (“PII”) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to School officials with legitimate educational interests. A School official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the School board. A School official also may include a volunteer, consultant, vendor, or contractor outside of the School who performs an institutional service or function for which the School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or experiences; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another School official in performing his or her tasks. A School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer.

Note that the School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

- The right to request that the School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from a student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties —

- To other School officials, including teachers, within the educational agency or institution whom the School has determined to have legitimate educational interests as defined by 34 C.F.R. Part 99
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)). When a student transfers schools, the School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the pupil intends to enroll. The School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing.
- Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4)).
- Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F).
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7)).
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8)).
- To comply with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or

eligible student may seek a protective order. (§99.31(a)(9)).

- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)).
- State and local authorities, within a juvenile justice system, pursuant to specific State law.
- Information the School has designated as “directory information” under §99.37. (§99.31(a)(11)).
- A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the pupil’s educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the School for students and parents, and any individualized education program (“IEP”) or Section 504 plan that may have been developed or maintained by the School.
- A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School disclose the final results of the disciplinary proceeding, regardless of whether the Charter School concluded a violation was committed.

“Directory information” is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent's or eligible student’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. The School has designated the following information as directory information:

- Student's name
- Student’s address
- Parent/guardian’s address
- Telephone listing
- Student’s electronic mail address
- Parent/guardian’s electronic mail address
- Photograph/video
- Date of birth
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports

- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

If you do not want the School to disclose directory information from your child's education records without your prior written consent, you must notify the Principal in writing at the time of enrollment or re-enrollment. A copy of the complete Policy is available upon request at the main office.

Please note that data collected and reported by Charter School to the California Longitudinal Pupil Achievement Data System (“CALPADS”³) pursuant to state law, will be shared with the California College Guidance Initiative (“CCGI”⁴) and will:

- 1) Be used to provide pupils and families with direct access to online tools and resources.
- 2) Enable a pupil to transmit information shared with the CCGI to both of the following:
 - a. Postsecondary educational institutions for purposes of admissions and academic placement.
 - b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

Lost or Damaged School Property

If a student willfully damages the Charter School’s property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student’s parents/guardians are liable for all damages caused by the student’s misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student’s parent or guardian in writing of the student’s alleged misconduct and affording the student due process, the Charter School may withhold the student’s grades, transcripts, and diploma until the damages have been paid. If the student and the student’s parent/guardian are unable to pay for the damages or to return the

³ CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment, and statewide assessments data.

⁴ CCGI is an authorized provider of an institutional service to all California local educational agencies and part of the state’s efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education (“CDE”).

property, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

Cells Phone and other Electronic Devices

Students may not bring any items to school that may potentially disrupt the learning environment.

Please note: School principals have the discretion to ban any items deemed to be a distraction at any point in the school year.

If students bring a cell phone to school, the School assumes no responsibility for the phone if it is lost, broken, or stolen. The following rules apply to student cell phones at Alpha:

TK-4: Cell phones are not permitted. Phones will be confiscated and returned only to the parent/guardian.

5-12: Students must keep their cell phone and all other personal electronics off and out of sight during school hours except at designated times. Misuse of any personal electronic device will lead to confiscation and additional parent involvement.

Repeated violations of this policy may result in student discipline. The School will not be liable for any damage to such items.

The School will keep a Lost and Found box in the main office which will be accessible to students and parents/guardians.

A Student shall not be prohibited from possessing or using a cell phone or smartphone under any of the following circumstances:

- (1) When a teacher or administrator of the School grants permission to a student to possess or use a smartphone, subject to any reasonable limitation imposed by that teacher or administrator.
- (2) When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the student.
- (3) When the possession or use of a smartphone is required in a student's individualized education program.

Classroom Parties, Birthdays, and Other Events

TK-12: The School does not allow individual classroom parties for birthdays. Classroom teachers have the option to designate a day to host a celebration for his or her class, scheduled for no longer than twenty (20) minutes. This party may happen once per school year or once per month. This ensures that all students are celebrated, even those with birthdays during the summer or during holidays. On this day, parents are welcome to send treats to class. These should be coordinated through the classroom teacher. Parents are requested to notify the School of any allergies on the School's medical forms, so the School can do its part to help avoid any health related emergencies.

STUDENT BEHAVIOR & DISCIPLINE

Student Discipline – Generally

Teachers and administrators will use a large array of strategies to promote positive behavior and to correct problem behaviors. We also use consequences and a problem-solving approach to help students fix behavior problems. Students may lose privileges when they violate the rules.

The School's administrative team will work closely with teachers, families, and students to help them learn and grow and has the authority to decide on the appropriate consequences for student behavior. The administrative team may solicit parent / guardian input in certain situations, but they retain all decision-making authority.

Each Alpha School's Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the School. In creating this policy, the School has reviewed California Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions and the language below closely follows the California Education Code. The School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available on request at the School's Main Office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform the student, the student’s parent or guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student’s parent, guardian, or educational rights holder’s right to request a hearing to challenge the involuntary removal. If a student’s parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If a student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school sponsored activity.

Involuntary Removal

No student shall be involuntarily removed by the School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action (“Involuntary Removal Notice”). Before the School disenrolls any student, whether at the start of the school year or for other attendance related reasons, the parent or guardian of the student will be provided written notice

of the School's intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall include the charges against the student, an explanation of the student's basic rights including the right to request a hearing before the effective date of the action, and the CDE Enrollment Complaint Notice and Form. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the School issues a final decision. As used herein, "disenroll" or "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

Progressive Discipline

The School believes in progressive discipline as a means to ensuring due process, intervention, and fairness to the disciplinary process. However, the School is committed first and foremost to the health and safety of our students and staff; and second to creating the strongest possible learning and teaching environment free from the distractions of poor student behavior. Any progressive discipline steps shall not preclude the immediate suspension and/or recommendation for expulsion of any student pursuant to the School's Suspension and Expulsion Policy.

School Uniforms and Dress Code Policy

All students must wear the School's uniform every day. If a student arrives out of uniform, a parent or guardian will be called and asked to bring in a uniform for the student. Students may not change out of their uniform at any point during the school day. Students must wear uniforms on all school field trips and while on campus unless the School has directed otherwise.

The School will work with families to ensure all students have access to uniforms.

The Schools reserve the right to determine whether or not any part of a student's dress is appropriate. Whenever any element of physical appearance or grooming—even if it is allowable under the School's current rules—becomes a safety issue or distraction to one's self or to others, it is no longer acceptable and steps will be taken to remove the distraction. This may include calling home to get a change of clothes or covering up the item in question. This includes any clothing or accessories that explicitly or implicitly could be seen as representing affiliation with any gang.

| TK-4 Dress Code | |
|-----------------|---|
| Tops | <p>Polo Shirt or Alpha Branded T-shirt</p> <ul style="list-style-type: none"> ● Official burgundy Alpha polo shirt ● Solid burgundy polo shirt without any logos ● School sponsored Alpha branded t-shirt ● Optional long or short sleeve worn under polo <ul style="list-style-type: none"> ○ Solid gray, black, burgundy or white only ● Appropriate length or tucked in <p>Sweatshirt, Sweater, Sweater Vest</p> <ul style="list-style-type: none"> ● Official burgundy Alpha sweatshirt, sweater, sweater vest ● Solid burgundy sweatshirt, sweater, sweater vest ● Logos no larger than a credit card ● School sponsored Alpha branded ● All hoods must be removed when students are indoors <p>Rain Jackets/Coats</p> <ul style="list-style-type: none"> ● Rain jackets or coats must be solid black to be worn indoors ● Rain jackets or coats that are a different color may be worn outside of the school classroom. No solid red or blue. |
| Bottoms | <ul style="list-style-type: none"> ● Pants, shorts, dresses or skirts must be fully black or khaki in color ● No athletic wear including spandex, sweatpants, and leggings ● No rips |
| Shoes | <ul style="list-style-type: none"> ● Sneakers or tennis shoes only ● Rain boots may be worn on rainy days ● No solid or majority red or blue |

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| Accessories | <ul style="list-style-type: none"> • Optional gray, white, black or brown belts • Socks - no solid red or blue, other colors are acceptable • Indoor headwear is permitted for religious purposes only • Outdoor headwear may be worn for sun protection or warmth (or for purposes of religious observance) • No solid red, blue or navy backpacks or other accessories • Nails cannot be distracting or keep students from fully participating in learning, including PE. |
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| 5-8 Dress Code | |
|----------------|--|
| Tops | <p>Polo Shirt or Alpha Branded T-shirt</p> <ul style="list-style-type: none"> • Official black Alpha polo shirt • Solid black polo shirt without any logos • School sponsored Alpha branded t-shirt • Optional long or short sleeve worn under polo <ul style="list-style-type: none"> ◦ Solid gray, black or white only • Appropriate length or tucked in <p>Sweatshirt or Sweater</p> <ul style="list-style-type: none"> • Official black Alpha sweatshirt or sweater • Solid black sweatshirt • Logos no larger than a credit card • School sponsored Alpha branded • All hoods must be removed when students are indoors <p>Rain Jackets/Coats</p> <ul style="list-style-type: none"> • Rain jackets or coats must be solid black to be worn indoors • Rain jackets or coats that are a different color may be worn outside of the school classroom. No solid red or blue. |
| Bottoms | <ul style="list-style-type: none"> • Pants, shorts, dresses or skirts must be fully black or khaki in color • No athletic wear including spandex, sweatpants, and leggings • No rips |
| Shoes | <ul style="list-style-type: none"> • Sneakers or tennis shoes only • Rain boots may be worn on rainy days • No solid or majority red or blue |
| Accessories | <ul style="list-style-type: none"> • Optional gray, white, black or brown belts • Socks - no solid red or blue, other colors are acceptable • Indoor headwear is permitted for religious purposes only |

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| | <ul style="list-style-type: none"> ● Outdoor headwear may be worn for sun protection or warmth or for purposes of religious observance. ● No solid red, blue, burgundy, or navy backpacks or other accessories ● Makeup cannot be applied during school hours ● Nails cannot be distracting or keep students from fully participating in learning, including PE. |
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| 9-12 Dress Code | |
|-----------------|--|
| Tops | <p>Polo Shirt or Alpha Branded T-shirt</p> <ul style="list-style-type: none"> ● Official gray or black Alpha polo ● Solid gray or black polo shirt ● School sponsored Alpha branded t-shirt ● Optional long or short sleeve worn under polo <ul style="list-style-type: none"> ○ Solid gray, black or white only ● Appropriate length or tucked in <p>Sweatshirt or Sweater</p> <ul style="list-style-type: none"> ● Official school sponsored Alpha branded sweater, sweatshirt, pullover, hoodie, or jacket ● Solid black, gray, gold or white sweater, sweatshirt, pullover, hoodie, or jacket ● Logos no larger than a credit card ● All hoods must be removed when students are indoors <p>Rain Jackets/Coats</p> <ul style="list-style-type: none"> ● Rain jackets or coats must be solid black, white, gray, gold or school issued to be worn indoors |
| Bottoms | <ul style="list-style-type: none"> ● Pants, shorts, dresses or skirts must be fully black or khaki in color ● No athletic wear including spandex, sweatpants, and leggings worn outside of PLT class ● No rips |
| Shoes | <ul style="list-style-type: none"> ● Closed-toed shoes ● No high-heeled shoes ● No solid or majority red or blue |
| Accessories | <ul style="list-style-type: none"> ● Optional gray, white, black or brown belts ● Socks - no red or blue, other colors are acceptable ● Indoor headwear is permitted for religious purposes only. ● Outdoor headwear may be worn for sun protection or warmth or for purposes |

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| | <p>of religious observance</p> <ul style="list-style-type: none"> • No solid red, blue, burgundy, or navy backpacks or other accessories • Makeup cannot be applied during class • Nails cannot be distracting or keep students from fully participating in learning, including PLT |
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Additional Information

- Students may be exempt from dress code during approved Spirit Weeks.

The following shall be in effect during uniform days as well as Spirit Week/free dress days:

1. Tops (i.e.: shirts, sweaters, sweatshirts, dresses, etc.): No tops may be sheer or expose undergarments. No strapless, racer-back, or off the shoulder tops. No shirts may be worn that expose bare midriff.
2. Bottoms (i.e.: pants, leggings, skirts, shorts, dresses, etc.): Bottoms must be worn above the hip and underwear should not be visible. Belts must be worn with bottoms that are too big to fit securely around the student's waist. All bottoms must be fingertip length or four (4) inches above the knee without leggings or stockings. The following are not permitted: fishnet stockings, sagging pants, or bottoms with extensive rips.
3. No clothing, jewelry, accessories, or hairstyles which are, or include, a picture, writing, or insignia which is: (1) gang related; (2) presents a safety hazard to the wearer or others; (3) advertises or symbolizes any type of alcohol, drugs, tobacco, or gambling; (4) includes weapons or acts which are illegal, violent, obscene, or hazardous to one's health; (5) sexually suggestive, crude, vulgar, profane; discriminatory, obscene, contain threats, libelous; or (6) offensive or degrading to students or staff on the basis of gender, cultural, religious or ethnic values.

Additional Guidelines for Spirit Week Dress Code may be provided by the School. If a student is in violation of these guidelines, they will be required to change back into the school uniform.

Students in grades TK-12 may receive permission to wear jeans or free dress at the School's discretion.

This is an earned privilege. Students earning free dress may not wear clothing that becomes a safety issue or a distraction to one's self or others and will lose the privilege if the School determines there is an issue.

Nondiscrimination Statement

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School Board of Directors shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending the Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School’s charter and relevant policies.

The Charter School does not request nor require student records prior to a student’s enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability). Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender.

Pursuant to California law and the California Attorney General’s guidance to K-12 schools in responding to immigration issues (“Guidance”), Charter School provides equal access to free public education, regardless of a student’s or their parent’s or guardian’s immigration status or religious beliefs. The complete Guidance, including *Appendix G – Know Your Rights* can be reviewed via the following link:

<https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf>

The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures (“UCP”) Compliance Officer:

Cynthia Martinez Nava
Chief Schools Officer
2110 Story Road, #250
San Jose, CA 95122
cmartineznava@alphaps.org (copy shegde@alphaps.org)

The back-up UCP Compliance Officer is:

Chris Kang
Chief Operating Officer
2110 Story Road, #250
San Jose, CA 95122
ckang@alphaps.org (copy shegde@alphaps.org)

The lack of English language skills will not be a barrier to admission or participation in Charter School’s programs or activities. The Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

Campus Search and Seizure

The Charter School recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Charter School has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

A student’s personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any situation involving danger of death

or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device. If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

The Charter School is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations.

Security Cameras

Security cameras are utilized in public areas of campus, including in and around Charter School buildings and on Charter School property, including inside Charter School classrooms. The purpose of this program is to promote and maintain a safe, secure, and healthy environment for all students and staff. Private areas of campus, such as restrooms and locker rooms, will not be subject to security camera recording. Additionally, Charter School will post signage indicating the areas of campus where security cameras are in use.

This notice hereby notifies students and parents that the video recordings will only be retained if necessary for use in a student disciplinary proceeding or other matters, to the extent permitted by law and as determined necessary by the Charter School administration. Further, this notice hereby notifies Students and parents/guardians that the content of video recordings may be used in a student's disciplinary proceeding and may be referred to local law enforcement, as appropriate. The content of the video recordings may be a confidential student record and, if so, will be retained with other student records and will be subject to the Family Educational Rights and Privacy Act ("FERPA") requirements.

Parents/Guardians may request to view recordings of their children only in the event the recordings are used in disciplinary proceedings involving their children, and such requests must be made in writing by the Parent/Guardian pursuant to the Charter School's FERPA Policy. Any such request shall be processed pursuant to the Charter School's FERPA Policy and in accordance with any other applicable law. If a parent/guardian's request is granted, the faces of other students shown in the recording, who are not children of the requesting parent/guardian, will be removed and/or blurred out in order to protect their identities.

Security cameras will not be used to record audio, and footage will be kept private and destroyed after thirty (30) days, unless the preservation of the footage is otherwise needed as discussed above.

STUDENT HEALTH & SAFETY

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, the Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the main office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

Diabetes

The Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at: <https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp>. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

The School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- A description of treatments and prevention of methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

A copy of the information sheet regarding type 2 diabetes is available at:

<https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp>.

Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Concussion / Head Injury

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because the School has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Fingerprinting and Background Checks

Alpha Public Schools shall fingerprint and background check school volunteers who volunteer with students outside of the direct supervision of a School employee, prior to volunteering at the School. For these volunteers, fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year.

The Human Resources Manager or designee shall review Department of Justice reports on prospective employees, contractors, and volunteers to determine whether an employee may be employed in accordance with Education Code sections 44237, 44830.1 or 45125.1. The Chief Schools Officer or designee shall monitor compliance with this policy.

Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records are required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

| Child's Grade | List of shots required to attend school |
|--------------------------|--|
| TK/K-12 Admission | <p>Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses</p> <p>NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.</p> |

| | |
|--------------------------------------|--|
| Entering 7th Grade | <p>Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose Varicella (chickenpox) - Two (2) doses</p> <p>NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7th grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.</p> |
|--------------------------------------|--|

The School's verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with the School's record-keeping policy. The School will file a written report on the immunization status of all new entrants to the School with the California Department of Public Health, on at least an annual basis, as required by law.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention ("CDC") to have increased risk of TB exposure MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

The School shall immediately admit a foster child, as defined in Education Code Section 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, whose immunization records are not available or are missing. However, this does not alter the School's obligation to obtain immunization records for foster and homeless students or to ensure the full immunization of foster and homeless students as required by law.

If the School discovers that an admitted student who was previously believed to be in compliance with the immunization requirements is subsequently discovered to not be in compliance with either the unconditional admission requirements or the conditional admission requirements, the School will notify his/her parent/guardian of:

- 1) the time period within which the doses must be received, which may be no more than ten (10) school days after notification; and
- 2) that the student shall continue in attendance only if the parent/guardian provides documentation that the immunization requirements have been met or a valid medical exemption provided within the time period designated by the School.

If, within ten (10) school days of the notice, the child does not provide documentation of having received all required immunizations, or documentation of a valid medical exemption, the School shall exclude this student from attendance. The student shall remain excluded from the School's campuses until he/she provides proper documentation of the student's compliance with the

immunization requirements as required by law. The student shall also be reported to the School Registrar.

Whenever there is good cause to believe that a student has been exposed to a disease listed in subdivision (b) of Section 120335 and his or her documentary proof of immunization status does not show proof of immunization against that disease, that student may be temporarily excluded from the campuses until the local health officer is satisfied that the person is no longer at risk of developing or transmitting the disease.

This Policy does not prohibit a pupil who qualifies for an IEP, pursuant to federal law and the Education Code, from accessing any special education and related services required by his or her individualized education program.

Exemptions from Immunization Requirements

All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and this Policy with the following exceptions:

- Students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Sections 120370-120372.
 - Commencing January 1, 2021, the California Department of Public Health standardized medical exemption form shall be the only documentation of a medical exemption that the School shall accept.
 - On and after July 1, 2021, the School shall not unconditionally admit or readmit, or admit or advance any student to 7th grade, unless the student has been fully immunized or files a California Department of Public Health standardized medical exemption form as required by law.
 - Medical exemptions remain valid until the earliest of: 1) the child's enrollment in the next grade span, defined below; 2) the expiration date specified in a temporary medical exemption, which shall not exceed one year; or 3) revocation of the exemption pursuant to Health and Safety Code Section 120372.
- Students who are enrolled in the School's home-based study program or independent study program and do not receive any classroom-based instruction.
- Students who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provides said letter or affidavit to the School, shall be allowed to enroll at School without being fully immunized until the student enrolls in the next grade span pursuant to Health and Safety Code Section 120335(g);
 - "Grade span" means each of the following:
 - Birth to preschool.
 - Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
 - Grades 7 to 12, inclusive.

Conditional Admittance

Students may be conditionally admitted to the School in accordance with Health and Safety Code Section 120340 and Title 17, California Code of Regulations Section 6035. The Principal or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses when they become due. The Principal or designee shall review the immunization record of each student admitted conditionally every thirty (30) days from the date of admission until that student has received all the required immunizations or submitted a valid exemption. If a student conditionally admitted fails to fulfill the conditions of admission, the School will prohibit the student from further attendance until that student provides proper documentation of the student's compliance with the immunization requirements as required by law

Documentary Proof

The Principal shall maintain the student's immunization information in the student's mandatory permanent record and shall file annual immunization status reports as required by the California Department of Public Health.

First Aid, CPR, and Health Screening

First Aid:

Alpha Public Schools recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at the School or during school-sponsored activities. To this end, the School expects parents/guardians to provide emergency information and to keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Within the School's facilities, a First Aid Kit containing appropriate supplies will be present. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

The School and its officers and employees shall not be held liable for the reasonable treatment of a child without the consent of a parent or guardian when the child is ill or injured during regular school hours or at a school-related activity, requires reasonable medical treatment, and the parent or guardian cannot be reached, unless the parent or guardian has previously filed with the School a written objection to any medical treatment other than first aid.

Vision, Hearing and Scoliosis:

The School shall screen for vision, hearing and scoliosis as required by Education Code Section 49450, *et seq.*, per appropriate grade levels.

Physical Examinations and Right to Refuse:

All students are to have completed a health screening examination on or before the 90th day after the student's entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

A parent or guardian may file annually with the Principal a written and signed statement stating that the parent or guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Oral Health:

Students enrolled in kindergarten in a public school, or while enrolled in first grade if the pupil was not previously enrolled in kindergarten in a public school, are required to have an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

Head Lice:

To prevent the spread of head lice infestations, School employees shall report all suspected cases of head lice to the administrative team as soon as possible. If nits or lice are found, the School will notify the student's parents/guardians at the end of the school day and inform them about recommended treatment procedures and sources of further information.

The Principal, or designee, shall send home the notification required by law for excluded students. If there are two or more students affected in any learning center, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance.

Excluded students may return to school when reexamination by the nurse, or designee, shows that all live lice have been removed.

Mental Health Services

The School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and violence. Access to mental health services at the School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available on Campus:

- **School-based counseling services** – your child is encouraged to directly contact a School counselor by coming into the office during school hours and making an appointment to speak with a counselor. Our School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our School or by an outside provider are voluntary.
- **External Partner - Family Counseling Services** - We partner with Family Alliance for Counseling Tools and Resolution (FACTR), which provides counseling services to identified students and their family.
- **Special education services** – if you believe your child may have a disability, you are encouraged to directly contact the school Principal to request an evaluation.
- **Prescription medication while on campus** – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the main office of the school.

Available in the Community:

Immediate/Emergency Support:

- **Uplift Crisis Stabilization (formerly EMQ): (408) 379-9085**
 - The Mobile Crisis Program provides 24-hour intervention to children and adolescents in the community who are experiencing acute psychological crisis. Included are a 5150 assessment (mental health hospitalization) along with safety planning and referrals to community based mental health services. Length of service is two to four hours.
- **Crisis Call Center (National Suicide Prevention Lifeline): 988**
- **Alum Rock Counseling Center - Crisis Line: (408) 294-0579**

Community Counseling Resources (long term support):

- **Santa Clara County, Department of Mental Health**

- 800.704.0900| <http://www.sccgov.org/sites/mhd/Pages/default.aspx>
- This will take you to a call center. They will take your information and refer you to the appropriate agency.
- **YWCA**
 - (408) 295-4011 | <http://ywca-sv.org/contact/index.php> | 375 S. 3 rd. Street in San Jose
 - Income based sliding scale available
- **Gardner Health Services**
 - (408) 287.6200| <https://gardnerhealthservices.org/en/> | 160 E. Virginia Street in San Jose
 - You must call the call center at (800) 704-0900 prior to calling the number above
- **Almaden Valley Counseling Service**
 - (408) 997-0200 | <http://www.avcounseling.org/> | 6529 Crown Blvd Suite D in San Jose
- **Uplift Family Services (Formerly *EMQ Families First*)**
 - (408) 876-4284 | <http://upliftfs.org/> | 232 East Gish Road in San Jose
 - Medi-Cal accepted
- **Alum Rock Counseling Center**
 - (408) 510-5190 | <http://www.alumrockcc.org> | 1245 E. Santa Clara Street in San Jose
 - Medi-Cal accepted

The Santa Clara County Department of Mental Health will refer you to a counseling agency based on the specific needs of you and your child.

Phone Number: 800-704-0900 Call between: 9am – 5pm

- If you do not have medical insurance, they will still refer you to a counseling agency.
- If you have Medi-Cal or Medicare, please have your insurance number ready.
- If you have medical insurance other than Medi-Cal or Medicare, you must first call your insurance provider to find out what mental health services they offer. If they do not provide the service you need, call the SCCDMH and they will refer you to a counseling agency.

Phone Prompts:

- Press 1 for English Press 2 for Spanish
- Press 1 for Suicide Hotline **Press 2 for Referral** Press 3 for General Information
- Press 1 for Services for an Adult **Press 2 for Services for a Child**
- **Press 1 for Mental Health** Press 2 for Substance Abuse

A receptionist will answer and will ask for:

- Your name and your child's name
- Your medical insurance number (if you have medical insurance)

- What your mental health concerns are for your child. Based on your concerns, the receptionist will make a recommendation to the appropriate community-based agency.

Available Nationally:

- National Suicide Prevention Hotline – This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 988.
- The Trevor Project – This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

For additional information, please see the Mental Health Resources and Community Mental Health Resources posted on the School’s website.

Pregnant and Parenting Students

The School recognizes that pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting pupil is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the pupil’s physician, which the pupil may take before the birth of the pupil’s infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the pupil who gives or expects to give birth and the infant, and to allow the pregnant or parenting pupil to care for and bond with the infant. The School will ensure that absences from the pupil’s regular school program are excused until the pupil is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting pupil will be able to make up work missed during his or her leave, including, but not limited to, makeup work plans and re-enrollment in courses. Notwithstanding any other law, a pregnant or parenting pupil may remain enrolled for a fifth year of instruction in the School if it is necessary in order for the pupil to be able to complete any graduation requirements, unless the School determines that the pupil is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the pupil’s fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting pupils may be filed under the Uniform Complaint Procedures (“UCP”) of the School. The complaint may be filed in writing with the compliance officer:

Cynthia Martinez Nava
Chief Schools Officer
2110 Story Road, #250
San Jose, CA 95122

cmartineznava@alphaps.org (copy shegde@alphaps.org)

The back-up UCP Compliance Officer is:

Chris Kang
Chief Operating Officer
2110 Story Road, #250
San Jose, CA 95122
ckang@alphaps.org (copy shegde@alphaps.org)

A copy of the UCP is available upon request at the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Principal.

School Bus and Passenger Safety

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request at the main office.

School Safety Plan

The Charter School has established a Comprehensive School Safety Plan. The Plan is available upon request at the main office.

School Wellness Policy

The School also maintains a School Wellness Policy pursuant to state and federal requirements. A copy of the complete Policy is available upon request at the main office.

Sudden Cardiac Arrest Prevention and Automated External Defibrillators

The School is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest (“SCA”) is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at the School, must review the information sheet on sudden cardiac arrest via the following link: <https://www.cde.ca.gov/pd/ca/pe/documents/pescaform.pdf>

Tobacco-Free Schools

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. The Charter School provides instructional programs designed to discourage students from using tobacco products. The Charter School’s Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of the Charter School to provide a healthy environment for students and staff.

In the best interest of students, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, students, visitors, and other persons at school

or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from the Charter School.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

The Principal or designee shall inform students, parents/guardians, employees, and the public about this policy. All individuals on Charter School premises share in the responsibility of adhering to this policy. Additionally, the Charter School will post signs stating “Tobacco use is prohibited” prominently at all entrances to school property.

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include but are not limited to synthetic cannabinoids (“synthetic marijuana,” “Spice,” “K2”), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health (“CDPH”), has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

Additional information regarding fentanyl from the CDPH’s Substance and Addiction Prevention Branch can be found here: [Link](#).

Safe Storage of Firearms

The purpose of this notice is to inform and to remind parents and legal guardians of all students at the Charter School of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These**

incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
 - The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Opioid Information Sheet

The Charter School annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to the Charter School before the athlete initiates practice or competition. The fact sheet is available at:

<https://www.cdc.gov/drugoverdose/pdf/AHA-Patient-Opioid-Factsheet-a.pdf>

Cancer Prevention Act

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses.

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

COMPLETE POLICIES

Title IX Policy Prohibiting Discrimination On The Basis Of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex (“Policy”) contains the policies and grievance procedures of Alpha Public Schools (“Charter School”) to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

Charter School does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.⁵ Charter School will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in Charter School’s education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom Charter School does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as “Title IX”) may be referred to the Charter School Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by Charter School. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment

Under Title IX, “sex-based harassment” means conduct on the basis of sex that satisfies one or more of the following:

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by Charter School to provide an aid, benefit, or service under Charter School’s education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person’s participation in unwelcome sexual conduct.
- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person’s ability to participate in or benefit from Charter School’s education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

⁵ Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

- The degree to which the conduct affected the complainant's ability to access Charter School's education program or activity;
 - The type, frequency, and duration of the conduct;
 - The parties' ages, roles within Charter School's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - The location of the conduct and the context in which the conduct occurred; and
 - Other sex-based harassment in Charter School's education program or activity.
- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
 - Dating violence, meaning violence committed by a person:
 - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - The length of the relationship;
 - The type of relationship; and
 - The frequency of interaction between the persons involved in the relationship.
 - Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
 - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
 - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
 - Shares a child in common with the victim; or
 - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.
 - Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - Fear for the person's safety or the safety of others; or
 - Suffer substantial emotional distress.

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through Charter School.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
 - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
 - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.

- Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
- Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in Charter School's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) Charter School's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in Charter School's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to Charter School that objectively can be understood as a request for Charter School to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of Charter School whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom Charter School has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated Charter School's prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to Charter School's education program or activity, including measures that are designed to protect the safety of the parties or Charter School's educational environment; or (2) provide support during Charter School's grievance procedures or during an informal resolution process.

Title IX Coordinator

The Board of Directors of Charter School (“Board”) has designated the following employee as the Title IX Coordinator (“Coordinator”):

Cynthia Martinez Nava
Chief Schools Officer
2110 Story Road, #250
San Jose, CA 95122
408-643-0862
titleix@alphapublicschools.org (cc: cmartineznava@alphaps.org and
shegde@alphaps.org)

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator until a new Coordinator is designated:

Chris Kang
Chief Operating Officer
2110 Story Road, #250
San Jose, CA 95122
408-357-4333
ckang@alphaps.org (copy shegde@alphaps.org)

The Coordinator is responsible for coordinating Charter School’s efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decisionmaker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure Charter School’s consistent compliance with Title IX.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Charter School will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

Charter School acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes Charter School from requiring an employee or other person authorized by Charter School to provide aid, benefit, or service under Charter School's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees

Contact information for the confidential employees at Charter School, if any, can be found on the Charter School website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether Charter School could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents Charter School from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within Charter School's education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or Charter School's educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact Shara Hegde, Chief Executive Officer (408-401-9388, shegade@alphaps.org), who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of Charter School's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under Charter School's Title IX grievance procedures, Charter School may offer an informal resolution process to the parties. Charter School does not offer or facilitate informal resolution to resolve a complaint that

includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- The allegations;
- The requirements of the informal resolution process;
- The right to withdraw and initiate or resume the grievance procedures;
- That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- What information is retained and whether and how it may be disclosed by Charter School for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. Charter School will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decisionmaker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

Charter School has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints of made by students, employees, or other individuals who are participating or attempting to participate in Charter School's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

Charter School requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

Charter School will treat complainants and respondents equitably. Charter School presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

Charter School may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

Charter School allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

Charter School will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

Charter School will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.⁶ Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

Dismissal

In most cases, Charter School will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

Charter School may dismiss a complaint if:

- Charter School is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in Charter School's education program or activity and is not employed by Charter School;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and Charter School determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the

⁶ Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

complaint, if any, would not constitute sex discrimination under Title IX even if proven; or

- Charter School determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, Charter School will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable Charter School policy.

Appeal of a Dismissal

If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decisionmaker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decisionmaker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decisionmaker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- Charter School's grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the date(s) and location(s) of the alleged incident(s), to the extent that information is available to Charter School;
- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if Charter School provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal

Charter School may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with Charter School's policies.

Charter School may remove a respondent from Charter School's education program or activity on an emergency basis, in accordance with Charter School's policies, provided that Charter School undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. Charter School has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by Charter School to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;

- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless Charter School obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decisionmaker before a determination of responsibility is made.

Charter School will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker may question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility

Should a party find Charter School's determination unsatisfactory, the party may, within five (5) business days of notice of Charter School's determination, submit a written appeal to the Chief Executive Officer (Shara Hegde, 408-401-9388, shegde@alphaps.org), who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal must not have taken part in the investigation of the allegations.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by Charter School including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within Charter School's education program or activity.

No party, witness, or other person participating in Charter School's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on Charter School's determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

Charter School will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the Charter School employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and
- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to Charter School's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of Charter School's obligations under:
 - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and

- 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide Charter School's Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any Charter School leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All employees, Coordinators and designees, investigators, decisionmakers, and other persons who are responsible for implementing Charter School's grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

Charter School will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions Charter School took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. Charter School will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

Harassment, Intimidation, Discrimination, And Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, the Charter School prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. Charter School staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom Charter School does business, and all acts of

Charter School's Board of Directors ("Board") in enacting policies and procedures that govern Charter School.⁷

Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student ⁸ or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by Charter School.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device.

⁷ This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

⁸ "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
 - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

Charter School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

Charter School advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

Charter School informs its employees, students, and parents/guardians of Charter School's policies regarding the use of technology in and out of the classroom. Charter School encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

Charter School employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

Charter School's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

Charter School informs Charter School employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

Charter School annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other Charter School employees who have regular interaction with students.

Charter School informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by Charter School and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

Charter School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for Charter School’s students.

Complaint Procedures

Scope of the Complaint Procedures

Charter School will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the Charter School UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

Charter School will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of Charter School’s Title IX Policy or comply with the

writing, timeline, or other formal filing requirements of the UCP. A copy of Charter School's Title IX Policy and UCP is available on the Alpha website.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Chief Executive Officer (or the Secretary of the Board if the complaint is against the Chief Executive Officer) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and Charter School will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Charter School acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by Charter School on a case-by-case basis.

Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the CEO or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the CEO or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the CEO or designee will not reveal confidential information related to other students or employees.

If the complaint is against the CEO, the board governance committee or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment.

Right of Appeal

Should a complainant find Charter School's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of Charter School's decision or resolution, submit a written appeal to the Chief Executive Officer, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

Professional Boundaries: Staff/Student Interaction Policy

Alpha recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Professional boundaries define appropriate standards of behavior between professionals and the public. Power imbalances often exist within a professional relationship, and boundaries serve to protect both the public and professional. The teacher/student relationship is inherently unequal. A teacher holds a unique position of authority. While connecting with one's students and building a rapport is an essential component of teaching, the teacher/student relationship must be developed without crossing professional and/or legal boundaries. A teacher must maintain appropriate standards of conduct with students at all times, both on and off campus.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of Alpha personnel:

- Examples of PERMITTED actions (NOT corporal punishment)
 - Stopping a student from fighting with another student;
 - Preventing a pupil from committing an act of vandalism;
 - Defending yourself from physical injury or assault by a student;
 - Forcing a pupil to give up a weapon or dangerous object;
 - Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 - Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
- Examples of PROHIBITED actions (corporal punishment)
 - Hitting, shoving, pushing, or physically restraining a student as a means of control;
 - Making unruly students perform physical acts that cause pain as a form of punishment;
 - Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all Alpha faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid

situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, “Would I be engaged in this conduct if my family or colleagues were standing next to me?”

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member’s perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

- Unacceptable Staff/Student Behaviors (Violations of this Policy)
 - Giving gifts to an individual student that are of a personal and intimate nature.
 - Kissing of any kind.
 - Any type of unnecessary physical contact with a student in a private situation.
 - Intentionally being alone with a student away from the school.
 - Making or participating in sexually inappropriate comments.
 - Sexual jokes.
 - Seeking emotional involvement with a student for your benefit.
 - Listening to or telling stories that are sexually oriented.
 - Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
 - Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Unacceptable Staff/Student Behaviors without written Parent and Manager Permission (These behaviors should only be exercised when a staff member has written parent and manager permission.)

- Giving students a ride to/from school or school activities.
- Being alone in a room with a student at school with the door closed.
- Allowing students in your home.

- Cautionary Staff/Student Behaviors
 - Remarks about the physical attributes or development of anyone.
 - Excessive attention toward a particular student.
 - Sending emails, text messages or letters to students if the content is not about school activities.

- Acceptable and Recommended Staff/Student Behaviors
 - Getting parents' written consent for any after-school activity.
 - Obtaining formal approval to take students off school property for activities such as field trips or competitions.
 - Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to using School technology).
 - Keeping the door open when alone with a student.
 - Keeping reasonable space between you and your students.
 - Stopping and correcting students if they cross your own personal boundaries.
 - Keeping parents informed when a significant issue develops about a student.
 - Keeping after-class discussions with a student professional and concise.
 - Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
 - Involving your manager if conflict arises with the student.
 - Informing your manager about situations that have the potential to become more severe.
 - Making detailed notes about an incident that could evolve into a more serious situation later.
 - Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
 - Asking another staff member to be present if you will be alone with any student.
 - Asking another staff member to be present when you must be alone with a student after regular school hours.
 - Giving students praise and recognition without touching them.
 - Pats on the back, high fives and handshakes are acceptable.
 - Keeping your professional conduct a high priority.
 - Asking yourself if your actions are worth your job and career.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Uniform Complaint Policy and Procedures

The School complies with applicable federal and state laws and regulations. The School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. The School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure (“UCP”) adopted by our Governing Board.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing (“UCP”) for the following types of complaints:

- Complaints of alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group, on the basis of the actual or perceived characteristics of age, ancestry, color, ethnic group identification, immigration status/citizenship, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, in any School’s program or activity. Unlawful discrimination includes, but is not limited to,

noncompliance with Education Code section 243(a).

- Complaints alleging a violation of state or federal law or regulation governing the following programs: Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a Public School and Children of Military Families ; Every Student Succeeds Act; Adult Education Programs; Consolidated Categorical Aid Programs; Migrant Child Education Programs; Career Technical and Technical Education,; Child Care and Development Programs, Accommodations for Pregnant and Parenting Students; Regional Occupational Centers and Programs; and/or School Safety Plans.
- Complaints alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.
 - A pupil fees complaint and complaints regarding local control and accountability plans (“LCAP”) only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

- If the School finds merit in a pupil fees complaint, or the California Department of Education (“CDE”) finds merit in an appeal, the School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
- Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or the School and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or Local Control and Accountability Plan (“LCAP”), under Sections 47606.5 and 47607.3 of the Education Code, as applicable. If the Charter School adopts a School Plan for Student Achievement in addition to its Local Control and Accountability Plan, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.
- Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 no longer fall under the UCP. Instead, they are governed by Title 7, Code of Federal Regulations (“C.F.R.”) sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.
- Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

The School acknowledges and respects every individual’s right to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible and as permitted by law] the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. The School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the School will attempt to do so as appropriate. The School may find it necessary to disclose information regarding the complaint/complainant to the extent required by law necessary to carry out the investigation or proceedings, as determined by the Principal or designee on a case-by-case basis. The School shall ensure complainants are protected from retaliation.

Compliance Officers

The School's Board of Directors designates the following Compliance Officer to receive and investigate complaints and to ensure the School's compliance with law:

Cynthia Martinez Nava
Chief Schools Officer
Alpha Public Schools
2110 Story Rd. Suite 250
San Jose, CA 95122

The School's Board of Directors shall ensure that the compliance officer designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the School's Board of Directors.

Should a complaint be filed against the Chief Schools Officer, the compliance officer for that case shall be the CEO.

Notifications

The Chief Schools Officer or designee shall make available copies of the Policy free of charge. The annual notice of this Policy may be made available on the school's website.

The Chief Schools Officer or designee shall annually provide written notification of the School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials or representatives and other interested parties.

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the School speak a single primary language other than English.

The Principal or designee shall make available copies of the School's uniform complaint procedures free of charge.

The annual notice shall include the following:

- A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
- A statement clearly identifying any California State preschool programs the School is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California

State preschool programs that the School is operating pursuant to Title 22 licensing requirements.

- A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
- A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
- A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
- A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of the School's decision, except if the School has used its UCP to address a complaint that is not subject to the UCP requirements.
- A statement that a complainant who appeals the School's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
- A statement that if the School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
- A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Uniform Complaint Procedures

The following procedures shall be used to address all complaints which allege that the School has violated federal or state laws or regulations enumerated in the section "Scope," above.

Compliance Officers shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency or organization may file a written complaint of alleged noncompliance by the School or bullying pursuant to this policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the Chief of Schools or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the Chief of Schools or designee shall be made in writing. The period for filing may be extended by the Chief of Schools or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The Chief of Schools shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the School's Board of Directors approved the LCAP, or the annual update was adopted by the School.

The complaint shall be presented to the Compliance Officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a Complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, School staff shall assist him/her in the filing of the complaint.

Step 2: Mediation

Within three (3) days of receiving the complaint, the Compliance Officer may informally discuss with the Complainant the possibility of using mediation. If the Complainant agrees to mediation, the Compliance Officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation, and/or bullying complaint, the Compliance Officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the Compliance Officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the School's timelines for investigating and resolving the complaint unless the Complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The Compliance Officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the Complainant and/or his/her representative to repeat the complaint orally.

The Complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A Complainant's refusal to provide the School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the Complainant.

Step 4: Final Written Decision

The School shall issue a decision (the "Decision") based on the evidence. The School's Decision shall be in writing and sent to the Complainant within sixty (60) calendar days of the School's receipt of the complaint unless the timeframe is extended with the written agreement of the complainant. The School's Decision shall be written in English and in the language of the Complainant whenever feasible or as required by law.

The Decision shall include:

- The findings of fact based on evidence gathered.

- The conclusion providing a clear determination for each allegation as to whether the school is in compliance with the relevant law
- Corrective actions, if the School finds merit in the complaint and any are warranted or required by law.
- Notice of the Complainant's right to appeal the School's decision within thirty (30) calendar days to the CDE, except when the School has used its UCP to address complaints that are not subject to the UCP requirements.
- Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken, and that the employee was informed of the School's expectations. The report shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the California Department of Education

If dissatisfied with the School's Decision, the Complainant may appeal in writing to the CDE within thirty (30) days of receiving the School's Decision. The appeal shall be accompanied by a copy of the complaint filed with the School and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. The School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the School's Decision are not supported by substantial evidence.
4. The legal conclusion in the School's Decision is inconsistent with the law.
5. In a case in which the School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the Complainant has appealed the School's Decision, the Chief Schools Officer or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

- A copy of the original complaint.
- A copy of the Decision.
- A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
- A report of any action taken to resolve the complaint.
- A copy of the School's complaint procedures.

- Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to the School for resolution as a new complaint. If the CDE notifies the School that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, the School will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which, through no fault of the complainant, the School has not taken action within sixty (60) calendar days of the date the complaint was filed with the School.

Civil Law Remedies

A Complainant may pursue available civil law remedies outside of the School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a Complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the School has appropriately, and in a timely manner, apprised the Complainant of his/her right to file a complaint.

Classroom and School Visitation, Volunteer, and Removal Policy

While the School encourages parents/guardians and other interested members of the community to visit the charter school and view the educational program, the School also endeavors to create a safe environment for students and staff. Additionally, parents volunteering in the classroom

can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner.

Nevertheless, to ensure the safety of students and staff as well as to minimize interruption of the instructional program, the School has established the following procedures to facilitate volunteering and visitations during regular school days:

Definitions

A “*visitor*” is defined as any person seeking to enter the school building who is not an employee or a student currently enrolled in the Charter School. All visitors who are not parents or guardians of a student must have a specific and educationally relevant purpose for their visit.

A “*volunteer*” is defined as any person who voluntarily offers and provides a service to the Charter School with Charter School approval without receiving compensation.

Volunteering

Parents or guardians who are interested in volunteering in the classroom must adhere to the following guidelines:

1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be (1) fingerprinted and (2) receive background clearance prior to volunteering without the direct supervision of a credentialed employee.
2. A volunteer shall also have on file with the School a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If no risk factors are identified, an examination is not required. At the discretion of the School Board of Directors, this paragraph shall not apply to a volunteer whose functions do not require frequent or prolonged contact with students.
3. Volunteering must be arranged with the classroom teacher and school leadership team or designee, at least forty-eight (48) hours in advance. Non-school aged siblings are not permitted on campus or in the classroom when the parent/guardian is volunteering.
4. A volunteer may not volunteer in the classroom for more than three (3) hours per month without permission from the classroom teacher or a member of the school leadership team.
5. Prior to volunteering in the classroom, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or

aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aide the volunteer may leave their volunteer position for that day.

6. Information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality. Volunteers must sign in agreement that they have read and understand and agree to follow the Family Educational Rights and Privacy Act (“FERPA”) Policy.
7. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the campus at the main office as indicated below.
8. Volunteerism by parents is encouraged but not mandatory. Volunteer hours are applied to the non-mandatory fifteen (15) hours of volunteering requested pursuant to the Family Handbook.
9. Visitors volunteering in classrooms shall follow all other guidelines indicated elsewhere in this policy.
10. Questions or comments concerning a child’s academic performance or behavior must be done in a separate meeting between parent and teacher, as arranged with the teacher. Student discipline is to be left to the teacher, even for a parent volunteer’s own child, with the exception of light reminders to students to stay on task.
11. The classroom teacher has full discretion as to their use of volunteers and the time and duration of in-class volunteer participation.

Visitation

1. Visits during school hours should first be arranged with the teacher and Principal or designee, at least twenty-four (24) hours in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three (3) days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the Principal or designee. Except for unusual circumstances, approved by the Principal, classroom visits should not exceed approximately forty-five (45) minutes in length and may not occur more than once per week.
2. When there are a large number of requests, the School shall schedule a minimum of two (2) observation days per school year for parents who are considering application for enrollment. Interested parent observers shall be asked to conduct their observations on one (1) of the scheduled days.

3. All visitors, including parents or guardians of currently enrolled students and volunteers, shall register with the front office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor may be required to provide his/her name, address, occupation, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the Principal or designee may design a visible means of identification for visitors while on school premises.
4. All visitors are asked to comply with current mandated and recommended health and safety protocols. Visitors (including volunteers) who demonstrate signs of a contagious disease (e.g. fever, coughing) may be denied registration. When recommended or requested by the Department of Public Health, visitors will be required to wear personal protective equipment, such as masks, and practice social distancing. The School reserves the right to implement additional measures for the protection of its school community, such as requiring forehead temperature checks before entry to the same extent being utilized for students and employees.
5. If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. The School shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by the School, consistent with the law. The Principal will report to the School's Governing Board and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.
6. If the Charter School serves students in grades 9-12, inclusive, and provides on-campus access to employers, it shall not prohibit access to the military services. "Military services" includes the United States Army, the United States Navy, the United States Air Force, the United States Marine Corps, the United States Coast Guard, the United States Space Force, or any reserve component of those federal forces, the National Guard, the State Guard, and the active militia.

Limitations of Volunteering and Visitation

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the School has established the following procedures, pursuant to California Penal Code

Sections 627, et seq., to facilitate visits during regular school days:

1. The Principal or designee may seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.
2. The Principal, or designee, may refuse to register a visitor if the Principal has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.
3. The Principal may direct a visitor without lawful business on campus to leave campus when the visitor's presence or acts interfere with the peaceful conduct of the activities of the school or disrupt the school or its pupils or school activities. Any visitor who is directed to leave by the Principal or designee will not be permitted to return to the Charter School campus for at least seven (7) days.
4. The Principal or designee may withdraw consent to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is willfully disrupting the school, its students, its teachers, or its other employees. Consent can be withdrawn for up to fourteen (14) days.
5. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Principal. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to the Principal within five (5) days after the denial or revocation. The Principal shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Principal shall be held within seven (7) business days after receipt of the request. The Principal shall respond within seven (7) business days.
6. No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's written permission.
7. This Policy does not authorize the School to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.
8. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

At each entrance to the School grounds, signs shall be posted specifying the hours during which registration is required, stating where the office of the Principal or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.
2. Under California Education Code section 44811, any visitor whose conduct materially disrupts classwork or extracurricular activities or involves substantial disorder is guilty of a misdemeanor and is punishable, upon the first conviction, by a fine of no less than \$500.00 (five hundred dollars) and no more than \$1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both, the fine and imprisonment.
3. Disruptive conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit the visitor from coming onto school grounds or attending School activities for any purpose for a period of three (3) years.

Independent Study Policy

Alpha's Independent Study Policy is located here: [APS Independent Study Policy](#), and can be made available upon request to the school's main office in paper form.

Suicide Prevention Policy

Alpha's comprehensive Suicide Prevention Policy is located here: [APS Suicide Prevention Policy](#), and can be made available upon request to the school's main office in paper form.

Complete Suspension and Expulsion Policies

Each Alpha School's complete Suspension and Expulsion Policy, including all enumerated offenses for which a student may be suspended or expelled, can be accessed below (school's charter petition), as well as at the School's main office:

Alpha: [Jose](#)

Alpha: [Blanca](#)

Alpha: [Cindy](#)
Alpha: [CAPS](#)

Administration of Medications Policy

Administration of Medications Policy

The Alpha Charter Schools (“School” “Alpha” or “Charter School”) staff is responsible for overseeing the administration of medication to students attending the School during the regular school day. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

Definitions

- “*Authorized health care provider*” means an individual who is licensed by the State of California to prescribe medication.
- “*Authorizing physician and surgeon*” may include, but is not limited to, a physician and surgeon employed by, or contracting with, a local educational agency, a medical director of the local health department, or a local emergency medical services director.
- “*School nurse*” means an individual who is currently a credentialed and licensed registered nurse employed by the Charter School.
- “*Designated personnel*” or “*volunteer*” means an individual employed by the Charter School who has consented to administer the particular medication or emergency assistance to individuals as permitted by this policy and may legally administer the medication or emergency assistance to the individual receiving it. For the purposes of administering epinephrine auto-injectors, this also includes a holder of an Activity Supervisor Clearance Certificate who has specifically volunteered to administer epinephrine auto-injectors to a person if the person is suffering, or reasonably believed to be suffering, from anaphylaxis. To be eligible, the “designated personnel” or “volunteer” must have been designated by Charter School and have received the required training as set forth in this policy.
- “*Medication*” includes prescription medication, over-the-counter remedies, nutritional supplements, and herbal remedies. Sunscreen is not considered a medication.

- “*Epinephrine auto-injector (“Epi-Pen”)* means a disposable delivery device designed for the automatic injection of a premeasured dose of epinephrine into the human body to prevent or treat a life-threatening allergic reaction.
- “*Anaphylaxis*” means a potentially life-threatening hypersensitivity to a substance. Symptoms of anaphylaxis may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. Causes of anaphylaxis may include, but are not limited to, an insect sting, food allergy, drug reaction, and exercise.
- “*Opioid antagonist*” means naloxone hydrochloride (“NARCAN”) or another drug approved by the federal Food and Drug Administration (“FDA”) that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body, and has been approved for the treatment of an opioid overdose.
- “*Regular school day*” includes during school hours, before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one (1) overnight stay from home.

Administration of Medication with Charter School Assistance

Any student who is or may be required to take, during the regular schoolday, prescription medication prescribed or ordered for the student by an authorized health care provider may be assisted by designated school personnel.

In order for a student to be assisted by the designated Charter School personnel in administering medication, Charter School shall obtain both:

1. A written statement from the student’s authorized health care provider detailing the name of the medication, method, amount/dosage, and time schedules by which the medication is to be taken, and
2. A written statement from the parent, foster parent, or guardian of the student indicating the desire that Charter School assist the student in the matters set forth in the statement of the authorized health care provider.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical professionals.

Self-Administration of Medication (without Charter School Assistance)

Students in grades 5-12 will be permitted to self-carry and self-administer prescription medication if an authorized health care provider has indicated that a student may need to take this medication or is required to take this medication during the regular school day. Prescription medication includes an Epi-Pen and inhaled asthma medication. In order to carry and self-administer this medication, Charter School must receive the following:

1. A written statement from the student's authorized health care provider (1) detailing the name of the medication, method, dosage/amount, and time schedules by which the medication is to be taken, and (2) confirming that the student is able to self-administer an Epi-Pen or inhaled asthma medication, and
2. A written statement from the parent, foster parent, or guardian of the student (1) consenting to the self-administration, (2) providing a release for the designated Charter School personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and (3) releasing Charter School and Charter School personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

Charter School may elect to observe and document the student's ability to safely and competently self-carry and self-administer prescription medication as directed by the authorized health care provider. A student may be subject to disciplinary action if the student uses this prescription medication in a manner other than as prescribed.

Any student requiring insulin shots must establish a plan for administration of insulin shots with the Principal in consultation with the parent or guardian and the student's medical professional.

Staff Training and Emergency Response

Additional information about staff trainings and the Charter School's response to emergencies may be located within the Employment Handbook and/or the School Safety Plan.

A. Response to Anaphylactic Reaction

Designated personnel may use an Epi-Pen to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. Charter School will ensure it has the appropriate type of Epi-Pen on site (i.e., regular or junior) and stored in an accessible location in the main office to meet the needs of its students. Charter School will ensure staff properly store, maintain, and restock the Epi-Pen as needed.

Charter School will ensure any designated personnel are appropriately trained regarding the storage and emergency use of an Epi-Pen. Adequate training shall include all of the following:

1. Techniques for recognizing symptoms of anaphylaxis.
2. Standards and procedures for the storage, restocking, and emergency use of Epi-Pens.
3. Emergency follow-up procedures, including calling the emergency 911 telephone number and contacting, if possible, the student's parent(s)/guardian(s) and physician.
4. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
5. Instruction on how to determine whether to use an adult Epi-Pen or a Epi-Pen, which shall include consideration of a student's grade level or age as a guideline of equivalency for the appropriate student weight determination.
6. Written materials covering the information required pursuant to the training. A copy of these written materials shall be made accessible upon request.

Charter School will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an Epi-Pen to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive and shall indicate the location of the Epi-Pens on campus.

B. Response to a Diabetic or Hypoglycemic Emergency

Charter School provides Charter School personnel with voluntary emergency medical training on how to provide emergency medical assistance to students with diabetes suffering from severe hypoglycemia. The volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this policy may not be required to provide emergency medical assistance.

Training by a physician, credentialed school nurse, registered nurse, or certificated public health nurse according to the standards established pursuant to this section shall be deemed adequate training. Training established shall include all of the following:

1. Recognition and treatment of hypoglycemia.
2. Administration of glucagon.
3. Basic emergency follow-up procedures, including, but not limited to, calling the emergency 911 telephone number and contacting, if possible, the student's parent(s)/guardian(s) and licensed health care provider.

A Charter School employee shall notify the Principal if the employee administers glucagon pursuant to this policy.

All materials necessary to administer the glucagon shall be provided by the parent(s)/guardian(s) of the student.

In the case of a student who is able to self-test and monitor their own blood glucose level, upon written request of the parent or guardian, and with authorization of the licensed health care provider of the student, a student with diabetes shall be permitted to test their own blood glucose level and to otherwise provide diabetes self-care in the classroom, in any area of Charter School or Charter School grounds, during any Charter School-related activity, and, upon specific request by a parent or guardian, in a private location.

Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e., allergies, asthma, diabetes).

C. Response to an Opioid Overdose

Charter School provides Charter School personnel with voluntary emergency medical training on the administration of opioid antagonists to students exhibiting potentially life-threatening symptoms, or reasonably believed to be suffering, from an opioid overdose at school or a school activity. Charter School will ensure staff properly store, maintain, and restock opioid antagonists as needed.

Training shall include all of the following:

1. Techniques for recognizing symptoms of an opioid overdose.
2. Standards and procedures for the storage, restocking, and emergency use of naloxone hydrochloride or another opioid antagonist.
3. Basic emergency follow-up procedures, including, but not limited to, a requirement for the school or Charter School administrator or, if the administrator is not available, another school staff member to call the emergency 911 telephone number and to contact the student's parent(s)/guardian(s).
4. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
5. Written materials covering the information required pursuant to the training.

The Principal, or designee shall distribute an annual notice to all staff regarding volunteering for training to administer opioid antagonists and a volunteer's right to rescind their offer to volunteer.

D. Response to a Seizure, Seizure Disorder or Epilepsy

Upon receipt of a request by a parent/guardian to administer anti-seizure medication when a student is suffering from a seizure, Charter School may designate one or more volunteers to receive training to administer the anti-seizure medication. Charter School may allow non-medical personnel to volunteer to provide medical assistance to students who are diagnosed with seizures, a seizure disorder, or epilepsy if Charter School does not have a credentialed nurse or other licensed nurse on site. Charter School's volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this policy may not be required to provide emergency medical assistance. Volunteer employees are not providing this emergency medical care for compensation, notwithstanding that the employee is a paid public employee.

Upon receipt of the parent/guardian's request, Charter School shall notify the parent/guardian that their child may qualify for services or accommodations under the Section 504 plan or an individualized education program ("IEP"), assist the parent/guardian with the exploration of that option, and encourage the parent/guardian to adopt that option if it is determined that the child is eligible for a Section 504 plan or an IEP. Charter School shall obtain a signed notice verifying the parent/guardian was provided this information and has the right to request a Section 504 Plan or IEP at any time. Additionally, if Charter School does not have any volunteers, then Charter School shall notify the parent/guardian of the student's right to be assessed for a Section 504 plan or an IEP.

Prior to administering emergency anti-seizure medication, Charter School shall obtain annually a signed seizure action plan from the parent/guardian, that includes the parent/guardian's authorization, in writing for the medication to be administered to the student at school by a non-medical professional who has received training, and a copy of a statement, in writing, from the student's health care provider that includes all of the following information:

1. The student's name, the name and purpose of the medication, its prescribed dosage, method of administration and the frequency with which the medication may be administered;
2. Detailed seizure symptoms, including frequency, type, or length of seizures that identify when the administration of an emergency anti-seizure medication becomes necessary;
3. The circumstances under which the medication may be administered;
4. Any potential adverse responses by the student and recommended mitigation actions, including when to call emergency services, including the emergency 911 telephone number;

5. A protocol for observing the student after a seizure, including, but not limited to, whether the student should rest in the school office, whether the student may return to class, and the length of time they should be under direct observation; and
6. How and where the emergency anti-seizure medication will be stored at the school.

This plan shall be distributed to any Charter School personnel or volunteers responsible for the supervision or care of the student if the parent/guardian consents in writing and will be kept in a confidential file in the nurse or Principal or designee's office, as applicable.

Training will occur upon volunteering and thereafter annually at no cost to the employee and will occur during regular working hours. Training will be conducted by an authorized health care professional, all training will align with any minimum standards established by the CDE, and will include:

1. Recognition of the signs and symptoms of seizures and the appropriate steps to be taken to respond to those symptoms;
2. Administration, or assisting with the self-administration of, an emergency anti-seizure medication, or a medication or therapy prescribed to treat the symptoms of seizures, seizure disorders, or epilepsy, including manual vagus nerve stimulation; and
3. Basic emergency follow-up procedures.

Any written materials used in the training shall be retained by Charter School. Charter School shall ensure that each employee who volunteers to administer anti-seizure medication in good faith will be provided defense and indemnification by Charter School for any and all civil liability barring gross negligence, or willful or wanton misconduct, and this information shall be reduced to writing, provided to the volunteer, and retained in the volunteer's personnel file.

Upon receipt of a parent/guardian's request to administer anti-seizure medication, Charter School shall distribute a notice at least once but no more than two times per school year to all staff that includes all of the following information:

1. A description of the volunteer request stating that the request is for volunteers to be trained to recognize and respond to seizures, including training to administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy if the student is suffering from a seizure;
2. A description of the training that the volunteer will receive;
3. The right of an employee to rescind their offer to volunteer; and
4. A statement that there will be no retaliation against any individual for rescinding the individual's offer to volunteer, including after receiving training.

If a volunteer rescinds the volunteer's offer to volunteer or is no longer able to act as a volunteer for any reason, or if the placement of a student changes and the student no longer has access to a trained volunteer, an additional two notices per school year may be distributed to all staff.

Upon administration of anti-seizure emergency medication by a volunteer employee, Charter School's nurse shall be notified. If Charter School does not employ a nurse, Charter School's Principal or designee shall be notified.

Storage and Record Keeping

1. All medication will be kept in a secure and appropriate storage location and administered per an authorized health care provider's instructions by appropriately designated staff.
2. Designated staff shall keep records of medication administered at Charter School. The medication log may include the following:
 - a. Student's name.
 - b. Name of medication the student is required to take.
 - c. Dose of medication.
 - d. Method by which the student is required to take the medication.
 - e. Time the medication is to be taken during the regular school day.
 - f. Date(s) on which the student is required to take the medication.
 - g. Authorized health care provider's name and contact information.
 - h. A space for daily recording of medication administration to the student or otherwise assisting the student in administration of the medication, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.
3. Designated staff shall return all surplus, discontinued, or outdated medication to the parent/guardian upon completion of the regimen or prior to extended holidays. If the medication cannot be returned, it will be disposed of at the end of the school year.

Promotion/Retention Policy

Students are promoted by demonstrating (proficiency) of the essential knowledge and skills set by the grade-level Common Core State Standards (CCSS). Promotion decisions will be based on student's performance within the CCSS throughout the school year and school attendance. Final promotion decisions are made by the school leadership team with input from classroom teachers, the student, and the student's caretakers.

Kindergarten

The decision to promote a kindergarten student should be made collaboratively between parent, teacher and the administrative team based on data collected throughout the school year. The retention criteria listed in this policy does not apply to kindergarten students.

California state law requires that after a child has been admitted to kindergarten and attended for one calendar year, the child should be promoted to first grade unless the parent and school agree to having the child continue attending kindergarten for no longer than one additional year. This applies to a child that begins kindergarten at the beginning of the school year or some later date. In order that a child may repeat kindergarten, a parent must sign the state required form Agreement to Continue Pupil in Kindergarten.

Grades 1-12

Students are promoted on the basis of their holistic demonstration of skill progression through the CCSS. Alpha Public Schools utilizes the MTSS framework for ongoing data analysis and implementation of targeted intervention to support students' progression through the CCSS.

- Teams that track data and identify students who need more targeted support (SST) families, students, teachers, SLT, support staff
- Discuss the trajectory of the current year, and the potential impact upon the following year
- On how student is performing, internalizing content, and demonstrating mastery of skills

Students will be identified for promotion/retention based on:

Alpha has adopted policies and procedures in alignment with the Multi-Tiered System of Support (MTSS) Framework to assist students who are not meeting district academic standards in three phases: 1) identify students who are at risk of retention based on established criteria; 2) intervene aggressively on their behalf by providing additional learning opportunities and support; and 3) promote or retain the student based on their performance.

Seldom, if ever, should a student be retained more than one time. The maximum age for a fifth grade student at the end of the year shall be 12 years and 6 months. Maximum age for an eighth grade student shall be 15 years and 6 months.

Grades 9-12

- Students must earn promotion by demonstrating mastery of the essential knowledge and skills.
- Students may not be promoted if they are performing significantly below grade level standards and lack the habits necessary to make significant growth. Any student who earns an overall grade of C or better in all core classes and has less than 15 absences will automatically be promoted to the next grade level.
- Promotion decisions will be based on a student's grades, cumulative credits

earned, and school attendance. Final promotion decisions are made by the school leader with input from classroom teachers and families and different considerations and in various grade levels.

- Students earning failing grades (less than a C-) in A-G courses will be enrolled in a credit recovery course during the school year or over the summer. Any students who do not earn enough credits in a given school year will be automatically retained. Credits earned in summer school will also factor into promotion decisions.

Students will be identified for promotion/retention based on*:

- 9th Grade: Students must have at least 40 credits to promote to 10th grade.
- 10th Grade: Students must earn at least 100 credits in order to promote to 11th grade
- 11th Grade: Students must earn at least 140 credits in order to promote to 12th grade
- 12th Grade Graduation Requirements: Students must earn at least 200 credits following the A-G requirements AND students must complete 100 hours of community service prior to graduation.

Graduation & A-G Requirements

| Subject | CAHS Requirement | CSU/UC Requirement |
|-----------------------------|--|--|
| English | 4 years | 4 years |
| Mathematics | 3 years | 3 years, 4 recommended |
| History | 3 years | 2 years |
| Science | 2 years 1 year biological science 1 year physical science | 2 years, 3 recommended 1 year biological science 1 year physical science |
| Language Other than English | 2 years | 2 years, 3 recommended |
| Visual & Performing Arts | 1 year | 1 year |
| College Prep Electives | 1 year | 1 year |
| Non A-G Courses | 50 Additional credits to meet our graduation requirement of 200 credits minimum for graduation | n/a |

Special Education

Promotion or retention decisions regarding students in special education programs shall be made based on the recommendations found in the student's Individual Education Plan (IEP).

English Language Learners

Alpha students designated as English Language Learners do not have either oral language proficiency and/or proficiency in reading and writing to enable them to fully comprehend grade level instruction. English learners need time to develop language skills in order to achieve competency in academic tasks at the appropriate grade level and should be provided with supplemental instruction as a key intervention to ensure that they will eventually attain grade level proficiency.

Decisions regarding the promotion or retention of English Learners require special consideration and should be determined on a case-by-case basis with the Student Success Team after analyzing progress on MAP goals and work samples. Following the work analysis and supplemental instruction for the English Learner, if it is determined that the student would benefit from retention, the above determinations and process will be followed.

Appeals Process

When the recommendation for retention is not agreed upon by the parents/guardians, they have the right to appeal by bringing their appeal to the CSO. The principal will provide and discuss documentation regarding the recommended retention to include, but not limited to, assessment and intervention data, report cards, and teacher notes with the appropriate stakeholders.

Timeline for Retention Notification

In accordance with the MTSS Framework, beginning in Quarter 1:

- Early identification of the source of students' barriers is detected through evidence and data collected through multiple assessments of learning.
- Educational support teams can interpret the data and then select from a variety of exemplary research-based, integrated instructional approaches to assist students in attaining expected levels of academic achievement.

If a student has not made adequate progress despite these approaches, they may be considered for retention after the SST process has been initiated. Families will be notified if their child is at risk of retention during Quarter 3 conferences.

Special Education Policy

The Board of Directors of Alpha Charter Schools ("Alpha" "Charter School" or "the School") recognizes the need to identify, evaluate, and serve students with disabilities in order to provide them with a free appropriate public education ("FAPE") in the least restrictive environment and

in accordance with state and federal law. . Accordingly, this Policy has been adopted consistent with Education Code section 56195.8.

Identification, Referral, and Evaluation for Special Education

Charter School shall follow applicable state and federal law and regulations and Special Education Local Plan Area (“SELPA”) policy with respect to the identification, referral, and assessments of students for special education and related services.

Individualized Education Program (“IEP”) Team Meetings

Charter School shall convene IEP team meetings with the legally required composition within all legally applicable timelines, in accordance with state and federal law and regulations and SELPA policy.

If a student’s general or special education teacher requests a review of an eligible student’s placement in their classroom, instruction, or related services, the student’s assigned class, Charter School shall ensure this review is conducted. Teachers shall communicate such requests to the Principal. If the review indicates a change to the student’s placement, instruction, related services, or any combination thereof may be required. The Managing Director of Special Education shall be responsible for completing the review within fifteen (15) school days of the teacher’s request.

IEP Implementation

The School shall implement IEPs after they are consented to by the parent/guardian, and shall oversee the provision of services to ensure that each student receives the appropriate services in accordance with their IEP.

For students who transfer to Charter School from another school district outside of the SELPA, Charter School shall immediately implement the current, incoming IEP to the extent practicable or as otherwise agreed between the School and parent/guardian and shall conduct an IEP meeting within thirty (30) days to review the offer of FAPE.

The School shall provide parents/guardians with timely reports on the student’s progress as provided in the student’s IEP, and at least quarterly or as frequently as progress reports are provided for the School’s non-special education students, whichever is more.

Staffing

All special education services at the School will be delivered by individuals or agencies qualified to provide special education services as required by state and federal law.

The School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, related services providers, and education specialists.

Specialized Academic Instruction Program

The School shall employ or contract with certificated education specialists to provide services for students with disabilities which shall include, but not be limited to:

1. Providing instruction and services to students whose needs have been identified in an IEP developed by the IEP team and who are assigned to general education classroom teachers for a majority of the school day. Students shall not be enrolled in a specialized academic instruction program for the majority of the school day without approval of the IEP team.
2. Providing information and assistance to students with disabilities and their parents/guardians. Providing consultation, resource information, and material regarding students with disabilities to their parents/guardians and regular education staff members.
3. Coordinating special education services with the general education programs for each student with disabilities enrolled in the specialized academic instruction program.
4. Monitoring student progress on a regular basis, participating in the review and revision of IEPs as appropriate, and referring students who do not demonstrate appropriate progress to the IEP team
5. At the secondary school level, emphasizing academic achievement, career and vocational development, and preparation for adult life.
6. Education specialists shall not simultaneously be assigned to serve as education specialists and to teach in the general education program.

The School's specialized academic instruction program shall be under the direction of an administrator who possesses:

1. Three or more years of teaching experience, including both general and special education teaching experience, as defined by rules and regulations of the Commission on Teacher Credentialing.
2. Demonstration of competencies required for an education specialist as established by the Commission on Teacher Credentialing.

Caseloads

The School shall ensure that caseloads for special education teachers and service providers are within the maximum caseloads established by law, any collective bargaining agreement, and/or the SELPA plan. No education specialist shall have a caseload which exceeds twenty-eight (28) students, unless a valid waiver is obtained through the State Board of Education, consistent with Title 5, California Code of Regulations, section 3100.

Nonpublic, Nonsectarian Services

Alpha may contract with state-certified nonpublic, nonsectarian schools or agencies to provide special education services or facilities when an appropriate public education program at Alpha is not available in accordance with Education Code section 56366 and Section 3062 of Title 5 of the California Code of Regulations. When entering into agreements with nonpublic, nonsectarian schools (“NPSs”) or agencies (“NPAs”), the School shall consider the needs of the individual student and the recommendations of the IEP team. The IEP team shall remain accountable for monitoring the progress of students placed in nonpublic, nonsectarian programs towards the goals identified in each student's IEP.

In accordance with Education Code section 56366.1, when entering into a Master Contract with an NPS where Alpha has not previously placed a student, the Charter School shall conduct an onsite visit to the NPS at the time of placement. Alpha shall also conduct at least one onsite monitoring visit to the NPA during each school year in which the Charter School has a student attending pursuant to a Master Contract. The monitoring visit shall include the following:

- A review of services provided to the student through the individual service agreement between Alpha and the NPS;
- A review of progress the student is making toward the student’s IEP goals;
- A review of progress the student is making toward the goals set forth in the student’s behavior intervention plan;
- If applicable, an observation of the student during instruction;
- A walkthrough of the facility; and
- Any other reviews and/or observations deemed necessary by Alpha.

In accordance with Education Code section 56366.45, the Charter School shall, within fourteen (14) days of becoming aware of any change to the certification status of an NPS or NPA as a state-certified school or agency, inform parents/guardians of pupils who attend the NPS or receive services from the NPA, of the change in certification status. The notice to parents/guardians shall be sent via email or regular mail and include a copy of the procedural safeguards. The Charter School shall maintain a record of the notice and shall make this notice available for inspection upon request of the California Department of Education.

Alpha shall follow state and federal law and regulations and SELPA policy when contracting with nonpublic, nonsectarian schools or agencies.

Transportation

The School shall ensure appropriate, no cost transportation services are provided for students with disabilities as specified in their IEP as a related service when required. The specific needs of the student shall be the primary consideration when an IEP team is determining the student's transportation needs. Considerations may include, but are not limited to, the student's health needs, travel distances, physical accessibility and safety of streets and sidewalks, accessibility of public transportation systems, midday or other transportation needs, extended-year services, and, as necessary, implementation of a behavioral intervention plan. Alpha shall ensure school bus drivers are trained in the proper installation of mobile seating devices in the securement systems.

When transportation services are required, the Principal or designee shall arrange transportation schedules so that students with disabilities do not spend an excessive amount of time on buses compared to other students. Arrivals and departures shall not reduce the length of the school day for these students except as may be prescribed on an individual basis.

When contracting with a nonpublic, nonsectarian school or agency to provide special education services, the Principal or designee shall ensure that the contract includes general administrative and financial agreements related to the provision of transportation services if specified in the student's IEP.

Guide dogs, signal dogs and service dogs trained to provide assistance to persons with disabilities may be transported in a school bus when accompanied by students with disabilities, teachers with disabilities, or persons training the dogs.

The Charter School shall ensure that all school buses, school student activity buses, youth buses and childcare motor vehicles, whenever they may be used, are equipped with an operational child safety alert system. Charter School shall ensure that all buses are equipped with a passenger restraint system.

Mobile seating devices, when used, shall be compatible with the securement systems required by Federal Motor Vehicle Safety Standard No. 222 (49 C.F.R. § 571.222).

Non-discrimination

It is understood and agreed that all children will have access to the School and no student shall be denied admission to, discouraged from enrolling at or attending, or encouraged to withdraw or transfer from the School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services. If you believe your child may be eligible for special education services, please contact Russ Michaud, Managing Director of Special Education at rmichaud@alphaps.org.

Procedural Safeguards

In order to protect the rights of students with disabilities, the School shall follow all procedural safeguards as set forth in law. Parents/guardians shall receive written notice of their rights in accordance with law and SELPA policy.

Please see Russ Michaud, Managing Director of Special Education (rmichaud@alphaps.org) for a copy of your procedural safeguards.

Information on the Number of Individuals with Exceptional Needs

Information regarding the number of individuals with exceptional needs who are being provided special education and related services shall be provided in accordance with state and federal law and regulation and SELPA policy.

Independent Educational Evaluations

A. IEE at Parent Expense

Charter School acknowledges that a parent/guardian has the right to obtain an independent educational evaluation(s) (“IEE”) at their own expense at any time. In these circumstances, the Principal or designee(s) shall ensure that the student’s IEP team shall consider the results of the IEE when determining an offer of a FAPE for the student. However, the results of an IEE will not dictate the IEP team’s determinations.

If a parent/guardian requests reimbursement for an IEE assessment obtained by the parent/guardian at their own expense, the Principal or designee(s) shall ensure that the unilaterally obtained IEE meets the following criteria:

1. The parent disagreed with the Charter School’s evaluation and the Charter School received a request within a reasonable time after receipt of the results of the evaluation.
2. The parent timely and upon request provided Charter School with written consent to exchange information with the examiner.
3. The private evaluation meets all criteria contained in this Policy.
4. The parent timely provided a copy of the written evaluation report and all other documents\tests related to the report.
5. The examiner attends the relevant IEP team meeting by phone or in person to discuss their findings and provides protocols of all assessments to Charter School.

The reimbursement will be in an amount no greater than the actual cost to the parents. Parents may only be reimbursed for one (1) IEE for each assessment area or discipline with which they disagree.

In all cases, if Charter School initiates a due process hearing to show that Charter School’s evaluation is appropriate, no reimbursement shall be made unless ordered by a Hearing Officer.

B. IEE at Public Expense

Charter School recognizes that federal and state laws provide parents/guardians of students with disabilities with the right to obtain an IEE, at public expense, when the parent/guardian disagrees with an assessment conducted by Charter School within the last two (2) years. Parents may only receive one (1) IEE for each assessment area or discipline with which they disagree.

The Principal or designee(s) shall ensure that when a parent/guardian requests an IEE at public expense, Charter School shall provide the parent/guardian with a copy of their Procedural Safeguards *and*, without unnecessary delay, either:

1. Initiate a due process hearing to show that the evaluation, completed by the Charter School, is appropriate; or
2. Provide the parent/guardian with information about where an IEE may be obtained, the Charter School's criteria applicable for IEEs, and ensure that an IEE is provided at public expense.

Should the Charter School grant the parent's request for an IEE, the Principal or designee(s) shall ensure the following:

1. The criteria under which the IEE is obtained at public expense, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that Charter School uses when it initiates an evaluation.
2. Charter School does not impose conditions or timelines related to obtaining an IEE at public expense.
3. All assessments shall be completed by persons competent to perform the assessment as determined by Charter School. Parent has the right to choose the examiner.
4. If the original evaluation completed by Charter School included in-class observation of the student, an equivalent opportunity shall apply to an independent educational assessment of the student in the student's current educational placement and setting.
5. A parent/guardian shall have the opportunity to demonstrate that unique circumstances justify a waiver of any of the criteria listed above as defined by Charter School.
6. The evaluator must prepare and sign a full evaluation report containing:
 - a. A list of all information/data reviewed.
 - b. A clear explanation of the testing and assessment results.
 - c. A complete summary of all test scores, including, for all standardized testing administered, all applicable full scale or battery scores, domain or composite scores, and sub-test scores reported in standard, scaled or T-score format.
 - d. A complete summary of all information obtained or reviewed from sources other than testing conducted by the evaluator.
 - e. Recommendations for IEP team consideration for educational programming and, if appropriate, placement that is educationally relevant and realistic within a public educational setting.

The cost determination for an IEE shall be comparable to the costs incurred by Charter School when it uses its own employees or contractors to complete an assessment, whenever possible and

shall reflect reasonable and customary rates for such services in the area. As a result, the Principal or designee(s) shall provide a parent/guardian with a recommended cost ceiling. The cost ceiling shall be updated (*once every three (3) years*) and determined by averaging the cost of the following three factors:

1. The cost of an assessment provided by a Charter School employee.
2. The cost of an assessment provided by a neighboring local educational agency.
3. The cost of an assessment provided by a private service provider, with appropriate qualification, within 40 miles from the Charter School.

The Principal or designee(s) may consider a parent/guardian's demonstration of any unique circumstances related to the student's education need(s), that justify a financial waiver of any additional cost for an IEE, above the cost ceiling established by the Charter School.

The Principal or designee(s) shall ensure a parent/guardian voluntarily have their private health insurance pay the costs of the IEE if covered by their insurance. However, Charter School recognizes that federal and state laws specify that parents/guardians are not required to have private insurance cover the costs of an IEE if the process would result in a financial cost to the parent/guardian including but not limited to:

1. A decrease in available lifetime coverage or any other benefit under an insurance policy
2. An increase in premiums or the discontinuance of the policy
3. An out-of-pocket expense such as payment of a deductible amount incurred in filing a claim

Appropriate Use of Technology Policy

This Policy outlines the rules governing parents, students, and employees use of school data communications networks, the intranet and internet safety, and to provide for the education of minors about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms, and cyberbullying awareness and response.

This policy complies with the Children's Internet Protection Act. It is the policy of the School to:

- (a) prevent user access over its computer network to, or transmission of, inappropriate material via internet, electronic mail, or other forms of direct electronic communications;
- (b) prevent unauthorized access and other unlawful online activity;
- (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- (d) comply with the Children's Internet Protection Act ("CIPA").

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. The Charter School offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. By its adoption of this Policy, the Board intends that technological resources provided by the Charter School be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

Definitions

- “*Educational purpose*” means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.
- “*Inappropriate use*” means a use that is inconsistent with an educational purpose or that is in clear violation of this Policy and the Acceptable Use Agreement.

Acceptable Use of Charter School Technology

The use of School network services and other technology is a privilege and is to be limited to School business as authorized by Board policy. School-level practice should support and complement School policy and procedure and should be tied to specific curriculum goals and objectives. Use of the school’s network services by students, parents, and school employees should support school policy and procedure in the performance of their assigned duties.

Notice and Acceptable Use Agreement

The Charter School shall notify students and parents/guardians about authorized uses of Charter School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School’s technological resources, the student and the student’s parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and the student’s parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

Safety

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able to exercise

reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Principal or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall monitor students while they are using Alpha computers, laptops, or tablets to access the internet or online services on an Alpha campus and may have teacher aides, student aides, and volunteers assist in this monitoring. Parents/guardians are required to supervise and monitor their child's use of Alpha equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

The Principal or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Principal or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.⁹ Students are expected to follow safe practices when using Charter School technology.

Charter School advises students:

1. To never share passwords, personal data, or private photos online.
2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
4. To consider how it would feel receiving such comments before making comments about others online.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such

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information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Principal or designee shall block access to such sites on Charter School computers with Internet access.

The Principal or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

Use of Electronic Mail Addresses

The School may gather electronic mail (“email”) addresses from parents/guardians for use by the School for purposes of notifying parents/guardians of pertinent School information. The provision of an email address by a parent/guardian to the School is optional but strongly recommended.

The School and the Network Team will have access to email addresses gathered from parents/guardians for purposes of communicating official School business only. School-wide email communication will be executed in a manner which prevents recipients from viewing the email addresses of other parent/guardian recipients.

The School will provide email addresses to school-sponsored parent groups. These groups may only use email addresses gathered from parents/guardians for official school business and in accordance with policies and procedures and in a manner which prevents recipients from viewing the email addresses of other parent/guardian recipients.

A parent/guardian who does not wish to have their email address shared with the School and/or parent groups can either a) choose not to provide an email address to the School (at risk of not receiving School-wide communication via email); or b) notify the School in writing of the parent/guardian’s objection at any time during a school year.

If a parent/guardian receives a communication that they believe is contrary to this Policy, the parent/guardian may report the email to the Principal for investigation and resolution. The Principal shall report the results of any such investigation to the Chief Schools Officer who may reopen the investigation if the Board does not believe the matter was appropriately resolved.

This Policy is not intended to and should not prevent free communication amongst parents/guardians or School employees who have willingly provided one another with email addresses. Please note that the content of such private communications are not monitored or endorsed by the school. The School encourages parents/guardians who have received email communication with which they feel uncomfortable or which they find objectionable to communicate directly to the sender for resolution.

This Policy shall not impact parent rights as provided under the policy regarding Directory Information.

Attendance Policy

Attendance is the first step in ensuring academic achievement. **Regular attendance is required.** Parents and guardians are required to ensure that their children are in school and face strict penalties if they fail to meet these obligations pursuant to California law.

Alpha Public Schools loses approximately \$50.00 in state funding each day that a student is absent from school. Losing this funding means fewer resources for your child and their teachers.

Excused Absences

A student may be excused legally from school when the absence is due to:

- Personal illness or injury, including an absence for the benefit of the student's mental or behavioral health;
- Quarantine under the direction of a county or city health officer;
- Medical, dental, optometric, or chiropractic services rendered;
 - Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
- For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five (5) days per incident. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
- For any of the following reasons, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died:
 - To access services from a victim services organization or agency.
 - To access grief support services.
 - To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the school administrator. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

- Participation in religious instruction/exercises in accordance with school policy: No more than four (4) school days per month;
- Jury Duty;
- Attendance at a pupil's naturalization ceremony to become a United States citizen, including associated travel days related to naturalization;
- Spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School;

- Serving as a member of a precinct board for an election pursuant to Election Code Section 12302;
- Illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child. (The School does not require a note from the doctor for this excusal);
- Authorized parental leave for a pregnant or parenting pupil for up to eight (8) weeks; which may be extended if deemed medically necessary by the student's physician;
- A pupil who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the pupil is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code Section 48225.5.
- In order to participate with a not-for-profit performing arts organization in a performance for a public-school pupil audience for a maximum of up to five (5) days per school year provided the pupil's parent or guardian provides a written note to the school authorities explaining the reason for the pupil's absence.
- Upon written request of the parent or guardian and approval of the Principal or his/her designee and pursuant to board policy, a student's personal justifiable absence may be excused. Reasons include, but are not limited to:
 - Appearance in court;
 - Observation of a holiday or ceremony of his/her religion;
 - Attendance at religious retreats not to exceed one schoolday per semester;
 - Attendance at funeral services (for other than the immediate family);
- For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to habits, practices, beliefs, and traditions of a certain group of people.
- Attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization upon written request by parent and approval by the Principal or designee pursuant to uniform standards established by the Board.
- For the purpose of a middle or high school student engaging in a civic or political event, provided that the pupil notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
- A middle school or high school pupil who is absent pursuant to this provision is required to be excused for only one school day-long absence per school year
- A middle school or high school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.

A student who is absent due to an excused absence will be allowed to complete all assignments and tests missed during the excused absence that can be reasonably provided and will receive full credit upon satisfactory completion within a reasonable period of time. The teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the excused absence.

Unexcused Absences

Unexcused absences are recorded for those absences not meeting the criteria for an “excused” absence as listed above including, but not limited to, personal family vacations, an unjustifiable and/or unverified student absence, or any other absence deemed “unexcused” by the School’s administrative team. Excessive unexcused absences (more than 10% of school days) will place your student at risk for not being promoted to the next grade. Please see the School’s Promotion and Retention Policy below.

Verifying Absences

The School will keep records of all student absences. **Parents are required to contact the school the same day or in advance of the absence to verify their student’s absence.** A phone call, voicemail, or email verification is acceptable.

If the School does not receive notification from the parent or guardian, the School’s staff will make reasonable efforts to contact the student’s parent(s) or guardian(s) by telephone, writing, or in person. Other methods to verify absences include:

- Signed, written notes received from parent, guardian, or their representative;
- Conversation, in person or by telephone, between the verifying employee and the student’s parent/guardian or parent representative. The employee shall subsequently record the following:
 - Name of student;
 - Name of parent/guardian or parent representative;
 - Name of verifying employee;
 - Date or dates of absence; and
 - Reason for absence
- Visit to the student’s home by the verifying school employee or authorized representative. A written recording shall be made, including information outlined above;
- Any other reasonable method that establishes the fact of the student’s absence. This may include information gained from others judged to be reliable. A written recording shall be made, including information outlined above; and
- Absence verification forms from a licensed medical professional.
 - When excusing students for confidential medical services or verifying such appointments, School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - A healthcare provider’s note of illness will be accepted for any reported absence. When a student has had fourteen (14) absences in the school year for illness verified by methods listed above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Appointments

Medical appointments should be made after school hours. The best times are after 4:00 p.m. on weekdays and after 1:30 p.m. on minimum Wednesdays. If a student does have a medical appointment during the school day, they should not miss the entire day.

Early Dismissal

Students are expected to stay in school until the very end of the day. Early pickups are disruptive to the learning environment and problematic for our teachers. No early pick-ups will be permitted thirty (30) minutes prior to dismissal without prior approval from the School staff. Students who are frequently picked up early are subject to being considered truant and may lose in-school privileges.

Process for Students Who Are Not in Attendance at the Beginning of the School Year

Students who fail to attend for consecutive days at the beginning of the school year, may be disenrolled by the school according to the procedure below. If the student has a basis for an excused absence, parents must notify the Charter School of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the sixth day of the school year will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first day of the school year will be contacted by phone to ensure their intent to enroll in the Charter School. The Charter School will use the contact information provided by the parent/guardian in the registration packet. The school will attempt to contact the student's parent/guardian on a daily basis for each of the first five school days.
2. Students who have indicated their intent to enroll but have not attended by the third (3rd) day of the school year and do not have an excused absence will receive a letter indicating the student's risk of disenrollment.
3. Students who have indicated their intent to enroll but have not attended by the fifth (5th) day of the school year and do not have an excused absence will receive a phone call reiterating the content of the letter.
4. The Charter School will send the Involuntary Removal Notice (which includes an additional five (5) schooldays for the parent/guardian to respond to the Charter School and request a hearing before disenrollment) and the CDE Enrollment Complaint Notice and form to the Parent/Guardian and follow the Involuntary Removal Process described below for any students who have not attended by the sixth (6th) day, and do not have an excused absence.

5. Within thirty (30) calendar days of disenrollment, the Charter School will send the student's last known school district of residence a letter notifying it of the student's failure to attend the Charter School.
6. Any documentation received by the Charter School regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a voluntary disenrollment and shall not trigger the Involuntary Removal Process below.

Involuntary Removal Process

No student shall be involuntarily removed by the School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall include the charges against the student, an explanation of the student's basic rights including the right to request a hearing before the effective date of the action, and the CDE Enrollment Complaint Notice and Form. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "disenroll" or "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing. If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

Excessive Absences

In a given school year, if a student is absent from school without a valid excuse for 10% or more of the school days in one school year, from the date of enrollment to the current date, he or she will be considered a chronic truant and will be subject to consequences, including losing field trip privileges, exclusion from special events that occur during the regular school day, and other activities or events that occur during the regular school day, as deemed appropriate by the School's administration.

The School will work with families to find solutions to excessive absenteeism and tardiness, including notifying parents formally. The process for addressing chronic absenteeism and tardiness is shown below in the "Process for Addressing Chronic Absenteeism and Excessive Tardiness Section"

Tardies

All students are expected to arrive at school on time. A student must report to the office if he or she is late for school. Tardiness is only excused if a student has a medical, dental, or legal appointment, there has been a death in the family (as described above as valid excuses), or for one of the reasons described above for excused absences. Traffic, oversleeping, and missing the bus are all UNEXCUSED tardies. All excused tardies require appropriate documentation, such as a note from a parent or doctor. Unexcused tardies of 30 minutes or more are treated equally to absences when determining appropriate truancy procedures as described below.

Non-Discrimination

The School will enforce these policies uniformly, fairly, and consistently among all students.

Independent Studies

Alpha Public Schools has an [independent study policy](#).

As written in the policy, Alpha Public Schools expects each student to be engaged in an educational activity required of them in the assignment on each weekday that school is in session, and asks that this "daily engagement" be documented on a daily basis in the student log by the parent/guardian.

Students who are on an independent study will be logged in as an "Independent Study Incomplete" for the day's attendance. Once the student hands in their independent study packet/work product and it is **deemed acceptable and complete using the engagement tracker** by the Principal, supervising teacher, or designee, their attendance will be adjusted to reflect "Independent Study Complete". Please refer to the policy linked above.

SCHOOL ATTENDANCE PROCEDURES

General Attendance Procedures

1. Every teacher shall maintain an accurate day-by-day record of each student's attendance (Present or Absent) via the Student Information System (SIS), Infinite Campus system.
2. On returning to school after being absent, the student shall be permitted to return to class. The student shall present any absence verification to the main office/Office Manager ("OM").
3. The School Operations Manager or designee will determine based on the above criteria whether absences are excused or unexcused.
4. The OM or Office Assistant ("OA") will update the student's absence(s) via Infinite Campus to confirm whether the absence was excused or not excused within 24 hours of the absence.
5. Parents/Guardians must notify the teacher or front office their student will be absent. They may do this by phone, a signed handwritten note, or by email.
6. The OM/OA is responsible for notifying the student's teacher(s) and Principal of parent/guardian-reported absences.

Tardiness (More than 30 minutes)

All tardy students will need to report to the main office to obtain a "Tardy Pass." Students who are tardy 30 minutes or more, will be monitored via the Infinite Campus system - and coded "T30".

Process for Addressing Chronic Absenteeism & Excessive Tardiness

- Each absence or unexcused tardy over 30 minutes will result in a call home to the parent/guardian by the operations team, or designee. The student's classroom teacher may also call home.
- **Tier 0: Early Intervention:** Any student that has 3 or more unexcused absences OR 5 or more tardies within a two week period will receive a phone call home by their homeroom teacher and advisor.
- **Tier 1: Targeted Intervention:** Students who are identified as being at least 7% absent (minimum 7); or at least 15% tardy (minimum 6 T30s) of possible instructional days, will result in:
 - In-person or virtual/phone conference by Homeroom Teacher/Advisor.
 - Everyday Labs will send home mail and text nudges on regular 3-6 week intervals for students. Letters will be accompanied with a copy of the attendance policy
 - The school's attendance team (School Leadership Team) will assess and determine school-based strategies and/or consequences for the student according to a menu of strategy options.
 - Each subsequent absence will result in follow-up calls and further school-based actions and/or consequences.

- **Tier 2: Intensive Intervention:** Students who are identified as being at least 13% absent (min. 12) and/or 20% tardy (min 10 T30s), will result in:
 - Everyday Labs will send home mail and text nudges on regular 3-6 week intervals for students. Letters will be accompanied with a copy of the attendance policy
 - The parent/guardian will receive a **Conference Request letter**,
 - Parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract.
 - The school's attendance team (School Leadership Team) will assess and determine school-based strategies and/or consequences for the student according to a menu of strategy options.
 - Each subsequent absence will result in follow-up calls and further school-based actions and/or consequences.

- **Tier 3: Significant Intervention:** Students who are identified as being at least 20% absent (min 20) or 25% tardy (min 15 T30s), will result in:
 - Everyday Labs will send home mail and text nudges on regular 3-6 week intervals for students. Letters will be accompanied with a copy of the attendance policy
 - Student and family will have an in-person parent/guardian conference with the principal to discuss further interventions needed.
 - Home visitation by School Leadership Team, counselor, and/or other staff member.
 - Student will be placed on the in danger of retention list

For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.

If the above interventions are unsuccessful, the student, along with the student's parent/guardian, will be referred to the School Attendance Review Team ("SART"):

- The SART panel will be composed of Alpha network and school administrators. The SART panel will discuss the absence problem with the student's parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and student's family, and establish a plan to resolve the attendance issue.

- The SART panel shall direct the parent/guardian that no further absences or tardies can be tolerated.

- The parent/guardian shall be required to sign a contract formalizing the agreement by the parent/guardian to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and

indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:

- Parent/guardian to attend school with the child for one day
 - Student retention
 - After school detention program
 - Required school counseling
 - Loss of field trip privileges
 - Loss of school store privileges
 - Loss of school event privileges
 - Required remediation plan as set by the SART
 - Notification to the County District Attorney
- Notice of action recommended by the SART will be provided in writing to the parent/guardian.
- If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the Charter School, consistent with the Involuntary Removal Process described in the family handbook. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known school district of residence.
- If a student is absent ten (10) or more consecutive school days without valid excuse and the student's parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be in violation of the SART contract, if applicable, and may be recommended for disenrollment in compliance with the Involuntary Removal Process described below.
- Any documentation received by the Charter School regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a voluntary disenrollment and shall not trigger the Involuntary Removal Process below.

Referral to Appropriate Agencies or County District Attorney

It is the Charter School's intent to identify and remove all barriers to the student's success, and the Charter School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the Charter School may refer the family to appropriate school-based and/or social service agencies.

If a student's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents/guardians fail to attend a required SART meeting, the

Charter School shall notify the County District Attorney's office, which then may refer the matter for prosecution through the court system. Students twelve (12) years of age and older may be referred to the juvenile court for adjudication.

The below table summarizes the actions described above:

| Tier Level | Action |
|---|--|
| Universal: For Each Absence and tardy over 30 minutes | <ul style="list-style-type: none"> • Automated Message home to the parent or guardian |
| Tier 0: Early Intervention | <ul style="list-style-type: none"> • Phone Call by Homeroom Teacher/Advisor |
| Tier 1: Targeted Intervention | <ul style="list-style-type: none"> • Everyday Labs will send home mail and text nudges on a regular 3-5 week interval |
| | <ul style="list-style-type: none"> • In-person or virtual/phone conference by Homeroom Teacher/Advisor |
| | <ul style="list-style-type: none"> • School Based Strategies/Consequences¹ |
| | <ul style="list-style-type: none"> • Each subsequent absence will result in follow-up calls and school-based actions/strategies |
| Tier 2: Intensive Intervention | <ul style="list-style-type: none"> • Ops sends home Conference Request letter. |
| | <ul style="list-style-type: none"> • Phone Call Home by SLT • Conference with student by SLT / Dean |
| | <ul style="list-style-type: none"> • Intervention Plan/Contract Created |
| Tier 3: Significant Intervention | <ul style="list-style-type: none"> • Ops sends home in-person conference request letter. |
| | <ul style="list-style-type: none"> • In-person conference with student, family, and principal or Home Visit • In-Danger of Retention List |
| Post-Tiers: SART | <ul style="list-style-type: none"> • Ops sends home SART Notification Letter • Connect with ANT Ops to schedule SART Meeting with parent/guardian • Conduct SART Meeting <ul style="list-style-type: none"> • Create / Sign SART Contract with parent/guardian |

| | |
|------------------------------------|--|
| Potential Post-SART Actions | <ul style="list-style-type: none"> • Notify the County District Attorney's office • Disenroll the student in compliance with the <u>Involuntary Removal Process</u>. <ul style="list-style-type: none"> • For students with an IEP, ensure that case manager and Director of Special Education are informed to provide approval. |
|------------------------------------|--|

¹ If student has an IEP, as the student progresses through the tiers, communicate/involve case manager in order to determine whether an IEP meeting should be convened.

FORMS

Alpha Public Schools

General Complaint Form

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize Alpha Public Schools to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____ Date: _____

Alpha Public Schools
Uniform Complaint Procedure Form

Last Name: _____ First Name/MI: _____
 Student Name (if applicable): _____ Grade: _____ Date of Birth: _____
 Street Address/Apt. #: _____
 City: _____ State: _____ Zip Code: _____
 Home Phone: _____ Cell Phone: _____ Work Phone: _____
 School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|--|---|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families | <input type="checkbox"/> Regional Occupational Centers and Programs |
| <input type="checkbox"/> Career Technical and Technical Education/Career Technical and Technical Training | <input type="checkbox"/> Every Student Succeeds Act | <input type="checkbox"/> School Plans for School Achievement |
| <input type="checkbox"/> Child Care and Development | <input type="checkbox"/> Local Control Funding Formula/ Local Control and Accountability Plan | <input type="checkbox"/> School Safety Plan |
| <input type="checkbox"/> Consolidated Categorical Aid Programs | <input type="checkbox"/> Migrant Education Programs | <input type="checkbox"/> Pupil Fees |
| | | <input type="checkbox"/> Pregnant, Parenting or Lactating Students |

For allegations of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

| | | |
|-----------------------|--|---|
| Age | Gender / Gender Expression / Gender Identity | Sex (Actual or Perceived) |
| Ancestry | Nationality/National Origin | Sexual Orientation (Actual or Perceived) |
| Color | Race or ethnicity | Based on association with a person or group with one or |
| Disability (Mental or | | |

Physical)
Ethnic Group Identification
Medical Condition

Religion

Marital Status

more of these actual or
perceived characteristics

Genetic information

Immigration

Status/Citizenship

- [illegible]

-
-
-
-
-
-

3. Please provide copies of any written documents that may be relevant or supportive of your

complaint.

I have attached supporting documents.

☐ Yes

☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Chief Schools Officer
Alpha Public Schools
2110 Story Rd, Suite 250
San Jose, CA 95122
cmartineznava@alphaps.org

Alpha Public Schools

Title IX Sex Discrimination and Harassment Complaint Form

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements, etc.) (Attach additional pages, if needed):

I hereby authorize Alpha Public Schools to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

To be completed by the School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Harassment, Intimidation, Discrimination & Bullying Complaint Form

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

To be completed by Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Technology Acceptable Use Agreement

The Charter School believes that providing access to technology enhances the educational experience for students. However, student use of Charter School computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
 - a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
 - b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff, employees, officers, directors or volunteers shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The student and parent/guardian agree not to hold the Charter School or any Charter School staff, employees, officers, directors or volunteers responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless the Charter School, Charter School staff, employees, officers, directors and volunteers for any damages or costs incurred. Parents/guardians are required to supervise and monitor their child's use of Charter School's equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School's equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.
4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:
 - a. Playing games or online gaming.
 - b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
 - c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.

- d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
 - e. Conducting any activity that is in violation of Charter School policy, the student code of conduct or local, state or federal law.
 - f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
 - g. Conducting for-profit business.
 - h. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
 - i. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
 - j. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
 - k. Accessing or attempting to access material or systems on the network that the student is not authorized to access.
- 5. No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.
- 6. Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.
- 7. Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
- 8. Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.
- 9. Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete this form to indicate that you agree with the terms and conditions provided. The

signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties. Charter School's encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

As a user of Charter School technologies, I have read Student Use of Technology Policy and hereby agree to comply with it and the Acceptable Use Agreement.

I understand that computer use is a privilege and not a right. I understand that students who violate this policy in any way will be subject to a referral and possible suspension or expulsion. I understand that if a student willfully damages Charter School's property, including but not limited to Charter School's technology, equipment and networks, or fails to return Charter School's property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct up to an amount not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School's may withhold the student's grades, transcripts, and diploma until the damages have been paid or the property has been returned. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School's will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades, transcripts and diploma will be released. A student over the age of majority shall be liable for the same. (Ed. Code § 48904).

Student Name (please print): _____ Grade: _____

Student Signature: _____ Date: _____

Parent/Guardian Name (Please Print): _____

Parent/Guardian Signature: _____ Date: _____

_____ **For School Employees Only** _____

I have read, understand and agree to abide by the Student Use of Technology Policy and the Acceptable Use Agreement. I understand that the Charter School's policies, procedures, rules, and regulations which apply to students also apply to me as an adult user of the Charter School's technology, in addition to any separate policies governing employee use of technology.

Employee Signature: _____

Employee Name (Please Print) _____



alpha

public schools

2024-2025 Employee Handbook

www.alphapublicschools.org

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE HUMAN RESOURCES MANAGER.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning **some of the Alpha's policies and benefits, and are not intended to create any contractual or other legal** obligations or to alter the at-will nature of my employment with Alpha. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by Alpha.

I understand that other than the CEO, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the CEO has the authority to make any such agreement and then only in writing signed by the CEO.

Employee's Signature: _____

Date: _____

Please sign/date, tear out, return to Alpha and retain this Handbook for your reference.

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INTRODUCTION

This Handbook is designed to help employees get acquainted with Alpha Public Schools (hereinafter referred to as "Alpha"). It explains some of our philosophies and beliefs, and describes some of our employment guidelines, in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at Alpha. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of Alpha or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that Alpha is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. Alpha also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the CEO and the Human Resources Manager or designee has the authority to enter into any employment or other agreement that modifies Alpha policy. Any such modification *must* be in writing.

This Handbook is the property of Alpha, and it is intended for personal use and reference by employees of Alpha. Circulation of this Handbook outside of Alpha requires the prior written approval of the CEO.

EMPLOYEES MUST SIGN THE ACKNOWLEDGMENT FORM AT THE BEGINNING OF THIS HANDBOOK, TEAR IT OUT, AND RETURN IT TO THE HUMAN RESOURCES MANAGER. THIS WILL PROVIDE ALPHA WITH A RECORD THAT EACH EMPLOYEE HAS RECEIVED THIS HANDBOOK AND ACKNOWLEDGES THE GUIDELINES CONTAINED HEREIN.

EMPLOYMENT POLICIES

Equal Employment Opportunity

Alpha is an equal opportunity employer. It is the policy of Alpha to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, Alpha will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact an Alpha representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. Alpha will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. Alpha will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, Alpha will make the accommodation.

At-Will Employment

Except if stated expressly otherwise by an employment contract signed both by the employee and the Chief Executive Officer ("CEO"), it is the policy of Alpha that all employees are considered "at-will"

employees of Alpha. Accordingly, either Alpha or the employee can terminate the relationship at any time, for any reason whatsoever, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, Alpha memoranda or other materials provided to employees in connection with their employment shall require Alpha to have "cause" to terminate an employee or otherwise restrict Alpha's right to release an employee from their at-will employment with Alpha. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict Alpha's right to terminate at-will. No Alpha representative, other than the CEO, Human Resources Manager, or designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with Alpha that are not consistent with Alpha's policy regarding "at-will" employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, Alpha memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Child Abuse and Neglect Reporting

California Penal Code §11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Alpha will provide annual training on the mandated reporting requirements, using either in person training or the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code §11166 and will comply with its provisions.

Criminal Background Checks

As required by law, all individuals working or volunteering at Alpha will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise Alpha's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at Alpha include conviction of a controlled substance or sex offense, or a serious or violent felony. Similarly, convictions involving crimes of moral turpitude (e.g., fraud), child abuse or neglect, violence, or any offense which may make the employee unsuitable/undesirable to work around students may also serve as a bar to employment at the School. Additionally, should an employee be arrested for, charged with or convicted of any offense during his/her employment with the School, the employee must immediately report as much to the Human Resources Manager. Noncompliance with this notice requirement, or misrepresentation of the

circumstances of an arrest, charge or conviction, may constitute grounds for immediate release from at-will employment.

Tuberculosis Testing

All employees of Alpha must submit written proof of negative from a health care provider of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with Alpha and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to Alpha will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with Alpha students.

TB clearance expiration dates will be monitored by the Human Resources Department. Employees whose TB clearances will be expiring will be sent a request from the Human Resources Department to submit proof of clearance before expiration. If employees do not provide proof of assessment or examination before expiration, they may be required to take time off from work to complete this requirement and will not be allowed to work on a school site campus until TB testing is in compliance.

Immigration Compliance

Alpha will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, Alpha will not check the employment authorization status of current employees or applicants who were not offered positions with Alpha unless required to do so by law.

Alpha shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, Alpha shall not discriminate against any individual because he or she holds or presents a driver's license issued under section 12801.9 of the Vehicle Code to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee records is authorized by a valid subpoena or judicial warrant, the School will give employees notice of the inspection both before and after it has occurred as required by law.

Professional Boundaries: Staff/Student Interaction Policy

Alpha recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of Alpha personnel:

1. Examples of PERMITTED actions (NOT corporal punishment)
 - a. Stopping a student from fighting with another student;
 - b. Preventing a pupil from committing an act of vandalism;
 - c. Defending yourself from physical injury or assault by a student;
 - d. Forcing a pupil to give up a weapon or dangerous object;
 - e. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 - f. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
2. Examples of PROHIBITED actions (corporal punishment)
 - a. Hitting, shoving, pushing, physically restraining a student as a means of control, or threatening to cause physical injury;
 - b. Making unruly students perform physical acts that cause pain or discomfort as a form of punishment;
 - c. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all Alpha faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator and/or the Human Resources manager. All reports shall be as confidential as possible under the circumstances. It is the duty of Alpha to investigate and thoroughly report the situation. Employees must also report any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- A. Giving gifts to an individual student that are of a personal and intimate nature.
- B. Kissing of any kind.
- C. Any type of unnecessary physical contact with a student in a private situation.
- D. Intentionally being alone with a student away from the school.
- E. Making or participating in sexually inappropriate comments.
- F. Sexual jokes.
- G. Seeking emotional involvement with a student for your benefit.
- H. Listening to or telling stories that are sexually oriented.
- I. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- J. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without written Parent and Manager Permission (These behaviors should only be exercised when a staff member has written parent and manager permission.)

- A. Giving students a ride to/from school or school activities.
- B. Being alone in a room with a student at school with the door closed.
- C. Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their manager of the circumstance and occurrence prior to or immediately after the occurrence)

- A. Remarks about the physical attributes or development of anyone.
- B. Excessive attention toward a particular student.
- C. Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- A. Getting parents/guardians/guardians' written consent for any after-school activity.
- B. Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- C. Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to using School technology).
- D. Keeping the door open when alone with a student.
- E. Keeping reasonable space between you and your students.

- F. Stopping and correcting students if they cross your own personal boundaries.
- G. Keeping parents/guardians informed when a significant issue develops about a student.
- H. Keeping after-class discussions with a student professional and concise.
- I. Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- J. Involving your manager if conflict arises with the student.
- K. Informing your manager about situations that have potential to become more severe.
- L. Making detailed notes about an incident that could evolve into a more serious situation later.
- M. Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- N. Asking another staff member to be present if you will be alone with any type of special needs student.
- O. Asking another staff member to be present when you must be alone with a student after regular school hours.
- P. Giving students praise and recognition without touching them.
- Q. Pats on the back, high fives and handshakes are acceptable.
- R. Keeping your professional conduct a high priority.
- S. Asking yourself if your actions are worth your job and career.

Teacher Credentials

All Alpha teachers will either possess or be in the process of obtaining the appropriate teaching credentials per applicable law. Proof of a teacher credential must be submitted to the Human Resources department prior to the start of employment, and as a condition of continued employment. School leaders are strongly encouraged to keep an updated teaching or administrative credential and employees working in positions requiring such credentials must ensure they are current.

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

Alpha is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. Alpha's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity, whether or not the individual is transitioning or has transitioned); sex (including reproductive health decision making, pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

Alpha does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which Alpha does business). Supervisors and managers are to report any complaints of unlawful harassment to the CEO, Human Resources Manager, or designee.

When Alpha receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a

complaint is about the CEO) or the CEO, Human Resources Manager, or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. Alpha is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment;
- Disparate treatment based on any of the protected classes above; or
- Cyber harassment, such as sending harassing messages by means of email, texting, and social media, this includes posting derogatory comments on social media.

Prohibited Unlawful Sexual Harassment

Alpha is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within six (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice which a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment.

Other non-employees will receive sexual harassment prevention training as required by law.

In addition, all employees will receive training on the general obligations under Title IX, a federal law that prohibits discrimination on the basis of sex in education programs, the scope of conduct that constitutes sex discrimination under Title IX (including sex-based harassment), and the requirement to notify the Title IX Coordinator, Alpha's Chief Schools Officer, when they have knowledge about conduct that reasonably may constitute sex discrimination under Title IX.

Each employee has the responsibility to maintain a workplace free from any form of sexual

harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the HR Department or CEO. See Appendix A for the "Harassment/Discrimination/Retaliation Complaint Form." See Appendix B for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate Alpha policy.

Protection Against Retaliation

Retaliation is prohibited against any person by another employee or by Alpha for using Alpha's complaint procedure, reporting proscribed harassment or filing, testifying, assisting or participating in any manner in any investigation, proceeding or hearing conducted by a governmental enforcement agency. Prohibited retaliation includes, but is not limited to, termination, demotion, suspension, failure to hire or consider for hire, failure to give equal consideration in making employment decisions, failure to make employment recommendations impartially, adversely affecting working conditions or otherwise denying any employment benefit.

Reporting Claims

Each employee has the responsibility to maintain a workplace free from any form of harassment or discrimination. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute as unlawful harassment or discrimination or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been harassed or discriminated against or has witnessed harassment or discrimination is encouraged to immediately report this behavior to the Human Resources Manager. See Appendix A for the "Harassment/Discrimination/Retaliation Complaint Form." See Appendix B for the general "Internal Complaint Form." When submitting a complaint, employees should provide as much detailed information as possible, including the background and history of the concern; names, dates and places where possible; and why the situation is a reason for concern. Providing comprehensive information is particularly important when an employee submits a complaint anonymously because Alpha's Human Resources will be unable to contact the reporting employee for additional information or clarification.

Whistleblower Policy

Alpha requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within Alpha. As representatives of Alpha, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that Alpha has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of Alpha to raise serious concerns about the occurrence of illegal or unethical actions within Alpha before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of Alpha have a responsibility to report any action or suspected action taken within Alpha that is illegal, unethical or violates any adopted policy of Alpha, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to Alpha or any individual at Alpha and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report that the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who Alpha believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug, Alcohol and Smoke Free Workplace Policy

Alpha is committed to providing a drug, alcohol and smoke free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to Alpha stakeholders. All employees are expected to adhere to Alpha's prohibition of the unlawful use, possession, or distribution of controlled substances. In order to adhere to a safe environment for our students, Alpha also prohibits all employees from being under the influence of any substance that impairs their abilities to successfully fulfill their job duties and requirements. If any employee is required to be under the influence of a prescription medication which may impair their job duties and/or requirements, they must communicate with the Human Resources Manager and commit to a dialogue reviewing acceptable medical accommodation options. Failure to adhere to this workplace policy may result in disciplinary action.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any Alpha premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

All Alpha facilities are non-smoking facilities. Employees may not use any smoking products on Alpha grounds, anywhere off of Alpha grounds that is visible from Alpha grounds, or anywhere it could be reasonably expected to encounter students during the day. Any violation of this policy may result in disciplinary action, up to and including release from at-will employment with Alpha.

Confidentiality

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate, locked files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Conflicts of Interest

All employees must avoid situations involving actual or potential conflicts of interest. The term "actual or potential conflict of interest" describes any circumstance that would or would appear to cast doubt on an employee's ability to act with total objectivity with regard to Alpha's interest. Each employee is expected to avoid any action or involvement, which would or would appear to in any way compromise his or her actions on behalf of Alpha. Activities that constitute an actual or potential conflict of interest include, but are not limited to, the following:

- To conduct business on behalf of Alpha with a member of the employee's family or a business organization in which the employee or a member of his or her family has a significant association, which could give rise to an actual or potential conflict of interest.
- To serve in an advisory, consultative, technical, or managerial capacity for any entity that is not affiliated with Alpha that does significant work with or performs similar functions as Alpha.

If an employee is involved in any relationships or situations that may constitute a conflict of interest, the employee should immediately and fully disclose the relevant circumstances to his or her manager or the Human Resources Manager, for a determination about whether a potential or actual conflict exists. The manager or Human Resources Manager will summarize the employee-reported conflict that may constitute a conflict of interest and will immediately and fully disclose the relevant circumstances to Alpha's CEO and Human Resources Manager. If an actual or potential conflict is determined, Alpha may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action, up to and including release from at-will employment.

Recording in the Workplace

California is an all-party consent for recording state, meaning that recording a private conversation is prohibited unless all parties to the conversation have given their consent. At Alpha, this will require all parties to the private conversation to sign a document stating the conversation will be recorded and for what reason.

California recognizes an exception for recording conversations in which there is no objectively reasonable expectation that no one is listening in or overhearing the conversation - for example, team meetings, school-wide events, classrooms, and hallway conversations would not have a reasonable expectation of confidentiality.

Video Surveillance

Alpha has a duty to provide a safe school environment for all School students and staff. As part of Alpha's commitment to the safety and security of all students, staff, and school property, video surveillance cameras shall be used in approved designated areas of the School and School grounds where there is no reasonable expectation of privacy. Surveillance systems shall not be used in places where a reasonable expectation of privacy exists, such as restrooms, locker rooms, and private offices, nor shall surveillance systems be positioned to provide sight lines into such places.

Alpha shall provide written notice to staff, students and parents/guardians/legal guardians that video surveillance may occur on Alpha property. In addition, signs/placards shall be posted in building entrances or at other locations deemed appropriate by the CEO to inform visitors and invitees that video surveillance may occur on Alpha property.

Authorized Alpha personnel have access to videos for up to five (5) days after recording, but will not maintain records thereafter unless there is suspicion that they relate to a crime, safety concern, policy violation, or other significant irregularity necessitating preservation. To the extent video images create student records or personnel records, Alpha shall comply with all applicable Alpha policies, and state and federal laws related to record maintenance, retention and disclosure of such records, including the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g.)

Video images obtained by Alpha shall be viewed by authorized Alpha personnel as necessary. Alpha may rely on the images obtained by the video surveillance cameras in connection with the enforcement of Alpha policies, building rules, and other applicable law including but not limited to student and staff disciplinary proceedings and matters referred to local law enforcement agencies in accordance with applicable law. Video images may become part of a student's educational record or a staff member's personnel record in accordance with applicable law and Alpha policies.

Employment Classifications

All employees of Alpha will be classified as either full-time or part-time, and either exempt or nonexempt. Alpha may also hire consultants and/or temporary employees.

- Full-time employees: Full-time employees are those scheduled to work at least thirty (30) hours per week.
- Part-time employees: Part-time employees are those who regularly work fewer than thirty (30) hours per week.
- Exempt: In addition to being full-time or part-time, employees may also be exempt on nonexempt. Alpha will abide by applicable law in determining whether an employee is exempt or nonexempt. Employees classified as exempt are not eligible to receive overtime pay.
- Nonexempt: Alpha will abide by applicable law in determining whether an employee is exempt or nonexempt. Employees classified as nonexempt are eligible to receive overtime pay and meal/rest periods.
- Consultant: Consultants are independent contractors who work under an independent contractor/consultancy agreement. Consultants have no employee status nor any employment rights with Alpha, and are not eligible for benefits.
- Temporary Employee: Temporary employees are those employees whose employment with Alpha is for a limited period. Temporary employees are not entitled to Alpha's benefit program.

Non-Instructional or year-round Staff:

Examples of non-instructional staff include:

- Salaried, Exempt Staff: Network Staff, School Leaders, Office Managers, Alumni Advisors
- Hourly, Nonexempt Staff: Hourly staff at the Network, Food Service team members, Office Assistants

Instructional or 46 week Staff:

Examples of instructional staff include:

- Salaried, Exempt Staff: Teachers, PLT/PE Coaches, School Psychologists
- Salaried, Nonexempt Staff: Associate Teachers
- Hourly, Nonexempt Staff: Academic Interventionists, Paraprofessionals, Student Recruiters, other school support staff

Work Schedule

Business hours vary depending on school site and is normally an eight (8) hour period Monday through Friday. The regular workday schedule for nonexempt employees is up to eight (8) hours; the regular workweek schedule is up to forty (40) hours. Exempt employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

Meal and Rest Periods

Nonexempt employees working more than five (5) hours are provided with a thirty (30) minute unpaid meal period, to be taken approximately in the middle of the workday, but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and Alpha mutually consent to the waiver.

Nonexempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods.

If anyone interferes with a nonexempt employee's ability to take a required meal period or rest break, such employee should notify his or her manager and/or Human Resources immediately.

Reasonable Accommodations

Disability Accommodation

In accordance with the Americans with Disabilities Act ("ADA") and similar or equivalent state laws, Alpha will make reasonable accommodations for a qualified person's known disability if it interferes with their ability to perform their job, including pregnancy-related accommodations.

Employees are "affected by pregnancy" if they are pregnant or have a related medical condition and their health care provider has certified that it is medically advisable for the employee to temporarily transfer or to receive some other accommodation.

For all disability related accommodation requests, including pregnancy, no additional position will be created, and Alpha will not terminate another employee, transfer another employee with more seniority, or promote or transfer any employee who is not qualified to perform the new job as a part of the accommodation process. Alpha may require employees to provide a new certification if they request an extension of time for their leave, transfer, or other requested accommodation.

Any employee who requires a reasonable accommodation in order to perform the essential functions of the job should contact the Human Resources Manager and request such an accommodation. The individual with the disability should specify in writing what barriers or

limitations make it difficult for them to perform the job, and shall submit a medical certification documenting the disability as required by law. Alpha will conduct an investigation regarding these barriers or limitations and will then identify possible accommodations, if any, that will help to eliminate the barrier(s) or limitation(s). If the accommodations are reasonable, will assist the person in performing the essential duties of their position, does not fundamentally alter the essential functions of the position, and will not impose an undue hardship on Alpha and/or a direct threat to health and/or safety of the qualified individual or others, Alpha will make the accommodation. Alpha may also propose an alternative accommodation.

Lactation Accommodation

Alpha accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the nonexempt employee shall be unpaid.

Alpha will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Such room/location shall not be a bathroom, shall offer privacy (shielded from view and free from intrusion), and shall have electricity. Employees shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Religious Accommodation

Alpha will provide reasonable accommodation for employees' religious beliefs, observances and practices when a need for such accommodation is identified and reasonable accommodation is possible. A reasonable accommodation is one that eliminates the conflict between an employee's religious beliefs, observances or practices and the employee's job requirements, without causing undue hardship to Alpha.

Any employee who perceives a conflict between job requirements and religious belief, observance or practice should bring the conflict and their request for accommodation to the attention of the Human Resources Manager to initiate the accommodation process. Alpha requests that accommodation requests be made in writing, and in the case of schedule adjustments, as far in advance as possible.

Alpha will not retaliate or otherwise discriminate against an employee or applicant who requests an accommodation in accordance with this policy.

Attendance and Tardiness

All employees, whether exempt or nonexempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affect Alpha's ability to implement its educational program and disrupts consistency in students' learning.

If employees find it necessary to be absent or late, they are expected to notify their manager as soon as possible, but no later than one-half (1/2) hour before the start of the workday. If an employee is absent from work longer than one (1) day, they are expected to keep their manager sufficiently informed of the situation and ensure all time off is accurately and timely recorded.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with Alpha. Absence for more than three (3) consecutive days without notifying the employee's manager will be considered a voluntary resignation from employment.

Timesheets

By law, Alpha is obligated to keep accurate records of the time worked by nonexempt employees. Such employees shall be required to utilize Alpha's timesheet system.

Nonexempt employees must accurately clock in and out of their shifts, as this is the only way Alpha knows how many hours each employee has worked and how much each employee is owed. All timesheets must accurately reflect all hours worked. The timesheet indicates when the employee started work, when the employee ended work and when the employee took meal breaks. All nonexempt employees must clock in and out for start and end work, along with clocking in and out for meal breaks. For absences, where appropriate paid time off can be applied, employees must ensure their timesheets are reflective of those hours used. All employees are required to keep their manager informed of their departures from and returns to the school premises during the workday. For questions regarding time off policies, please see the Human Resources Manager.

Nonexempt employees are solely responsible for ensuring accurate information on their timesheets and remembering to record time worked. If an employee forgets to mark their timesheet or makes an error on the timesheet, the employee must contact their manager to make the correction and such correction must be initialed by both the employee and the Manager. If an employee requests a check for the correction of hours not appropriately entered, the employee will be responsible for any fees associated with the additional payroll processing.

Nonexempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another employee's timesheet, unless in a management, finance or HR position that Alpha has designated the responsibility and/or ability to do so. Any employee who violates any aspect of this policy may be subjected to disciplinary action, up to and including release from at-will employment with Alpha.

Overtime and Unauthorized Work Time

Alpha will pay overtime to nonexempt employees who exceed forty (40) hours of work time in a workweek or exceed eight (8) hours of work time in a workday. Paid leave, such as holiday, sick or PTO pay, does not apply toward work time. The workweek begins at 12:00 a.m. on Sunday morning and ends at 11:59 p.m. on Saturday night.

Employees are expected to follow the work schedule managers provide. Employees are required to obtain approval from managers prior to the use of overtime and/or working outside of the provided schedules. Employees who fail to obtain approval prior to working hours that extend beyond the provided work schedule will be subject to disciplinary action, up to and including release from at-will employment.

Telework Policy

Teleworking allows employees to work at home or in an approved remote location for all or part of their regular workweek. Teleworking is not an entitlement, nor is it a school-wide benefit. This temporary arrangement in no way alters or changes the terms and conditions of employment with the School, and the promulgation of this telework policy creates no employee rights in relation to teleworking. Furthermore, the School has the right to refuse to make telework available to an employee and to terminate a telework assignment without cause at any time in its sole and unreviewable discretion.

Employees shall make arrangements with their supervisor and Human Resources to address on-site job demands that arise, including returning to the work site to perform certain job duties as needed or as

directed by their supervisor. Employees shall be responsible for following all School policies and procedures when teleworking.

Nonexempt employees will be required to (1) record all hours worked as assigned by the School and (2) take and document applicable meal/rest periods in the HR time and attendance system. Nonexempt employees must also receive written approval from a supervisor prior to working additional hours or overtime. Failure to comply with timekeeping and work hours requirements may result in disciplinary action, up to and including termination from employment.

The telework space is considered an extension of the School's worksite. All telework spaces must be within the state of California. Employees will have the same responsibility for safe practices, accident prevention, and accident/injury reporting as in the regular worksite. In case of injury, accident, theft, loss, or tort liability related to telework, the employee must immediately report the event to their supervisor and allow the School or its authorized agent to investigate and/or inspect the telework site as needed. Employees are also responsible for establishing and maintaining a workspace at their telework location that is safe (free from hazards and other dangers to the employee or equipment), clean, professional, and free of distractions to the extent possible.

Employees must maintain the same (or at times an improved) level of productivity and work quality while teleworking. Consistent productivity and/or work quality is required during telework arrangements. Telework allows a high amount of flexibility for an employee to complete their work in a timely and proper manner, and it is expected that employees will not abuse this opportunity by allowing their productivity or work quality to decline.

Employees must maintain appropriate levels of professionalism when interacting remotely with students and/or student's family members in full compliance with the School's "Professional Boundaries: Staff/Student Interaction" policy.

Paid Consulting Work

Employees considering paid consulting work for other organizations while employed at Alpha must review their request in advance with their supervisor(s) and HR to ensure there is no conflict of interest and time-off work from Alpha is not required., and authorization is provided in writing

Technology Acceptable Use Policy

Alpha will permit employees to use its email, voicemail systems and Internet access subject to the following:

- Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.
- The email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
- Employees should not attempt to conduct business for another employer or other paid work using School technology or accounts, or to use School technology or accounts for any criminal purposes.
- Employees should not attempt to gain access to another employee's personal file of email or voicemail messages without the latter's express permission.
- Alpha staff will not enter an employee's personal email files or voicemail unless there is a business need to do so. System security features, including passwords and delete functions, do not neutralize Alpha's ability to access any message at any time.
 - Employees must be aware that the possibility of such access always exists.
- Furthermore, employees generally have no presumption of privacy in email messages, whether

personal or Alpha-related, that are transmitted, received, or stored using computer hardware, Internet service providers, and/or software paid for in whole or in part by Alpha.

Employees should refrain from using personal email accounts for Alpha-related communications (with the exception of the onboarding process). Such communications should only take place using the employee's Alpha email account, once it has been set up. Personal devices used for Alpha-related communications are subject to public records act requests and disclosure of records as they relate to Alpha.

The Acceptable Use Policy is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act ("CIPA"). As used in this policy, "user" includes anyone using the computers, Internet, email, chat rooms and other forms of direct electronic communications or equipment provided by the District (the "network.") regardless of the physical location of the user. This policy applies even when Alpha provided equipment (laptops, tablets, phones, etc.) is used off of Alpha property.

Alpha will use technology protection measures to block or filter, to the extent practicable, access of visual depictions that are *obscene, pornographic, and/or harmful material to minors* over the network. Alpha reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of Alpha property, network and/or Internet access or files, including email.

Acceptable Uses of the Alpha Computer Network or the Internet

Employees and other users are required to follow this policy. Employees are required to confirm their consent to this policy when they activate their account or change passwords. Even without this confirmation, all users must follow this policy and report any misuse of the network or Internet to a manager or other appropriate Alpha personnel. Access is provided primarily for education and Alpha business. Staff may use the Internet, for incidental personal use during duty-free time. By using the network, users have agreed to this policy. If a user is uncertain about whether a particular use is acceptable or appropriate, he or she should consult a manager or other appropriate Alpha personnel.

Unacceptable Uses of the Computer Network or Internet

These are examples of inappropriate activity on the Alpha network, but Alpha reserves the right to take immediate action regarding activities (1) that create security and/or safety issues for Alpha students, employees, schools, network or computer resources, or (2) that expend Alpha resources on content Alpha in its sole discretion determines lacks legitimate educational content/purpose, or (3) other activities as determined by Alpha as inappropriate.

- Violating any state or federal law or municipal ordinance, such as: Accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential information or copyrighted materials;
- Criminal activities that can be punished under law;
- Selling or purchasing illegal items or substances;
- **The unauthorized collection of email addresses ("harvesting") of email addresses from directories or mail listings;**
- Obtaining and/or using anonymous email sites; spamming; spreading viruses;
- Causing harm to others or damage to their property, such as:
 1. Using profane, abusive, or impolite language; threatening, harassing, or making damaging or false statements about others or accessing, transmitting, or downloading offensive, harassing, or disparaging materials;
 2. Deleting, copying, modifying, or forging other users' names, emails, files, or data; disguising one's identity, impersonating other users, or sending anonymous email;

3. Damaging computer equipment, files, data or the network in any way, including intentionally accessing, transmitting or downloading computer viruses or other harmful files or programs, or disrupting any computer system performance;
 4. Using any Alpha computer to pursue "hacking," internal or external to Alpha, or attempting to access information protected by privacy laws; or accessing, transmitting or downloading large files, including "chain letters" or any type of "pyramid schemes".
- **Engaging in uses that jeopardize access or lead to unauthorized access into others' accounts or other computer networks, such as:**
 1. Using another's account password(s) or identifier(s);
 2. Interfering with other users' ability to access their account(s); or
 3. Disclosing your or anyone's password to others or allowing them to use your or another's account(s).
 - **Using the network or Internet for Commercial purposes:**
 1. Using the Internet for personal financial gain;
 2. Using the Internet for personal advertising, promotion, or financial gain; or
 3. Conducting for-profit business activities and/or engaging in non-government related fundraising or public relations activities such as solicitation for religious purposes, lobbying for personal political purposes.

Penalties for Improper Use

The use of an Alpha technology or accounts is a privilege, not a right, and misuse will result in the restriction or cancellation of the account. Misuse may also lead to disciplinary and/or legal action, including a reprimand, suspension without pay, release from employment, and possible reporting to law enforcement for criminal prosecution. Employees shall be personally liable for the damages or injuries they cause or contribute to.

Disclaimer

Alpha makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from use of the network or accounts. Should the employee lose or damage any Alpha issued property, they are responsible for paying the entire cost of the replacement or repair if the property damage was willfully done or damage was due to gross negligence. Any additional charges a user accrues due to the use of Alpha's network are to be borne by the user. Alpha also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of Alpha, its affiliates, or employees.

Alpha Issued Cell Phone, Computer, and Other Devices Policy

Alpha may provide a cell phone to some employees that are required to be "on-call" for emergency and urgent school business purposes, including Alpha's School leaders (Principal and Assistant Principals), operations, recruiting and human resources staff, and other staff as required. These phones are provided to allow such employees to efficiently conduct business and be more accessible to students, parents/guardians, colleagues, and community members. Alpha will pay expenses to maintain this cell phone. This policy does not prohibit or otherwise restrict an employee from using another cell phone for personal use. Alpha issued cell phones are not intended for personal use.

Terms of Use:

- Each cell phone is the property of Alpha and is issued to Alpha personnel for Alpha business only.
- Alpha and school site administrators reserve the right to issue, revoke, or modify usage of cell phones for employees.
- Each employee that is issued an Alpha phone is responsible for the safekeeping of the phone during their term of employment. Alpha employees are expected to treat and safeguard the phone like any other personal belonging.

- Employees may face disciplinary action for reckless conduct in the safekeeping of the phone.
- Examples of acceptable use of Alpha issued cell phones include:
 - Placing or accepting calls to, or from, parents/guardians, students, other teachers, administrators, or other Alpha employees.
 - Sending and receiving text messages to and from other teachers, administrators, or other Alpha employees.
 - Accessing voicemail.
- Examples of unacceptable use of Alpha issued cellular phones include:
 - Personal usage of Alpha issued cell phones such as calling or texting for non-school related business, using data services for personal reasons, etc.
 - Calling 976 or 900 numbers or other fee-based phone services without express School authorization.
 - Calling 411 or directory assistance services should be done with discretion.
 - Charging or billing other services to the employee's cell phone account.
 - Purchasing "apps" with no work-related purpose or incurring fees that will be applied to Alpha that are not approved by the School in advance.
 - Uses that result in the inappropriate or unprofessional treatment of any third-parties, such as harassing texts, late-night calls, inappropriate posts, etc.
- Employees have no reasonable expectation of privacy in a School-issued phone. By accepting a School issued phone, employees accept that the phone records (call logs, text messages, data use, etc.) are viewed by Alpha staff, including, but not limited to, Alpha support personnel, school site administrators, and other office personnel.
- Alpha will pay for all usage minutes (including data and text messaging) and applicable taxes and service charges, based on each employee's approved service plan.
- Employees may face disciplinary action, dismissal, and/or be asked to reimburse Alpha for additional charges related to any non-business calls, text messages and data usage above and beyond the approved monthly service plan.

For the avoidance of doubt, if an employee conducts any personal business on the Alpha-issued cell phone, the employee acknowledges that there is no privacy in electronic communications made on the School phone, and that Alpha reserves the right at any time to access records of the School phone which may include records of the employee conducting personal business (including, but not limited to, phone call records, e-mails, text messages, social media use, or use of any other application that retains personal data of the user).

Personal Cell Phone Devices

Alpha may reimburse a portion of monthly payments for personal phone plans for employees that are required to be "on-call" for emergency and urgent school business purposes, including Alpha leaders (Principals and Assistant Principals), operations, recruiting and human resources staff, and other staff as required. Employees may not receive a School-issued cell phone and a cell phone reimbursement simultaneously.

Terms of Use:

- Alpha advises that staff who are using personal cell phones to utilize Google Voice or another similar application to create a secondary number for parents/guardians, school staff, etc. to reach them.
- Alpha and school site administrators reserve the right to issue, revoke, or modify usage of cell phones for employees.
- By using personal cell phones for School business, employees accept that School related phone records may be viewed by the public in a Public Records Act request or by Alpha staff, including, but not limited to, Alpha support personnel, school site administrators, and other office personnel.
- Alpha will pay a prorated amount equivalent to the business use of the cell phone, as calculated by usage minutes (including data and text messaging) and applicable taxes and service charges, based on each employee's approved service plan.

- Employees may not seek reimbursement for charges related to any non-business calls, text messages and data usage incurred on the cell phone.

Alpha understands that these cell phones are personal devices and will be used for personal use, but please minimize personal use of personal devices while working.

Computer and other Alpha Issued Devices

Alpha may provide a computer or other devices to some employees to be used for School business purposes. These devices are provided to allow such employees to efficiently conduct business and perform work. This policy does not prohibit or otherwise restrict an employee from using another computer or device for personal use. Alpha issued devices are not intended for personal use.

Terms of Use:

- Each computer or device is the property of Alpha and is issued to Alpha personnel for Alpha business only.
- Alpha and school site administrators reserve the right to issue, revoke, or modify usage of computers or devices for employees.
- By accepting a computer or other device, employees accept that the computer or device may be viewed by Alpha staff, including, but not limited to, Alpha support personnel, school site administrators, and other office personnel.
- Each employee that is issued an Alpha computer or other device is responsible for the safekeeping of the computer or device during their term of employment. Alpha employees are expected to treat and safeguard the computer or device like any other personal belonging.
- Employees may face disciplinary action for reckless conduct in the safekeeping of the computer or device.
 - Examples of such conduct include, but are not limited to:
 - Leaving computer or device unattended and unsecured.
 - Intentionally dropping or throwing computer or device.
 - Reckless conduct that results in the damage of computer or device.

For the avoidance of doubt, if an employee conducts any personal business on the Alpha-issued computer or device, the employee acknowledges that there is no presumption of privacy in electronic communications made on the computer or device, and that Alpha reserves the right at any time to access records of the computer or device which may include records of the employee conducting personal business (including, but not limited to, phone call records, e-mails, text messages, social media use, or use of any other application that retains personal data of the user).

Return of Alpha Property

All Alpha issued devices (i.e. laptops and Alpha cell phones) are considered School property and must be returned to Alpha upon termination of employment. Failure to return Alpha property is considered theft and appropriate authorities may be contacted.

Personal Business

Alpha's facilities for handling mail and telephone calls are designed to accommodate Alpha business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use Alpha material, time or equipment for personal projects.

Personal Property

Employees may bring their own property for use in classrooms or offices at their own risk. Alpha is not responsible and cannot be held liable for any property that is lost, stolen or damaged. This policy applies

to staff, students, families, and other visitors.

Social Media

In light of the explosive growth and popularity of social media technology in today's society, Alpha has developed the following policy to establish rules and guidelines regarding the appropriate use of social media by employees. This policy applies to situations when an employee: (1) makes a post to a social media platform that is related to Alpha; (2) engages in social media activities during working hours; (3) uses Alpha equipment or resources while engaging in social media activities; (4) uses their Alpha email address to make a post to a social media platform; (5) posts in a manner that reveals the employee's affiliation with Alpha; or (6) interacts with Alpha students or parents/guardians of Alpha students on the Internet and on social media sites.

For the purposes of this policy, the phrase "social media" refers to the use of a website or other electronic application to connect with other people, including, but not limited to, Facebook, Twitter, Pinterest, LinkedIn, YouTube, Instagram, Snapchat, and various messaging applications (WhatsApp, Facebook Messenger, etc.) as well as related web-based media, such as blogs, wikis, and any other form of user-generated media or web-based discussion forums. Social media may be accessed through a variety of electronic devices, including computers, cell phones, smart phones, Personal Digital Assistants ("PDAs") tablets, and other similar devices.

This policy is intended to supplement, not replace, Alpha's other policies, rules, and standards of conduct. For example, Alpha policies on confidentiality, use of Alpha equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

Employees are required to comply with all Alpha policies whenever social media activities may involve or implicate Alpha in any way, including, but not limited to, the policies contained in this Handbook. Standards of Conduct Employees are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.
- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of Alpha policy.
- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.
- Maintain the confidentiality of Alpha's trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures or other internal Alpha-related confidential communications. This prohibition applies both during and after employment with Alpha.
- Do not post confidential information about Alpha, its employees, or its students. Most student information is protected by the Family Educational Rights and Privacy Act (FERPA), including any and all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.
- While it is acceptable to engage in limited and incidental social media activities at work, such social media activities may not interfere with an employee's job duties or responsibilities. Do not use Alpha-authorized email address to register on social media websites, blogs, or other online tools utilized for personal use.
- Be knowledgeable about and comply with Alpha's background check procedures. Do not "research" job candidates on the Internet or social media websites without prior approval from Human Resources.
- When posting about fellow employees, students, parents/guardians, vendors, consultants or contractors, suppliers, or other people who work on behalf of Alpha, avoid posting statements photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, s/guardians, vendors,

consultants or contractors, suppliers, or other people who work on behalf of Alpha, or that might constitute harassment or bullying.

- Employees should make sure they are always honest and accurate when posting information or news, and if a mistake is made, it is corrected quickly. Never post any information or rumors that may be false about Alpha, fellow employees, students, parents/guardians, vendors, consultants or contractors, suppliers people working on behalf of Alpha, or competitors.
- Employees should only express personal opinions. Employees should never represent themselves as a spokesperson for Alpha, unless authorized to do so. If publishing social media content that may be related to work or subjects associated with Alpha, the employee should make it clear that they are not speaking on behalf of Alpha and that views do not represent those of Alpha, fellow employees, students, parents/guardians, vendors, consultants or contractors, suppliers or other people working on behalf of Alpha. It is best to use a disclaimer such as "The postings on this site are my own and do not necessarily reflect the view of Alpha."
- Never be false or misleading with respect to employees' professional credentials or professional titles.

Creating and Using School Social Media

Employees are only permitted to communicate and connect with students on social media that is owned and operated by Alpha. Employees are only permitted to communicate and connect with students' parents or guardians regarding Alpha-related matters on social media that is owned and operated by Alpha. All communications with parents or guardians Alpha-related matters on non-Alpha or personal social media may result in disciplinary action, up to and including termination.

Any communication whatsoever with students on non-Alpha or personal social media may result in disciplinary action, up to and including termination. Communication on Alpha social media must be used appropriately. Employees should not have access to student accounts on Alpha accounts.

The Chief Operations Officer ("COO"), Human Resources and members of the administration are responsible for approving requests for Alpha social media, monitoring Alpha social media for inappropriate and unprofessional content, and maintaining the social media account information (including, but not limited to, username and password). Alpha has final approval over all content and reserves the right to close the social media at any time, with or without notice. Any inappropriate or unprofessional communications may result in disciplinary action, up to and including termination.

To set up social media that is owned and operated by Alpha in compliance with this policy, employees must adhere to the following procedures:

1. Request and obtain permission to create Alpha social media from the COO and the HR Manager by submitting a Social Media Account request form.
2. If approved, set up the social media account and provide the COO and the HR Manager with the username and password. Failure to do so may result in disciplinary action, up to and including termination.
3. Any current existing Alpha social media accounts must have username and password sent over to the COO and HR Manager.
4. Disable any Alpha accounts when asked by Alpha to do so and relinquish access upon separation from the School.

Any social media created and/or used in violation of this policy may result in disciplinary action, up to and including termination.

Access

All communications and information transmitted by, received from, or stored on Alpha social media or internet accounts are Alpha property and Alpha records. As a result, Alpha monitors the accounts and its employees' use of these electronic communication systems. Alpha may monitor such activities randomly, periodically, and/or in situations when there is reason to believe that someone associated

with Alpha has engaged in a violation of this, or any other, Alpha policy. *As a result, employees do not have a reasonable expectation of privacy in their use of Alpha social media.*

Discipline

Any violation of this Social Media Policy may result in disciplinary action, up to and including immediate termination.

Questions

In the event an employee has questions about whether a particular social media activity may involve or implicate Alpha, or may violate this policy, employees are directed to contact Human Resources.

Social media is in a state of constant evolution, and Alpha recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each Alpha employee is responsible for using good judgement and seeking guidance, clarification, or authorization before engaging in social media activities that may implicate this policy.

California Public Records Act

The California Public Records Act is a law that requires disclosure of governmental records to the public upon request, unless otherwise exempted by law. As a charter school, Alpha is subject to such requests.

Public records include any writing that contains information "related to the conduct of the public's business". Documents that otherwise meet the definition of public records (including emails and text messages) can also be considered public records even if they are on an employee's or official's personal device or account.

Employee Key and Alarm Policy

The purpose of this Key and Alarm Policy is to establish reasonable personal security for members of the Alpha community and to ensure the protection of personal and Alpha property through the control of keys and alarm codes.

Keys and alarm codes will be issued to Alpha Employees only. Employees shall not let anyone borrow their key(s) or alarm code(s). This includes students, parents/guardians, and other unauthorized staff members.

No key will be duplicated except by approval and control of the Operations Team. The unauthorized duplication of keys adversely affects the security of persons and property at Alpha and violations of this rule are considered serious and grounds for discipline, up to and including release from employment.

Lost or stolen keys must be reported to the employee's manager and the Operations Team by the quickest means available. An incident report will be completed. If an employee believes their alarm code has been compromised, the employee must alert their manager and the Operations Team immediately so that their alarm code can be changed.

Keys are considered Alpha property and must be returned to Alpha upon termination of employment. Failure to return Alpha property is considered theft and appropriate authorities may be contacted.

Dress Code and Personal Appearance Policy

Alpha believes that staff members serve as role models. As such, Alpha expects staff to wear appropriate attire that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process.

All employees are expected to maintain the highest degree of professionalism throughout their workday. The expectation is that professional or business casual attire will be worn.

Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the CEO.

Any employee who does not meet the attire or personal appearance standards set by Alpha will be subject to corrective action and may be asked to leave the premises to change clothing. Nonexempt employees will not be paid for any work time missed due to failure to comply with Alpha's dress code and personal appearance policy.

Alpha employees serve as role models to the schools' students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

- *PLT/PE Attire -- for PLT/PE staff only; PLT/PE staff may wear appropriate athletic attire with appropriate fit, coverage and length.*

The following are examples of attire that fail to meet Alpha's professional or business casual dress and personal appearance standards (not a comprehensive list):

- Denim blue jeans
- Sweatpants, exercise pants, shorts (with the exception of PLT/PE staff who are expected to wear appropriate athletic attire)
- Pajamas
- Short skirts, shorts, and short dresses
- Leggings, jegging, or tights worn without shirts, dresses, shorts or skirts of appropriate length
- T-shirts that are not one solid color or an Alpha-specific shirt
- Halter tops, midriff tops
- Flip flops/slippers
- Excessive visible body piercings or
- Any article of clothing or tattoos that contain offensive language, logos, pictures, cartoons, slogans, or clothing or tattoos that can be construed as offensive

Alpha's casual dress days will be on Wednesdays with exceptions for staff that have external party meetings onsite or off site. If external party meetings are occurring, staff is expected to adhere to the professional or business casual dress. The following are guidelines for appropriate casual dress attire:

Appropriate (fit and length, when applicable) casual attire includes:

- Appropriate denim blue jeans
 - Must be clean and free of rips, tears and fraying; fit must be appropriate for work: cannot be too baggy or excessively tight or revealing
- T-shirts with appropriate coverage (no midriff, open back or off the shoulder tops)
 - T-shirts may not contain offensive language, logos, pictures, cartoons, slogans, or words/images that can be construed as offensive
- Skirts and dresses must continue to be appropriate in length (no halter and must cover all undergarments)
- Bermuda shorts (or shorts of similar length)
 - Shorts of shorter length are not considered appropriate for school or work setting

Exceptions to professional or business casual attire must be pre-approved by Alpha's CEO. Any exceptions must be presented and pre-approved by Alpha's CEO.

No dress code can cover all contingencies, so employees must exert a certain amount of good judgment in their choice of clothing to wear to work. If clothing fails to meet professional standards, as determined by the employee's manager, the employee will be asked not to wear the inappropriate

item to work again and may be sent home to change clothes. The employee will receive a verbal warning for the first offense. If an employee is uncertain about acceptable professional attire for work, the employee must ask their manager or the Human Resources Manager.

Professional Expectations at Alpha Events

Employees are expected to present themselves in a professional manner at onsite and offsite Alpha sponsored events and act accordingly to the standards that bring dignity to the education profession. Employees will be expected to adhere to the employment policies listed in this handbook along with maintaining a professional demeanor and attitude at all Alpha sponsored events. Any violation or acts viewed as unprofessional can lead to disciplinary action, up to and including release from at-will employment.

Anti-Nepotism and Staff Relationships

There may be occasions when members of the same family or individuals in a romantic/sexual or platonic living relationship are concurrently employed by Alpha. Staff in such relationships have the responsibility to report this to Human Resources and complete a "Consensual and Voluntary Relationship Agreement" that will remain on file. Alpha does not discriminate in its employment and personnel actions with respect to its employees or applicants on the basis of marital or familial status. Alpha is committed to a policy of employment and advancement based on qualifications and merit and does not discriminate in favor of or in opposition to the employment of relatives. However, Alpha has the right to refuse to appoint or retain a person to a position in the same department, division or facility if one individual will be in a position to supervise, evaluate, hire, dismiss, or promote the other, so as to avoid any potential conflict of interest. Alpha's human resources department shall have the authority and responsibility for determining if such a potential conflict exists.

Due to potential for perceived or actual conflicts, such as favoritism or personal conflicts from outside the work environment, which can be carried into the daily working relationship, Alpha will hire relatives of person currently employed only if:

- a) candidates for employment will not be working directly for or supervising a relative, and
- b) candidates for employment will not occupy a position in the same line of authority in which employees can influence, initiate or participate in decisions involving a direct benefit to the relative. Such decisions include but are not limited to hiring, retention, transfer, promotion, compensation and leave request.

Alpha will not hire or retain individuals in familial, romantic/sexual, or platonic living relationships:

- Where one would have the authority or practical power to supervise, appoint, promote, determine the pay of, remove, or discipline the other;
- Where one would be responsible for reviewing/evaluating the work of the other;
- Where other circumstances exist which would place the individuals in a situation of actual or reasonably foreseeable conflict between the employer's interest and their own.

This policy applies to all current employees and candidates for employment.

Familial Relationships

Individuals who are related in the following manner are considered to have a familial relationship for the purposes of this policy: spouse, child or stepchild, parent or stepparent, grandparent or grandchild, brother of sister, uncle or aunt, nephew or niece, or in-laws including father, mother, daughter, son, brother, or sister.

An applicant for a position with Alpha must disclose this relationship to the human resources department and the position's hiring manager upon submitting an application. If two (2) or more employees have

(or develop) a familial relationship as described above, it is the responsibility of the employees to promptly disclose this relationship to the Alpha human resources department.

Romantic Relationships

Employees in romantic relationships are not permitted to be in the chain of supervision of one another. If such a relationship arises between a manager and an employee, the manager AND employee are required to disclose the relationship to the human resources department so that alternative options may be explored, including but not limited to a change in the responsibilities of the individuals involved, a transfer to a new supervisor, and/or a transfer of location. Under no circumstance may the manager participate in activities or decisions that may reward or disadvantage the employee or employees with whom he or she is involved, including decisions related to hiring, performance appraisals, promotions, compensation, work assignments and discipline.

Platonic Living Relationships

Where possible, two (2) employees in the chain of supervision of one another should not cohabitate. We recognize, however, that co-workers often engage in platonic living arrangements and that promotions into managerial positions may occur with individuals in this arrangement.

If such a situation arises, it is the responsibility of all involved employees to disclose this situation to the human resources department and the employee's manager. Alpha will work closely with the manager and employee to determine the appropriate action in this case. Under no circumstances may the manager participate in activities or decisions that may reward or disadvantage the employee or employees with whom he or she lives, including decisions related to hiring, performance appraisals, promotions, compensation, work assignments and discipline.

Failure to comply with this policy, including its disclosure obligations, will result in disciplinary action, including the release from at-will employment.

Health and Safety Policy

Alpha is committed to providing and maintaining a healthy and safe work environment for all employees. Employees are required to know and comply with Alpha's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to their manager any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, Alpha will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity. In compliance with CalOSHA, Alpha Public School's COVID-19 Prevention Program (CPP) addendum can be found on the employee portal.

Security Protocols

Alpha has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the manager. Employee desk or office should be secured at the end of the day. When an employee is called away from their work area for an extended length of time, valuable or personal articles should not be left around a workstation that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify their manager when keys are missing or if security access codes or passes have been breached (See Employee Key and Alarm Policy above).

Occupational Safety

Alpha is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every manager. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately to the Human Resources department.

It is the policy of Alpha that accident prevention shall be considered of primary importance in all phases of operation and administration. Alpha's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce Alpha's safety and health rules, practices and procedures could result in disciplinary action up to and including release from at-will employment.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on Alpha locations so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes. Employees must report all accidents to their manager immediately, or as soon as is practical. Managers will fill out accident reports and incidents and submit to Human Resources as soon as possible. Additional forms and information can be obtained from Human Resources. Follow up with Human Resources or workers compensation carrier as needed or as information is updated.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911. In case of a fire or other emergency, please follow posted procedures for safely exiting the premise and proceed to the designated meeting location in case of emergencies.

EMPLOYEE WAGES, EXPENSES AND BENEFITS

Payroll Withholdings

As required by law, Alpha shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors that apply to federal withholdings apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by Alpha.
 - a. Note: eligible employees enrolled in the CalSTRS retirement system will not see a Social Security withholding from their pay. Time of service while enrolled in CalSTRS is not subject to Social Security Benefits upon retirement.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

In addition to the above withholdings, Alpha may also withhold the following from an employee's pay:

1. Medical deductions for health, dental and/or vision insurance: Employees may see a monthly deduction for the medical premiums they have authorized in advance.
2. Retirement deductions: The amount will vary depending on the employee's selections for retirement contributions.
3. For staff members participating in CalSTRS, this amount is predetermined by the state.

Employees may also have deductions made to their paychecks when a wage overpayment occurs. The School will provide the employee with a written notice which describes the wage overpayment and will afford the employee an opportunity to respond before commencing any recoupment action. If the employee disputes the wage overpayment, the School shall initiate a legal action to validate the overpayment before proceeding with recoupment. The School may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, among other options. An employee who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School shall provide employees with advance written notice of the deduction prior to the pay period when it will go into effect.

Every deduction from an employee's paycheck is explained on their check voucher. If an employee does not understand the deductions, they may reach out to the Director of Finance.

Employees may change the number of withholding allowances they wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form via the Human Resources Information System. Effective date of changes may not occur until the next pay period, dependent on date of submission.

All Federal, State, and Social Security (if applicable) taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status and to fill out a new W-4 form via Zenefits.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social

Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers, administrators, office managers, CMO staff and other non-instructional staff are exempt. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees. Alpha will attempt to distribute overtime evenly and accommodate individual schedules. The employee's manager must previously authorize all overtime work. Off-the-clock work is never authorized.

Alpha provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedule as work demands require. No overtime compensation will be paid to these exempt employees.

Paydays

For exempt employees, Alpha will pay on a monthly basis. Payday each month will alternate. For nonexempt employees, Alpha will pay on a semi-monthly basis. Please see the 2024-2025 Pay Schedule for exact pay dates. All requisite contributions to benefits will be deducted from this paycheck, along with required federal and state withholdings. If employees observe any error in their check, please report it immediately to the Director of Finance.

Alpha is under no legal obligation to make a pay advance to an employee for any reason. Pay advance requests must be made in writing to the Finance department. Following review, pay advance requests may be approved due to extenuating circumstances. All pay advances must be repaid in full.

Lost, stolen, missing or damaged checks for which the employee requests replacement will be subject to a replacement fee, to be paid for by the employee, if it is through no fault of the School.

If an employee requests an off-cycle check due to their own error in timesheet recordkeeping, including entering the wrong hours, forgetting to record work hours daily, or working unapproved overtime, the employee will be subject to the fees associated with off-cycle payroll processing.

Pay Schedule for Instructional Staff (46-week employees) and Summer Holdback

Instructional 'school-year' staff or forty-six (46) week employees do not work over summer break. Salaried, Exempt 46-week employees may be paid evenly over a 52-week (or 12 month) pay schedule through the APS Summer Holdback program or they may be paid even across a 46-week pay period (or 11 months). All salaried, exempt 46-week employees will be automatically enrolled in the Summer Holdback program and paid evenly over 12 months. Contact the Finance Department for full details or to request to change your pay period policy and not participate in the Summer Holdback program.

Wage Attachments and Garnishments

Under normal circumstances, Alpha will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require Alpha, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If Alpha is presented a garnishment request concerning an employee, the employee will be notified of the garnishment and amount.

Meals and Entertainment Expenses

For U.S. tax reporting purposes, meal expenses are defined as the costs incurred for food and beverages in the conduct of business.

Entertainment expenses include, but are not limited to, the cost of amusement or recreational facilities, attendance at the theater and sporting events. Entertainment expenditures, even if they are Alpha related, require pre-approval from the CEO.

Meals made necessary by travel are reimbursable. Every effort must be made to ensure that the cost of such meals is reasonable. For meals, Alpha has set a maximum daily reimbursement, exclusive of tips, of:

- \$17 for breakfast
- \$18 for lunch
- \$34 for dinner

These rates were benchmarked against the U.S. General Services Administration reimbursement rates (<http://www.gsa.gov/perdiem>). Tips considered reasonable and necessary are eligible for reimbursement. In addition, exceptions are made for meals with potential donors or funders, but should still be reasonable.

Meals and entertainment expenses require the following documentation for reimbursement to occur:

- Each transaction for meals and entertainment expenses must be listed separately on the reimbursement.
- Itemized, detailed receipts must be included. Each employee must also include a form of payment such as a canceled check, credit card or bank statement.
- Alpha does not reimburse an employee for alcohol.

Health Benefits

This section only intends to highlight benefits eligibility and coverage initiation for full-time (non-temporary) Alpha employees. For more detailed information about specific benefit plans, carriers, and coverage options, please consult the full descriptions contained in Alpha's employee benefit health plan. If there are any inconsistencies between the benefits described herein and such plan, the plan descriptions control and contain the official policy.

Employees currently scheduled to work and consistently working thirty (30) hours or more a week are considered full-time employees and, if non-temporary, are eligible for medical coverage. All medical coverage will begin on the first of the month following an employee's start date, unless the employee starts on the 1st for the month in which case the employee will be eligible for coverage on the first day of work. Employee enrollment forms must be submitted via Alpha's Human Resource Information System by the required deadline. The forms submitted via Alpha's Human Resource Information System serve as a request for coverage, and authorize any payroll deductions necessary to pay for an employee's coverage.

Employees who transition from part-time to full-time employment become eligible for full benefits on the first day of the month following the waiting period, beginning on the effective date of the change. Employees who transition from full-time employment to part-time may lose health benefits eligibility.

Health benefits end the 30th of the month in which work services are last provided. Employees on an approved Leave of Absence (such as covered by CFRA, FMLA, or Alpha Paid Parental Leave) will have benefits continued during that approved Leave of Absence period. Health benefits enrollment for instructional school year employees, who do not work over summer break and do not return for the following school year will end during the month instructional services were last provided (ex. provided services through June 15th but did not return for next school year at end of July, benefits end on June 30th).

COBRA Benefits

When coverage under the Alpha's medical and/or dental plans ends, employees and/or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and Alpha's previous contribution, plus a possible administrative charge.

Medical coverage for an employee, their spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements. Please reference the [Department of Labor's FAQs](#) for more details.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and their spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but their spouse has not yet reached age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

Alpha will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying Alpha within thirty (30) days of the event. Alpha will then notify the employee or their dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or their spouse or child) become covered under another group health plan

which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;

- Alpha stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

PERSONNEL EVALUATION AND RECORD KEEPING

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by their manager. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work employees perform, their knowledge of the job, their initiative, their work attitude, and their attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of Alpha and depend upon many factors in addition to performance. After the review, employees will be required to sign the evaluation report simply to acknowledge that it has been presented to the employee, that they have discussed it with their manager, and that the employee is aware of its contents.

Newly hired employees may have their performance goals reviewed by their manager within the first ninety (90) days of employment.

On a periodic basis, the manager will review an employee's job performance with them in order to establish goals for future performance and to discuss their current performance. Alpha's evaluation system will in no way alter the at-will employment relationship. Failure to evaluate an employee does not impair Alpha's ability to release the employee on an at-will basis.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. Employees must keep the human resources department advised of changes that should be reflected in their personnel file by updating personal information on Alpha's Human Resources Information System. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable Alpha to contact the employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of an Alpha representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add their comments to any disputed item in the file. Alpha will restrict disclosure of employee personnel files to authorized individuals within Alpha. A request for information contained in the personnel file must be directed to the Human Resources Manager. Only the Director of Talent or the Human Resources Manager are authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, Alpha will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

HOLIDAYS, TIME OFF AND LEAVES

While Alpha recognizes the importance of time off as a period of rest and rejuvenation away from the job, time off must be scheduled with due consideration for "peak traffic periods" in the school year. With this in mind, it is expected that time off will be taken when school is not in session. The amount of time off in each category of paid time-off is as described below and depends on the staff classification that an employee holds.

Holidays & Breaks

The calendar reflects any and all holidays and school observed breaks by Alpha. The following holidays are generally observed by public entities, including public schools:

- New Year's Day*
- Martin Luther King Jr. Birthday*
- President's Day*
- February Break
- Spring Break
- Memorial Day*
- Juneteenth Day*
- Independence Day**
- July Break**
- Labor Day*
- October Break
- Veteran's Day*
- Thanksgiving Break
- Thanksgiving*
- Friday after Thanksgiving*
- Winter Break*
- Christmas Eve*
- Christmas Day*

**Days noted with asterisks are paid holidays for full-time hourly, nonexempt staff in active status if it falls on or is observed on a normally scheduled workday.*

***Independence Day is a paid holiday for full-time non-instructional hourly, nonexempt staff in active status based on average hours worked during summer; eligible full-time exempt staff will receive the full week for July Break paid.*

Full-time salaried exempt and salaried nonexempt staff in active status are paid for all holidays and breaks listed above. Other days during the school year, such as days during the Alpha's calendared breaks, shall be unpaid time for all hourly, nonexempt employees in active status unless otherwise directed.

An employee whose religion requires observance of a particular day may take off recognized religious holidays. Employees must request the day off in advance by written notice to their manager. The employee will be paid if the religious holiday is taken as an earned personal day. The employee will not be paid if the religious holiday is taken as a personal leave of absence day. Employees on any leave of absence do not earn holiday pay.

Paid Time Off Classifications

- PTO: Full-time exempt and nonexempt, Non-Instructional Staff (52-week employees)
- Personal Time: Full-time exempt and nonexempt, Instructional Staff (46-week employees)
- Mental Health Day: All Full-time exempt and nonexempt staff
- Sick Leave: All staff, including part-time nonexempt staff

Paid Time Off (PTO) – Non-Instructional Staff (52-week employees)

Non-Instructional (52-week) staff work on a year-round basis including throughout the summer and thus accrue paid time off at the rate of ten (10) days per year prorated over each pay period. PTO is multi-purpose and may be used for any reason, including sick/illness. Regular full-time exempt and nonexempt non-instructional staff are entitled to PTO terms based upon date of hire, length of service and status with Alpha. Eligible staff will accrue PTO each month based on hours worked in the month. For example, if an employee is on an unpaid leave they will not accrue PTO during any unpaid time off period. Employees working on part-time basis (less than full-time) shall not earn PTO.

Any PTO time taken during the school year or otherwise must be coordinated and cleared by the employee's manager subject to scheduling. Exempt employees must use paid time-off in one (1) hour increments.

PTO may not be utilized before it is earned. An employee whose employment terminates will be paid for accrued unused PTO days. PTO can accrue up to a maximum of ten (10) days of pay or eighty (80) hours per calendar year. For non-instructional employees with five (5) or more years of service, PTO can accrue up to fifteen (15) days of pay or one-hundred and twenty (120) hours per calendar year starting the first of the month following their five (5) year work anniversary date. PTO accruals may carry over year-to-year, but is subject to a cap of 1.5 times the annual accrual amount. There is no retroactive grant of PTO compensation for the period of time the accrued PTO compensation was at the cap.

Paid Personal Days – Instructional Staff (46-week employees)

Full-time (46-week) instructional staff are eligible to receive a maximum of two (2) Personal Days per school year. Personal Days are days for personal time, to be paid for not attending work as described below.

Employees may take Personal Days off for any purpose including rest, relaxation, illness/sickness (sick leave must be exhausted before using Personal Days for this reason), or any other personal reason. Exempt employees must use paid time-off in one (1) hour increments. An employee whose employment terminates will be paid for accrued unused Personal Days.

For instructional staff, any remaining balance for Personal Days will be paid out in the final paycheck of Alpha's fiscal year. Instructional staff who do not complete the fiscal school year or who have not been employed for at least thirty (30) days will not be paid out for remaining Personal Days.

Mental Health Days – Full-time Staff only

Full-time instructional and non-instructional staff are eligible to receive a maximum of two (2) Mental Health Days per school year. Mental Health Days are days for mental health needs, to be paid for not attending work as described below.

Employees may take Mental Health Days off for the purpose of mental health wellness, illness/sickness, bereavement, or any other mental health wellness reason. Mental Health Days must be requested in full day increments only. Mental Health Days do not accrue, do not roll-over, and are not paid out at the end of the fiscal school year.

Mental Health Days should be prearranged with your manager in advance of the date requested with as much notice as possible. Employees must use full days for Mental Health Day time off requests.

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, Alpha offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing physical or mental health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, siblings) or a designated person (i.e., a person

identified by the employee at the time the employee requests sick leave) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees are limited to one (1) designated person per twelve (12) month period. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all Alpha employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. All eligible employees shall be credited with forty (40) hours of sick leave at the beginning of each work year.

Sick leave must be taken by eligible employees in increments of (1) hour. Accrued sick leave does not carry over from year to year and Alpha does not pay employees in lieu of unused sick leave.

If employees are absent longer than three (3) days due to illness, medical evidence of the employee's illness and/or medical certification of their fitness to return to work satisfactory to the Alpha may be required. Alpha will not tolerate abuse or misuse of sick leave privileges. If the School suspects abuse of sick leave, Alpha may require a medical certification from an employee verifying the employee's absence.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Alpha must approve any employee requests for unpaid medical leave in advance.

Process for requesting PTO, Personal Days, Mental Health Days, or Sick Leave

1. Employees must notify their manager as early as possible.
2. Employees must ensure that their PTO, Personal Days, or Mental Health Days do not conflict with their school or team's peak work periods.
 - a. Employees should work with their managers on a coverage plan while they are away.
3. Employee requests should align with PTO, Personal Days, Mental Health Days, or Sick Leave they have available.
 - a. Check in Alpha's HR information system for availability and remaining balances.
4. Submit requests via Alpha's HR information system.
5. Managers approve or deny requests for all PTO, Personal Days, Mental Health Days, or Sick Leave.

Unpaid Time Off Requests

If an employee has exhausted all available paid time off options, then an employee can request unpaid time off for specific dates. Unpaid time off can only be leveraged after all other paid time options have been exhausted. Unpaid time off must be preapproved by your manager (requests made on dates with an unmanageable number of known out of offices will be denied). Unpaid time off can only be made in one (1) hour increments. Approved Unpaid time off requests must be emailed to the Human Resources department with manager in cc to ensure appropriate timesheet recordkeeping.

Unpaid Leave of Absence

Alpha recognizes that special situations may arise where an employee must leave their job temporarily. At its discretion, Alpha may grant employees leaves of absence. Alpha must approve in writing any unpaid leave of absence in advance. The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, Pregnancy Disability Leave and/or any Federally or State protected leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently

terminated, the employee is entitled to all earned but unused PTO or personal days, provided that the PTO or personal days were earned prior to the commencement of leave.

No PTO or personal days shall accrue during any type of unpaid leave of absence.

Family Care and Medical Leave

This policy explains how Alpha complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require Alpha to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12)-month period for the purposes enumerated below.

Employee Eligibility Criteria

To be eligible for FMLA/CFRA leave, the employee must have been employed by Alpha for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where Alpha has at least fifty (50) employees within seventy-five (75) miles (except for purposes of CFRA where the School must only have at least five (5) employees).

Events That May Entitle an Employee To FMLA/CFRA Leave

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of their job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by Alpha's separate pregnancy disability policy).
 - a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
 - b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a healthcare facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.
3. To care for a spouse, domestic partner, child, or parent with a serious health condition,

a qualifying family member may also include a parent-in-law, grandparent, grandchild, sibling, or designated person for CFRA purposes. "Designated person" refers to any individual related by blood or whose association with the employee is the equivalent of a family relationship. Employees are limited to one (1) designated person per twelve (12) month period.

4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) -month period to provide said care. CFRA does not provide leave specific to caring for a servicemember.
5. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

Amount of FMLA/CFRA Leave Which May Be Taken

1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12)-month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.
2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.
3. The "twelve month period" in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.
4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, Alpha's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days Alpha's activities have ceased do not count against the employee's FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA/CFRA Leave

1. An employee on FMLA/CFRA leave because of their own serious health condition may use any or all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, the School and the employee may agree to have School-provided paid leave, such as PTO or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
2. An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the

beginning of any otherwise unpaid FMLA/CFRA leave.

3. If an employee has exhausted their sick leave and does not use any personal days or PTO accrued, leave taken under FMLA/CFRA shall be unpaid.
4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

Health Benefits

The provisions of Alpha's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by Alpha during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, Alpha will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of their group health coverage, Alpha will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

Alpha may recover the health benefit costs paid on behalf of an employee during their FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning FMLA/CFRA leave; and
2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

Seniority

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority he/she had when the leave commenced.

Medical Certifications

1. An employee requesting FMLA/CFRA leave because of their own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by Alpha. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of Alpha's request for certification) may result in denial of the leave request until such certification is provided.
2. Alpha will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. Alpha may contact the employee's health care provider to authenticate a certification as needed.
3. If Alpha has reason to doubt the medical certification supporting a leave, because of the employee's own serious health condition, Alpha may request a second opinion by a health care provider of its choice (paid for by Alpha). If the second opinion differs from the first one, Alpha

will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA/CFRA Leave

1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to their manager. An employee asking for a Request for Leave form will be given a copy of Alpha's then-current FMLA/CFRA leave policy.
2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or their qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt Alpha's operations.
4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that Alpha will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
7. Alpha will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, Alpha will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.
2. When a request for FMLA/CFRA leave is granted to an employee, Alpha will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of their own serious health condition, the employee must obtain a certification from their health care provider that he/she is able to resume work.

4. If an employee can return to work with limitations, Alpha will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from Alpha.

Employment During Leave

No employee, including employees on FMLA/CFRA leave may accept employment with any other employer without Alpha's written permission. An employee who accepts such employment without Alpha's written permission will be deemed to have resigned from employment at Alpha.

Pregnancy Disability Leave

This policy explains how Alpha complies with the California Pregnancy Disability Act, which requires Alpha to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle an Employee to Pregnancy Disability Leave

The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of their job without undue risk to the employee, the successful completion of the employee's pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the

leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for Alpha. Alpha is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave may use accrued paid sick leave and may use any or all accrued PTO or Personal Days' time at the beginning of any otherwise unpaid leave period.
2. The receipt of PTO or Personal Days, or sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.
3. PTO or Personal Days pay and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits

Alpha shall provide continued health insurance coverage while an employee is on a pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12)-month period. Alpha can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
 - a. The employee is taking leave under The California Family Rights Act.
 - b. There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - c. There is a non-pregnancy related medical condition requiring further leave.
 - d. Any other circumstance beyond the control of the employee.

Seniority

An employee on pregnancy disability leave remains an employee of Alpha and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, the employee will return with the same seniority they had when the leave commenced.

Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from the employee's healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Human Resources Manager. An employee asking for a Request for Leave form will be referred to Alpha's then current pregnancy disability leave policy.
2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt Alpha's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
6. Alpha will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, Alpha will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested). If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
 - a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
 - b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. Alpha will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.
 - c. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.
2. When a request for pregnancy disability leave is granted to an employee, Alpha will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. In accordance with Alpha policy, before an employee will be permitted to return from a pregnancy disability leave of three days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
4. If the employee can return to work with limitations, Alpha will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from Alpha.

Employment During Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without Alpha's written permission. An employee who accepts such employment without Alpha's written permission, will be deemed to have resigned from employment.

Paid Parental Leave

Alpha provides up to four (4) weeks of Paid Parental Leave to employees following the birth of an employee's child or the placement of a child with an employee in connection with adoption or foster care within one (1) year of the qualifying event. The purpose of Paid Parental Leave is to enable the employee to care for and bond with a newborn or a newly adopted or a newly placed child. This policy will run concurrently with the federal Family Medical Leave Act (FMLA) and California Family Rights Act (CFRA), as applicable.

Eligibility

Eligible employees must meet the following criteria:

- Be a full-or part-time, regular employee (temporary employees and interns are not eligible for this benefit).
- Employee must be a current and active employee on file (e.g., otherwise scheduled for work on the days intended for leave). In addition, employees must meet one of the following criteria:
- Have given birth to a child.
- Be a spouse or a committed partner of the person who has given birth to a child.
- Have adopted a child or been placed with a foster child (in either case, the child must be age seventeen [17] or younger).
- Be on an approved FMLA and/or CFRA baby-bonding leave.

Amount, Time Frame and Duration of Paid Parental Leave

- Eligible employees will receive a maximum of four (4) weeks of Paid Parental Leave following the birth, adoption or placement of a child/children. The fact that a multiple birth, adoption or placement occurs (e.g. the birth of twins or adoption of siblings) does not increase the four (4) week total amount of Paid Parental Leave granted for that event. In addition, in no case will an employee receive more than four (4) weeks of Paid Parental Leave in a rolling twelve (12) month period, regardless of whether more than one (1) birth, adoption or foster care placement event occurs within that twelve (12) month time frame.
 - Note for PDL: PDL may be granted if there is more than one (1) birth within a twelve (12) month time frame, but Alpha's Paid Parental Leave will not apply, if already applied within that twelve (12) month time frame.
- Each week of Paid Parental Leave is compensated at one hundred percent (100%) of the employee's regular, straight-time weekly pay. Paid Parental Leave will be paid in accordance with Alpha's payroll procedures and scheduled pay dates.
- Approved Paid Parental Leave may be taken at any time during the twelve (12) month period immediately following the birth, adoption or placement of a child with the employee. Paid Parental Leave may not be used or extended beyond this twelve (12) month time frame. Alpha requires a minimum of thirty (30) days' notice for requests to take Paid Parental Leave.
- Employees must take Paid Parental Leave in either one (1) continuous period of leave or two (2) separate leave periods of two (2) weeks. Any unused Paid Parental Leave will be forfeited at the end of the twelve (12) month time frame.
- Upon termination of employment at Alpha, employees will not be paid for any unused Paid Parental Leave for which they were eligible.

Coordination with Other Policies

- Paid Parental Leave taken under this policy will run concurrently with leave under FMLA and CFRA. Any leave taken under this policy that falls under the definition of circumstances qualifying for leave due to the birth or placement of a child due to adoption or foster care, will be counted towards the weeks of PDL, FMLA and/or CFRA entitlement. In no case will the total amount of leave-whether paid or unpaid-granted to the employee under FMLA and/or CFRA

exceed the entitlement during the twelve (12) month period. Please refer to this Handbook for further guidance on leave policies.

- Alpha will maintain all applicable benefits for employees during the Paid Parental Leave period.
- If a holiday (of less than a week) occurs while the employee is on Paid Parental Leave, such day will be charged to holiday pay (if applicable to employee). However, the holiday will not extend the total Paid Parental Leave entitlement.
- If Alpha's business activities have temporarily ceased for some reason and employees are generally not expected to report to work for one (1) or more weeks, (such as school breaks), the weeks where Alpha's activities have ceased will not count against the employees' PDL, FMLA and/or CFRA entitlement, consistent with applicable law.
- The following policies are only applicable to Paid Parental Leave:
 - Hourly Employees: If an hourly employee's Paid Parental Leave falls during school breaks (Thanksgiving Break, Winter Break, Spring Break or Summer Break), the employee must notify Alpha, in writing, of the option to use Paid Parental Leave, in order to receive pay. Otherwise, leave during breaks is considered unpaid.
 - Pay will be based upon an hourly employee's average number of hours worked per week.
 - Salaried Employees: If a salaried employee's Paid Parental Leave falls during the following school breaks:
 - Thanksgiving Break
 - Winter Break
 - Spring Break
 - The employee will be able to receive pay for those breaks, with the requirement that Paid Parental Leave is used either before or after the breaks end (minimum of one [1] week of Paid Parental Leave required to be used in order for salaried employees to receive pay during the above-mentioned school breaks).
 - An employee who takes Paid Parental Leave that does not qualify for FMLA, CFRA, and/or PFL leave will be afforded the same level of job protection for the period of time that the employee is on Paid Parental Leave, as if the employee was on FMLA, CFRA, PDL-qualifying leave.
 - All applicable policies for leave will also apply to Paid Parental Leave.
 - This includes the policy that no paid time off will accrue while an employee is on an approved leave of absence (i.e. PTO, personal, or sick leave)

Requests for Paid Parental Leave

- The employee will provide their manager and the human resources department with notice of the request for leave at least thirty (30) days prior to the proposed date of leave (or if the leave was not foreseeable, as soon as possible).
 - The employee must complete all necessary HR forms and provide all documentation as required to substantiate the request.
- As is the case with all School policies, Alpha has the exclusive right to interpret, change, alter, and/or remove this policy.

Industrial Injury Leave (Workers' Compensation)

Alpha, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to their manager;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form and DWC Form 1 and return it to the Human Resources Department; and
- Provide Alpha with a certification from their health care provider regarding the need for workers' compensation disability leave as well as their eventual ability to return to work from the leave.

It is Alpha's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. Alpha, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to Alpha's operation.

- If an employee is injured on the job, the employee is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Human Resources Manager and to the individual responsible for reporting to Alpha's insurance carrier. Failure by an employee to report a work-related injury by the end of their shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by their personal physician at their own expense, but he/she is still required to go to Alpha's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from Alpha's approved medical facility before returning to work.
- If a job-related injury results in follow up visits to a doctor from Alpha's approved medical facility and the employee is unable to schedule appointments outside of working hours, the employee is eligible to use sick or personal hours to be paid for that time. Employees are only compensated for lost time by Worker's Compensation when the employee has been placed off work by the doctor for one or more days.
- Any time there is a job-related injury, Alpha's policy may require drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

Alpha shall grant an unpaid military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, Alpha shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued PTO or Personal Days as wage replacement during time served, provided such PTO or Personal Days accrued prior to the leave.

Except for employees serving in the National Guard, Alpha will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling their covered service obligation under the USERRA or California law shall be credited, upon their return to Alpha, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

Alpha shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide Alpha with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of bereavement leave

Salaried, exempt and nonexempt employees are entitled to paid leave of up to five (5) work days due to a death of a covered family member (parent, spouse or domestic partner, child, children for whom the employee has parenting responsibilities, sibling, parents-in-law, son/daughter-in-law, grandparents, grandchild, aunts/uncles, nieces/nephews, cousins) and other household members. Bereavement pay will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays, PTO and Personal Days) falling during the absence will be counted both as scheduled days off and not counted against the employee's bereavement leave entitlement. Bereavement leave must be requested in full day increments within three months of the death. Bereavement requests must be made in writing to the Human Resources Department.

Bereavement leave will be unpaid for hourly, nonexempt employees

Any bereavement exceeding five (5) workdays for all employees will be unpaid if not other leave is taken in conjunction with it. Employees taking Bereavement Leave are required to notify their manager and the Human Resources Manager immediately of dates employee will be out and date of return to work.

Reproductive Loss Leave

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of leave upon the employee experiencing a reproductive loss event. A reproductive loss event includes any failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction. Reproductive loss leave must be used within three (3) months of a reproductive loss event. Employees may take up to twenty (20) days of leave due to qualifying reproductive loss events within a twelve (12) month period. Reproductive loss leave shall be unpaid unless the employee elects to use available accrued/unused paid leave. Reproductive loss leave shall not be used in computing overtime pay.

Jury Duty or Witness Leave

For all salaried, exempt employees, Alpha will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties and meet expectations of their role as assigned. For all nonexempt employees, Alpha will pay for up to three (3) days if an employee is called to serve on a jury.

If an employee receives a summons for jury duty or court appearance, the following steps must be followed:

- The supervisor and Human Resources must be informed by email of the jury duty/court date as early as possible, rescheduling to dates when school is closed or ensuring coverage for time away.
- For every day that an employee provides jury service, the court will be able to provide the employee with a "Certificate of Jury Service" upon request. For other court appearances, employees must request a verification document from that court. Employees must remember to request and receive these documents before leaving the courthouse.
- Employees must provide Human Resources with their "Certificate of Jury Service" (or verification of court appearance) for each day of jury duty on the first day they return to work after jury duty.

Victims of Abuse Leave

Alpha provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime.

Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide Alpha with as much advance notice as

practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide Alpha one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, Alpha will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact Human Resources.

Volunteer Firefighter, Reserve Peace Officer, or Emergency Rescue Personnel Leave

An employee who is called for emergency duty as a volunteer firefighter, reserve peace officer, or emergency rescue personnel or is required to engage in fire, law enforcement, or emergency rescue training, may request unpaid leave. For emergency duty, there is no limit to the duration of leave. For training, an employee may not request leave exceeding fourteen (14) days per calendar year.

Alpha will not discharge, threaten to discharge, demote, suspend, or in any other manner discriminate or retaliate against any employee for taking leave for reasons concerning volunteer firefighting.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give their manager at least two (2) days' notice.

School Appearance and Activities Leave

As required by law, Alpha will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of Alpha, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advance notice of the planned absence. The employee must use accrued but unused paid leave (e.g., PTO or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in

an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) paid workdays off in a twelve (12) month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) paid workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by Alpha for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to Alpha that the employee is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee first uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of sick days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. Alpha may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Returning from Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization to the Human Resources department.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give their manager thirty (30) days' notice before returning from leave. Whenever Alpha is notified of an employee's intent to return from a leave, Alpha will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should consult the Human Resources Manager.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

The following conduct is prohibited and will not be tolerated by Alpha. This list of prohibited conduct is illustrative only and applies to all employees of Alpha; other types of conduct that threaten security, personal safety, employee welfare and Alpha's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of Alpha. If an employee is working under a contract with Alpha which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Unprofessional conduct.
3. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
4. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on Alpha property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
5. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of Alpha property.
6. Fighting or instigating a fight on Alpha premises.
7. Violations of the drug, alcohol, and smoke free workplace policy.
8. Using or possessing firearms, weapons or explosives of any kind on Alpha premises.
9. Gambling on Alpha premises.
10. Tampering with/or falsifying any report or record including, but not limited to, personnel, absentee, or reports or records, specifically applications for employment and time cards.
11. Recording the time sheets for anyone other than the employee's own time sheet (unless the employee's position authorizes them to record such time).
12. Use of profane, abusive or threatening verbal or body language with employees and/or students, and/or intimidating or interfering with other employees.
13. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
14. Reckless and/or negligent conduct with care or use of Alpha's devices.
15. Excessive absenteeism or tardiness excused or unexcused.
16. Posting any notices on Alpha premises without prior written approval of management, unless posting is on an Alpha bulletin board designated for employee postings.
17. Immoral or indecent conduct.
18. Conviction of a criminal act.
19. Engaging in sabotage or espionage (industrial or otherwise).
20. Violations of the sexual harassment policy.
21. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
22. Sleeping during work hours.
23. Release of confidential information without authorization.
24. Any other conduct detrimental to other employees, students, or Alpha's interests or its efficient operations.
25. Refusal to speak to supervisors or other employees.
26. Dishonesty.
27. Unauthorized work or working off the clock for nonexempt employees.
28. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment agreement or contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in

the contract.

Off-Duty Conduct

While Alpha does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with Alpha's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect Alpha or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects Alpha's legitimate business interests or the employee's ability to perform their work will not be tolerated.

While employed by Alpha, employees are expected to devote their energies to their jobs with Alpha. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at Alpha.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with Alpha.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with Alpha.
- Additional employment that requires the employee to conduct work or related activities on Alpha's property during the employer's working hours or using Alpha's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of Alpha.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to Alpha explaining the details of the additional employment. If the additional employment is authorized, Alpha assumes no responsibility for it. Alpha shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization for said additional employment can be revoked at any time.

Termination of Employment

Should it become necessary for an employee to terminate their at-will employment with Alpha, the employee should notify their manager and the Human Resources Manager regarding their intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

When an employee terminates their at-will employment, the employee will be entitled to all earned, but unused PTO, if eligible. If the employee is participating in the medical and/or dental plan, the employee will be provided information on their rights under COBRA.

INTERNAL COMPLAINT REVIEW

The purpose of the "Internal Complaint Review Policy" is to afford all employees of Alpha the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Human Resources department to express their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under Alpha's "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation."

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when an Alpha employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Human Resources Manager:

1. The complainant will bring the matter to the attention of the Human Resources Manager as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce their complaint to writing, indicating all known and relevant facts. The Human Resources Manager will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the CEO, the complainant may file their complaint in a signed writing to the President of Alpha's Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board. The Board President or investigator will report their findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, Alpha values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about an Alpha employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the Human Resources department or Board Chair (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Human Resources Manager (or designee) shall abide by the following process:

1. The Human Resources Manager or designee shall use their best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Human Resources Manager (or designee) finds that a complaint against an employee is valid, the Human Resources Manager (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Human Resources Manager (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The Human Resources Manager's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board of Directors shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the CEO) or the Human Resources Manager or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of Alpha in effect at the time of publication.

Alpha reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of Alpha that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that Alpha may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of Alpha, you may file this form with the CEO, Human Resources Manager, or Board President.

Please review Alpha's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

Alpha will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, Alpha will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize Alpha to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that Alpha will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by Alpha both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s):

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else:

List any witnesses that were present:

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize Alpha to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant _____

Date: _____

Signature of Complainant _____

Print Name : _____

Received by: _____ Date: _____

APPENDIX B

INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize Alpha to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant: _____

Date: _____

Print Name: _____

To be completed by Alpha:

Received by: _____ Date: _____

Alpha Public Schools

Formulario de quejas

Nombre: _____ Domicilio: _____

Teléfono #: _____

1. ¿Contra quién es su queja? _____

Escuela: _____ Posición: _____

2. ¿Ha discutido este asunto con el/ella? Sí ___ No ___ Sí, fecha: _____

3. ¿Ha discutido este asunto con el director? Sí ___ No ___ Sí, fecha: _____

Descripción de la queja: Favor de incluir toda la información importante como lugar, nombres, fechas, testigos, y a quién se reportó. Puede incluir una hoja adicional si necesita más espacio.

Con ésta, autorizo a la escuela para que divulgue la información que he dado como lo considere pertinente en la investigación de esta queja/reclamo. Con la presente certifico que

toda la información que he dado es verdadera, correcta, y completa de acuerdo a mis conocimientos. Entiendo, que dar falsa información a este respecto podría resultar en acción disciplinaria incluyendo el despido.

Firma: _____ Fecha: _____

Fecha recibida en la oficina de Alpha:



Appendix 9

Health, Wellness, & Safety

APS Student Wellness Policy

APS Suicide Prevention Policy

APS General Complaint Policy & Procedures

APS Uniform Complaint Policy & Procedures

APS Title IX, Harassment, Intimidation, Discrimination,
and Bullying Policy

APS Staff-Student Interaction Policy

Alpha: José Hernández Safety & Emergency Plan



All stakeholders are able to participate in the development, review, update, and implementation of the Local School Wellness Policy. Please contact Joceline Plantillas (jplantillas@alphaps.org for more details.)

Student Wellness Policy

The Board of Directors of Alpha Public Schools ("Alpha," or "APS," or the "Charter School") which operates Alpha Cornerstone Academy; Alpha: Blanca Alvarado School; Alpha: Jose Hernandez School; and Alpha: Cindy Avitia High School is committed to the optimal development of every student. APS believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This Policy outlines APS' approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this Policy establishes goals and procedures to ensure that:

- Students in APS have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the Charter School campus—in accordance with Federal and state nutrition standards.
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors.
- Students have opportunities to be physically active before, during and after the school day.
- The Charter School engages in nutrition and physical activity promotion and other activities that promote student wellness.
- Charter School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.
- The community is engaged in supporting the work of APS in creating continuity between Charter School and other settings for students and staff to practice lifelong healthy habits.



- The Charter School establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of this Policy and its established goals and objectives.

This Policy applies to all students and staff in APS. Specific measurable goals and outcomes are identified within each section below.

I. Charter School Involvement in Developing the Policy

Involvement in Developing the Policy

APS will convene representatives of the Charter School or work within an existing school health committee that meets at least one (1) time per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this Policy.

To the extent possible, APS will include representatives from all grade/school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers, and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators; school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. To the extent possible, APS will include representatives from each school building and reflect the diversity of the community in developing this Policy.

Leadership

The Principal or designee(s) will facilitate development of and updates to the Policy and will ensure each Charter School's compliance with the Policy.

II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

Using the steps outlined below, APS will ensure the Charter School meets legal obligations regarding implementation of this Policy.

This Policy and the progress reports can be found at: www.alphapublicschools.org

Recordkeeping

APS will retain records to document compliance with the requirements of this policy in the main office. Documentation maintained in this location will include but will not be limited to:



- The written Policy.
- Documentation demonstrating that the Policy has been made available to the public.
- Documentation to demonstrate compliance with the annual public notification requirements and community involvement requirements.
- Documentation of the triennial assessment of the Policy.
- Documentation demonstrating the most recent assessment on the implementation of the Policy has been made available to the public.

Annual Notification of Policy

APS will actively inform families and the public each year of basic information about this Policy, including its content, any updates to the Policy, and implementation status. APS will make this information available via the Charter School website and/or Charter School-wide communications. APS will provide as much information as possible about the Charter School nutrition environment. This will include a summary of Charter School's events or activities related to Policy implementation.

Triennial Progress Assessments

At least once every three years, APS will evaluate compliance with the wellness policy to assess the implementation of the Policy and include:

- The extent to which the Charter School is in compliance with this Policy;
- The extent to which the Charter School's Policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the Charter School's Policy.

The position/person responsible for managing the triennial assessment and contact information is:

Joceline Plantillas, Regional Operations Associate,
jplantillas@alphapublicschools.org.

The Principal or designee will monitor the Charter School's compliance with this Policy.

APS will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

APS will update or modify this Policy as appropriate based on the results of the annual Charter School Health Index and triennial assessments and/or as Charter School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. This Policy will be assessed and updated as indicated at least every three (3) years, following the triennial assessment.



Community Involvement, Outreach and Communications

APS is committed to being responsive to community input, which begins with awareness of the Policy. APS will actively communicate ways in which representatives of the Charter School and others can participate in the development, implementation and periodic review and update of this Policy through a variety of means. APS will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in Charter School nutrition standards.

APS will use electronic mechanisms, such as email or displaying notices on the Charter School's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to this Policy, as well as how to get involved and support the Policy. The Charter School will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that other local schools are communicating important school information with parents.

The Charter School will actively notify the public about the content of, the implementation of, and any updates to the Policy annually, at a minimum. APS will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

Charter School Meals

APS participates in USDA child nutrition programs, including the National School Lunch Program ("NSLP"), the School Breakfast Program ("SBP"), and the Summer Food Service Program ("SFSP"). The Charter School is committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students.
- Are appealing and attractive to children.
- Are served in clean and pleasant settings.
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations (The Charter School offers reimbursable school meals that meet USDA nutrition standards).
- Lunch is served a reasonable time for all students.
- Menus are reviewed by a nutritionist.
- Menus are posted and shared with families.

- Promote healthy food and beverage choices using many of the following Smarter Lunchroom techniques:
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
 - Sliced or cut fruit is available daily.
 - Daily fruit options are displayed in a location in the line of sight and reach of students.
 - All available vegetable options have been given creative or descriptive names.
 - Daily vegetable options are bundled into all grab-and-go meals available to students.
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - White milk is placed in front of other beverages in all coolers.
 - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
 - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
 - Student artwork is displayed in the service and/or dining areas.
 - Daily announcements are used to promote and market menu options.

Nutrition Education

The Charter Schools aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that:

§ Is designed to provide students with the knowledge and skills necessary to promote and protect their health;

§ Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities;

§ Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;

§ Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);

§ Include nutrition education training for teachers and other staff.

Water



To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day. APS will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The Charter School is committed to ensuring that all foods and beverages available to students on the Charter School campus during the school day support healthy eating. The foods and beverages sold to students on campus during the school day (including the period from the midnight before, to 30 minutes after the end of the official school day) and served outside of the Charter School meal programs (e.g., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable School meal programs that are sold to students on the School campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the APS campus will meet or exceed the USDA Smart Snacks in Charter School nutrition standards, including through:

1. Celebrations and parties. APS will develop a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Classroom snacks brought by parents. APS will share a list on the website for parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. APS will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Charter Schools nutrition standards may be sold through fundraisers on the APS campus during the school day. APS will make available to parents and teachers a list of healthy fundraising ideas.

Nutrition Promotion



APS will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques described above; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in Charter School nutrition standards.

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

As the Principal or designee reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by this Policy.

IV. Physical Activity

The Centers for Disease Control ("CDC") recommends that all children and adolescents participate in physical activity every day. The CDC recommends that aerobic activity make up the bulk of such physical activity, with vigorous-intensity aerobic activity on at least three days per week. The CDC also recommends that physical activity include muscle strengthening activities, such as gymnastics or push-ups, on at least three days per week, and bone strengthening activities like jumping rope or running at least three days per week. The Charter School has the following specific goals to promote student wellness, consistent with this Policy:

- All students receive at least 15 minutes of recess daily on full days;
- TK-8 students receive at least 60 minutes of physical activity through PLT/PE two or more times per week.

In developing these goals, the Charter School reviewed and considered evidence-based strategies and techniques and parent input. APS will work toward achievement of these goals by:

- Working with our staff, PLT and PE teachers to ensure that proper activities are implemented as part of the PE/PLT curriculum.

V. Other Activities that Promote Student Wellness

APS will integrate wellness activities across the entire Charter School setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. APS will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary,



not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of this Policy, including but not limited to ensuring the involvement of the parents and the community.

All Charter School-sponsored events will adhere to this Policy's wellness guidelines. All Charter School-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

APS will develop relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this Policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with this Policy and its goals.

Professional Learning

When feasible, APS will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help APS staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

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(1) mail: U.S. Department of Agriculture

Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW

Washington, D.C. 20250-9410;

(2) fax: 202-690-7442; or

(3) email: program.intake@usda.gov

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**Alpha Public Schools
Suicide Prevention Policy
2024 - 2025**

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INTRODUCTION

The Governing Board of Alpha Public Schools recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students, as well as 2.5 percent of middle school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the district and schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the Counseling Department shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The Counseling Department shall develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

Alpha Public Schools shall involve school-employed mental health professionals (e.g., mental health counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the district’s strategies for suicide prevention and intervention. Districts must work in conjunction with local government agencies,

community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the district shall appoint an individual (or team) to serve as the suicide prevention point of contact for the district. In addition, each school shall identify at least one staff member to serve as the liaison to the district's suicide prevention point of contact, and coordinate and implement suicide prevention activities on their specific campus. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

PURPOSE

The purpose of this policy is to protect the health and well-being of all Alpha students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. This policy is meant to be paired with other procedures supporting the emotional and behavioral health of students more broadly. Alpha:

- recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes,
- further recognizes that suicide is a leading cause of death among young people,
- has an ethical responsibility to take a proactive approach to suicide prevention, and
- acknowledges each school's role in providing an environment which is sensitive to individual and societal factors that either increase risk for harm or foster positive youth development.

This policy is meant to be paired with other procedures that support the emotional and behavioral health of students more broadly. This policy is also meant to be applied in accordance with the district's Child Find obligations.

DEFINITIONS

1. **At risk.** A student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including a plan, means, and intent. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.

2. **Crisis team.** A multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention / response and recovery. These professionals have a leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.

3. **Mental health.** A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental illness and substance use disorders.

4. **Risk assessment.** An evaluation of a student who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist, mental health counselor, or school social worker). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and

availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.

5. **Postvention suicide.** Postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.

6. **Risk factors for suicide.** Characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.

7. **Protective factors for suicide.** Characteristics or conditions that may decrease risk of suicide. Protective factors may include social supports, internal characteristics of the individual, or other variables.

8. **Self-harm.** Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Can be categorized as either non-suicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.

9. **Suicide death.** caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any

school official may state this as the cause of death.

10. **Suicide attempt.** A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.

11. **Suicidal gesture.** Suicide attempts, intentional injury to self associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.

12. **Suicide contagion.** The process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, communication, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.

13. **Suicidal ideation.** Thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is considered passive suicidal ideation and should also be taken seriously.

PREVENTION

Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Alpha Public Schools along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Suicide Prevention Training and Education

The Alpha Public Schools along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and expanded learning [afterschool] staff).

Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- Prior to Mental Health Counselors (MHCs) delivering suicide prevention trainings to staff, MHCs will attend a 'train the trainer' session to ensure fidelity across staff trainings
- All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., mental health counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training during summer staff training. Core components of the general suicide prevention training shall include:
 - Suicide risk factors, warning signs, and protective factors;
 - Creation and implementation of safety plans within the school setting;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
 - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;

- Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
- Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.

In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:

- The impact of traumatic stress on emotional and mental health;
- Common misconceptions about suicide;
- School and community suicide prevention resources;
- Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
- The factors associated with suicide (risk factors, warning signs, protective factors);
- How to identify youth who may be at risk of suicide;
- Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines; including, as necessary, role plays to increase understanding;
- District-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
- District-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- Responding after a suicide occurs (suicide postvention);
- Resources regarding youth suicide prevention;
- Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
- Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:

- Youth affected by suicide;
- Youth with a history of suicide ideation or attempts;
- Youth with disabilities, mental illness, or substance abuse disorders;
- Lesbian, gay, bisexual, transgender, or questioning youth;
- Youth experiencing homelessness or in out-of-home settings, such as foster care;
- Youth who have suffered traumatic experiences;

Employee Qualifications and Scope of Services

Employees of the Alpha Public Schools and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (mental health counselors, psychologists, social workers, and nurses) employed by Alpha Public Schools.

Parents, Guardians, and Caregivers Participation and Education

To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the Alpha Public Schools suicide prevention policy and procedures.

This suicide prevention policy shall be prominently displayed on the Alpha Public Schools Web page and included in the parent handbook.

Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.

All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:

- Suicide risk factors, warning signs, and protective factors;
- How to talk with a student about thoughts of suicide;
- How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Student Participation and Education

The Alpha Public Schools along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;

- Receive developmentally appropriate guidance regarding the district's suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
 - Coping strategies for dealing with stress and trauma;
 - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
 - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
 - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

Alpha Public Schools will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, On Campus Clubs, etc.).

REFERRAL AND RISK ASSESSMENT

When a student is identified by a staff person as potentially having suicidal ideations, i.e., verbalizes about suicide, or a student self-refers, the student will be seen by a mental health counselor or school psychologist within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a school leader will fill this role until a mental health professional can be brought in.

Transient threats of harm, listed below, will be managed by a school leader or counseling intern.

- Non-genuine expression
- Non-enduring intent to harm
- Temporary feelings of anger
- Tactic in an argument
- Intended as joke or figure of speech
- Resolved on scene or in office
- Ends with apology, retraction, or clarification

Substantive threats, listed below, will be managed by a mental health counselor or school psychologist.

- Specific and plausible details such as a specific time, place, and method
- Repeated over time or communicated to multiple individuals
- Involves planning, substantial thought, or preparatory steps
- Recruitment or involvement of accomplices
- Invitation for an audience to observe threat being carried out
- Physical evidence of intent to carry out threat (e.g., lists, drawings, written plan)

Risk assessment documents and procedures can be found [here](#).

RISK FACTORS AND PROTECTIVE FACTORS

Risk Factors for Suicide are characteristics or conditions that increase the chance that a person may try to take her or his life. Suicide risk tends to be highest when someone has several risk factors at the same time.

The most common risk factors for suicide are:

- Mental health disorders that may impact a student's ability to cope with stressors and regulate emotions
- Problems with alcohol or drugs
- Unusual thoughts and behavior, such as thinking they are a burden to others or socially isolating
- Confusion about reality
- Personality traits that create a pattern of intense, unstable relationships or trouble with the law
- Impulsivity and aggression, especially along with a mental disorder
- Previous suicide attempt or family history of a suicide attempt or mental disorder
- Serious medical condition, brain injury, and/or pain
- Exposure to stigma and discrimination based on sexual orientation; gender identity; race and ethnicity; disability; or physical characteristics, such as overweight. Stigma and discrimination can lead to:
 - Victimization and bullying by others, lack of support from the rejection by family and peers, dropping out of school, lack of access to work opportunities and healthcare;
 - Internalized homophobia, stress from being different and not accepted, and stress around disclosure of LGBTQ identity, which can lead to low self-esteem, social isolation, and decreased help-seeking;
 - Stress due to the need to adapt to a different culture, especially reconciling differences between one's family and the majority culture, which can lead to family conflict and rejection.
- Imitative behavior. The following may increase a student's level of risk after a suicide has occurred:
 - Failed to recognize the suicidal intent
 - Facilitated the suicide
 - Believe they may have caused the suicide
 - Had a relationship with the suicide victim
 - Identify with the suicide victim
 - Have a history of prior suicidal behavior
 - Have a history of psychopathology
 - Shows symptoms of helplessness and/or hopelessness
 - Have suffered significant life stressors or losses
 - Lack of internal and external resources
 - Graphic descriptions or visuals of suicide

Protective Factors for Suicide are characteristics or conditions that may help to decrease a person's suicide risk. While these factors do not eliminate the possibility of suicide, especially in someone with risk factors, they may help to reduce that risk. Protective factors for suicide have not been studied as thoroughly as risk factors, so less

is known about them. Note that protective factors do not entirely remove risk, especially when there is a personal or family history of depression or other mental disorders.

Internal: ability to cope with stress, religious beliefs, frustration tolerance

External: responsibility to children or beloved pets, positive therapeutic relationships, social supports

Protective factors for suicide include:

- Receiving effective mental health care
- Positive connections to family, peers, community, and social institutions such as marriage and religion that foster resilience
- The skills and ability to solve problems

It is important for schools to be aware of student populations that are at elevated risk for suicidal behavior based on various factors:

- LGBTQ (lesbian, gay, bisexual, transgender, or questioning) youth
- Youth living with mental and/or substance use disorders
- Youth who engage in self-harm or have attempted suicide
- Youth in out-of-home settings
- Youth experiencing homelessness
- American Indian/Alaska Native (AI/AN) youth
- Youth bereaved by suicide
- Have experienced trauma, abuse, or neglect

WARNING SIGNS

A change in behavior or the presence of entirely new behavior(s) is of concern if the new or changed behavior is related to a painful event, loss, or change. Most people who take their lives exhibit one or more warning signs, either through what they say or what they do.

- **Suicide notes.** These are a very real sign of danger and should be taken seriously.
- **Threats.** Threats may be direct ("I want to die." "I am going to kill myself.") or indirect ("The world would be better without me," "Nobody will miss me anyway," "I have no reason to live"). In adolescence, indirect clues could be offered through joking or through references in school assignments, particularly creative writing or art pieces. Young children and those who view the world in more concrete terms may not be able to express their feelings in words, but may provide indirect clues in the form of acting out, violent behavior, often accompanied by suicidal/homicidal threats.
- **Previous attempts.** 8.0% of students report attempting suicide one or more times in the previous 12 months, with 10.6% of females and 5.4% of males. (Center for Disease Control, 2015)
- **Depression (helplessness/hopelessness).** When symptoms of depression include pervasive thoughts of helplessness and hopelessness, a child or adolescent is conceivably at greater risk for suicide. Expression of being a burden to others, feeling trapped, experiencing unbearable pain, etc.
- **Masked depression.** Risk-taking behaviors can include acts of aggression, gunplay, and alcohol/substance abuse. Anger and aggression are common symptoms or presentations of depression in adolescent males, for example.
- **Final arrangements.** This behavior may take many forms. In adolescents, it might be giving away prized possessions such as jewelry, clothing, journals or pictures.
- **Self harm or suicidal gestures.** Self-mutilating behaviors occur among children as young as elementary school-age. Self-harm behaviors include running into traffic, jumping from heights, scratching/cutting/markings the body. Individuals who self-harm do not usually mean to end their lives, however, they are at higher risk for attempting suicide if they do not get help. The most widely accepted theory in understanding why self-harming occurs is that it provides the individual with a sense of emotional relief when dealing with personal problems.
- **Poor school attendance or a decline in school attendance.** Poor school attendance may be an indicator of underlying social-emotional needs which require support. If a student has poor school attendance or a sudden decline in attendance, it is advised that the school staff follow school truancy procedures as well as investigate whether the student is experiencing social-emotional distress in order to promptly offer support.
- **Inability to concentrate or think rationally.** Such problems may be reflected in children's classroom behavior, work habits, academic performance, household chores, and even conversation.
- **Changes in physical habits and appearance.** Changes may include inability to sleep or sleeping all the time, lethargy, sudden weight gain or loss, enclosed posturing, disinterest in appearance, decreased hygiene, etc.

- **Sudden changes in personality, friends, behaviors.** Parents, teachers, and peers are often the best observers of sudden changes in suicidal students. Changes can include withdrawing from normal relationships, increased absenteeism in school, loss of involvement in regular interests or activities, and social withdrawal and isolation.
- **Fixation on death and suicidal themes.** These might appear in classroom drawings, work samples, journals, or homework.
- **Plan/method/access.** A suicidal child or adolescent may show an increased focus on guns and other weapons, increased access to guns, pills, etc., and/or may talk about or allude to a suicide plan. The greater the planning, the greater the potential for completed suicide.

Responding to Warning Signs

- Refer the student immediately to school leaders, who will contact the mental health counselor or school psychologist as appropriate. Do not leave the student unsupervised.
- Remove means for self-harm if appropriate to do so
- Provide constant supervision
- Listen
- Remain calm
- Ask the youth if he or she is thinking about suicide
- Focus on your concern for their wellbeing and avoid being accusatory
- Reassure them that there is help available
- Advocate for the child. Sometimes risk factors and warning signs can be minimized in particular students. Advocate for the student until you are certain the student is safe.

Staff

Each Alpha Public Schools site's Mental Health Counselor (MHC) have received advanced training in suicide intervention and shall be designated as the primary suicide prevention liaisons. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison. The secondary liaison will be the School Psychologist assigned to each site or one of the other site's MHC, who can be leveraged through the Managing Director of Special Education.

- Under normal circumstances, the primary and/or secondary contact persons shall notify the principal, another school administrator, school psychologist or mental health counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents / guardians / caregivers and be prominently available on school and district websites.
- The principal, another school administrator, mental health counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

Outside Resources for Support in Crisis

If the student displays active suicidal ideation and cannot commit to a safety plan, but is not judged to be in imminent medical danger, a call shall be made to the Uplift Mobile Crisis Service. If the student is in imminent medical danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. Procedures shall be followed as indicated in [Alpha's Suicide Risk Assessment](#) Document.

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.
- Students experiencing suicidal ideation shall not be left unsupervised.
- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Superintendent or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

Community Resources

- Local Law Enforcement
 - Emergency: Dial 9-1-1, Non-Emergency, Dial 3-1-1
- Emergency Mental Health Services

- Uplift Mobile Crisis Unit (408) 379-9085
- Santa Clara County Suicide & Crisis Hotline (SACS) (855)-278-4204
- Community Mental Health Agencies
 - Uplift Family Services - (408) 379-3796
 - Bill Wilson Center - (408) 243-0222
 - Alum Rock Counseling Center - (408) 510-5190
 - Santa Clara County Department of Mental Health - 1-800-704-0900
 - YWCA - (408) 295-4011
 - Almaden Valley Counseling Service - (408) 997-0200
- Volunteer Community Crisis Counselors
 - Uplift Family Services - (408) 379-9085
 - Alum Rock - (408) 294-0579

Parents, Guardians, and Caregivers

A referral process should be prominently disseminated to all parents / guardians / caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

Parental Notification and Involvement

Confidentiality of passive suicidal ideation is a legal right of minors to promote their ability to process emotions and thoughts in a safe manner, and will be breached if there is clinically assessed risk of harm to the scholar or with the scholar's consent. There will be separate operating procedures for disclosure of suicidal ideation or self harm to parents based upon assessment of risk of harm. Staff will also seek parental permission to communicate with outside mental health care providers regarding their child.

Prior suicide attempt, but reporting no current suicidal ideation

In the event a scholar reports a prior suicide attempt without current or recent ideation, the scholar will be assessed by school site counselor, school psychologist, or principal for current ideation or risk of self harm. If no risk of self harm or ideation is found, factors to be taken into consideration in notifying parent may include history of attempt(s), length of time since suicide attempt, age, developmental maturity, relationship with parent, and emotional regulation. If no disclosure is made, documentation for clinical response in maintaining confidentiality will be made.

Passive suicidal ideation

In the event a scholar is reported to have possible suicidal ideation by self report, peer report, or notification of search history within GoGuardian, the student will be assessed for suicidal ideation by school site counselor, school psychologist, or principal. It will be determined by the assessor the severity of ideation and if parent notification is deemed

necessary or to maintain confidentiality for the student. Factors to be taken into consideration that may prompt parent notification or lack thereof include: age, developmental maturity, severity and history of ideation, history of attempts or self harm, relationship with parent, and emotional regulation. If the student refuses to answer questions regarding possible suicidal ideation, in turn disallowing clinical assessment of risk, parents will be notified regarding possible risk of self harm unless disclosure may contribute to harm of the student. If no disclosure is made, documentation for clinical response in maintaining confidentiality will be made.

Self harm

In the event of self harm, the student will be assessed for suicidal ideation by school site counselor, school psychologist, or principal. The assessor will aid student in the creation of a safety plan, and discuss implementation of the plan in home, school, and other environments. Parent may be notified regarding self harm based on clinical judgment comprised of age of child, severity of self harming behavior, type of self harming behavior, co-occurring suicidal ideation, and risk of injury or death. If the parent is to be notified of the student's self harm behavior and possible suicidal ideation, discuss safety plan and implementation of plan in student's daily life, and be given community resources and other aids to support use of plans and student's mental health.

Active suicidal ideation

In the event a scholar is reported to have active suicidal ideation, the student will be assessed for suicidal ideation by school site counselor, school psychologist, or principal. The parent will receive notification immediately regarding suicidal ideation and assessor's mandated responsibility to call for emergency services.

Each school within Alpha Public Schools shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed.
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the student.

In School Suicide Attempts

The following procedures are to be used following a suicide attempt at school. A suicide attempt is to be handled as both a medical and psychiatric emergency. The first and most immediate actions are designed to manage the medical emergency.

1. **Secure the scene and respond with appropriate first-aid measures.** The first priority following a suicide attempt is to do all that is possible to maintain student health and safety. All appropriate first-aid measures should be employed, including removing other students from the general area. Do not leave the student alone. If there are unsafe objects in the vicinity, remove and secure these objects, taking care to note any information that would be helpful to emergency responders.
2. **As soon as possible, call for emergency medical assistance.** Call 911 as soon as possible. Print out pertinent student information for first-responders (i.e., student demographic information in Illuminate, current medications, etc.)
3. **Keep an appropriate demeanor when talking to the student.** Remain calm, remember the student is overwhelmed, confused, and emotionally distressed. Listen to the student, and encourage them to talk.
4. **Have another staff member call the mental health counselor immediately.** The mental health counselor should remain with the student, and delegate a School Leadership Team member to contact the parents or legal guardians.
5. **The student should be transported to the hospital as soon as the appropriate medical personnel arrive.** Staff should avoid transporting the student to a hospital unless no other option exists. As a rule wait for the parents, paramedics or the police to arrive. If medical attention is needed, the student would be transported to the hospital as soon as the appropriate medical personnel arrive.
6. **Follow up by calling the appropriate contact (e.g. hospital, social worker, Uplift care team member) to determine the current status of the student.** This should be done by the mental health counselor or designee. Stay informed about progress, plans for therapy, and the school's role in helping the student when he/she returns to school. Before following up, obtain a written Release of Information signed by the parents.
7. **Follow procedures set forth in your school's Emergency Plan.** Shift intervention focus from the student who was injured or attempted suicide to other students and staff who may have been traumatized by the incident. Initiate the site-level crisis response team.
8. **Consult with school mental health providers regarding appropriate school crisis interventions.** In order to minimize possible contagion effect, it will be important to provide crisis intervention to students who are already at risk and/or who were close to the individual who was injured/attempted suicide. Consultation with mental health staff may help to determine the appropriate course of action with these students.

ACTION PLAN FOR OUT-OF-SCHOOL SUICIDE ATTEMPTS

If a staff member becomes aware of a student's passive suicidal ideation in an out-of-school location, the staff member will:

1. Provide the student with emergency mental health services, such as:
 - a. Uplift's 24 hour Mobile Crisis Unit – 408-379-9085 or toll-free 877-412-7474
 - b. Santa Clara County Suicide Crisis Line – 1-855-278-4204
 - c. National Suicide Prevention Lifeline – 1-800-273-8255 (English) or 1-888-628-9454 (Spanish)
2. Contact SLT, who will contact Mental Health Counselor
3. Mental Health Counselor will perform suicide risk assessment within 24 hours. If counselor is unable to carry out assessment within 24 hours (e.g., weekend, holiday), parents will be contacted.

If a staff member becomes aware of a student's active suicidal ideation in an out-of-school location, the staff member will:

1. Provide the student with emergency mental health services, such as:
 - Uplift's 24 hour Mobile Crisis Unit – 408-379-9085 or toll-free 877-412-7474
 - Santa Clara County Suicide Crisis Line – 1-855-278-4204
 - National Suicide Prevention Lifeline – 1-800-273-8255 (English) or 1-888-628-9454 (Spanish)
2. Contact SLT, who will contact Mental Health Counselor
3. SLT or MHC will inform the student's parent or guardian and share the need for engaging with emergency mental health services
4. Mental Health Counselors will follow up with students, family, and/or Uplift within 24 hours to confirm risk assessment outcome. MHC will perform suicide risk assessment within 24 hours if one has not been completed. If the counselor is unable to carry out assessment within 24 hours (e.g., weekend, holiday), parents will be contacted.

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member will:

1. Call the police and/or emergency medical services, such as 911.
2. Inform the student's parent or guardian.
3. Inform the principal, mental health counselor and school psychologist.

If the student contacts the staff member and expresses suicidal ideation, the staff member should maintain contact with the student (either in person, online, or on the

phone). The staff member should then enlist the assistance of another person to contact the police while maintaining verbal engagement with the student.

RE-ENTRY PROCEDURES

A student who attempted / made a serious threat of suicide is at greater risk for a suicide in the months following the crisis; therefore, it is extremely important to closely monitor his or her reentry into school and to maintain close contact with parents and mental health professionals working with the student.

Assuming the student will be absent after a suicide attempt/serious threat and possibly hospitalized in a treatment facility, schools should follow these steps:

1. **As soon as possible**, obtain a written Release of Information signed by the parents. This makes it possible for confidential information to be shared between the school personnel and treatment providers.
2. Seek recommendations for aftercare from the student's therapist and/or hospital that treated the student. Request a copy of the student's discharge paperwork.
3. **Within 3 school days**, convene either a Crisis Response Team meeting, comprised of appropriate school leaders, teachers, and mental health counselor. The meeting should address any updates on student's hospitalization status and projected return, communication with family and appropriate resources, and communication with teachers (days of absence, assignments).
4. Ask returning student or parent/legal guardian if he/she has special requests about what is said/done by school.
5. **Prior to the student returning to campus**, convene a re-entry meeting, using the [Student Re-Entry Form](#) - this team should include the mental health counselor, school leader, parent, and (if appropriate) student.
6. **Once the student returns to school**, a school crisis team member should maintain regular contact with the student. If the student has a previous, positive relationship with a trusted staff member, provide support to that staff member in maintaining ongoing contact with the student.
7. The school crisis team member should convey relevant non-confidential information to appropriate school staff regarding the aftercare plan.
8. The mental health counselor should maintain contact to collaborate with the outpatient team or parent/legal guardian to provide progress reports and other appropriate information, and be kept informed of any changes in the aftercare plan.
9. **Within 1 week of the student's return**, Crisis Response Team will convene to discuss appropriate next steps for long-term scholar support; possible options include: ongoing Crisis Response Team meetings, add to mental health counselor's caseload for 6 week cycle, refer for an SST, convene an IEP team, recommend a SPED assessment, etc.

POSTVENTION

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. The Mental Health Counselors at Alpha Public Schools shall ensure that each school site adopts an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

Student Leadership Team (SLT)

- Suicide Postvention Response Plan shall:
 - Identify a staff member to confirm death and cause (school site administrator);
 - Identify a staff member to contact deceased's family (within 24 hours);
 - Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Crisis Response Team;
 - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death;
 - Emotional support and resources available to staff;
 - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
 - Review of protocols for referring students for support/assessment;
 - Talking points for staff to notify students;
 - Resources available to students (on and off campus).

Crisis Response Team

- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Consider practical constraints and solutions, e.g. space for counseling services
- Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
 - Support siblings, close friends, teachers, and/or students of deceased.
 - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

Mental Health Counselor

- Collaborate with SLTs to designate a "grieving space" where students can receive pop in support, staffed by Mental Health Counselors and SLT.
- Clear space in schedule to respond to higher numbers of student check-in requests, develop triage system.

- Collaborate with other school site mental health counselors to facilitate increased individual and group grief counseling services for the impacted campus.
- Provide Tier 1 support to school, with particular emphasis on vulnerable classes that may be widely affected by students death.
- Provide scholars and families with long term counseling resources provided by outside agencies.

Network Staff

- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors. If you are contacted by the media, immediately direct them to Jennie Taing (jtaing@alphaps.org) and Shara Hegde (shegde@alphaps.org)
- Utilize and respond to social media outlets:
 - Identify what platforms students are using to respond to suicide death
 - Identify/train staff and students to monitor social media outlets
- Coordinate additional supports via community service agencies, in conjunction with the parent learning center.

RESOURCES

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide. Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at <http://www.heardalliance.org/>
- For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at <http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>
- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>
- For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/how-use-social-media>
- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>
- Free YMHFA Training is available on the CDE Mental Health Web page at <http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>
- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at <https://www.livingworks.net>
- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at <https://www.kognito.com/products/pk12/>
- Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/training-events/amsr>
- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

- More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at <https://afsp.org/our-work/education/more-than-sad/>
- Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at <http://www.childrenshospital.org/breakfree>
- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at <http://www.reconnectingyouth.com>
- Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their school's needs. See the SAVE Web page at <https://www.save.org/what-we-do/education/smart-schools-program-2/>
- Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at <https://www.save.org/what-we-do/education/leads-for-youth-program/>
- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_f_or_schools-9/
- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/comprehensive-approach/postvention>
- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>
- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_f_or_schools-9/

CREDITS

Based on California Department of Education's Youth Suicide Prevention guidance and model policy, which can be found here:

<https://www.cde.ca.gov/ls/cg/mh/suicideprevres.asp>

Authored by:

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For questions about Alpha's Policy on Suicide Prevention, please contact:

Russ Michaud, Managing Director of Special Education at rmichaud@alphaps.org or 408.497.7350.



Suicidality Risk Assessment

| | | |
|---|---|------------------|
| STUDENT INFORMATION | | Date/Time: _____ |
| Student: _____ Age: _____ Gender: _____ School: _____ Grade: _____ Parent/Guardian: _____ Phone Number: _____ Assessor: _____ | | |
| Student Referred By: <input type="checkbox"/> Self <input type="checkbox"/> Parent <input type="checkbox"/> GoGuardian <input type="checkbox"/> Teacher <input type="checkbox"/> School Leader <input type="checkbox"/> Other: _____ | Description of Risk Threat: <input type="checkbox"/> suicidal ideation: <input type="checkbox"/> verbal <input type="checkbox"/> writing <input type="checkbox"/> drawing <input type="checkbox"/> google search <input type="checkbox"/> social media post <input type="checkbox"/> self-harm: method of self-harm: _____ bodily location: _____ | |
| <ul style="list-style-type: none"> Do you have thoughts of hurting yourself/ending your life? Tell me more about these thoughts... How often do they occur? How long do that last? How likely are you to act on these thoughts? | | |
| <ul style="list-style-type: none"> Before today have you tried to hurt yourself/attempt to end your life? In what way? What happened to cause these thoughts? Did you try anything to help make them go away? How often do you engage in self-harm? | | |
| <ul style="list-style-type: none"> Do you have a plan to end your life? Do you have a plan to end your life today? Have you thought about how you might do it? How would you get these things (pills, razors, etc)? | | |

Additional Notes/Comments:

| The risk levels described are designed to assist you in determining suicide risk, but is not an absolute measure of risk. | |
|--|--|
| <input type="checkbox"/> Student relayed no suicidal ideation. Comments: | Mandatory Next Steps: <input type="checkbox"/> Consult with on-site counselor (or another counselor if not available) by end of day |
| Risk Level 1: Thoughts of suicide, but no: previous attempts, plan, intent, means, immediate suicides, direct or indirect threats, major change in personality, evidence of self harm in written/non-written work. | Risk Level 1 - Mandatory Next Steps: <input type="checkbox"/> Consult with on-site counselor (or another counselor if not available) by end of day |
| Risk Level 2: Suicidal ideation, plan, possible self-injury, but no: intent, means, previous attempts, or recent suicides among family/friends or high profile suicide in media or community, alcohol/drug use, or change in medication. Willing to complete Safety Plan. | Risk Level 2 Mandatory Next Steps: <input type="checkbox"/> Consult with on-site counselor (or another counselor if not available) by end of day <input type="checkbox"/> Contact parent/guardian and give resources <input type="checkbox"/> Fill out Student Safety Plan--identify support systems on campus <input type="checkbox"/> Complete follow up with student and parent when student returns |
| Risk Level 3: Ideation, plan, means, intent, cannot commit to being safe, previous suicide attempts, previous hospitalization for mental health, recent trauma, depression signs, recent suicide in family or friend, recent suicide/goodbye letter, alcohol/drug use, repetitive self-injurer, access to lethal methods, changes in medication, lack of support system. | Risk Level 3 Mandatory Next Steps: <input type="checkbox"/> Consult with on-site counselor (or another counselor if not available) by end of day <input type="checkbox"/> Refer to Uplift for an Emergency Evaluation (408) 379-9085 <input type="checkbox"/> Complete Emergency Evaluation Form & Release of Information <input type="checkbox"/> Release ONLY to parent or guardian who commits to seek an immediate mental health assessment OR to Uplift if parent is unavailable or uncooperative. <input type="checkbox"/> Complete follow up with student and parent when student returns to school <input type="checkbox"/> Upon return, fill out Student Safety Plan--identify support systems on campus |
| Next Steps <input type="checkbox"/> Parent/Guardian Contacted - Date/Time: _____ • Notes: _____ <input type="checkbox"/> Safety Plan with all required signatures <input type="checkbox"/> Resources Provided to Parent/Guardian, including: _____ <input type="checkbox"/> Outside Referral Made: _____ <input type="checkbox"/> CPS Report Filed (if applicable) <input type="checkbox"/> Counselor contacted _____ on (date/s) _____ <input type="checkbox"/> Principal/Vice Principal contacted _____ on (date/s) _____ <input type="checkbox"/> Student check-in with: _____ on (date) _____ <input type="checkbox"/> Other: _____ | |

ALPHA PUBLIC SCHOOLS STUDENT SAFETY PLAN

Purpose: The purpose of this plan is to build the student's support system on campus. By connecting students to a team of identified staff members we are providing a safety net of individuals that the student can turn to in time of need, and the staff can check in on the student, encouraging students to follow their safety plan. It is recommended that a minimum of 3 staff be identified to contact for a minimum of two weeks and re-evaluated for modification after that time.

Student Name: _____ Staff Name: _____
Parent Name: _____ Date: _____

Student Agreement

If I experiences any of the following triggers (feelings, thoughts, or self-injurious behaviors):

Feelings:

Thoughts:

Behaviors:

I agree to follow this plan:

By signing this Safety Plan, I am agreeing to do what is listed above.

Student Signature: _____ Date: _____

Staff member: _____ Date: _____

Make a copy for the student, keep the original. File in counselor's confidential file, NOT cumulative file.

CALL 911 FOR IMMEDIATE SAFETY ISSUES.

Call Uplift's 24-Hour Mobile Crisis Line for mental health concerns outside of school (408)
379-9085

**ALPHA PUBLIC SCHOOLS
STUDENT SAFETY PLAN
COPING SKILLS CHECKLIST (for staff to use as needed)**

Triggers: When these things happen I am more likely to feel unsafe and upset.

Coping Skills: These are things that might help me calm down and keep myself safe when I'm feeling upset.

(Check what you know works and circle what you would like to try)

- ☐ Deep breathing ☐ Listening to Music ☐ Reading a book ☐ Sitting with staff
- ☐ Pacing ☐ Talking with someone ☐ Humor ☐ Exercising ☐ Writing
- ☐ Hugging a stuffed animal ☐ Taking a shower ☐ Cold cloth on face ☐ Lying down
- ☐ Screaming into pillow ☐ Holding ice in my hand ☐ Mindful walk with adult
- ☐ Male staff support ☐ Female staff support ☐ Other: _____

Warning Signs: These are things that other people may notice me doing when I begin to lose control.

- ☐ Sweating ☐ Breathing Hard ☐ Clenching teeth ☐ Clenching fists
- ☐ Red faced ☐ Wringing hands ☐ Loud voice ☐ Sleeping a lot ☐ Crying
- ☐ Sleeping less ☐ Overactive ☐ Swearing ☐ Bouncing legs ☐ Rocking
- ☐ Can't sit still ☐ Being rude ☐ Pacing ☐ Hurting things ☐ Eating less
- ☐ Not taking care of myself ☐ Isolating/avoiding ☐ Laughing loudly/excessively giddy
- ☐ Singing inappropriately ☐ Other: _____

Problem Behaviors: These are behaviors I sometimes show, especially when I'm stressed.

- ☐ Losing Control ☐ Assaulting people ☐ Feeling like I want to hurt myself
- ☐ Trying to or actually hurting myself ☐ Threatening others ☐ Feeling unsafe
- ☐ Running away ☐ Other: _____

THINGS THAT MAKE IT WORSE: These are things that do NOT help me calm down or stay safe

- ☐ Being Alone ☐ Being Around People ☐ Humor ☐ Not being listened to ☐ Peers teasing ☐
- Being disrespected ☐ Loud voice tone ☐ Being Ignored ☐ Having staff support ☐
- Talking to an adult ☐ Being reminded of the rules ☐ Being touched
- ☐ Other: _____

**Alpha Public Schools
Parent Notification Form**

I, _____, have been informed that the school has serious concern about my child, _____, and his/her thoughts of suicide or self-harm (circle one).

I understand that by signing this form I am acknowledging that the school is fulfilling its duty to notify me regarding a matter involving my child's safety and that professional counseling is recommended to begin immediately.

☐ Referrals to local counseling services have been provided to me and I understand that it is recommended that I contact one of them directly to schedule an appointment to obtain professional counseling services for my child.

OR

☐ Referrals for an emergency evaluation for suicide risk have been given to me and I understand that it has been recommended that I take my child to one of these agencies immediately to help ensure the safety of my child. (See Emergency Evaluation Form)

☐ I understand that a school counselor/school psychologist will have a mandatory follow up meeting with me and my child on (no later than 2 weeks) _____.

Parent/Legal Guardian Signature

Date

Signature of Assessor

**Make a copy for the parent, keep the original. File in counselor's confidential file, NOT cumulative file.*

CONFIDENTIAL

EMERGENCY EVALUATION FORM

**Blanca Alvarado School &
Jose Hernandez School**

1601 Cunningham Ave
95122
San Jose, CA 95122

Cindy Avitia High School

1881 Cunningham Ave
San Jose, CA

**Cornerstone Academy
Preparatory School**

1598 Lucretia Ave
San Jose, CA 95122

TO: Mental Health Professional
Evaluator for 5150

DATE: _____

FROM (Name/Title): _____ SCHOOL: _____

SUBJECT: (Student's Name) _____

The above student told me the following:

- ☐ Student said that he/she had been thinking about suicide, the last time he/she thought about suicide was _____ but is not clear with the thought.
- ☐ Student said that he/she had a plan, but will not divulge: _____.
- ☐ Student indicated that he/she had previously attempted suicide on _____ by means of _____.

Other Important Information:

This is a recommendation for further psychological evaluation for suicide based on the following:

- ☐ Risk Assessment Interview
- ☐ Other: _____

If you should have any questions, please call _____ at _____.
Upon the student's return to school I would like to meet with him/her and the parent(s)/guardian(s) to determine how the school can assist with a mandatory follow up plan.

Immediate/Emergency Support:

1. Uplift Crisis Stabilization (formerly EMQ): (408) 379-9085

The Mobile Crisis Program provides 24-hour intervention to children and adolescents in the community who are experiencing acute psychological crisis. Included are a 5150 assessment (mental health hospitalization) along with safety planning and referrals to community based mental health services. Length of service is two to four hours.

2. Crisis Call Center (National Suicide Prevention Lifeline): (800) 273-8255

3. Alum Rock Counseling Center - Crisis Line: (408) 294-0579

Community Counseling Resources (long term support):

1. Santa Clara County, Department of Mental Health

- 800.704.0900 | <http://www.sccgov.org/sites/mhd/Pages/default.aspx>
- This will take you to a call center, they will take information, and refer you to the appropriate agency
- *This process can take a while, as there is generally a waiting list*

2. YWCA

- (408) 295-4011 | <http://ywca-sv.org/contact/index.php> | 375 S. 3rd Street in San Jose
- Income based sliding scale available

3. Gardner Health Services

- (408) 918-2600 | <http://www.gardnerfamilyhealth.org/> | 160 E. Virginia Street in San Jose
- You must call the call center at (800) 704-0900 prior to calling the number above

4. Almaden Valley Counseling Service

- (408) 975-2963 | <http://www.avcounseling.org/> | 6529 Crown Blvd Suite D in San Jose

5. Uplift Family Services (Formerly EMQ Families First)

- (408) 379-3796 | <http://upliftfs.org/> | 1310 Tully Road, Suite 101 in San Jose
- Medi-Cal accepted

6. Alum Rock Counseling Center

- (408) 510-5190 | <http://www.alumrockcc.org> | 75 E. Santa Clara Street in San Jose



Student Re-Entry Plan

This form is intended to help guide school teams through a successful school re-entry process following suspension from school and/or psychiatric hospitalization.

Student: _____ Date: _____

School: _____ Grade: _____

Re-entry plan for:

☐ first suspension - reason for suspension: _____

☐ repeated suspension - reason for suspension: _____

☐ psychiatric hospitalization - inpatient staff contact: _____

SECTION 1

If this is the student's FIRST SUSPENSION complete only this section

Academic Needs

☐ Does student have academic needs?

☐ If yes, list: _____

☐ Academic support: _____

☐ Determine policy for missed work, grading

Behavior Needs

☐ Does student have behavior needs?

☐ If yes, list: _____

☐ Behavior support: _____

SECTION 2

If student has received REPEATED SUSPENSIONS complete only sections 1 and 2

History of Suspensions (number, cause, etc): _____

Academic Needs

☐ Collaborate with stakeholders to determine academic strategies/accommodations to increase student engagement

Behavior Needs

☐ Collaborate with stakeholders to determine behavioral strategies/accommodations to increase student engagement

Family Needs

☐ Help link parents to [community resources](#), if needed

Notes:

SECTION 3

If the student underwent PSYCHIATRIC HOSPITALIZATION complete sections 1, 2, and 3

Indicate stakeholders involved in re-entry process:

- ☐ Student ☐ Parent(s) ☐ Classroom Teacher(s) ☐ School Counselor ☐ School Psychologist
- ☐ School Admin: _____ ☐ Education Specialist
- ☐ Others, as appropriate (please list): _____

PRIOR TO SCHOOL RE-ENTRY

Safety Needs

- ☐ Complete safety plan with student (indicate with whom and how often check-ins will occur)
- ☐ Share safety plan with relevant stakeholders
- ☐ Additional safety needs identified by student: _____

Academic Needs

- ☐ Inform teacher(s) about absence
- ☐ Inform teacher(s) of medications and side effects (only if medication will impact learning)
- ☐ Additional academic needs identified by student: _____

Social/Emotional Needs

- ☐ Obtain all applicable release(s) of information
- ☐ Contact inpatient staff to determine interventions needed to promote student adjustment, stress management
- ☐ Inform teacher(s) about symptomatology
- ☐ Inform teacher(s) of behavioral strategies/accommodations to promote student transition
- ☐ Help student develop plan for answering questions/comments by staff and peers about absence
- ☐ Help student identify supportive adults and peers at school
- ☐ Additional social/emotional needs identified by student: _____

Family Needs

- ☐ Contact parents to determine family needs
- ☐ Help link to outpatient therapist, if needed
- ☐ Help link to social support (NAMI, etc), if needed
- ☐ Additional family needs identified by student: _____

FOLLOWING SCHOOL RE-ENTRY

- ☐ Monitor student's progress (ex: no rehospitalization, fewer risk assessments, increased classwork engagement, fewer behavior referrals, fewer check-ins needed, etc)
- ☐ Maintain ongoing contact with parents (and outpatient therapist, if needed)

☐ Schedule team meeting to review student's progress

Notes:

General Complaints Policy

Suggestions for improving the School are always welcome. Your good-faith complaints, questions, and suggestions also are of concern to the School. We ask you to first discuss your concerns with your child's teacher, principal, and then follow these steps:

Any complaint shall be put in writing using the "Complaint Form" and addressed to the Principal. A written complaint shall include:

- The full name of each person involved
- A brief but specific summary of the complaint and the facts surrounding it
- A specific description of any prior attempt to discuss the complaint with the person and the failure to resolve the matter

For complaints regarding unlawful discrimination, harassment, intimidation or bullying, unlawful pupil fees, or other specific perceived violations of state or federal laws, please refer to the Charter School's Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy and/or the Charter School's Uniform Complaint Policy and Procedures and their corresponding complaint forms at the end of this Handbook.

The Principal shall investigate the complaint as necessary and shall promptly mail a written notice to the Complainant of the date, time, and place of a meeting between the Complainant and the Principal, which shall occur no later than ten (10) school days following the receipt of complaint.

If no resolution can be agreed upon between the Principal and the Complainant, the Principal shall submit the complaint to the Chief Schools Officer.

The Chief Schools Officer may seek additional investigation by the Principal as he/she deems necessary and will issue a resolution. The Chief Schools Officer will make the final determination regarding the dispute and shall notify the Complainant of the resolution within ten (10) school days of the determination.

This procedure, which we believe is important for both you and the School, cannot guarantee that every problem will be resolved to your satisfaction. However, the School values your observations and you should feel free to raise issues of concern, in good faith, without the fear of retaliation.

Confidentiality

Complainants will be notified that information obtained from the complainants and thereafter gathered during the investigation will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

Non-Retaliation

Complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution

The administration will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Alpha Public Schools
General Complaint Form

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were
present: _____

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize Alpha Public Schools to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____ Date: _____

Uniform Complaint Policy and Procedures

The School complies with applicable federal and state laws and regulations. The School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. The School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure (“UCP”) adopted by our Governing Board.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing (“UCP”) for the following types of complaints:

- Complaints of alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group, on the basis of the actual or perceived characteristics of age, ancestry, color, ethnic group identification, immigration status/citizenship, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, in any School’s program or activity.
- Complaints alleging a violation of state or federal law or regulation governing the following programs: Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a Public School and Children of Military Families ; Every Student Succeeds Act; Adult Education Programs; Consolidated Categorical Aid Programs; Migrant Child Education Programs; Career Technical and Technical Education,; Child Care and Development Programs, Accommodations for Pregnant and Parenting Students; Regional Occupational Centers and Programs; and/or School Safety Plans.
- Complaints alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.
- A pupil fees complaint and complaints regarding local control and accountability plans (“LCAP”) only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.
 - If the School finds merit in a pupil fees complaint, or the California Department of Education (“CDE”) finds merit in an appeal, the School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
 - Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or the School and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or Local Control and Accountability Plan (“LCAP”), under Sections 47606.5 and 47607.3 of the Education Code, as applicable. If the Charter School adopts a School Plan for Student Achievement in addition to its Local Control and Accountability Plan, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.
 - Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 no longer fall under the UCP. Instead, they are governed by Title 7, Code of Federal Regulations (“C.F.R.”) sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.
 - Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

The School acknowledges and respects every individual’s right to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible and as permitted by law] the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. The School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the School will attempt to do so as appropriate. The School may find it necessary to disclose information regarding the complaint/complainant to the extent required by law necessary to carry out the investigation or proceedings, as determined by the Principal or designee on a case-by-case basis. The School shall ensure complainants are protected from retaliation.

Compliance Officers

The School's Board of Directors designates the following Compliance Officer to receive and investigate complaints and to ensure the School's compliance with law:

Cynthia Martinez Nava
Chief Schools Officer
Alpha Public Schools
2110 Story Rd. Suite 250
San Jose, CA 95122

The School's Board of Directors shall ensure that the compliance officer designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the School's Board of Directors.

Should a complaint be filed against the Chief Schools Officer, the compliance officer for that case shall be the CEO.

Notifications

The Chief Schools Officer or designee shall make available copies of the Policy free of Charge. The annual notice of this Policy may be made available on the school's website.

The Chief Schools Officer or designee shall annually provide written notification of the School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials or representatives and other interested parties.

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the School speak a single primary language other than English.

The Principal or designee shall make available copies of the School's uniform complaint procedures free of charge.

The annual notice shall include the following:

- A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
- A statement clearly identifying any California State preschool programs the School is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that the School is operating pursuant to Title 22 licensing requirements.
- A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
- A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

- A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
- A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
- A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of the School's decision, except if the School has used its UCP to address a complaint that is not subject to the UCP requirements.
- A statement that a complainant who appeals the School's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
- A statement that if the School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
- A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Uniform Complaint Procedures

The following procedures shall be used to address all complaints which allege that the School has violated federal or state laws or regulations enumerated in the section "Scope," above. Compliance Officers shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency or organization may file a written complaint of alleged noncompliance by the School or bullying pursuant to this policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the Chief of Schools or designee, upon written request by the

complainant setting forth the reasons for the extension. Such extension by the Chief of Schools or designee shall be made in writing. The period for filing may be extended by the Chief of Schools or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The Executive Director shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the School's Board of Directors approved the LCAP, or the annual update was adopted by the School.

The complaint shall be presented to the Compliance Officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a Complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, School staff shall assist him/her in the filing of the complaint.

Step 2: Mediation

Within three (3) days of receiving the complaint, the Compliance Officer may informally discuss with the Complainant the possibility of using mediation. If the Complainant agrees to mediation, the Compliance Officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation, and/or bullying complaint, the Compliance Officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the Compliance Officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the School's timelines for investigating and resolving the complaint unless the Complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The Compliance Officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the Complainant and/or his/her representative to repeat the complaint orally.

The Complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A Complainant's refusal to provide the School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the Complainant.

Step 4: Final Written Decision

The School shall issue a decision (the “Decision”) based on the evidence. The School’s Decision shall be in writing and sent to the Complainant within sixty (60) calendar days of the School’s receipt of the complaint unless the timeframe is extended with the written agreement of the complainant. The School’s Decision shall be written in English and in the language of the Complainant whenever feasible or as required by law.

The Decision shall include:

- The findings of fact based on evidence gathered.
- The conclusion providing a clear determination for each allegation as to whether the school is in compliance with the relevant law
- Corrective actions, if the School finds merit in the complaint and any are warranted or required by law.
- Notice of the Complainant’s right to appeal the School’s decision within thirty (30) calendar days to the CDE, except when the School has used its UCP to address complaints that are not subject to the UCP requirements.
- Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken, and that the employee was informed of the School’s expectations. The report shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the California Department of Education

If dissatisfied with the School’s Decision, the Complainant may appeal in writing to the CDE within thirty (30) days of receiving the School’s Decision. The appeal shall be accompanied by a copy of the complaint filed with the School and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. The School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the School’s Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the School’s Decision are not supported by substantial evidence.
4. The legal conclusion in the School’s Decision is inconsistent with the law.
5. In a case in which the School’s Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the Complainant has appealed the School’s Decision, the Chief Schools Officer or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

- A copy of the original complaint.
- A copy of the Decision.
- A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
- A report of any action taken to resolve the complaint.
- A copy of the School’s complaint procedures.
- Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to the School for resolution as a new complaint. If the CDE notifies the School that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, the School will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which, through no fault of the complainant, the School has not taken action within sixty (60) calendar days of the date the complaint was filed with the School.

Civil Law Remedies

A Complainant may pursue available civil law remedies outside of the School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a Complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the School has appropriately, and in a timely manner, apprised the Complainant of his/her right to file a complaint.

Alpha Public Schools

Uniform Complaint Procedure Form

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|--|---|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families | <input type="checkbox"/> Regional Occupational Centers and Programs |
| <input type="checkbox"/> Career Technical and Technical Education/Career Technical and Technical Training | <input type="checkbox"/> Every Student Succeeds Act | <input type="checkbox"/> School Plans for School Achievement |
| <input type="checkbox"/> Child Care and Development | <input type="checkbox"/> Local Control Funding Formula/ Local Control and Accountability Plan | <input type="checkbox"/> School Safety Plan |
| <input type="checkbox"/> Consolidated Categorical Aid Programs | <input type="checkbox"/> Migrant Education Programs | <input type="checkbox"/> Pupil Fees |
| | | <input type="checkbox"/> Pregnant, Parenting or Lactating Students |

For allegations of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|---------------------------------|--|---|
| Age | Gender / Gender Expression / Gender Identity | Sex (Actual or Perceived) |
| Ancestry | Nationality/National Origin | Sexual Orientation (Actual or Perceived) |
| Color | Race or ethnicity | Based on association with a person or group with one or more of these actual or perceived characteristics |
| Disability (Mental or Physical) | Religion | Genetic information |
| Ethnic Group Identification | Marital Status | Immigration Status/Citizenship |
| Medical Condition | | |

- Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.

☐ Yes

☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Chief Schools Officer
Alpha Public Schools
2110 Story Rd, Suite 250
San Jose, CA 95122

Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

Alpha Public Schools believes all students have the right to a safe and civil learning environment. Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, the School prohibits any acts of discrimination, harassment, sexual harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, "discrimination, sexual harassment, harassment, intimidation, and bullying" are describe as the intentional conduct, including verbal, physical, written communication, or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy, related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. School staff who witness acts of misconduct prohibited by this policy will take immediate steps to intervene, when safe to do so.

Moreover, the School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor, or other person with which the School does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. The School will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. The School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Cynthia Martinez Nava, Chief Schools Officer
Alpha Public Schools
2110 Story Rd. Suite 250
San Jose, CA 95122

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment

- Deferential or preferential treatment based on any of the protected characteristics listed above

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by the School.

The School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational, or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee or student to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or

pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.

- Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
- Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

“Bullying” is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable pupil* or pupils in fear of harm to that pupil’s or those pupils’ person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
- Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the School.

*”Reasonable pupil” is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.

“Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video or image.
- A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile

using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

- An act of “cyber sexual bullying” including, but not limited to:
 - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in the School’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that the School investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

The School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

The School advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

The School informs Charter School employees, students, and parents/guardians of the School’s policies regarding the use of technology in and out of the classroom. The School encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

The School employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. The School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at the School and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

The School's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

The School informs the School employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

The School annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other School employees who have regular interaction with students.

The School informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by the School, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

The School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for the School's students.

Grievance Procedures

Scope of Grievance Procedures

The School will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed; and
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying;
- c. Submitted to the School UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, the School will utilize the following grievance procedures in addition to its UCP when applicable.

Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator, listed below:

Cynthia Martinez Nava, Chief Schools Officer
Alpha Public Schools
2110 Story Rd. Suite 250
San Jose, CA 95122

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. The School will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, principal, Coordinator, a staff person, or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

The School acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

The School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to the School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the School's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the School to provide the supportive measures.

Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of the School, the Coordinator or administrative designee will promptly initiate an investigation.

In most cases, complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time. If the Coordinator, or administrative designee determines that

an investigation will take longer than thirty (30) school days and needs to be delayed or extended due to good cause, he or she will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, to provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator or administrative designee will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations

- Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
 - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
 - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence;
 - A statement that the School prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

- Emergency Removal

- The School may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with the School's policies.
- The School may remove a respondent from the School's education program or activity on an emergency basis, in accordance with the School's policies, provided that the School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
- This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

- Informal Resolution

- If a formal complaint of sexual harassment is filed, the School may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If the School offers such a process, it will do the following:
 - Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - Obtain the parties' advance voluntary, written consent to the informal resolution process.

- The School will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

- Investigation Process

- The decision-maker will not be the same person(s) as the Coordinator or the investigator. The School shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
- In most cases, a thorough investigation will take no more than thirty (30) school days. If the investigator determines that an investigation will take longer than thirty (30) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
- The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
- The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
- A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
- Prior to completion of the investigative report, the School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
- The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

- Dismissal of a Formal Complaint of Sexual Harassment

- If the investigation reveals that the alleged harassment did not occur in the School's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable School policy.
- The School may dismiss a formal complaint of sexual harassment if:
 - The complainant provides a written withdrawal of the complaint to the Coordinator;
 - The respondent is no longer employed or enrolled at the School; or
 - The specific circumstances prevent the School from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
- If a formal complaint of sexual harassment or any of the claims therein are dismissed, the School will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

- Determination of Responsibility

- The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
- The School will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - The allegations in the formal complaint of sexual harassment;
 - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - The findings of facts supporting the determination;
 - The conclusions about the application of the School's code of conduct to the facts;
 - The decision and rationale for each allegation;

- Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from the School or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by the School in response to a formal complaint of sexual harassment.

Right of Appeal

Should the reporting individual find the Coordinator or designee's resolution's unsatisfactory, he/she may within five (5) school days of the date of notice of resolution, file a written appeal with the President of the Alpha Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and the School will implement appeal procedures equally for both parties.
- The School will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

The School will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

Consequences

Students or employees who engage in misconduct prohibited by this policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of the School or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by the School in response to a formal complaint of sexual harassment.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Complaint Form

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by the School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Alpha Staff/Student Interaction Policy

Alpha recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of Alpha personnel:

- Examples of PERMITTED actions (NOT corporal punishment)
 - Stopping a student from fighting with another student;
 - Preventing a pupil from committing an act of vandalism;
 - Defending yourself from physical injury or assault by a student;
 - Forcing a pupil to give up a weapon or dangerous object;
 - Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 - Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
- Examples of PROHIBITED actions (corporal punishment)
 - Hitting, shoving, pushing, or physically restraining a student as a means of control;
 - Making unruly students perform physical acts that cause pain as a form of Punishment;
 - Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all Alpha faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in

this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

- Unacceptable Staff/Student Behaviors (Violations of this Policy)
 - Giving gifts to an individual student that are of a personal and intimate nature.
 - Kissing of any kind.
 - Any type of unnecessary physical contact with a student in a private situation.
 - Intentionally being alone with a student away from the school.
 - Making or participating in sexually inappropriate comments.
 - Sexual jokes.
 - Seeking emotional involvement with a student for your benefit.
 - Listening to or telling stories that are sexually oriented.
 - Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
 - Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Unacceptable Staff/Student Behaviors without written Parent and Manager Permission (These behaviors should only be exercised when a staff member has written parent and manager permission.)
 - Giving students a ride to/from school or school activities.
 - Being alone in a room with a student at school with the door closed.
 - Allowing students in your home.
- Cautionary Staff/Student Behaviors
 - Remarks about the physical attributes or development of anyone.
 - Excessive attention toward a particular student.
 - Sending emails, text messages or letters to students if the content is not about school activities.
- Acceptable and Recommended Staff/Student Behaviors
 - Getting parents' written consent for any after-school activity.
 - Obtaining formal approval to take students off school property for activities such as field trips or

competitions.

- Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to using School technology).
- Keeping the door open when alone with a student.
- Keeping reasonable space between you and your students.
- Stopping and correcting students if they cross your own personal boundaries.
- Keeping parents informed when a significant issue develops about a student.
- Keeping after-class discussions with a student professional and concise.
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- Involving your manager if conflict arises with the student.
- Informing your manager about situations that have the potential to become more severe.
- Making detailed notes about an incident that could evolve into a more serious situation later.
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- Asking another staff member to be present if you will be alone with any type of special needs student.
- Asking another staff member to be present when you must be alone with a student after regular school hours.
- Giving students praise and recognition without touching them.
- Pats on the back, high fives and handshakes are acceptable.
- Keeping your professional conduct a high priority.
- Asking yourself if your actions are worth your job and career.



School Safety & Emergency Action Plan

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Emergency Action & Safety Plan Overview

Purpose

The purpose of this plan is to document the procedures for identification, response, and roles/responsibilities in a variety of emergency scenarios at Alpha Public Schools. In clearly outlining and training towards adherence to these procedures, we aim to ensure that all school employees can act efficiently and confidently in order to keep our students safe in a variety of situations. This Plan also satisfies the requirements of both a "School Safety Plan" under AB 1747 (2018) and an "Emergency Action Plan" under AB 2009 (2018).

Process of Plan Development

Alpha Network Operations Team (Chris Kang, Chief Operating Officer and Marlynn Nunes, Regional Operations Associate) developed the comprehensive safety plan, with input from school leadership and staff. In addition, in creating this document, a variety of stakeholders and resources were consulted over the course of Winter 2023 & Spring 2024, including:

- Guidance & best practices from Santa Clara County Office of Education
- Guidance & best practices from the San Jose Police Department & Fire Department
- Input by School Leadership Teams and Staff
- Review by Legal Counsel (Young, Minney, Corr LLP)
- Review and Approval by Alpha Executive Team
- Review and Approval by Alpha Board of Directors on February 7, 2024

Confirmation of Input:

| | |
|---------------------------|---|
| Principal/Schools | Sent on January 16, 2024; Approved after review by January 23. |
| Alpha COO (Chris Kang) | Confirmed on February 6, 2024 |
| SJPD and/or SJFD | Confirmation Email |
| Board | Approved on February 7, 2024: Agenda |
| Parents | Sent for Review by SSC on January 16, 2024; Various dates approved, all by February 2, 2024 |
| YMC (Legal) | Confirmed and Reviewed on January 16, 2024 |

Training

After adoption of the plan, a variety of communication and training to various stakeholders takes place in order to ensure this plan is well known by all. This includes:

- Posting of Safety Plan on Website
- Mandatory First Aid/CPR/AED training by key leadership team members, including all sports coaching staff
- Fentanyl Safety Training - Training and Naloxone kits provided to all schools
- Sessions during summer staff professional development, with role play and practice - including classified staff in summer 2024.

In order for full implementation of the Emergency and Safety Plan, a Safety Committee team will assist with the rollout of the plan and provide insight into the process with full transparency. They will help guide drills and provide additional support to the school leadership team with feedback.

Evaluation & Reflection

In order to ensure that we are improving our emergency and safety procedures, this plan is assessed and updated annually by our Network Operations Team, School Operations Leadership, and our Executive Team prior to March 1.

This plan was reviewed by the San Jose Fire Department during their yearly inspection. No issues/violations were found.

2022-23 Data Analysis

| School | Suspension Rate | Number of Incidents |
|--------------------------|-----------------|---------------------|
| Jose Hernandez | 6.6 | 40 |
| Cindy Avitia High School | 4.6 | 22 |
| Blanca Alvarado | 3.1 | 22 |
| Cornerstone Academy | 1.8 | 34 |

Incidents above were defined as: Active Gang Representation, Acts of Violence (Assault, Battery, Fighting), Intentional Damage of Property, Possession of Drugs or Alcohol, Possession of weapon, Possession or use of Tobacco or Tobacco Products, Theft, Vandalism, Sexual Assault, Harassment, Lewd Language directed at Staff or Student.

Based on the data above, while our current practices have been satisfactory in preventing major statutory offenses at our schools, especially for incidents that warrant suspension as a consequence, we hope to be more consistent with our behavior practices for 2023-24 and 2024-25. We have included related goals and actions within our LCAPs to address this (LCAP found here: [BA CAHS CAPS JH](#)).

Alpha School and Network Leadership will continue to assess the status of school crime at the school and at school-related functions through its annual planning process, during which it analyzes a variety of data including referrals, attendance, suspension/expulsion data, and school culture surveys. These items are also reviewed on a more regular weekly and monthly basis within school teams to identify intervention and tiered supports needed throughout the year.

A Safe and Orderly Environment Conducive to Learning

At Alpha Public Schools we strive to use preventative measures to ensure student and staff safety. We have school wide communication systems and norms in place, first aid and AED machines on campus, and various safety precautions to ensure safety while fostering a learning environment. Each classroom is equipped with a variety of safety measures intended

to keep students safe while ensuring everyone is prepared in the event of an emergency. Examples include lock blocks on the doors and safety clipboards with accessible information.

The positive mental health of our students is important, in addition to the anti bullying program we also incorporate new state laws into our daily routine:

- SB 972 & SB 316 - Suicide hotline number, crisis text line, and (after September 30, 2020) domestic violence hotline on the back of ID cards
- AB 2022 - access to mental health supports
- Counselor at each site

In concurrence with all of the precautions in place, communication is key. Alpha Public Schools will continue to communicate information happening on campus. Families, it is imperative to maintain an active phone number to receive all communication. If you have a new phone number, contact the front office immediately.

Criminal Background Checks

As required by law, all individuals working or volunteering at Alpha are required to submit to a criminal background investigation. No condition or activity is permitted that may compromise Alpha's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at Alpha include but are not limited to conviction for a controlled substance offense or sex offense, or a serious or violent felony. Any employee that is charged with or convicted of any offense during his/her employment with Alpha must immediately report the charge or conviction to the Human Resources Manager. Employees who fail to comply with this notice requirement, or who misrepresent the circumstances of a charge or conviction, are subject to immediate release from at-will employment. All volunteers should also immediately report any such change or conviction.

Tuberculosis Testing

All employees of Alpha must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with Alpha and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file. This requirement also includes contract food handlers, substitute teachers, and student teachers

serving under the supervision of an educator. Any entity providing student services to Alpha will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with Alpha students.

Visitor Policy

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the School has established the following procedures, pursuant to California Penal Code Sections 627, *et seq.*, to facilitate visits during regular school days:

- Visits during school hours should first be arranged with the teacher and Principal or designee, at least 24 hours in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the Principal or designee. Except for unusual circumstances, approved by the Principal, classroom visits should not exceed approximately 45 minutes in length and may not occur more than once per week.
- When there are a large number of requests, the School shall schedule a minimum of two (2) observation days per school year for parents who are considering application for enrollment. Interested parent observers shall be asked to conduct their observations on one of the scheduled days.
- All visitors, including parents or guardians of currently enrolled students, shall register with the front office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor may be required to provide his/her name, address, occupation, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the Principal or designee may design a visible means of identification for visitors while on school premises.
- If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. The School shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by the School, consistent with the law. The Principal will report to the School's Governing Board and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, any attempt by a law-enforcement officer to access a school site or a student for

immigration-enforcement purposes, as recommended by the Attorney General.

- The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.
- The Principal or designee may withdraw consent to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is willfully disrupting the school, its students, its teachers, or its other employees. Consent can be withdrawn for up to fourteen (14) days.
- The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
- The classroom teacher has full discretion as to their use of volunteers and the time and duration of in-class volunteer participation.
- Visitors volunteering in classrooms shall follow all other guidelines indicated elsewhere in this policy. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to parent volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aid, the volunteer may leave their volunteer position for that day.
- Information gained by volunteers regarding individual students (e.g. academic performance or behavior) is to be maintained in strict confidentiality. Questions or comments concerning a child's academic performance or behavior must be done in a separate meeting between parent and teacher, as arranged with the teacher. Student discipline is to be left to the teacher, even for a parent volunteer's own child, with the exception of light reminders to students to stay on task.
- Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Principal. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to the Principal within five (5) days after the denial or

revocation. The Principal shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Principal shall be held within seven (7) business days after receipt of the request. The Principal shall respond within seven (7) business days.

- The Principal or designee may seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.
- At each entrance to the School grounds, signs shall be posted specifying the hours during which registration is required, stating where the office of the Principal or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.
- No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's written permission.

Penalties

- Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.
- Under California Education Code section 44811, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction, by a fine of no less than \$500.00 (five hundred dollars) and no more than \$1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both, the fine and imprisonment.
- Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a period of three (3) years.

Student Uniforms

All students must wear the School's uniform every day. If a student arrives out of uniform, a parent or guardian will be called and asked to bring in a uniform for the student. Students may not change out of their uniform at any point during the school day. Students must wear uniforms on all school field trips and while on campus unless the School has directed otherwise.

The School will work with families to ensure all students have access to uniforms.

The Schools reserve the right to determine whether or not any part of a student's dress is appropriate. Whenever any element of physical appearance or grooming—even if it is allowable under the School's current rules—becomes a safety issue or distraction to one's self or to others, it is no longer acceptable and steps will be taken to remove the distraction. This may include calling home to get a change of clothes or covering up the item in question. This includes any clothing or accessories that explicitly or implicitly could be seen as representing affiliation with any gang.

| TK-4 Dress Code | |
|-----------------|--|
| Tops | <p>Polo Shirt or Alpha Branded T-shirt</p> <ul style="list-style-type: none"> ● Official burgundy Alpha polo shirt ● Solid burgundy polo shirt without any logos ● School sponsored Alpha branded t-shirt ● Optional long or short sleeve worn under polo <ul style="list-style-type: none"> ○ Solid gray, black, burgundy or white only ● Appropriate length (at pockets) or tucked in <p>Sweatshirt, Sweater, Sweater Vest</p> <ul style="list-style-type: none"> ● Official burgundy Alpha sweatshirt, sweater, sweater vest ● Solid burgundy sweatshirt, sweater, sweater vest ● Logos no larger than a credit card ● School sponsored Alpha branded ● All hoods must be removed when students are indoors <p>Rain Jackets/Coats</p> <ul style="list-style-type: none"> ● Rain jackets or coats must be solid black to be worn indoors ● Rain jackets or coats that are a different color may be worn outside of the school classroom. No solid red or blue. |
| Bottoms | <ul style="list-style-type: none"> ● Pants, shorts, dresses or skirts must be fully black or khaki in color ● No athletic wear including spandex, sweatpants, and leggings ● No rips |
| Shoes | <ul style="list-style-type: none"> ● Sneakers or tennis shoes only ● Rain boots may be worn on rainy days ● No solid or majority red or blue |
| Accessories | <ul style="list-style-type: none"> ● Optional gray, white, black or brown belts ● Socks - no solid red or blue, other colors are acceptable |

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| | <ul style="list-style-type: none"> • Indoor headwear is permitted for religious purposes only • Outdoor headwear may be worn for sun protection or warmth (or for purposes of religious observance) • No solid red, blue or navy backpacks or other accessories • Nails cannot be distracting or keep students from fully participating in learning, including PE. |
|--|--|

| 5-8 Dress Code | |
|----------------|---|
| Tops | <p>Polo Shirt or Alpha Branded T-shirt</p> <ul style="list-style-type: none"> • Official black Alpha polo shirt • Solid black polo shirt without any logos • School sponsored Alpha branded t-shirt • Optional long or short sleeve worn under polo <ul style="list-style-type: none"> ◦ Solid gray, black or white only • Appropriate length (at pockets) or tucked in <p>Sweatshirt or Sweater</p> <ul style="list-style-type: none"> • Official black Alpha sweatshirt or sweater • Solid black sweatshirt • Logos no larger than a credit card • School sponsored Alpha branded • All hoods must be removed when students are indoors <p>Rain Jackets/Coats</p> <ul style="list-style-type: none"> • Rain jackets or coats must be solid black to be worn indoors • Rain jackets or coats that are a different color may be worn outside of the school classroom. No solid red or blue. |
| Bottoms | <ul style="list-style-type: none"> • Pants, shorts, dresses or skirts must be fully black or khaki in color • No athletic wear including spandex, sweatpants, and leggings • No rips |
| Shoes | <ul style="list-style-type: none"> • Sneakers or tennis shoes only • Rain boots may be worn on rainy days • No solid or majority red or blue |
| Accessories | <ul style="list-style-type: none"> • Optional gray, white, black or brown belts |

| | |
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| | <ul style="list-style-type: none"> • Socks - no solid red or blue, other colors are acceptable • Indoor headwear is permitted for religious purposes only • Outdoor headwear may be worn for sun protection or warmth or for purposes of religious observance. • No solid red, blue, burgundy, or navy backpacks or other accessories • Makeup cannot be applied during school hours • Nails cannot be distracting or keep students from fully participating in learning, including PE. |
|--|---|

| 9-12 Dress Code | |
|-----------------|---|
| Tops | <p>Polo Shirt or Alpha Branded T-shirt</p> <ul style="list-style-type: none"> • Official gray or black Alpha polo • Solid gray or black polo shirt • School sponsored Alpha branded t-shirt • Optional long or short sleeve worn under polo <ul style="list-style-type: none"> ◦ Solid gray, black or white only • Appropriate length (at pockets) or tucked in <p>Sweatshirt or Sweater</p> <ul style="list-style-type: none"> • Official school sponsored Alpha branded sweater, sweatshirt, pullover, hoodie, or jacket • Solid black, gray, gold or white sweater, sweatshirt, pullover, hoodie, or jacket • Logos no larger than a credit card • All hoods must be removed when students are indoors <p>Rain Jackets/Coats</p> <ul style="list-style-type: none"> • Rain jackets or coats must be solid black, white, gray, gold or school issued to be worn indoors |
| Bottoms | <ul style="list-style-type: none"> • Pants, shorts, dresses or skirts must be fully black or khaki in color • No athletic wear including spandex, sweatpants, and leggings worn outside of PLT class • No rips |
| Shoes | <ul style="list-style-type: none"> • Closed-toed shoes • No high-heeled shoes • No solid or majority red or blue |

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| Accessories | <ul style="list-style-type: none"> • Optional gray, white, black or brown belts • Socks - no red or blue, other colors are acceptable • Indoor headwear is permitted for religious purposes only. • Outdoor headwear may be worn for sun protection or warmth or for purposes of religious observance • No solid red, blue, burgundy, or navy backpacks or other accessories • Makeup cannot be applied during class • Nails cannot be distracting or keep students from fully participating in learning, including PLT |
|-------------|--|

Additional Information

- Students may be exempt from dress code during approved Spirit Weeks.

The following shall be in effect during uniform days as well as Spirit Week/free dress days:

1. Tops (i.e.: shirts, sweaters, sweatshirts, dresses, etc.): No tops may be sheer or expose undergarments. No strapless, racer-back, or off the shoulder tops. No shirts may be worn that expose bare midriff.
 2. Bottoms (i.e.: pants, leggings, skirts, shorts, dresses, etc.): Bottoms must be worn above the hip and underwear should not be visible. Belts must be worn with bottoms that are too big to fit securely around the student's waist. All bottoms must be fingertip length or four (4) inches above the knee without leggings or stockings. The following are not permitted: fishnet stockings, sagging pants, or bottoms with extensive rips.
 3. No clothing, jewelry, accessories, or hairstyles which are, or include, a picture, writing, or insignia which is: (1) gang related; (2) presents a safety hazard to the wearer or others; (3) advertises or symbolizes any type of alcohol, drugs, tobacco, or gambling; (4) includes weapons or acts which are illegal, violent, obscene, or hazardous to one's health; (5) sexually suggestive, crude, vulgar, profane; discriminatory, obscene, contain threats, libelous; or (6) offensive or degrading to students or staff on the basis of gender, cultural, religious or ethnic values.
- Additional Guidelines for Spirit Week Dress Code may be provided by the School. If a student is in violation of these guidelines, they will be required to change back into the school uniform.
 - Students in grades TK-12 may receive permission to wear jeans or free dress at the School's discretion.
 - This is an earned privilege. Students earning free dress may not wear clothing that becomes a safety issue or a distraction to one's self or others and will lose the privilege if the School determines there is an issue.

Child Abuse and Neglect Reporting

Alpha Public Schools ("APS" or the "School") maintains strict standards for employee reporting of suspected or known child abuse and neglect. This policy serves as a summary for employees regarding their obligations under School policy and California law. All employees must read and familiarize themselves with the mandated reporting laws of the state contained in California Penal Code section 11166.

As an overview, all ASP employees are mandated to report child abuse and neglect when it is "reasonably suspected" or "known." This requirement extends to the employee when they are in "a professional capacity" such as at work or when acting in connection with students of the School.

Child abuse and neglect include the following:

- Physical Abuse – as exhibited by bruises, cuts, burns, or other physical or emotional injuries
- Sexual Abuse – including sexual assault, exploitation, molestation, as exhibited by the physical and emotional injury symptoms (above), particularly when in conjunction with a child's genitals or other private parts
- Neglect – including maltreatment or an absence of care for the child's wellbeing, as exhibited by a failure to provide adequate clothing, food, medical care, shelter, or supervision
- Life Endangerment – including an active disregard for the safety and the wellbeing of the child, including through corporal punishment, mental suffering, etc.

Under mandated reporting laws, employees must make the required reports to "a child protective agency," which includes Child Protective Services and/or local law enforcement. Reports must be made immediately or as soon as practically possible. The initial report must be followed up by the employee with a written report on the Suspected Child Abuse Reporting form (SCAR form) to the same agency within thirty-six (36) hours. The SCAR form must include all information known to the reporting party as of the time of the report.

ASP will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees. Mandated reporter training will also be provided to employees hired during the course of the

school year. All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment. Employees must also report known or suspected child abuse and neglect to a school administrator without exception.

Any failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine. It may also lead to an employee's discipline or dismissal.

The duty to file a mandated report belongs to each individual employee. It shall not be a defense to making a report that the employee believed another employee would be filing a mandated report. Two or more employees may agree to jointly file a mandated report provided the report is actually filed.

By accepting employment with APS, employees acknowledge they are "child care custodians" (mandated reporters) and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Emergency Preparedness

The California Department of Education recommends that public schools in California use the Standardized Emergency Management System (SEMS) as detailed in Section 8607 of the California Emergency Services Act, to ensure coordination with multiple agency emergency and disaster operations, and to ensure eligibility for funding of response-related costs under disaster assistance programs.

Standardized emergency management provides a clear, consistent, and integrated response structure which includes the National Incident Management System (NIMS), the Incident Command System (ICS), Multi-agency or Interagency Coordination (MACS), mutual aid agreements, and an Operational Area Concept. These principles are addressed in this Safety Plan, and will be practiced in all school emergency management programs, operations, and training.

Emergency management based on the concepts and principles of NIMS and ICS provides a consistent template to enable all government, private sector, and nongovernmental

organizations to work together during domestic emergency incidents. NIMS is a comprehensive approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. Incorporating NIMS and ICS into school emergency operations will allow Alpha to work together with emergency responders in planning for and accepting response to emergency incidents. Coordinated planning and response efforts have proven to be best practices for ensuring optimal school safety.

Emergency Supplies

| Item | Location | Suggestions |
|--|---|---|
| Campus Map: evacuation routes, fire alarms, fire extinguishers and chemistry lab(s) clearly marked | <ul style="list-style-type: none"> • By the classroom door • Not covering classroom windows | <i>(i.e. On a pin board, clipped to a surface. Not stapled or glued down)</i> |
| Emergency Resources Contact List | <ul style="list-style-type: none"> • By the office phone • Not covering classroom windows | Easily tangible so student/staff can easily grab and take with them if necessary. <i>(i.e. On a pin board, or clipboard)</i> |
| Emergency Code Descriptions | <ul style="list-style-type: none"> • Clearly visible place in your room • Not covering classroom windows | Posted on brightly colored paper that aligns with the various emergency codes <i>(i.e.- "Code Red"- On Red Paper)</i> |
| Determination of Threat Explanation Sheet | <ul style="list-style-type: none"> • Attached to Safety Clipboard • Not covering classroom windows | Large Font and clearly labeled |
| Emergency Bag | <ul style="list-style-type: none"> • In an easy to access location, so it can simply be grabbed in the event of an emergency | Possibly assigning two responsible students to grab this during a drill/emergency |

| | | |
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| Audio/Visual Impairment Notification (Only post if applicable) | <ul style="list-style-type: none"> In a clearly visible place for people who may be entering the room | Notification should be posted in the same location for each classroom, emergency personnel should be notified of location. <i>(i.e. corner of the classroom window)</i> |
| Automated External Defibrillators (AED) | <ul style="list-style-type: none"> AED machines are located in the front office. | <ul style="list-style-type: none"> All AEDs are checked and maintained quarterly All school leaders and sports coaches are trained on AED use. |

Emergency Phone Numbers

In the case of an emergency (fire, lockdown, active shooter, shelter-in-place), the designated logistics director is the primary point of contact for external parties in emergency situations. Given this they are to be in direct contact with the police and fire department.

The following agencies should be contacted as soon as possible in the case of an emergency. After agencies are notified, the ANT Office should also be notified.

| Emergency Contact Resources | |
|---|---------------------|
| Organization Name | Contact Information |
| General Emergency Number | 911 |
| Fire (non-emergency) | (408) 277-8900 |
| Police (non-emergency) | 311 |
| County Emergency Medical Services/County Emergency Services | (408) 794-0600 |
| American Red Cross (Silicon Valley) | (877) 727-6771 |

| | |
|------------------------------------|--|
| State Warning Center | (800) 852-7550 |
| National Response | (800) 424-8802 |
| Poison Control Center | (800) 222-1222 |
| Emergency Broadcast Radio Stations | <ul style="list-style-type: none"> • KCBS - AM 740 • KGO - AM 810 • KLIV - AM 1590 • KQED - FM 88.5 • KSOL - FM 98.9 (Spanish) • KSJX - AM 1500 (Vietnamese) |
| Alpha Network Team Office | Chris Kang - (408) 357-4333 Marlynn Nunes - (669) 301-0059 |
| School Front Office | ABA- (408) 780 0831 ext 105 AJH- (408) 780-1551 ext 303 CAPS- (408) 361-3876 CAHS- (408) 791-1558 |

Safety and Emergency Team Roles

| Role | Role Description | Alpha: Cindy Avitia |
|--------------------|---|---|
| Emergency Lead | Decision maker in emergency situations Communicates with rest of team "Incident Commander" | Principal: Emma Karpowicz Alternate: Assistant Principal - Liliana Villalvazo |
| Logistics Director | POC for emergency services Sweep of school after evacuation Correspondence with nearby schools Assess injuries and medical risk analysis | School Operations Manager - Claudia Flores Alternate: Assistant Principal #2 -Antonio De La Torre ; Sabrina Smallen |

| | | |
|------------------------------|--|--|
| | "Operations Section Chief" "Liaison Officer" | |
| Assistant Logistics Director | Verify attendance Point person for notifying parents of updates and procedures on campus "Public Info Officer" | Office Manager - Deanna Ruiz Alternate: Dean of Students - Ivan Rodriguez |
| Assistance Monitor | Assist students, ensure students with disabilities or requiring extra assistance are accounted for | Dean of Students - Ivan Rodriguez |

| Role | Role Description | Alpha: Jose Hernandez |
|------------------------------|--|---|
| Emergency Lead | Decision maker in emergency situations Communicates with rest of team "Incident Commander" | Principal - Julianna Parra Alternate: Assistant Principal - David Tellez, Elizabeth Minatee, Savina Vargas |
| Logistics Director | POC for emergency services Sweep of school after evacuation Correspondence with nearby schools Assess injuries and medical risk analysis "Operations Section Chief" "Liaison Officer" | School Operations Manager - Cecilia Mendoza Alternate: Assistant Principal #2 - David Tellez, Elizabeth Minatee, Savina Vargas |
| Assistant Logistics Director | Verify attendance Point person for notifying parents of updates and procedures on campus "Public Info Officer" | Office Manager - Jennifer Perez Alternate: Dean of Students - Charles Arcadia-Sanchez |
| Assistance Monitor | Assist students, ensure students with disabilities or requiring extra assistance are accounted for | Dean of Students - Charles Arcadia-Sanchez |

| Role | Role Description | Alpha: Blanca Alvarado |
|---------------------------------|--|---|
| Emergency Lead | Decision maker in emergency situations Communicates with rest of team "Incident Commander" | Principal - Jin Yun Alternate: Assistant Principal - Chioma Ellis, Maribel Garcia, Anjali Bajaj |
| Logistics Director | POC for emergency services Sweep of school after evacuation Correspondence with nearby schools Assess injuries and medical risk analysis "Operations Section Chief" "Liaison Officer" | School Operations Manager - Guadalupe Wiggins Alternate: Assistant Principal #2 - Chioma Ellis, Maribel Garcia, Anjali Bajaj |
| Assistant Logistics Director | Verify attendance Point person for notifying parents of updates and procedures on campus "Public Info Officer" | Office Manager - Mayra Montoya Alternate: Dean of Students - Braxton Tucker |
| Assistance Monitor | Assist students, ensure students with disabilities or requiring extra assistance are accounted for | Dean of Students - Braxton Tucker |

| Role | Role Description | Alpha: Cornerstone Academy |
|--------------------|--|--|
| Emergency Lead | Decision maker in emergency situations Communicates with rest of team "Incident Commander" | Principal - Fallon Housman Alternate: Assistant Principal - Randrea Acda Amber Williams Candace Dickerson |
| Logistics Director | POC for emergency services Sweep of school after evacuation Correspondence with nearby schools | School Operations Manager - Stephanie Corona Alternate: Assistant Principal #2 - |

| | | |
|------------------------------|--|---|
| | Assess injuries and medical risk analysis "Operations Section Chief" "Liaison Officer" | Randrea Acda Amber Williams Candace Dickerson |
| Assistant Logistics Director | Verify attendance Point person for notifying parents of updates and procedures on campus "Public Info Officer" | Office Manager - Betty Legaspi Alternate: Dean of Students - Claudia Legaspi |
| Assistance Monitor | Assist students, ensure students with disabilities or requiring extra assistance are accounted for | Dean of Students - Claudia Legaspi |

School Site Safety Committee Team Members

Our SSC at each school is incorporated into our School Site Councils (SSC). In this role they review, do a site assessment, etc.

Insert names for this coming school year's Committee

| | Alpha: Cindy Avitia High School | Alpha: Jose Hernandez School | Alpha: Blanca Alvarado School | Alpha: Cornerstone Academy |
|--------------------------------|---|---|---|--|
| Principal/ Designee | Liliana Villalvazo | Julianna Parra | Jin Yun | Fallon Housman |
| School Site Council | Rosa Benitez <ul style="list-style-type: none"> Delilah Benitez 10th grade Migdalia Vazquez <ul style="list-style-type: none"> Luis Villavicencio 11th grade Efrain Poot <ul style="list-style-type: none"> Leslie Poot 10th grade / Rosalba | Savina Vargas <ul style="list-style-type: none"> Rosa Dalila Benite Francisca Hernandez Licelle Tenchavez | Sunny Sandoval Niki Holman Angela Bowen Neltsy Sepulveda DJ Hacker Guadalupe Wiggins | Kaylyn Betancourt Caitlin Souders Isela Paz Olivia Keller |

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|---------------------------------------|--|-----------------|---------------|--|
| | Poot 9th grade Travis Boubel Arnold Huddlin Nicholas Munoz Anday Fajardo Marcos Romero Alternates/Subs: Alejandra Guillon (student) Marisela Alonso (parent) Anthony Ladd (teacher) | | | |
| Parent of an attending student | Migdalia Vazquez | Bri Juarez | Suny Sandoval | Jannah Abdo Madia Rios Yuridia Barajas Kristie Leyson |
| Classified Employee | Claudia Flores | Cecilia Mendoza | Lupe Wiggins | Stephanie Corona |

Mass Care and Welfare Shelters

Use of School Facilities

The Board shall offer the use of public school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

Determination of Threat

The Emergency Lead will determine the appropriate response to any situation that may require an additional course of action. They will then share this information immediately to the

rest of their team. In the case of a shared campus, the campus emergency lead will make the final decision about lockdown or evacuation in a timely manner, and will share this information with the other school's emergency lead to communicate to their team.

This Emergency Plan outlines procedures for situations that present imminent danger to students, staff and property beyond the school's ability to control and involve a 911 emergency response. These situations could result or require evacuation or containment/lockdown.

For Containment/Lockdown, staff and students will remain indoors and continue teaching as normal. Everyone will minimize going outside for any reason until the lockdown has been lifted.

For Evacuation, staff and students will evacuate the classrooms because of imminent danger on campus. Staff and students will evacuate to the Field. If the situation continues to escalate staff and students will evacuate to the [Safe Haven Locations](#).

| Evacuation will be required in the event of: | Containment/Lockdown will be required or in the best interest of students in the event of: |
|---|--|
| <ul style="list-style-type: none">• Fire• Explosion• Hazardous Material Spill (Inside)• Hostage Situation• Bomb Threat• Gas/Environmental Leak | <ul style="list-style-type: none">• Riot• Shooting• Armed Person On or Near Site• Hazardous Material Spill (Outside)• Hostage Situation• Suicide• Earthquake• Air quality concern• Traffic accident in neighborhood within view of campus• Adults on campus that did not check in with Front Office |

Evacuation Procedure

In case of evacuation, the general procedure is as follows. (Specific procedures for fire, earthquake, shelter-in-place and lockdown are further below):

- A) The Principal or School Leader will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions.
- B) Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.
- C) Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location
- D) Once assembled, teachers and students will stay in place until further instructions are given.
- E) (If Off-site) Once assembled off-site, teachers and students will stay in place until further instructions are given.
- F) When Principal determines the event is over, they will give an all-clear to return to their classrooms (via PA or announcement).
- G) Once back on campus/in classrooms, the Principal will direct teachers to report back to SLs by email, text, or in person (at an evacuation site). Teachers should report the following:
 - a. # of students present in their classroom at that time
 - b. Names of any students on the roster who aren't currently in the classroom;
 - c. Names of any students who are not on the roster but are in the classroom
- H) As teachers report in, school leaders should compile the information from teachers, for every student on the roster who isn't currently in their teacher's classroom.
- I) If a student is still missing, the SOM should contact the child's family to confirm that the child was at school that day and did not leave early. If the child is still unaccounted for, the Principal should search for the child or notify the police.

Disaster Procedures

Administrators will conduct regular training with staff and students to ensure that disaster procedures will be followed in the event of an emergency.

To use the all-school paging function on the school's phone system, pick up your receiver and dial *9601. To page a specific room or classroom, dial * and the extension of the room you are trying to reach.

The school owns two-way radios. These should be charged each night. One should always be left in the office. The other must be turned on and carried by the designated people on the correct channel.

Periodic Drills

Drills are a necessary component of this plan to help rescuers practice and retain their skills. Alpha shall conduct at least 1 successful drill each school year with the participation of athletic trainers, athletic training students, team and consulting physicians, coaches, campus safety officials and other targeted responders. A successful drill is defined as full and successful completion of the drill in 5 minutes or less. Each drill will be conducted with small teams of rescuers and will be unannounced. The person conducting the drills will provide feedback and guidance as necessary.

Drill Reports

Alpha shall prepare and maintain a written report for each drill. These reports shall be maintained for a minimum of 5 years with other safety documents, or in accordance with the Alpha document retention policy, if any. The reports shall include an evaluation of the drill and shall include recommendations for the modification of this plan if needed.

Emergency Evacuation/Fire or Fire Drill

A fire, fire drill, or other emergency evacuation will be indicated either by the school's fire alarm or via an announcement over the intercom system.

During a fire drill or fire emergency evacuation, teachers should instruct students to evacuate the building in an orderly fashion, using designated routes, and assemble in their assigned Assembly Area. Teachers should take the student roster when leaving the building and take attendance once the class is assembled in their assigned Assembly Area. **Teachers should confirm that all members of their class are accounted for by displaying their "Green" all students present card. If students are missing, teachers should display their "red" missing students card.** Teachers and students should wait silently for an "all-clear" to return to class or for further instructions.

In an actual emergency, the ability to communicate quickly and clearly will be extremely important. It is vital that students remain silent in drills and during actual emergencies, to ensure the safety of students and staff.

In the event that the Fire Alarm should sound between classes or during lunch transitions:

- Students within a classroom are to stop what they are doing immediately and form a single line near the doorway.
- Teacher will check to ensure that all students are out of the classroom, then proceed to escort students to the assigned assembly place.

- If there are students in the cafeteria or common area when the alarm sounds, they are to immediately stop what they are doing and line up a single file nearest to the doorway and head to the assigned assembly place.
- All **staff/faculty** should be outside making sure the students are lined up and silent.

Evacuation of Individuals with Disabilities

The Assistance Monitors will maintain an active list of the names of individuals who might require assistance during an evacuation, which will be kept in the front office where it's easily accessed. Assistance Monitors will be responsible for ensuring that individuals requiring assistance are safely evacuated from the building.

Evacuation, Fire or Fire Drill Procedures at a Glance

- Fire alarm with sound and flashing lights/silent students
- Take emergency bag with roster, and red and green cards
- Door closed
- Walk to the assigned assembly place; students sit down in a line
- Teacher takes attendance
- Show green flag for all clear signal, or red flag if a student is missing
- If student is missing, Ops team searches for the student
- If a student is injured, display the Injury Assessment Card and indicate the severity
 - 1- Non life-threatening,
 - 2- life-threatening
- Cell phone on, on silent, emergency use only
- Procedure ends when PA announcement is made: "All Clear"

Break-in / Burglary Procedures

CAHS

Steps to take in case of a break-in/burglary:

1. The district will inform Claudia or Chris of the break-in.
 - a. Inform SLTs and Network of the situation.
2. Do an inspection/walk-through of the school, taking pictures of damage and making sure not to touch anything.
3. Call the Police Department. They will do fingerprints and give the green light to clean up.
4. Review the camera footage.
5. Request cleaning crew services.
6. Board up the windows, if needed. Submit a ticket request to the district through UpKeep to have the windows replaced.
7. Send email to ANT Ops (Chris & Joceline) summarizing the following:
 - a. Date & Time of incident
 - b. Description of damage caused
 - c. List of lost or damaged items
8. Collect and send any invoices or receipts for replacement items or repairs.

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| JH |
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Steps to take in case of a break-in/burglary:

1. Bay Alarm will notify Cecilia if there is a break in (SOMs on yearly rotation)
 - a. If she does not answer, they will call in order: Guadalupe Wiggins, Marlynn Nunes, Chris Kang
 - b. Both SOMs will do a walkthrough of entire campus to assess the situation.
 - c. Both SOMs will inform respective SLTs
2. SOMs will have Bay Alarm send out security or the Police Department.
 - a. SOMs will get Police Report filled out and send to ANT Ops
3. SOMs will do a walk through of both schools and take pictures.
4. SOMs will inform Network of the break-in.
5. SOMs will check the security cameras.
6. SOMs will call needed vendors to fix/clean whatever is damaged.
7. SOMs will call vendor to board up the windows, if needed.

- a. If support is needed, SOMs can request support from NOA. NOA can submit a ticket request to the district through UpKeep to have the windows replaced. If any locks are broken, NOA can submit a ticket through UpKeep with the district.
- 8. SOMs will send email to ANT Ops (Chris & Marlynn) summarizing the following:
 - a. Date & Time of incident
 - b. Description of damage caused
 - c. List of lost or damaged items
- 9. SOMs will collect and send any invoices or receipts for replacement items or repairs.

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Steps to take in case of a break-in/burglary:

- 1. Bay Alarm will notify Guadalupe if there is a break in (SOMs on yearly rotation):
 - a. If she does not answer, they will call in order: Cecilia Mendoza, Marlynn Nunes, Chris Kang
 - b. Both SOMs will do a walkthrough of entire campus to assess the situation.
 - c. Both SOMs will inform respective SLTs
- 2. SOMs will have Bay Alarm send out security or the Police Department.
 - a. SOMs will get Police Report filled out and send to ANT Ops
- 3. SOMs will do a walk through of both schools and take pictures.
- 4. SOMs will inform Network of the break-in.
- 5. SOMs will check the security cameras.
- 6. SOMs will call needed vendors to fix/clean whatever is damaged.
- 7. SOMs will call vendor to board up the windows, if needed.
 - a. If support is needed, SOMs can request support from NOA. NOA can submit a ticket request to the district through UpKeep to have the windows replaced. If any locks are broken, NOA can submit a ticket through UpKeep with the district.
- 8. SOMs will send email to ANT Ops (Chris & Marlynn) summarizing the following:
 - a. Date & Time of incident
 - b. Description of damage caused
 - c. List of lost or damaged items
- 9. SOMs will collect and send any invoices or receipts for replacement items or repairs.

CAPS

Steps to take in the event of a break-in / burglary:

1. Do a walk through to assess the situation, making sure no one is on campus. Make sure not to touch anything. Take any pictures of damage.
2. Inform SLTs of the situation.
3. Call the Police Department: They will do fingerprints and give the green light of when to clean up.
4. Inform the Network team of the situation.
5. Review the camera footage.
6. Request cleaning crew services or other vendor services if needed.
7. Send email to ANT Ops (Chris & Joceline) summarizing the following:
 - a. Date & Time of incident
 - b. Description of damage caused
 - c. List of lost or damaged items
8. Collect and send any invoices or receipts for replacement items or repairs.

Network

Steps to take in case of a break-in/burglary:

1. Ensure school level steps completes
2. Receive email from school (see above step 7)
3. Contact insurance company to initiate the claim
4. Complete any insurance related claim information needed:
 - a. Claim form
 - b. Table of lost or damaged items with replacement cost
5. Submit claim
6. Submit any receipts

| Emergency Contacts | |
|--|----------------|
| San Jose Police Department (non-emergency line) | (408) 277-8900 |
| Bay Alarm | (800) 470-1000 |
| AD Windows | (408) 771-5636 |
| Facilities/Clean Up | |
| Benito Guzman | (408) 464-0445 |
| Juan Carlos | (408) 824-3765 |
| Maribelle's Janitorial | (408) 509-3519 |
| Lamas Clean Services | (408) 780-0831 |
| CAHS School Leadership Team | |
| Claudia Flores | (408) 674-1117 |
| Liliana Villalvazo | (669)287-9985 |
| Antonio De La Torre | (669)287-6825 |
| Sabrina Smallen | (669)287-6845 |
| Ivan Rodriguez | (408) 613-1290 |
| BA School Leadership Team | |
| Guadalupe Wiggins | (408) 343-9528 |
| Jin Yun | (408) 300-8926 |
| JH School Leadership Team | |
| Cecilia Mendoza | (408) 318-1469 |
| Julianna Parra | (408) 209-7982 |
| CAPS School Leadership Team | |
| Stephanie Corona | (408) 206-1632 |

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|---------------------|----------------|
| Fallon Housman | (408) 495-9247 |
| Randrea Acda | (408) 314-8404 |
| Candace Wills | (408) 649-9093 |
| Amber Williams | (408) 649-0215 |
| Claudia Legaspi | (408) 483-5992 |
| Network Team | |
| Chris Kang | (408) 357-4333 |
| Lana Nguyen | (408) 401-9563 |
| Joceline Plantillas | (669) 245-0783 |
| Marlynn Nunes | (669) 301-0059 |

Earthquake Emergency Procedures

In the event of an actual earthquake, either you feel the earth shaking or Safety Director makes an announcement indicating **“This is an Earthquake.”**

Teachers are to direct students to drop (duck and cover). Duck and cover under the table with head and neck underneath and cover your neck with the back of your hands, with your back to the windows. Once the earthquake has stopped or a second announcement is made indicating “Earthquake has stopped, please evacuate.”

At this point, teachers should check the exit to ensure there are no hazards (downed electrical lines, etc.). Then, they should follow the emergency evacuation procedures above.

Earthquake – Drop, Cover and Hold Drill

1. An administrator/teacher will announce that a Drop, Cover Hold Drill will begin.
2. The administrator/teacher will announce that you do not need to leave the classroom for this drill.

3. At the administrator/teacher's command, all students will drop under their desks.
4. All students will drop under the desk and hold in drop procedure as discussed above, hold the desk and remain under the desk until told to return to the seated position by the administrator/teacher
5. Teachers should monitor students to be sure all students are under their desks.
6. The administrator/teacher will tell the students to return to their seats.
7. The administrator/teacher will remind students of the need to follow this procedure whenever there is an earthquake and to remain in the duck hold position until they are told to evacuate the building.

Earthquake, Earthquake Drill Procedures at a Glance

- PA announcement of shaking earth
- Duck and cover under table – head and neck underneath, cover back of neck with hands, with back to windows.
- 2nd PA announcement or when earth stops shaking, follow evacuation procedures
- Take emergency bag and escort students to assigned assembly place
- Once outside, take attendance and indicate whether all students are present (green card) or students are missing (red card).
- Indicate if there are any injuries, by displaying the appropriate "injury card."
- Wait for Risk Analysis personnel to instruct the teacher on the next steps.

Shelter in Place - Code Blue

In general, "code blue" will be called when there is police activity or danger in the surrounding neighborhood, but no immediate threat on campus.

Safety Director/Office Staff should notify classrooms of code blue by dialing *9601 on the office phones and announcing "code blue – please lock doors, close blinds, account for all students, and remain in your classroom until you receive an 'all clear.'"

Safety Director/Office Staff should notify PLT coaches or after school coordinators of code blue by using the two-way radio.

When code blue is called, all students and staff should go immediately to their classrooms/office, lock the doors, and close the blinds. All students should be accounted for. Missing students should be reported to the office immediately by phone. Finally, Safety

Director/Office Staff should confirm that bathrooms are empty, lock bathroom doors, and return to the office.

PLT coaches and after school coordinators should ensure all students return immediately to their classrooms

During code blue, once the campus is secure and all students are accounted for, please ensure students of their safety and continue with instructional activities. Do not leave your classroom or send students out of classrooms for any reason until receiving an “all-clear” or specific instruction from a member of the Safety Director/Office Staff.

Under no circumstances are teachers to open the door.

- o All classroom teachers must lockdown in their classrooms.
- o All staff and teachers not with a class must lockdown in the nearest office space or classroom. **Please remember, classroom doors are not to re-open for any circumstance.**
- o If students are in the Cafeteria they are to be locked in place and doors are barricaded, e.g. lunch.
- o If students are at PLT or in the field they are to go to their homerooms.

| Shelter In Place - Code Blue at a Glance |
|---|
| <ul style="list-style-type: none">• Police activity in the neighborhood, shelter in place, announcement is made, “This is a code blue.”• Shelter in place – don’t leave room, (not even for the bathroom)• Lock door, close blinds• Keep teaching/normal classroom activities• Check email for updates• Cell phone on, on silent, emergency use only• Procedure ends when announcement is made, “All clear” |

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| Emergency Lockdown - Code Red (E.g. Active Shooter) |
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For overall detailed policy, see [link](#). In general, “code red” will be called only when there is immediate threat on campus. When code red is called unless more detailed instructions are given, all students and staff should go immediately to their classrooms/office, lock the doors, close the blinds, turn off lights, and barricade the doors. All students should be accounted for. Missing students should be reported to the office immediately via phone or text.

Safety Director/Office Staff should notify classrooms of code red by dialing *9601 on the office phones and announcing “code red – Safety Director/Office Staff should notify PLT coaches or after school coordinators of code red by using the two-way radio. Finally, Safety Director/Office Staff should check bathrooms for students reported missing by classroom teachers, returning with them to the office if located.

PLT coaches and after school coordinators should ensure all students return immediately to their classrooms. If the classroom has already been barricaded, students should go directly to the office.

Please note that this section is consistent with law enforcement recommendations. A detailed “Procedure for Tactical Responses to Criminal Incidences” is in a separate document, and can be provided, if authorized by Alpha leadership.

In the case of an Active Shooter Event:

RUN: Decide if you can escape safely. If it is safe, run as fast as you can away from the direction of the danger. DO NOT stop running until you are far away from the area.

- Leave your belongings behind
- Call 911 when safe and notify the office of your location as soon as possible.

HIDE/CODE RED: If it is not safe to run, hide and create a stronghold. Lock the doors, close the blinds, turn off lights, barricade the doors and move away from doors and windows. Silence your cell phones and turn off vibrate mode. *Note: In many cases, you will not know where the threat is. If unsure, hiding and creating a stronghold will be your best option.

DEFEND/FIGHT: This is a last resort. Prepare yourself mentally and physically for the possibility of engaging the shooter. Use any materials available in your room to defend yourself and your students.

Any staff member who needs to report an in-class emergency during a code red should Dial 911.

Lockdown - Code Red at a Glance

- Threat **on campus**: PA announcement, ***"This is a code red."***
- Teacher discretion to **RUN, HIDE, or DEFEND**

RUN

- Leave your room and run to a safe spot off campus
- Notify the office of your location as soon as possible (fire station)

HIDE

- Lock door
- Shut blinds
- **Silent**
- Lights off

DEFEND

- Use any materials available in your room to defend yourself and your students (e.g., fire extinguisher)
- Teachers with classes outside should also RUN, HIDE (in the nearest classroom), or DEFEND
- Students in the bathroom should either run to the nearest classroom building, or lock the stall and sit/stand on the toilet with feet hidden silently.
- Check email for updates
- Cell phone on, on silent, emergency use only
- Procedure ends when PA announcement is made

Emergency Drill Schedule *CA Admin Code, Title 5 s550*

The Emergency Drill Schedule should be completed at the beginning of each school year by the Principal and Safety Director/Office Staff. The annual schedule should include one emergency drill each month between August and May. The principal and Safety Director/Office Staff should ensure that school staff are trained on emergency procedures at the beginning of the school year and regularly notified of the monthly emergency drill schedule.

We are required to have the following drills throughout the academic school year. More than these are okay, but at the very least:

- 2 Fire Drills/academic school year (High School)
- 1 Fire Drill/month of the academic year (K-8)
- 1 Lock Down Drills/academic school year
- 2 Earthquake/academic school year (1/quarter for EA, 1/semester for other)

Please talk with your students about the importance of drills and how to continue being safe even in non-drill or emergency moments of the school day.

COLOR CODING

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| FIRE DRILL |
| EARTHQUAKE DRILL |
| LOCKDOWN DRILL |

| <u>Month</u> | <u>CAHS</u> | <u>JH</u> | <u>BA</u> | <u>CAPS</u> | <u>Start Time</u> | <u>End Time</u> |
|--------------|-------------|------------|-----------|-------------|-------------------|-----------------|
| August | 8/28/24 | 8/27/2024 | 8/27/24 | 8/24/24 | 9:30am | 9:45am |
| September | 9/26/24 | 9/17/2024 | 9/17/24 | 9/14/24 | 9:30am | 9:45am |
| October | 10/22/24 | 10/15/2024 | 10/15/24 | 11/11/24 | 9:30am | 9:45am |
| November | | | | 11/8/24 | | |
| December | | 12/10/2024 | 10/10/24 | 12/5/24 | 1:45pm | 2:00pm |
| January | 1/22/25 | | | 1/17/25 | | |
| February | | 2/11/2025 | 2/11/25 | 2/14/25 | 1:45pm | 2:00pm |
| March | | 03/18/2025 | 3/18/25 | 3/28/25 | 1:45pm | 2:00pm |
| April | 4/24/25 | | | 4/11/25 | | |

| | | | | | | |
|-------------|--|--|--|--|--|--|
| May | | | | | | |
| June | | | | | | |

***Note:** The “California Shake Out Drill” will be held every year on the 3rd Thursday in October. We schedule it for Wednesday given our minimum day on Thursday.

***Note:** If the fire alarm will be triggered during a drill, contact ANT Ops Team so that that panel is taken offline.

Emergency during after-school or Sport Activities

Given the existence of interscholastic athletic programs at each school, the following procedures and policies are in place:

- The designated emergency lead is the head coach of the team impacted, and will be responsible for assessing the situation and then calling emergency services
- The assistant coach will be responsible for contacting external parties/families and supervising the other students.
- The designated emergency lead will administer CPR/AED/Basic First aid measures until emergency services arrive.
- An AED will be present in the main office of all schools, and will be checked/maintained quarterly.
- All coaches will be trained prior to the school year in CPR/AED/First Aid use.

Flood/Severe Weather

Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school. The principal will assess the situation and make an announcement over the PA or megaphone to evacuate, stay in classes or release students to go home. See emergency procedures previously described for evacuation directions.

Electrical Failure/Gas Line Break

1. Principal and/or custodian notify PG&E at 800-743-5000

2. If severe, notify the fire department
3. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.
4. Principal will make the decision if evacuation is needed (as described above)

Water Main Break

1. Principal and/or custodian notifies the water department.
2. Groundskeeper shuts off the water.
3. Principal/SOM notifies the police.
4. Principal determines if it is necessary to follow the evacuation procedures above

Water Contamination

1. Instruct teachers to move students away from drinking fountains and sinks.
2. Notify school office and ANT Ops
3. Groundskeeper turns off pressure to drinking fountains and sinks.

Chemical Spill

1. If Indoors:
 - a. Block or rope off area – DO NOT TOUCH ANYTHING.
 - b. Evacuate room and TURN OFF air conditioning system.
 - c. Notify the school office of the incident – office will contact 911 if necessary.
 - d. Groundskeeper should check for chemical safety data to determine the clean up procedure.
2. If Outdoors:
 - a. Upon hearing of a chemical leak (usually from the fire department or other city office) the principal will determine if students should be evacuated
 - b. Move away from buildings, poles and overhead wires.
 - c. Close doors and windows and TURN OFF air conditioning systems.
 - d. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
 - e. Give first aid.
 - f. Principal to determine if staff to follow the evacuation procedures described above.

Bomb Threat

There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a citing of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

1. Notify the Principal immediately.
2. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a citing of a suspicious object, the person would:

1. Notify the Principal immediately.
2. Do not touch the object but note any identifying features to describe it to the Principal and emergency crews.

In all cases:

1. If Principal determines to evacuate, staff follows evacuation procedures previously described.
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.
3. If you see any suspicious object, steer clear of it and report it to the Principal and the emergency crew chief. Follow all emergency crew and bomb squad directives.
4. Use radios, walkie and phones only if absolutely necessary as the frequencies may set off the bomb(s).

Homicidal Threat


Any school official who is alerted to or perceives a homicidal threat or perceived threat made by a student in grades must immediately escalate and report this to the school principal, who will report the threat or perceived threat to law enforcement.

Pursuant to California Education Code section 49390(e), a “‘threat or perceived threat’ means any writing or action of a pupil that creates a reasonable suspicion that the pupil is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the pupil. It may also include a warning by a parent, pupil, or other individual.”

In this situation, the procedure below will be followed:

1. Notify the Principal immediately.
2. Try to obtain and write down detailed information about the threat made: who is involved, where (screenshots), when, etc.

Principal or designee:

1. Reach out to Chief Schools Officer to advise and discuss next steps
2. Principal should contact law enforcement
 - a. If police comes to interview or question a student, they are legally able to do so. However, confirm with the officer if the student is within their custody (ie. formally arrested/detained). They should also produce (and you should copy) their ID, and inform the CSO and COO.
 - b. In addition, family should be notified prior to questioning.
 - c. Principal/SLT should attempt to be present at questioning, if able.
3. Using information above, SLT should fill out the  Student Accident Report Incident Report Template (Internal) . The report shall include copies of any documentary or other evidence associated with the threat or perceived threat.
4. Follow up with CSO for behavior procedures

Death/Suicide

1. Principal will be notified in the event of a death or suicide on campus.
2. SOM will phone 911.
3. Principal/SOM will inform Network (CSO and COO) for next steps
4. Principal will notify teachers to keep students in their classrooms until informed otherwise.
5. Network will consult with the Principal to control and organize media.
6. Network will consult with the Principal to notify relatives where the victim(s) have been taken and not divulge unnecessary details.
7. Network will consult with the Principal to ensure that counseling services are available as soon as possible.

Contagious Disease

Procedure if student/staff exhibits severe flu-like symptoms (fever, cough, shortness of breath)

1. Separate student/staff from others in isolated location;
2. Send home students/staff as soon as possible & keep isolated until off premises.
3. After student/staff is off the premises, ensure all locations are disinfected (ie. wipe down surfaces above)

4. Students or staff members who have symptoms should remain home until it is safe for them to return (fever-free for at least 24 hours), or as directed by the Public Health Department.

Procedure if student/staff is identified with more serious contagious disease (ie. COVID-19)

1. The Principal reports incident to CSO and COO
2. The Chief Operating Officer reports to the State Department of Health (408-885-3980) to seek guidance on managing the outbreak and to create public communications materials for families with up-to-date medical information
3. COO will work with the network team to finalize communication language for various stakeholders and share with appropriate people. Stakeholders include:
 1. Families (Principal)
 2. Staff (Principal)
 3. Network (COO)
 4. Afterschool Program (Principal)
 5. Surrounding Schools/Centers (COO/Network)
1. After consultation with COO, the Principal will notify families of exposure to this disease by sending home a letter with information on next steps
2. Student or staff members who have symptoms should remain home until it is safe for them to return, per guidelines provided by the State Department of Health
3. Principal will work with the student's teacher to create an education plan for the student while out.
4. With consultation from the Public Health Department, the Principal and COO will determine if school is closed, and the length of school closure.

Parent Reunification

Student Pick-up in the Event of an Emergency

In the event of an emergency, it may become necessary to relocate the school population to the football field. Such a move would take place when it is determined by school or county officials that keeping students in the school would be hazardous to students and staff.

Parents will be notified of the relocation via a mass one-call sent out by school administrators. When parents are notified of the relocation, you will be told which site the students have been transported to. It is critically important that the school office has all necessary CURRENT phone numbers so that we are able to contact you at any time during the school day in the event of an emergency.

When you arrive to pick up your child—either at Alpha or the football field—there will be a student release station. Please pay attention to all directions for parking. Locate the release

station and give the station worker your child's name. Once you have been identified, your child will be brought to you at the station. It is essential that parents cooperate with the release station procedures.

We must be organized in order to ensure 100% accountability for our students. All individuals picking up students must be positively identified by our staff or provide valid identification. Unless a person's name is on your emergency card as having your permission to pick up your child, we will not release your child to them.

Psychological First Aid/Crisis Team

Psychological First Aid/Crisis Team is responsible for the social-emotional well-being and safety of all students on campus during an emergency. The team provides psychological first aid as needed in the immediate aftermath of a critical incident or emergency. The goals during crisis response are to help restore the school to pre-crisis level functioning and to prevent further psychological trauma by providing interventions to students and staff impacted by the crisis. The entire crisis response process is considered important for mental health intervention and can be broken down into three stages: Triage, Evaluation, and Intervention.

A school crisis situation that may require a PFA would be:

1. The suicide of a student, staff, or parent
2. The death of a student, staff or one of their family members
3. The terminal illness of a student or staff member
4. An accident on or near the school grounds
5. A violent incident at or near school or involving students or staff

ASSIGNMENTS

Psychological First Aid Team Lead: Mental Health Counselor

Alternate Team Lead: School Leader

Psychological First Aid Team Member: School Leader

Location: School Office

Supplies and equipment for the Psychological First Aid Team:

- Two-way radio
- General office supplies
- Crisis Counseling sign-in sheet
- Printouts of local resources (e.g. community mental health)
- Printouts of blank Risk Assessment or Threat Assessment Documentation forms

To activate the Psychological First Aid (PFA) Team:

- The PFA School Team Lead will contact their supervisor or Director of Special Education for consultation and support if necessary.
- Based on information received, the Team Lead will activate the PFA Team, requesting support from other mental health counselors if needed.
- The PFA Team will follow their pre-assigned responsibilities as outlined.

TRIAGE

The primary goal here is to provide immediate physical and psychological safety of impacted individuals. This may include implementing crisis counseling or medical attention/first aid, de-escalating behavior, or, if no other safe alternative is available, CPI techniques to move a child to a safer location.

EVALUATION

The evaluation process is used throughout the entire event of crisis response. The mental health counselor and members of the Psychological First Aid Team constantly evaluate victims and responders' levels of psychological risk (low, moderate, high) and determine who should be prioritized.

INTERVENTION

Depending on the level of risk and scope of impact of the crisis incident, the PFA team will determine the appropriate interventions. Services will be provided based on level of need prioritizing high risk.

1. **Low risk**- Re-establish social supports, psychoeducation groups for students and caregivers
2. **Moderate risk**- Re-establish social support, psychoeducation groups for students and caregivers, and immediate crisis counseling, or Uplift / Mobile Crisis Response Team.
3. **High risk**- Re-establish social support, psychoeducation groups for students and caregivers, immediate PFA or other mental health intervention, call Uplift / Mobile Crisis Response Team, SJPd/Tarasoff report, and referrals to long-term therapy
 - a. High risk or at risk populations include but are not limited to those who:
 - i. Had direct exposure (witnessed) or experienced similar trauma
 - ii. Were injured
 - iii. Experienced death or serious injury of a loved one
 - iv. Had close personal relationship with any victims(s)
 - v. Have history of depression or suicidal thoughts or attempts

See the full [suicide prevention policy](#) for more detailed information.

School Maps

To be added once confirmed

Safe Ingress and Egress

At Alpha Public Schools, our goal is to have safe ingress and egress of students, parents and employees. We ensure student and family safety by staffing the gated entrances, crosswalks, and adult presence ushering students safely into campus.

Entrances and Exits

The school principal and school operations team will develop procedures so that students, staff, parents and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours, as follows:

- Designating individuals to lock the school building and/or grounds when not in use
- Training school staff members to maintain the security of the building when working during non-regular working hours (e.g. not propping doors open, re-securing the building after leaving)
- Maintaining a practice of locking doors that are not being regularly used, even during school hours
- Posting signs requesting that visitors sign in at the main office
- Establishing a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office
- Periodically testing the security system according to the manufacturer or vendor instructions, to ensure it is functioning
- Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the parking lot and local streets, and to prevent students from crossing traffic unnecessarily

Safe Passage to and from School

Youngsters must be prepared for safe travel to and from school. As a significant number of pedestrian fatalities are school-age children, it is critical that children understand the dangers of street travel and how to avoid needless tragedies.

School personnel will discuss the following safety issues with students and parents, distribute and post materials, as appropriate:

- Traffic and pedestrian safety
- Bicycle Helmet Law
- Bus Safety
- Safe Routes to School
- Drop-off, pick-up, and parking procedures
- Exiting and entering a car
- Seat belt law use

Responsibility of Administrator

- Assess traffic, warning signs, parent loading zones, crosswalks, stop signs, etc.
- Confer with the local Department of Transportation in establishing safe pedestrian routes to and from school and appropriate student pick-up and drop-off points.
- Encourage parents to walk their children to school.
- Request volunteers to participate in the Volunteer Crossing Guard program.
- Inform students, staff and parents of designated "Safe Routes", student drop-off and pick-up points, and safety procedures to be observed whenever there are moving vehicles in or around the school.
- Report continuing traffic non-compliance problems to local enforcement agencies.

Traffic Patterns and Drop-Off/Pick-Up Points

Each Alpha Public Schools campus is required to develop appropriate protocols to minimize traffic congestion and enhance pedestrian safety around the school site.

Responsibility of Administrator

- Administrator is to ensure through daily monitoring by designated staff that loading and unloading areas are "curbside" and designated to minimize student proximity to moving vehicles and that these areas are readily accessible to students.
- School personnel are to ensure that appropriate traffic and pedestrian signs are posted in the vicinity of the school.
- School personnel are to develop a student drop off and pick up plan and distribute plan to parents.
- All designated drop-off/pick-up points are safe and at "curbside."
- Local Police Department is contacted for assistance relating to traffic enforcement during drop-off and pick-up times as necessary to ensure student safety and minimize traffic congestion.
- Proper supervision is provided at any automobile loading and unloading areas.

Releasing Students

Alpha Public Schools employees are responsible for releasing students to parents, legal guardians or other persons designated by parents or legal guardians, unless formally modified by a court order served to the school.

In the event that employees are uncertain of the propriety of releasing a student, they should locate or contact the school principal, principal's designee or the Alpha Support Office staff before releasing the student.

During dismissal or egress, adult staff are available to assist students getting to their cars safely. Students are walking to the designated areas and safely use crosswalks when necessary.

Suspension and Expulsion Policies and Procedures

Alpha Public Schools create a school culture where students are able to focus on learning. The discipline system is designed to create and maintain a productive place of learning and our methods are intended to be preventative. Teachers are trained to use effective classroom management strategies to maximize instruction and minimize student misbehavior, and there are school-wide systems for assigning both positive incentives and negative consequences. Students who do not adhere to stated expectations for behavior and who violate the school rules may expect consequences for their behavior. Consequences are fair, gradual, and developmentally appropriate. Consequences include, but are not limited to:

- Warnings, verbal and/or written
- Loss of privileges (structured choice time)
- Notice to parents by telephone or letter
- Parent conference
- Suspension
- Expulsion

Expectations for school behavior are developmentally appropriate and clearly articulated to students and families during orientation and will be provided as written policy in our Family Handbook. Each student and his or her parent or guardian is required to verify that they have reviewed and understand the policies prior to enrollment. These policies provide all students with an opportunity for due process and conform to applicable federal and state law regarding students with special needs. The comprehensive set of suspension and expulsion policies are attached in Appendix F of the Renewal Charter.

In the case of students with an IEP or 504 Plan, the Charter School ensures that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the Individuals with Disabilities Education Improvement Act of 2004 and Section 504 of the

Rehabilitation Act of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or a student with an IEP, or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to IDEA, the Principal convenes a manifestation hearing, which includes the IEP team, to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the Charter School's failure to implement the 504 Plan or IEP. If it is determined that the student's misconduct was not caused by or had a direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the Charter School's failure to implement the 504 Plan or IEP, the student may be recommended for expulsion.

Alpha's Official Suspension & Expulsion Policy

Teachers and administrators will use a large array of strategies to promote positive behavior and to correct problem behaviors. We also use consequences and a problem-solving approach to help students fix behavior problems. Students may lose privileges when they violate the rules.

The School's administrative team will work closely with teachers, families, and students to help them learn and grow and has the authority to decide on the appropriate consequences for student behavior. The administrative team may solicit parent / guardian input in certain situations, but they retain all decision-making authority.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the School. In creating this policy, the School has reviewed California Education Code Section 48900 et seq. which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions and the language below closely follows the California Education Code. The School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and

necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice shall state that this Policy and Procedures are available on request at the School's Main Office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the student is being involuntarily removed and their right to request a hearing to challenge the involuntary removal. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period,

whether on or off the school campus; d) during, going to, or coming from a school sponsored activity.

Progressive Discipline

The School believes in progressive discipline as a means to ensuring due process, intervention, and fairness to the disciplinary process. However, the School is committed first and foremost to the health and safety of our students and staff; and second to creating the strongest possible learning and teaching environment free from the distractions of poor student behavior. Any progressive discipline steps shall not preclude the immediate suspension and/or recommendation for expulsion of any student for any of the enumerated offenses listed below in Section C.

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or students by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act;
 - i) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - 1) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - 2) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - 3) Causing a reasonable student to experience substantial interference with his or her academic performance.
 - 4) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the School.
 - ii) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - 1) A message, text, sound, video, or image.
 - 2) A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (i) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (i) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (i) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- 3) An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (1-4), inclusive, of paragraph (i). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 4) Notwithstanding subparagraphs (i) and (ii) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a

- crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
2. Non-Discretionary Suspension Offenses. Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence
 - b) Brandishing a knife at another person
 - c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code
 - d) Committed or attempted to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)
3. Discretionary Expellable Offenses. Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be

considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or students by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act;
 - i) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - 1) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - 2) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - 3) Causing a reasonable student to experience substantial interference with his or her academic performance.
 - 4) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the School.
 - ii) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- 1) A message, text, sound, video, or image.
 - 2) A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (i) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (i) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (i) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - 3) An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (1-4), inclusive, of paragraph (i). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 4) Notwithstanding subparagraphs (i) and (ii) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be

- subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- d) Committed or attempted to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required by this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the designee with the student and his or her parent and, whenever practical, the teacher, supervisor or School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense in accordance with Education Code Section 47605(b)(5)(J)(i) . This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the

Principal or designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial School Board of Directors following a hearing before it or by the School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the School's Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board of Directors for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the School's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the School to any other school district or school to which the student seeks enrollment;
- The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The entity conducting the expulsion hearing may also limit time for taking the testimony

of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of

the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board of Directors or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Board of Directors to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student

Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the authorizer upon request.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from the School as the School Board of Director's decision to expel shall be final.

Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Chief Schools Officer, Principal, and/or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Chief Schools Officer or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school pupil who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a Parent/Guardian/Educational Rights Holder to request a hearing prior to any involuntary removal.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

- Notification of SELPA:
The School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the School or the SELPA would be deemed to have knowledge that the student had a disability.
- Services During Suspension:
Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.
- Procedural Safeguards/Manifestation Determination:
Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- Return the child to the placement from which the child was removed, unless the parent and the School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

- **Due Process Appeals**

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section

1415(k) or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

- **Special Circumstances**

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or,
- Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

- **Interim Alternative Educational Setting**

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

- **Procedures for Students Not Yet Eligible for Special Education Services**

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the School had knowledge that the student was disabled before the behavior occurred.

The School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- The parent has requested an evaluation of the child.
- The child's teacher, or other School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other School supervisory personnel.

If the School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the School pending the results of the evaluation.

The School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Procedures for Notifying Teacher(s) of Dangerous Pupil(s)

Pursuant to Education Code Section 49079, Alpha shall inform a student's teacher of any student who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h) (smoking), of Education Code Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 during the three (3) previous school years. Pursuant to Welfare and Institutions Code Section 827, similar notification shall be given on any student who has committed certain acts enumerated in Section 827. Information regarding the student must be shared in a timely manner, but no later than seven (7) school days after the information is received. This information shall be based upon any records that Alpha maintains in its ordinary course of business. The information provided is for teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with

any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

Alpha Public Schools believes all students have the right to a safe and civil learning environment. Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, the School prohibits any acts of discrimination, harassment, sexual harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, "discrimination, sexual harassment, harassment, intimidation, and bullying" describe the intentional conduct, including verbal, physical, written communication, or cyber-bullying, including cyber sexual bullying, that is based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status and citizenship status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance, or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this policy. Hereafter, such actions are referred to as "misconduct prohibited by this policy."

To the extent possible, the School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. School staff who witness acts of misconduct prohibited by this policy will take immediate steps to intervene, when safe to do so.

Moreover, the School will not condone or tolerate misconduct prohibited by this policy by any employee, independent contractor, or other person with which the School does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. The School will promptly

and thoroughly investigate any complaint of such misconduct prohibited by this policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):

Cynthia Martinez Nava, Chief Schools Officer
Alpha Public Schools
2110 Story Rd. Suite 250
San Jose, CA 95122

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

The School is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment educational, or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
 - Subjecting or threats of subjecting an employee or student to unwelcome sexual attention or conduct or intentionally making performance more difficult because of the employee's or student's sex
- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment
 - Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Prohibited Bullying

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students that may constitute sexual harassment, hate

violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the School.

*"Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device.

Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

"Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious

pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

3. An act of "cyber sexual bullying" including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Grievance Procedures

Reporting

All staff members are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this policy.

Any employee or student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator, listed above.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Principal or designee. While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. However, oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this policy or other verbal, or physical abuses. e Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, principal, Coordinator, a staff person, or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this policy.

The School acknowledges and respects every individual's rights to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

The School prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

Investigation

Upon receipt of a report of misconduct prohibited by this policy from a student, staff member, parent, volunteer, visitor or affiliate of the School, the Coordinator or administrative designee will promptly initiate an investigation.

Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time. If the Coordinator, or administrative designee determines that an investigation will take longer than thirty (30) school days, he or she will inform the complainant.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation or complaints under this Policy are maintained in a secure location.

Appeal

Should the Complainant find the Coordinator or designee resolution's unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the Chief Schools Officer. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final disposition.

Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures ("UCP") complaint form at any time during the process, consistent with the procedures laid out in this Handbook.

Consequences

Students who engage in misconduct prohibited by this policy may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of the School.

General Complaints Policy

Suggestions for improving the School are always welcome. Your good-faith complaints, questions, and suggestions also are of concern to the School. We ask you to first discuss your concerns with your child's teacher, principal, and then follow these steps:

Any complaint shall be put in writing using the "Complaint Form" and addressed to the Principal. A written complaint shall include:

1. The full name of each person involved
2. A brief but specific summary of the complaint and the facts surrounding it
3. A specific description of any prior attempt to discuss the complaint with the person and the failure to resolve the matter

For complaints regarding unlawful discrimination, harassment, intimidation or bullying, unlawful pupil fees, or other specific perceived violations of state or federal laws, please refer to the Charter School's Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy and/or the Charter School's Uniform Complaint Policy and Procedures and their corresponding complaint forms at the end of this Handbook.

The Principal shall investigate the complaint as necessary and shall promptly mail a written notice to the Complainant of the date, time, and place of a meeting between the Complainant and the Principal, which shall occur no later than ten (10) school days following the receipt of complaint.

If no resolution can be agreed upon between the Principal and the Complainant, the Principal shall submit the complaint to the Chief Schools Officer.

The Chief Schools Officer may seek additional investigation by the Principal as he/she deems necessary and will issue a resolution. The Chief Schools Officer will make the final determination regarding the dispute and shall notify the Complainant of the resolution within ten school days of the determination.

This procedure, which we believe is important for both you and the School, cannot guarantee that every problem will be resolved to your satisfaction. However, the School values your observations and you should feel free to raise issues of concern, in good faith, without the fear of retaliation.

Policy for Complaints Against Employees

The School requires all employees to observe the highest standard of business and personal ethics in the conduct of their duties and responsibilities. As representatives of the School, employees must practice honesty and integrity in fulfilling responsibilities and comply with all applicable laws and regulations.

It is the responsibility of all employees to comply with school policies noted in the Employment Guidelines and to report violations or suspected violations in accordance with this Whistleblower Policy.

Depending on the nature of the complaint, the complainant will be provided information concerning the applicable policy and procedures to be followed. If there is no applicable policy or procedures, the Principal (or designee) shall encourage the parties involved to seek an informal resolution of the issues. If this is not possible due to the nature of the complaint or if informal resolution has been unsuccessfully attempted, the Principal (or designee) shall undertake a responsible inquiry into the complaint to ensure it is reasonably and swiftly addressed. When appropriate, a written statement of the complaint will be obtained from the complainant.

If the complainant files a written complaint and no other school policy or procedure is applicable, the Principal (or designee) shall abide by the following process:

1. Within 10 working days of the receipt of the complaint, the Principal or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Principal (or designee) finds that a complaint against an employee is valid, the Principal (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Principal's (or designee) decision relating to the complaint shall be final unless it is appealed to the Chief Schools Officer. The decision of the Chief Schools Officer shall be final.

Confidentiality

Complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

Non-Retaliation

Complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution

The administration will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Nondiscrimination

The School does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

The School is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and

VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability).

The School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

Chief Schools Officer
Alpha Public Schools
2110 Story Rd. Suite 250
San Jose, CA 95122

Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity

Alpha Public Schools is committed to ensuring it provides a safe school environment. Doing so requires diligence in ensuring that dangerous, violent, and unlawful activities are prevented to the degree reasonable possible.

Alpha Public Schools encourages its employees, students, parents, and its entire broader community to alert the school to any dangerous, violent, or unlawful act that is threatened or suspected to be occurring or about to occur at school, at any school-sponsored activity, or on any school-provided transportation.

Reports can be made anonymously to the [describe who will be responsible for receiving reports].

The person responsible for receiving and respond to these reports will, to the extent possible, ask the reporting individual to provide any additional information and detail as required to reasonably assess the likelihood of occurrence of any dangerous, violent, or unlawful activity and to prevent that occurrence.

If a report is deemed to be reliable, the campus Principal shall be alerted and all reasonable efforts to prevent dangerous, violent, or unlawful activity will be undertaken.

Opioid Overdose Response Protocol

STEP 1: Evaluate for Signs of Overdose.

- a. All employees will be trained to recognize the following signs of an opioid overdose:
 - Unconsciousness or inability to awaken;
 - Slow or shallow breathing or breathing difficulty, such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened; and
 - Fingernails or lips turning blue/purple.

- b. If any person is suspected of suffering an overdose, any employee shall first attempt to stimulate the person by:
 - Calling the person's name;
 - Then, vigorously grinding knuckles into the sternum (breastbone) or rub knuckles on the person's upper lip.
- c. If the person responds, assess whether he or she can maintain responsiveness and breathing.
- d. Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- e. If unresponsive, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

STEP 2: Call 911. Calling 911 at the appropriate time is an essential step to getting someone with medical expertise to care for the person suspected of experiencing an opioid overdose. If no emergency medical services (EMS) or other trained personnel are on campus, activate the 911 emergency system immediately. All that needs to be reported is "Someone is unresponsive and not breathing" and then report the specific address and/or description of the location on the campus where the person is located. After relaying this information, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR.

STEP 3: Administering Naloxone. Employees will be trained on the administration of naloxone according to the instructions provided with the naloxone product maintained at the school.

- a. If a person does not respond within 2-3 minutes after administering a dose of naloxone administer a second dose of naloxone.
- b. The duration of effect of naloxone depends on the dose, method of administration, and overdose symptoms. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.
- c. More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional doses or forms of naloxone therapy.
- d. Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

STEP 4: Support the Person's Breathing. Supporting breathing is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

- a. Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
 - Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
 - Place your mouth over the person's mouth to make a seal and give two slow breaths.
 - Watch for the person's chest (but not the stomach) to rise.
 - Follow up with one breath every 5 seconds.
- b. Chest compressions for adults involve the following steps:
- Place the person on his or her back.
 - Press hard and fast on the center of the chest.
 - Keep your arms extended.

STEP 5: Monitor the Person's Response. All should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of naloxone infusion. Most people respond to naloxone by returning to spontaneous breathing within 2-3 minutes of receiving a dose of naloxone. Because naloxone has a relatively short duration of effect, overdose symptoms may return, so it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

DO's and DON'T's:

DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.

DO administer naloxone and utilize a second dose if no response to the first dose.

DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.

DO stay with the person and keep them warm.

DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum, or light pinching, the person may be unconscious.

DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.

DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.

DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into lungs can cause a fatal injury.

NOTE: all naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

Emergency Action AED Plan

The Board of Directors of Alpha Public Schools understands the importance of safety measures to be taken as a participant of interscholastic sports programs. To that end, this Emergency Action Plan has been created to ensure the safety of students and provide for the proper maintenance and use of an Automatic External Defibrillator ("AED"). Alpha will notify the local Emergency Medical Services (EMS) Agency (Santa Clara County EMS) of the existence, location and type of AED acquired.

Location and Storage of AED

The AED will be located at 1881 Cunningham Ave., San José, CA 95122 (the "Site"). The AED will be stored in an unlocked cabinet in a location that is easily accessible during all hours that the building is open. A prominent sign will be placed above the cabinet identifying the AED location. Instructions on how to use the AED shall be posted next to the AED. Instructions shall be printed in no less than 14-point font.

Access

AEDs shall be readily accessible for use in responding to a cardiac emergency, during both school-day and after-school interscholastic athletic activities, in accordance with this Plan. AEDs shall not be locked in an office or stored in a location that is not easily and quickly accessible at all times.

Placement of AED

At least 1 AED shall be located within the school building in a location that is sufficient to enable the school staff or another person to retrieve an AED and deliver it to any location where interscholastic athletic activities are conducted, ideally within 3 to 5 minutes of being notified of a possible cardiac emergency. In the event that placement of the AED inside the school building will not allow a person to retrieve the device within that time frame, the AED can be maintained outside the school building in the possession of an on-site athletic trainer, coach, or other qualified person, to enable the delivery of the AED to the location of interscholastic athletic activities outside of the school (on school grounds) including any athletic field, ideally within 3 to 5 minutes of being notified of a possible cardiac emergency.

Associated Equipment

One set of pads will be connected to the AED at all times (if possible) and a spare set of pads will be kept in the AED case. One rescue kit will also be stored with each AED. This kit will

contain latex-free gloves, a disposable shaving razor, one set of trauma shears, a washcloth or small towel, and a pocket face mask or other barrier device.

Authorization of the Use of AEDs

Alpha will maintain a list of personnel authorized to use the AED. Authorized staff will be those who have current certification in CPR and the use of AEDs from a recognized training agency. Additionally, trained and certified members of the general public are authorized to use the AED in cardiac emergencies.

All trained and certified persons present when a cardiac emergency occurs will constitute the emergency response team (ERT).

Procedure

In the event of an unresponsive individual on the grounds of or in any of the buildings on the Site, the Principal and SOM is to be notified. The 911 system is to be immediately activated. The personnel shall announce a predetermined code word on the building's public address system. At least two members of ERT shall go to the announced location of the patient, assess the patient and if necessary begin CPR. At least one other member of the ERT shall go to the location of the AED and bring the AED to the patient. Any remaining members or bystanders should be used for crowd control or should be sent to key intersections to direct emergency personnel.

Protocol for the Use of the AED

IMMEDIATELY UPON ARRIVAL, CHECK THE SCENE FOR SAFETY, AND THEN VERIFY SUDDEN CARDIAC ARREST:

- Verify unconsciousness
- If no response, call or have someone CALL 911
- Don appropriate personal protective equipment
- Verify no breathing
- Perform CPR by
 - Baring the patient's chest
 - Providing 30 chest compressions followed by 2 rescue breaths
 - Continue compressions and breaths on a ratio of 30:2 for approximately two minutes. Count out loud: 1,2,3, etc.
 - After two minutes, check for signs of circulation. If circulation is absent, continue CPR
- As soon as the AED arrives:
 - Place the AED near the patient's ear
 - Turn on the AED
 - Prepare the patient's chest
 - Cut or tear away clothing

- If excessive chest hair, shave it
- If medication patch where pads are to be placed, remove it with gloved hand, wipe off medication and discard
- Dry the chest, if wet, or move patient to a dry area if lying in water
- If patient is lying on a metal surface, move him or her
- Pads should be attached at least one inch away from an implanted pacemaker/defibrillator
- Apply defibrillation pads as per diagram on machine
- Clear the patient as the AED analyzes heart rhythm and again immediately prior to shock delivery
- Deliver shock when prompted by pushing the 'shock' button
- Check for signs of circulation. If absent, perform CPR for two minutes

Continue sequence of one shock and two minutes of CPR until 'No shock' prompt or EMS arrives. If no shock advised, check for signs of circulation

- If no circulation, continue CPR
- If circulation present, check breathing
- If no breathing, provide rescue breaths – one every five seconds
- If breathing is restored, move the victim to the recovery position. Do not remove pads from patient's chest and do not disconnect pads from the AED
- When EMS arrives, the rescuer will continue the AED protocol until EMS personnel acknowledge they are assuming responsibility for patient care.

Contraindications

- The AED should not be attached to persons who are breathing, conscious, or responsive
- The AED should not be used with children under the age of one (1) year
- If the victim is less than eight (8) years of age and if the facility has them, pediatric pads should be used. If no pediatric pads are available, adult pads can be used on a young patient as long as they do not overlap. Pediatric pads should **never** be used with adult patients

Post Use Procedure

Following any use of the AED

- Notify the Principal, the School Operations Manager, and ANT Operations Team
- Complete an incident report.
- Supply any recorded data from the rescue and all electronic files captured by the AED, if requested
- File a copy of the incident report with the Business Coordinator.
- Restock electrode pads, batteries, razors, gloves. Inspect all supplies for any damage, expiration dates and required replacement

- Clean the AED. Inspect the exterior and connector for dirt or contamination
- Notify staff AED is back in service

Post Event Review

Following each use of an AED by the ERT or a volunteer responder, a review shall be conducted to learn from the experience. All key participants in the event shall participate in the review. Included in the review shall be the identification of actions that went well and the collection of opportunities for improvement as well as stress debriefing.

Regular System Checks

The AED shall be tested in accordance with the manufacturer's protocol at least every 2 years and after every use. At least every 90 days, the School Ops Team shall conduct and document a system check. These records shall be retained in the school office. This system check shall confirm the absence of any indications that the functionality of the AED may be compromised, such as a blinking light or other obvious defect that suggests tampering or damage, including a review of the following elements:

- Emergency kit supplies
- AED battery life
- AED operation and status
- Pad expiration date

Safe Storage of Firearms

It is critical that parents keep firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

Below is a summary of California law regarding the storage of firearms.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and

control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; **or** (3) unlawfully brandishes the firearm to others.¹

- **Note:** The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.²
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.³
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.⁴

Note: Santa Clara County and San Jose (or your city if you do not live in San Jose) may have additional restrictions regarding the safe storage of firearms.

Schools alone cannot prevent incidents of gun violence. It is the responsibility of parents, guardians, and household members to store firearms according to California law. Tips and information about firearms safety, including Rules for Kids, can be found on the State of California Department of Justice Firearm Safety web page at <https://oag.ca.gov/firearms/tips>.

¹ See California Penal Code sections 25100 through 25125 and 25200 through 25220.

² See California Penal Code section 25100(c).

³ See California Civil Code Section 29805.

⁴ See California Civil Code Section 1714.3.

COVID-19 Procedures

In addition to the defined procedures above, Alpha also follows the following procedures for health and safety in response to COVID-19: [Link](#).



Appendix 10

Recruitment, Enrollment, & Admissions

Multilingual Student Recruitment Brochure

Special Education Recruitment Brochure

Sample Special Education Recruitment Tracker

2024-25 Application Form

Admission & Lottery Policy

Registration Packet

Health Care Brochure

Complaint Notice Form



Alpha Public Schools provides a
TUITION FREE, high-quality TK-12
education in East San José

Enroll Today!

(408) 455-6355

www.alphapublicschools.org



Alpha: Cornerstone Academy Preparatory School

Open Spots for Grades 5-8; 7:45 - 3:00

1598 Lucretia Ave. San Jose, CA 95122



Alpha: Blanca Alvarado School

Open Spots for Grades 5-8; 8:30 - 3:30

1601 Cunningham Ave. San Jose, CA 95122



Alpha: José Hernández School

Open Spots for Grades 5-8; 8:00 - 3:00

1601 Cunningham Ave. San Jose, CA 95122



Alpha: Cindy Avitia High School

Grades 9-12; 8:30 - 3:40

1881 Cunningham Ave. San Jose, CA 95122



Academics

- Accelerated math options in 8th grade
- Academic interventionists providing extra reading and math support to students who may require it
- Weekly office hours for students in need of additional support



Enrichment

- Art electives for grades 1-8 including theater and studio art
- PE/Personal Leadership Training (PLT) for grades 1-8
- Club Sports



Competitive Sports

- Soccer (boys and girls)
- Volleyball (boys and girls)
- Basketball (boys and girls)
- "Girls on the Run"
- T-ball (boys and girls)
- Cheerleading (boys and girls)





Escuelas Publicas Alpha le ofrecen una **TUICIÓN GRATUITA**, educación TK-12 de alta calidad en el este de San José

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Alpha: Cornerstone Academy Preparatory School

Plazas abiertas para los grados 5-8; 7:45 - 3:00

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1601 Cunningham Ave. San Jose, CA 95122



Alpha: Cindy Avitia High School

Grados 9-12

1881 Cunningham Ave. San Jose, CA 95122



Contenidos Académicos

- Opciones de matemáticas aceleradas en 8.º grado
- Especialistas en intervención académica que brindan apoyo adicional de lectura y matemáticas a los alumnos que lo puedan necesitar
- Horarios de tutoría semanales para alumnos que necesitan apoyo adicional



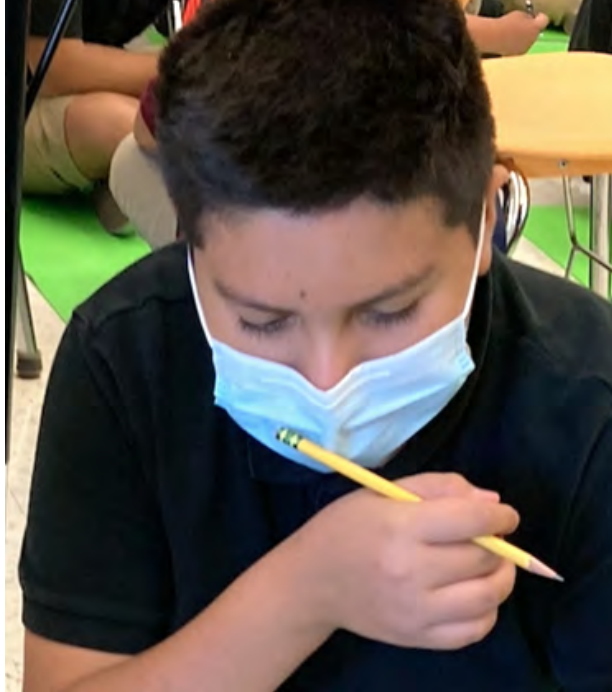
Enriquecimiento

- Materias optativas de arte de 1.º a 8.º grado, como teatro y arte en estudio
- PE/Personal Leadership Training (PLT) para grados 1-8
- Clubes deportivos



Deportes

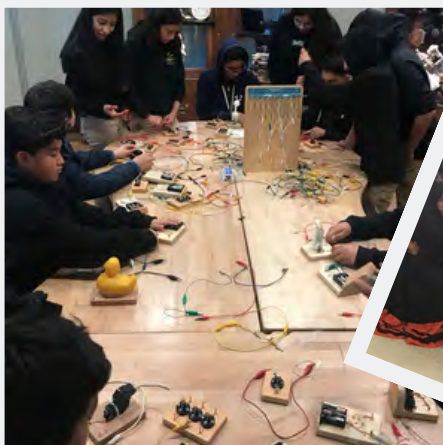
- Fútbol (masculino y femenino)
- Vóleybol (masculino y femenino)
- Básquetbol (masculino y femenino)
- "Girls on the Run"
- "T-ball" (béisbol juvenil) (masculino y femenino) •
- Porrismo (masculino y femenino)





- ✓ Supportive Relationships
- ✓ Free After School Program
- ✓ Data Based Instruction
- ✓ Technology Integrated Curriculum
- ✓ Free Laptop
- ✓ College Readiness Pathway
- ✓ Strong Parent Advocacy
- ✓ Personalized Leadership Training

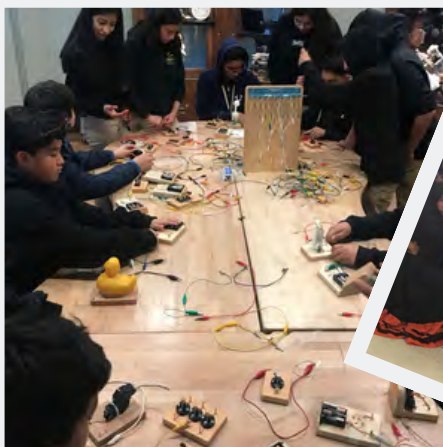
Electives and sports
such as Spanish class,
music, art,
photography, soccer,
basketball, Folklorico,
and more!





- ✓ Relaciones de apoyo
- ✓ Programas después de escuela
- ✓ Instrucción basada en información de datos
- ✓ Currículo infundido de tecnología
- ✓ Cada estudiante recibe una computadora
- ✓ Camino de preparación universitaria
- ✓ Fuerte abogacía de los padres
- ✓ Entrenamiento de liderazgo personalizado

¡Electivas y deportes como clase de español, música, arte, fotografía, fútbol, baloncesto, folclórico y más!





Special Education and Related Services

*Alpha Public Schools is committed to serving **all** students who want to be a part of our community, including students with a wide variety of special needs. Alpha is a public charter school, and follows all laws and regulations around special education – we honor all IEPs (even those from other cities and states), and provide services as soon as your child attends our schools.*

In addition to the general education and school resources and supports, **students who qualify for special education services** also receive:

- Academic, behavioral, mental health, speech, transportation, and all other services included in the student's current Individualized Education Program (IEP)
- Access to an inclusion-based continuum of services, including co-teaching, push in support, pull out academic groups, resource ELA classes, and academic support classes
- Support from qualified and passionate professionals, including: education specialists, paraprofessionals, school psychologists, mental health counselors, speech therapists, occupational therapists, and adapted physical education teachers

If you have any questions, would like more information about our special education program, or would like to discuss your child's IEP and needs, please contact:

Russell Michaud, Director of Special Education

rmichaud@alphapublicschools.org | (408) 497-7350

Sample Special Education Recruitment Tracker

| | Document | | | |
|----------------------|---|---|----------------|---|
| Area | Commitment | Plan | Progress Notes | Evidence - Notes |
| % of Scholars w/IEPs | Recruitment Materials | Update documents and fliers to highlight special education services | Completed | Folder w/Recruitment Materials |
| | Updated Website | Dedicated SPED section on website - includes FAQs, process for requesting assessments, description of services and model, etc. | Completed | Website |
| | Training of Recruitment Team | Annual training of recruitment team regarding SPED talking points, answers to FAQs, list of SPED-focused agencies, and when to loop in SPED Staff | Completed | Slide Deck for RT Training |
| | Exploring possibility of district information fair | Reach out to district leaders to see a) if there were any school choice information fairs, and b) if Alpha would be able to attend to discuss our program | Completed | Email Communication |
| | School Info Sessions / school visit for SWDs | Hold info sessions regarding SPED @ Alpha (philosophy, services, continuum, etc.); invite parents and key county/district stakeholders | In Progress | Slide Deck for Info Session; Screenshots of Facebook Posts |
| | Financial resources in CAPS budget for recruitment of SWDs | Use specific budget to create SPED fliers, fund attendance at information fairs, fund school sessions, etc. | Completed | Funding Plan |
| # of M/S Scholars | Outreach to M/S programs (@ SCCOE, FMSD) at key transition points | Reach out to district leaders to see a) if there were any school choice information fairs, and b) if Alpha would be able to attend to discuss our program | Completed | Email Communication |
| | Targeted Recruitment Efforts | Recruitment team to reach out to specific agencies with ties to M/S disabilities (SARC, PHP, Inclusion Collaborative, Special Olympics, etc.) | Not Started | RT Log of Visits |
| | Attend M/S in virtual setting training | DoSE seek out opportunities to attend trainings focused on serving M/S scholars in a virtual setting; implement best practices | In Progress | List of Trainings Attended |
| | Continuum of Services Visual for IEPs | Create a visual aid for CMs to review at IEPs that details the continuum of services at Alpha, and how that fits into the larger continuum of services | Completed | CoS Visual |
| Discipline of SWDs | Strengthen APS alternatives to suspension | Create and refine alternative to suspension documents; train leaders on alternatives | Completed | Alternatives to Suspension Playbook |
| | Adjust existing systems (colab structures, BIP guide) | Review existing systems with returning staff and solicit feedback on process, content, and possible additions | In Progress | Guides / Protocols |
| | MHC will consult on existing structures | Provide space and time for MHC to review existing discipline structures and alternative to suspensions, and provide feedback from a trauma-informed lens | In Progress | Meeting Notes |
| Academic Performance | Quarterly 'step back' protocols to review progress | Set up protocol for Ed Specialist to review quarterly data | Not Started | Step Back Protocol |
| | ES attending a wider range of content PD | P + DoSE align on PD expectations for SPED Staff, review options for increased access to content PD* | Completed | PD Schedule for CAPS |
| | Linking ES and Paras with outside trainings | Develop a list of outside trainings available for staff, and work with staff members' coach to recommend particular trainings depending on staff need | Not Started | List of Outside Trainings for SPED Staff and Sign In Sheets |



Alpha Public Schools
Enrollment Application for 2024-25

Application Deadline is Wednesday, 1/24/2024; 5:00 PM. All applications received after this time will be placed on the waitlist.

Any student who meets the following two criteria may apply:

1. The student is a resident of California.
2. If applying to Kindergarten, the student is at least five years old on or before September 1, 2024. Students who are at least five years old on or before June 2, 2025 are eligible for Transitional Kindergarten. Please note that proof of age is required with application submission.

***Note: Preference will be given to siblings of current students and students residing within school district boundaries of the selected school. In order to gain preference, please share proof of residence with application. Please note that admission to one school does not mean automatic admission into other schools at Alpha.**

1. STUDENT INFORMATION (PLEASE PRINT CLEARLY)

| | | |
|---|-------------|---|
| Student First Name | Middle Name | Student Last Name |
| Date of Birth: | | Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male |
| Grade Student is Applying For: <input type="checkbox"/> TK <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 | | |
| Current School: | | Current District: |

2. FAMILY INFORMATION

| | | | |
|---|--------|--------|----------------|
| | MOTHER | FATHER | LEGAL GUARDIAN |
| Name | | | |
| Street Address | | | |
| City, State, Zip | | | |
| Cell Phone | | | |
| Work Phone | | | |
| Home Phone | | | |
| Email | | | |
| Student Lives with: <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Both <input type="checkbox"/> Guardian/Other | | | |

3. OTHER INFORMATION

| | | |
|---|---------------------|---|
| How did you hear about us? <input type="checkbox"/> Family/Friend (Name: _____) <input type="checkbox"/> Website <input type="checkbox"/> Flyer <input type="checkbox"/> Staff Member (Name: _____) | | |
| Do you know anyone who might be interested in Attending Alpha? | | |
| Parent Name: _____ | Student Name: _____ | Phone Number: _____ |
| | | |
| Are any siblings attending Alpha? <input type="checkbox"/> Yes <input type="checkbox"/> No | | If yes, which school? |
| Sibling Name: _____ | | Sibling Grade: <input type="checkbox"/> TK <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> |

4. SCHOOL PREFERENCE

We have three high quality schools serving K-8. The likelihood of acceptance to an Alpha school is greater if you apply to all schools. Please rank your choices below using numbers 1-3. Only place a ranking next to schools you are willing to attend.

___ Alpha: Blanca Alvarado, 1601 Cunningham Ave. San José, CA 95122 (8:30am-3:30pm) Grades: TK-8

___ Alpha: José Hernández, 1601 Cunningham Ave. San José, CA 95122 (8:00am-3:00pm) Grades: TK-8

___ Alpha: Cornerstone Academy, 1598 Lucretia Ave. San José, CA 95122 (7:45am-3:00pm) Grades: TK-8

5. AGREEMENT

I certify that the information given in this application is true, correct and accurate. I understand that submitting this application does not guarantee that my student will be accepted.

| | | |
|--------------|-------------------|-------|
| Parent Name: | Parent Signature: | Date: |
|--------------|-------------------|-------|

7. PLEASE RETURN THIS APPLICATION IN ONE OF THE FOLLOWING WAYS:

| | |
|--|--|
| Drop-Off/Mail: Specific School Site: Alpha: Blanca Alvarado & Jose Hernandez: 1601 Cunningham Ave. San José, CA 95122 Alpha: Cornerstone Academy: 1598 Lucretia Ave. San José, CA 95122 | Online: Fill in & Submit at alphapublicschools.org/enroll Email/Phone: ngutierrez@alphaps.org (408) 455-6355 |
|--|--|

8. FOR OFFICE USE ONLY

| | | | | |
|------------|-----------|------|----------|--------------------|
| Date Rec'd | Rec'd by: | DOR? | Sibling? | 23-24 Grade Level: |
|------------|-----------|------|----------|--------------------|

| | |
|------------------------------------|--------------|
| Proof of Submission/Receipt | |
| Date Received | Received By: |



Alpha Public Schools

Solicitud de inscripción por 2024-2025

La fecha límite de solicitud es miércoles, 1/24/2024: 5:00 PM. Todas las solicitudes recibidas después de este tiempo se colocarán en la lista de espera. Cualquier estudiante que cumpla con los siguientes dos criterios puede aplicar:

1. El estudiante es un residente de California.

1 de Septiembre de 2024. Los estudiantes que tienen por lo menos cinco años de edad o antes del 2 de junio de 2025 son elegibles para Kindergarten

tudiantes actuales y estudiantes que residen dentro de los límites del distrito escolar de la escuela seleccionada. Para obtener preferencia, por favor c

1. INFORMACIÓN DEL ESTUDIANTE (POR FAVOR, ESCRIBA CON LETRA DE MOLDE)

| | | |
|--|----------------|--|
| Primer Nombre el Estudiante | Segundo Nombre | Apellido |
| Fecha de nacimiento: | | Sexo: <input type="checkbox"/> Femenino <input type="checkbox"/> Masculino |
| Grado/Año al que solicita ingresar: <input type="checkbox"/> TK <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 | | |
| Escuela Actual: | | Distrito Actual: |

2. INFORMACIÓN DE LA FAMILIA

| | | | |
|--|-------|-------|----------------|
| | MADRE | PADRE | GUARDIAN LEGAL |
| Nombre | | | |
| Dirección | | | |
| Ciudad, estado | | | |
| Código postal | | | |
| Teléfono Celular | | | |
| Teléfono del Trabajo | | | |
| Teléfono de la Casa | | | |
| Correo Electrónico | | | |
| El/la estudiante vive con: <input type="checkbox"/> Madre <input type="checkbox"/> Padre <input type="checkbox"/> Ambos <input type="checkbox"/> Tutor/Guardian/Otro | | | |

3. OTRA INFORMACION

| | | |
|---|------------------------|--|
| ¿Cómo se enteró de nosotros? <input type="checkbox"/> Familia/Amigo <input type="checkbox"/> Website <input type="checkbox"/> Folleto <input type="checkbox"/> Empleado (Nombre: _____) | | |
| ¿Conoces a alguien que podría estar interesado en asistir a Alpha? | | |
| Nombre del Padre: | Nombre del Estudiante: | Teléfono: |
| | | |
| ¿Tiene hermanos que están atendiendo a Alpha: <input type="checkbox"/> Si <input type="checkbox"/> No | | Si es así, ¿qué escuela? |
| Nombre de Hermano/a: | | Grado de Hermano/a: <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> |

4. INSTRUCCIONES

Por favor devuelva esta solicitud en una de las siguientes maneras:

| | | |
|---|-------------------------|--|
| Por Correo: Alpha Public Schools, Alpha: Blanca Alvarado & Jose Hernandez: 1601 Cunningham Ave. San José, CA 95122 Alpha: Cornerstone Academy: 1598 Lucretia Ave. San José, CA 95122 | Por fax: (408) 361-3876 | En línea: Completar y Enviar a Alphapublicschools.org/enroll Por correo electrónico: ngutierrez@alphaps.org (408) 455-6355 |
|---|-------------------------|--|

5. PREFERENCIA DE ESCUELA

Tenemos tres escuelas de alta calidad que sirven de Kindergarten a octavo grado. La probabilidad de aceptación en una escuela Alpha es mayor si se aplica a todas las escuelas. Por favor clasifique sus opciones abajo usando los números 1-3. Sólo coloque una clasificación al lado de las escuelas a las que está dispuesto a asistir.

- ___ Alpha: Blanca Alvarado, 1601 Cunningham Ave. San José, CA 95122 (8:30am-3:30pm) Grades: TK-8
___ Alpha: José Hernández, 1601 Cunningham Ave. San José, CA 95122 (8:00am-3:00pm) Grades: TK-8
___ Alpha: Cornerstone Academy, 1598 Lucretia Ave. San José, CA 95122 (7:45am-3:00pm) Grades: TK-8

6. ACUERDO

Certifico que la información proporcionada en esta solicitud es verdadera, correcta y exacta. I

entendiendo que el someter esta aplicación no garantiza que mi estudiante será aceptado

| | | |
|------------------|--------|-------|
| Nombre de Padre: | Firma: | Date: |
| | | |

7. ÚNICAMENTE PARA USO OFICIAL

| | | |
|-----------------|---------------|--------------|
| Fecha Recibido: | Recibido por: | Grado 23-24: |
| | | |

Alpha Public Schools**Đăng ký Năm 2024-25**

Nộp đơn trước Thứ Tư, Ngày 24 tháng 1 năm 2024; 5 chiều. Tất cả giấy tờ nhận sau sẽ được thêm vào danh sách chờ đợi.

Bắt kỳ học sinh nào đạt được hai tiêu chí dưới đây có thể đăng ký:

1. Học sinh sống ở California.

2. Nếu đăng ký vào Mẫu giáo, học sinh ít nhất năm tuổi vào hoặc trước ngày 1 tháng 9 năm 2024. Học sinh ít nhất năm tuổi vào hoặc trước ngày 2 tháng 6 năm 2025 đủ điều kiện học Mẫu giáo Chuyển tiếp. Xin lưu ý rằng cần phải có bằng chứng về tuổi khi nộp đơn đăng ký.

***Chú thích:** Ưu tiên sẽ được trao cho anh chị em của các học sinh hiện tại và học sinh cư ngụ trong ranh giới khu học chánh của trường được lựa chọn. Để có được ưu tiên, Xin cung cấp bằng chứng cư trú với đơn.

1. THÔNG TIN HỌC SINH (LÀM ƠN IN)

| | | |
|--|----------|--------------|
| Tên | Tên giữa | Tên Họ |
| Ngày sinh: | | |
| Nam hay Nữ: <input type="checkbox"/> Nữ <input type="checkbox"/> Nam | | |
| Học sinh đăng ký vào lớp: <input type="checkbox"/> TK <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 | | |
| Trường đang học: | | Quận đang ở: |

2. THÔNG TIN GIA ĐÌNH

| | | | |
|---|----|-----|-----------------------|
| | MẸ | Cha | NGƯỜI BẢO HỘ HỢP PHÁP |
| Tên Họ | | | |
| Tên đường | | | |
| Thành phố, Bang, Mã Zip | | | |
| Điện thoại | | | |
| Điện thoại Công việc | | | |
| Điện thoại Nhà | | | |
| Email | | | |
| Học sinh sống cùng: <input type="checkbox"/> Mẹ <input type="checkbox"/> Cha <input type="checkbox"/> Cả hai <input type="checkbox"/> Người bảo hộ/Người khác | | | |

3. THÔNG TIN KHÁC

| | | |
|---|---------------|--|
| Biết đến chúng tôi như thế nào? <input type="checkbox"/> Gia đình/Bạn bè <input type="checkbox"/> Website <input type="checkbox"/> Từ rơi <input type="checkbox"/> Nhân viên của trường (Họ tên: _____) | | |
| Biết ai muốn vào học ở trường Alpha? | | |
| Tên họ cha mẹ: | Tên Học sinh: | Số điện thoại: |
| | | |
| Anh/Chị/Em đang theo học ở Alpha? <input type="checkbox"/> Có <input type="checkbox"/> Không | | |
| Tên Anh/Chị/Em: | | Đang học lớp: <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 |

4. HƯỚNG DẪN

Vui lòng nộp đơn này theo một trong những cách sau:

| | | |
|--|----------------------------|--|
| Gửi đến: Alpha: Blanca Alvarado & Jose Hernandez: 1601 Cunningham Ave. San José, CA 95122 Alpha: Cornerstone Academy: 1598 Lucretia Ave. San José, CA 95122 | Fax: (408) 780-1550 | Trực tuyến: Alphapublicschools.org/enroll Email: ngutierrez@alphaps.org (408) 455-1255 |
|--|----------------------------|--|

5. Ưu tiên của trường

Chúng tôi có ba trường cấp. Khả năng học sinh được nhận vào trường Alpha sẽ cao hơn nếu học sinh ứng tuyển vào cả ba trường. Vui lòng ghi thứ tự ưu tiên trường từ 1-3. Vui lòng chỉ điền vào các trường mà học sinh sẵn sàng theo học nếu được nhận.

- ___ Alpha: Blanca Alvarado, 1601 Cunningham Ave. San José, CA 95122 (8:30-15:30) Lớp: K-3, 5-8
___ Alpha: José Hernández, 1601 Cunningham Ave. San José, CA 95122 (8:00-15:00) Lớp: TK-3, 5-8
___ Alpha: Cornerstone Academy, 1598 Lucretia Ave. San José, CA 95122 (7:45-15:30) Lớp: K-8

6. Hợp đồng

Tôi xác nhận rằng thông tin được cung cấp trong đơn này là chính xác và đúng sự thật. Tôi hiểu rằng việc nộp đơn này không đảm bảo rằng con tôi sẽ được nhận vào trường.

| | | |
|-------------|----------------|----------|
| Tên Cha Mẹ: | Chữ ký Cha Mẹ: | Ngày ký: |
| | | |

7. PHẦN DÀNH RIÊNG CHO VĂN PHÒNG

| | | |
|----------------|-------------|--------------------------|
| Ngày nhận đơn: | Người nhận: | Năm 23-24, theo học lớp: |
| | | |



Admission Criteria

The only enrollment requirement is that students wishing to attend Alpha must follow the school's admission procedures with respect to completing registration forms by the announced deadlines. Application deadlines, which will normally be in the winter for admission the following September, may be coordinated with local public schools to give students and their parents' opportunity to consider the full range of educational opportunities available to them.

Applications are made available in English, Spanish, and Vietnamese. Open enrollment periods are advertised to all families through various means. School tours and information nights are held during the day and in the evening. If oversubscribed by the application deadline, admission to Alpha, except for existing students, shall be determined by a public random drawing in accordance with the preferences given in the next section.

Public Random Drawing and Preferences

Alpha will annually establish an enrollment window and a deadline by which applications must be submitted. If the number of students who apply to attend Alpha within each grade level by the application deadline exceeds the school's capacity, attendance, with the exception of existing students, shall be determined by a public random drawing for each grade level. In accordance with Education Code Section 47605(d)(2), preference in the public random drawing shall be provided in the following order of descending priority:

1. Siblings of students admitted to or attending the Charter School.
2. Children of staff or board members, not to exceed 10 percent of total enrollment.
3. Students residing within the School District and eligible for the Free and Reduced Meal Program (FRPM).
4. Students residing within the School District and not eligible for FRPM*.
5. Students residing outside the School District and eligible for FRPM*.
6. All other applicants

*Note that FRPM preference currently applies to Cornerstone Academy and Cindy Avitia HS, and will apply to Blanca Alvarado & José Hernandez starting on July 1, 2025.

Pursuant to the stated lottery preferences above, families will self-report the applicant's qualification for FRPM on the application and no other demographic or socio-economic information will be required on the application.

Public notice will be posted in public location and the Charter School website regarding the date and time of the public drawing once the deadline has passed. The lottery will be conducted by a

non-interested party who will execute the lottery and verify that lottery procedures are fairly executed. The lottery will be conducted after school hours so interested parties will be able to attend. Students who have lottery preference as stated above shall be drawn before names of children without preference are drawn.

Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place consecutively on the same day in a single location. During the course of the lottery, if a sibling (of any grade) is chosen, their sibling will also be assigned the next available numerical ranking for the appropriate grade-level. If there is not a vacancy in the appropriate grade for the sibling, he/she will go to the top of the waiting list for that grade, after any other siblings of current students who are already on the list.

Although the lottery is open to the public and families are encouraged to attend, families are not required to be present at the time of the drawing to be eligible for admission. Results are texted and emailed to all applicants and follow up phone calls are made.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait-list according to their draw in the public random drawing. This wait-list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait-list carry over to the following school year. The order of admission of students at any time during the year shall be based solely on the order of applicants on the admission wait-list. Applications received after the application deadline will be added in abeyance for a subsequent lottery, if needed.

Admission to the Charter school is offered to students according to their numerical ranking (based on preferences) until capacity is reached. All remaining names are placed on a waiting list in order according to their numerical rank. Families of students who are offered admission will have two weeks to confirm in writing their intent to enroll and submit an enrollment packet including proof of age, proof of address, immunization records. Any families who decline admission or who fail to confirm will lose their position to the next name on the waiting list. It is the responsibility of the family to ensure that up-to-date contact information is on file with the Charter School and no exceptions to the two-week deadline will be made for families that fail to respond within the two-week period due to incorrect contact information.

The preferences in the public random drawing as listed above are consistent with Education Code Section 47605(e)(2) and applicable state and federal law as well as non-regulatory guidance, and have been approved by the Board of Directors in public hearing. The preferences in no way will result in limiting access for students with disabilities, students who are academically low-achieving, English Learners, neglected or delinquent pupils, homeless pupils, economically disadvantaged pupils, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Should preferences require modification, for example in order to meet requirements of a state or federal grant program, Alpha understands that this requires a material revision of the charter.

New Student Enrollment Checklist

To enroll your child(ren), complete the following documents:

- ☐ **Student Information Form** (Page 1)
- ☐ **Home Language Survey/Media Release** (Page 2)
- ☐ **Health Form/Student Information** (Page 3)
- ☐ **Student Records Request** (Page 4)
- ☐ **Lunch Form**(Page 5)
- ☐ **Emergency Contact Card** (Page 6)

Required to complete enrollment:

- ☐ **Birth Certificate/Proof of Age** -- OR baptismal certificate duly attested, or passport. *Please note – if the document does not contain the parent/guardian name, additional guardianship verification is required. Some examples of verification are:*
 - ☐ Adoption decree
 - ☐ Court order of legal guardianship/custody
 - ☐ Letter of documentation from the Department of Human Services indicating guardianship
 - ☐ Letter of documentation of foster care placement
- ☐ **Current Immunization Records (mandatory), including TDAP for 7th**
- ☐ **TB Risk Assessment**
- ☐ **Verification of Address** (submit application with one of the following):
 - ☐ Current Pacific Gas & Electric (PG&E) bill with parent/guardian's name and address
 - ☐ Current water utility bill with parent/ guardians name and address
 - ☐ Pay stubs
 - ☐ Voter Registration
 - ☐ Rental/lease agreement with parent/guardian's name and address, as well as the manager or owner's name and phone number
 - ☐ Current property tax bill with the parent/guardian's name and property address
 - ☐ Property tax payment receipts
 - ☐ Supplemental Security Income annual benefits
 - ☐ Proof of financial assistance like TANF, SNAP, Medicaid letter or recertification that shows the parents name and address

Additional documentation (as applicable):

- ☐ **Current Health Exam Form** (TK-1st ONLY)
- ☐ **Current Oral Health/Dental Form** (TK-1st ONLY)
- ☐ Most recent Individualized Education Plan (IEP) or 504 Plan (if applicable)
- ☐ Medication Administration Form (if applicable, request one at the front office)
- ☐ Physician Food Allergy Accommodation form (if applicable, request one at the front office)
- ☐ Address Verification Status Affidavit (if applicable)

Lista de formas de Registro

Para inscribir a su hijo(s), complete los documentos:

- ☐ **Formulario de información del estudiante** (Pagina 1)
- ☐ **Cuestionario del idioma del hogar/Comunicado de Prensa del Estudiante** (Página 2)
- ☐ **Historia Clínica de el estudiante/(Información de Estudiante** (Pagina 3)
- ☐ **Solicitud de Expediente Estudiantil** (Pagina 4)
- ☐ **Formulario de Lonche** (Pagina 5)
- ☐ **Contactos de emergencia** (Pagina 6)

Requerido para completar la inscripción:

- ☐ **Certificado de Nacimiento** -- O certificado de bautismo debidamente acreditado, o pasaporte. Tenga en cuenta que si el documento no contiene el nombre del padre / tutor, se requiere verificación de tutela adicional. Algunos ejemplos de verificación so
 - ☐ Decreto de adopción
 - ☐ Orden judicial de tutela/custodia legal
 - ☐ Carta de documentación del departamento de servicios humanos que indique la tutela
 - ☐ Carta de documentación de colocación en cuidado de crianza
- ☐ **Archivos de Vacunación (incluyendo Prueba de Tdap)**
- ☐ **Evaluación de riesgo de TB**
- ☐ **Verificación de domicilio:**
 - ☐ Más reciente bil de PG&E con nombres de Padres/Tutor
 - ☐ Más reciente bil de agua con nombres de Padres/Tutor
 - ☐ Talones de pago
 - ☐ Registración de votar
 - ☐ Contrato de alquiler/arrendamiento con el nombre y la dirección del padre/ tutor, como el nombre y número de teléfono del gerente o propietario
 - ☐ Factura actual del impuesto a la propiedad con el nombre del padre / tutor y la dirección de la propiedad
 - ☐ Recibos de pago de impuestos a la propiedad
 - ☐ Ingresos de seguridad suplementarios beneficios anuales
 - ☐ Prueba de asistencia financiera como TANF, SNAP, carta de Medicaid o recertificación que muestre el nombre y la dirección de los padres

Documentación adicional (si es aplicable):

- ☐ **Examen Físico más reciente** (TK-1st solamente)
- ☐ **Formulario Oral/Formulario del dentista** (TK-1st Solamente)
- ☐ Mas reciente plan de IEP o 504 plan, (si le aplica)
- ☐ Formulario de administración de medicamentos (si le aplica, solicite uno en la oficina)
- ☐ Formulario de alojamiento medico para alergias alimentarias(se le aplica, solicite uno en la oficina)
- ☐ Declaración jurada de estado de verificación(si le aplica)

Student Information

Student Legal Last Name: _____ **Legal First Name:** _____
Preferred Name _____ **DOB:** _____
Gender: ☐Male ☐Female
Address: _____ **Apt:** _____ **City:** _____ **Zip:** _____
Birth City: _____ **Birth State:** _____ **Birth Country:** _____

Previous School Information

Previous School: _____ **Previous District:** _____ **District based on Address:** _____

Military Family? ☐Yes ☐No **Guardian(s) Communication Language:** _____

Information about siblings attending Alpha:

Name: _____ **Grade:** _____
Name: _____ **Grade:** _____

Guardian 1 Information

Relationship to Student: ☐ Mother ☐ Father ☐ Other: _____
Last Name: _____ **First Name:** _____ **Home#:** _____
Mobile# _____ **Email:** _____
Highest Level of Education? ☐No High School ☐High School Grad ☐Some College ☐College Grad
☐Graduate School ☐Decline to State

Guardian 2 Information

Relationship to Student: ☐ Mother ☐ Father ☐ Other: _____
Last Name: _____ **First Name:** _____ **Home#:** _____
Mobile#: _____ **Email:** _____
Highest Level of Education? ☐No High School ☐High School Grad ☐Some College ☐College Grad
☐Graduate School ☐Decline to State

Student Ethnicity: ☐Hispanic ☐Not Hispanic

Circle all that apply regarding Race: Vietnamese – Filipino - Black/African American - Asian Indian -
 Cambodian - Chinese - Guamanian - Hawaiian - Hmong - Japanese - Korean - Laotian - Samoan -
 Tahitian - Pacific Islander/Hawaiian -Asian - Other Asian-
 Other Pacific Islander - American Indian/Alaska Native - White - Declined to state

Have you moved within the last three years AND worked in the following industries: Agriculture (Harvesting fruits, Preparation of soil,Planting trees,Greenhouse, Dairy, Fishing, Processing Meat) ☐ Yes ☐ No

Where do you live? ☐Single Family (House, Condo, Mobile) ☐Double-Up (Economical reasons)

☐ Unsheltered (Car/Campsite) ☐Motel/Hotel ☐ Shelter (Transitional Housing Program)

☐Other _____

Guardian Signature: _____ **Date:** _____

Información del Estudiante

Apellido Legal: _____ **Nombre Legal:** _____
Nombre Preferido: _____ **Fecha de nacimiento:** _____
Sexo: ☐M ☐F
Domicilio: _____ **Apt:** _____ **Ciudad:** _____ **Código Postal:** _____
Ciudad de Nacimiento: _____ **Estado de Nacimiento:** _____
País de Nacimiento: _____

Información de Escuela más reciente

Escuela mas reciente: _____ **Distrito más reciente:** _____ **Distrito Propio:** _____

Familia Militar? ☐Si ☐No **Lenguaje de tutor legal:** _____

Información de hermanos del estudiante:

Nombre: _____ **Grado:** _____
Nombre: _____ **Grado:** _____

Datos de Familia

Relación al estudiante: ☐ Madre ☐ Padre ☐ Otro: _____

Apellido: _____ **Nombre:** _____ **Teléfono de casa#:** _____

Cellular:# _____ **Correo Electronico:** _____

Años de estudio realizado: ☐Secundaria ☐Preparatoria ☐Licenciatura ☐Maestría ☐Doctorado
☐Rehúsa Declaración

Datos de Familia

Relación al estudiante: ☐ Madre ☐ Padre ☐ Otro: _____

Apellido: _____ **Nombre:** _____ **Teléfono de casa#:** _____

Cellular#: _____ **Correo Electronico:** _____

Años de estudio realizado ☐Secundaria ☐Preparatoria ☐Licenciatura ☐Maestría ☐Doctorado
☐Rehúsa Declaración

Etnicidad del Estudiante: ☐Hispano ☐No es Hispano **Circule los que aplican:** Vietnamita – Filipino - Negro/Africano Americano - Indio de Asia - Camboyano - Chino - Guameño - Hawaiano - Hmong - Japones - Koreano - Laotian - Samoan - Tahitian - Isleño del Pacífico -Asia - Otro de Asian- Otro de Isleño del Pacífico - Indio Americano - Blanco - Renuncia declaración

Te has mudado en los últimos tres años Y trabajado en estas industrias:Agricultura(cosecha de frutas, preparación del suelo, plantación de árboles, invernadero, lácteos, pesca, procesamiento de carne)
☐ Si ☐ No

Donde Vive? ☐Residencia Permanente de una familia (Casa, Departamento, Casa Móvil)
☐Compartiendo (Razones Económicas) ☐Sin Casa (Auto/Campamento) ☐Motel/Hotel
☐En un programa habitacional o refugio ☐Otro _____

Firma del Padre/ Tutor: _____ **Fecha:** _____

Student Last Name: _____ **First Name:** _____ **DOB:** _____
Parent Signature: _____ **Date:** _____

Home Language Survey

Federal Law requires that each state establish language proficiency standards and assessments. The Home Language Survey is used to refer possible English learners for assessment testing. Public Schools in California use the ELPAC (English Language Proficiency Assessments for California) for assessment.

A. What language/dialect did the student learn when they first began to talk?

B. What language/dialect does the student use most often at home?

C. What language do you use most frequently to speak to your child?

D. What language is spoken most often by the adults at home?

E. What grade/date did your child first attend public school in California?

Media Release

Student Last Name: _____ **Student First Name:** _____ **DOB:** _____

Alpha is very excited about your student attending our school and plans to publicize our high performing students and staff! For your child's privacy, please indicate below whether or not you want your child to be photographed, videotaped, or interviewed for the news, media, or the school's publications.

☐ **YES:** I **DO** GIVE PERMISSION for my child to be photographed, videotaped, or interviewed by the news and/or media for any reason and for Alpha Public Schools to use my child's photograph, name, words and work product in school and Alpha Public Schools publications, websites, and other marketing materials.

☐ **NO:** I **DO NOT** GIVE PERMISSION for my child to be photographed, videotaped, or interviewed by the news and/or media for any reason. Nor do I give my permission for Alpha Public Schools to use my child's photograph, name, words and work product in school and Alpha Public Schools publications, websites, and other marketing materials. *Note: I understand this media release refusal does not apply to classroom displays or yearbooks.*

I / We the undersigned declare under penalty of perjury that we are the parents or legal guardians of the above-named student and grant the above authorizations.

Guardian Signature: _____ **Date:** _____

A-881

Apellido de Estudiante: _____ **Nombre:** _____ **Fecha de Nacimiento:** _____
Firma de Padre/ Tutor: _____ **Fecha:** _____

Cuestionario del Idioma Del Hogar

Las leyes estatales y federales requieren que todos los distritos escolares de California apliquen una prueba estatal a los estudiantes cuya lengua materna no es el inglés. El idioma principal del estudiante se identifica en una encuesta de la lengua materna que los padres /tutores contestan al matricular a su hijo/a en una escuela pública de California.

A. ¿Que Idioma/Dialecto aprendió su hijo cuando empezó hablar?

B. ¿Que idioma/dialecto usa su hijo con más frecuencia en el hogar?

C. ¿Qué idioma usa más usted cuando habla con su hijo/a?

D. ¿Qué idioma usan los adultos con más frecuencias en el hogar?

E. ¿Qué grado o día fue cuando su estudiante atendió a una escuela pública en California ?

Comunicado de prensa del Estudiante

Apellido de Estudiante: _____ **Nombre:** _____ **Fecha de nacimiento:** _____

¡Alpha está muy emocionado de tener a su estudiante atender nuestra escuela y planeamos publicar el alto rendimiento de nuestros estudiantes y personal! Por la privacidad de su estudiante, por favor indique abajo si nos da permiso o no nos da permiso de fotografiar, grabar, o entrevistar a su estudiante para las noticias o publicaciones de la escuela.

☐ **YO SI DOY PERMISO** para que fotografíen, graben, o entrevisten a mi estudiante para las noticias por cualquier razón. También doy permiso para usar las fotos, grabaciones o entrevistas de mi estudiante para publicaciones de la escuela Alpha Charter Schools en páginas cibernéticas o otros medios de publicidad.

☐ **YO NO DOY PERMISO** para que fotografíen, graben, o entrevisten a mi estudiante para las noticias por cualquier razón. También no doy permiso para usar las fotos, grabaciones o entrevistas de mi estudiante para publicaciones de la escuela Alpha Charter Schools en páginas cibernéticas o otros medios de publicidad. Nota: Yo entiendo que este comunicado de prensa no aplica al trabajo de salones y el libro escolar.

Yo / Nosotros, los abajo firmantes, declaramos bajo pena de perjurio que somos los padres o tutores legales del estudiante mencionado anteriormente y otorgamos las autorizaciones anteriores.

Guardian Signature: _____ **Date:** _____ **A-882**

Health Form/Student Information

Student Last Name: _____ First Name: _____ DOB: _____

Does your child have an active Individualized Education Program (IEP)?

☐ Yes (Provide copy to school) ☐ No

Does your child have a recent evaluation that was completed for possible special education services?

☐ Yes (Provide copy to school) ☐ No

Does your child have a 504 plan?

☐ Yes (Provide copy to school) ☐ No

Did your child receive special education services when he/she was enrolled in his/her previous home/private school? ☐ Yes ☐ No

If YES to any of the questions above, please provide further details: _____

Do you have any other concerns you'd like to discuss? ☐ Yes ☐ No

If YES, Please explain:

Please provide all copies related to Special Education Section upon enrollment.

As with all other information, this information will be kept strictly confidential and will have no effect on your child's enrollment status.

Allergies: ☐ Yes ☐ No **Asthma:** ☐ Yes ☐ No **Diabetes:** ☐ Yes ☐ No **Heart Condition:** ☐ Yes ☐ No

Seizures: ☐ Yes ☐ No **Hearing Problem:** ☐ Yes ☐ No **Physical Limitations:** ☐ Yes ☐ No

Vision Problem: ☐ Yes ☐ No **Breathing Problem (Due to bee stings):** ☐ Yes ☐ No **Other:** ☐ Yes ☐ No

If you answered YES to any above, explain: _____

Food Allergies/Dietary Restrictions? _____

List all medications your child is taking? _____

Has your child had Chickenpox Disease? If YES, date: _____

(If yes, please share physician record)

Is medication required at school? ☐ Yes ☐ No

(If yes, complete "medical release form" signed by physician)

Guardian Signature: _____ **Date:** _____

A-883

Formulario Clínica del Estudiante/Información del Estudiante

Apellido de Estudiante: _____ Nombre: _____ Fecha de Nacimiento: _____

¿Su hijo/a ha estado en un Programa de Educación Individualizada (IEP)?

☐ Sí (Proporcione copia a la escuela) ☐ No

¿Su hijo/a tiene una evaluación reciente para recibir servicios de educación especial?

☐ Sí (Proporcione copia a la escuela) ☐ No

¿Su estudiante tiene un 504 plan?

☐ Sí (Proporcione copia a la escuela) ☐ No

¿Ha recibido su hijo/a servicios de Educación Especial en su escuela anterior?

☐ Sí ☐ No

Si respondió sí, a Cualquiera de las preguntas anteriores, proporcione más detalles: _____

¿Tiene alguna otra inquietud que le gustaría discutir? ☐ Sí ☐ No

Si?, Favor de explicar: _____

Proporcione todas las copias relacionadas con la sección de Educación Especial al momento de la inscripción.

Alergias: ☐ Sí ☐ No Asma: ☐ Sí ☐ No Diabetes: ☐ Sí ☐ No Problemas de Corazón: ☐ Sí ☐ No

Convulsiones/Ataques: ☐ Sí ☐ No Problemas para Oír: ☐ Sí ☐ No Limitaciones Físicas: ☐ Sí ☐ No

Problemas de visión: ☐ Sí ☐ No

Problemas Respiratorios? (Ejemplo Con piquete de abeja): ☐ Sí ☐ No Otro: ☐ Sí ☐ No

Si corresponde si, explique: _____

¿Alergias a comida/Restricciones a la dieta? _____

¿Lista de medicamentos que su estudiante toma? _____

¿Ha tenido su hijo la enfermedad de la varicela? En caso afirmativo, fecha: _____

(En caso afirmativo, comparta el registro del médico)

¿Es necesario tomar medicamento durante las horas de clase? ☐ Sí ☐ No

(En caso afirmativo complete el "formulario de autorización médica" firmado por el medico)

Firma de Padre/ Tutor: _____ Fecha: _____

Request for Student Records | Solicitud del Registro Estudiantil

This form is required of all new students who attended another non-Alpha school.

(Este formulario es requerido para todos los estudiantes nuevos y estudiantes que no atendieron Alpha anteriormente)

Please send all records and files for the following student. Please include all health records, test scores, portfolios, and confidential files. *(Por favor envíe todos los registros y archivos del estudiante nombrado. Por favor incluya el historial de salud, resultados de las pruebas, portafolios, y archivos confidenciales.)*

Student Name *(Nombre del estudiante):* _____

Birth Date *(Fecha de Nacimiento):* _____ **Grade** *(Grado):* _____

Previous School Name *(Nombre de la escuela previamente asistida):* _____

Previous School District *(Distrito Escolar previamente asistido):* _____

Send records to the school marked below to the attention of "Student Records"

I, parent(s)/legal guardian(s), hereby consent and authorize the release of my student(s) records as requested to the school below *(Yo Los padres/Tutores legales consiento y autorizo la divulgación de los registros de mi(s) estudiante(s) como se solicita a la escuela a continuación):*

- ☐ **Alpha: Blanca Alvarado School**
1601 Cunningham Avenue
San Jose, CA 95122
Attn: Student Records
- ☐ **Alpha: Cindy Avitia High School**
1881 Cunningham Avenue
San Jose, CA 95122
Attn: Student Records
- ☐ **Alpha: Cornerstone Academy**
1598 Lucretia Avenue
San Jose, CA 95122
Attn: Student Records
- ☐ **Alpha: José Hernández School**
1601 Cunningham Avenue
San Jose, CA 95122
Attn: Student Records

I have enrolled my child at Alpha Public Schools. I give permission for his/her records to be released to Alpha. *He registrado a mi hijo/a en Alpha Public Schools. Doy mi permiso para que transfieran el expediente de mi hijo/a a Alpha.*

Guardian Signature: _____ **Date:** _____

Enroll. Get Care. Renew.

Free or Low Cost Health Coverage
Exists for ALL Lower-Income
California Families (options on page 2)

CALIFORNIA

Information for other
states is different.



Renew Your Coverage in 2023-24!

IMPORTANT for 2023 and 2024: CONTINUOUS MEDI-CAL COVERAGE PROTECTIONS END STARTING APRIL 2023.

Do you or a family member have Medi-Cal coverage? If so, you may need to take steps to keep it. You will need to renew your Medi-Cal at some point between April 2023 and May 2024. Annual renewals are usually due in the same month you first enrolled in Medi-Cal.

What to Do to Stay Covered:

- ▶ **Update your contact information.** Tell your county Medi-Cal office about any changes in your contact information (mailing address, phone number, email) so they can contact you with information about how to renew your coverage.
- ▶ **Check your mail.** When it is time to renew coverage, Medi-Cal will mail you a letter to let you know if you need to complete a renewal form or if your renewal can be completed automatically.
- ▶ **Complete your renewal form.** If you receive a renewal form, your coverage will not be renewed unless you complete it. Renewal forms will be sent in a **YELLOW ENVELOPE**. Fill out the form and answer any county follow up questions right away by phone, online, mail or in person to help avoid a gap in your coverage.



How to Renew your Medi-Cal Coverage and Report Changes:

- ▶ **Set up an account online.**
Visit: <https://benefitscal.com/> OR
- ▶ **Contact your county Medi-Cal office.**
To find your county Medi-Cal office, visit dhcs.ca.gov/COL or call (800) 541-5555.

What if You No Longer Qualify for Medi-Cal Coverage?

If your family income increased above Medi-Cal eligibility levels (see income chart on second page), you may qualify for discounted premiums through Covered California. If so, when your Medi-Cal coverage ends, Covered California will send you information about your automatic enrollment and what you need to do to activate it. Your Covered California coverage would begin when:

- ▶ You pay your premium, OR
- ▶ If you have no premium, when you accept the coverage online or by phone.

Often when family income increases, your child(ren) may still qualify for Medi-Cal even if adult family members no longer qualify. Continue to fill out and submit renewal information to keep your child(ren)'s free Medi-Cal coverage even if you may be enrolled in Covered California.

Enroll.

Ways to enroll in Medi-Cal and Covered California:

- ☎ **1(800) 300-1506**
- 🌐 **www.coveredca.com**
- 🏠 **In-person: dhcs.ca.gov/COL**
- ✉ **Apply by mail:** Medi-Cal printable applications here: www.dhcs.ca.gov/services/medi-cal/eligibility/Pages/SingleStreamApps.aspx
- 👥 **Find Help in Your Community:**
Scan the QR code below or go to: allinforhealth.org/HealthCoverageResources to locate help near you.

Get Care.

- ▶ Find a primary care doctor. Ask your health plan for help locating an available doctor near you.
- ▶ Schedule an annual checkup for you and your child(ren). Young children need frequent well-child visits within a year.
- ▶ Your health plan is required to help you make appointments and get interpretation services. Additionally, Medi-Cal is required to help you get free transportation to your appointments.
- ▶ Find a dentist. Visit SmileCalifornia.org to find a Medi-Cal dentist and a dental home near you.
- ▶ In Covered California, dental care is covered for children. Adults will need to purchase an additional dental plan.

Renew.

DHCS Medi-Cal must be renewed every year except for those listed below. It is important to ensure that Medi-Cal has your current address so that when it's time to renew your coverage, they can contact you. If you receive a renewal notice, be sure to act! Children in foster care and former foster care youth are not required to renew their coverage. Postpartum individuals also do not need to renew their coverage within 12 months postpartum.



Covered California health plans must be renewed every year. Renewal information will be mailed at the end of the year, or you can contact Covered California directly.

- ▶ **Scan the QR code** for information about when and how to renew!



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CARE
FOR ALL
FAMILIES

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**Need
Help?**

Scan this
QR code for
LOCAL HELP in your area.

OR GO TO:

www.allinforhealth.org

Options for Health Coverage

Medi-Cal:

- ▶ Children and adults qualify for full-scope Medi-Cal benefits depending on their income. Children, pregnant and postpartum individuals have higher income eligibility levels than other adults (see chart below).
- ▶ Medi-Cal covers ALL COSTS for screenings, immunizations, checkups, specialists, mental health, vision, dental services, and all other medically necessary care.
- ▶ Medi-Cal enrollment is available year round.
- ▶ Most Medi-Cal enrollees must enroll in a Medi-Cal health plan that will manage their health care coverage. Each health plan is different and has their own list of healthcare providers. Learn more about health plans at: <https://www.healthcareoptions.dhcs.ca.gov>
- ▶ Medi-Cal plans offer services using telehealth. Ask your provider about accessing care over video or phone.

- ▶ For more information about services covered under Medi-Cal for Kids & Teens, go to www.allinforhealth.org or click for the [DHCS webpage](#), flier for [kids](#) and [teens](#) and [know your rights letter](#).

Covered California:

- ▶ Covered California offers a selection of health plans. They help in comparing and choosing a health plan that works best for each person. To learn more, visit: CoveredCA.com
- ▶ Many Californians may qualify for financial assistance via a Premium Tax Credit or reductions in what enrollees pay for their health care (known as cost-sharing reductions).
- ▶ Enroll during Open Enrollment or any time you experience a **life-changing event**, like losing your job or having a baby. You have 60 days from the event to complete enrollment.



Immigrant Families

Expansion of Medi-Cal

- ▶ Currently, every income-eligible child or person under the age of 26, every adult 50 years and older, DACA recipients, pregnant persons and recently pregnant persons are eligible for Medi-Cal health coverage and benefits **REGARDLESS OF IMMIGRATION STATUS**.
- ▶ Young people who are undocumented and turning 26 in 2023 will continue on Medi-Cal until 2024. By 2024, these individuals will be sent information about when and how to renew their Medi-Cal.
- ▶ In 2024, California is removing all barriers to Medi-Cal based on immigration status. Beginning on January 1, 2024, all California residents with qualifying incomes will be eligible for full Medi-Cal benefits regardless of their immigration status.

Covered California

- ▶ Those with immigration documentation can qualify for Covered California and its financial

assistance. Some counties offer other health care options regardless of immigration status

Updated Public Charge Rule

- ▶ In December 2022, the federal government updated the public charge rule and made clear that using Medi-Cal is not considered for purposes of public charge (except in the case of long-term institutionalized care, also known as skilled nursing home care).
- ▶ Your child's enrollment in Medi-Cal and use of health care services will not impact your immigration status.

- ▶ While the public charge test may make you nervous, use this **Public Charge Roadmap** to better understand whether it applies to you or your family member.



Go to: allinforhealth.org/public-charge

Financial Help. You or your family may qualify for free Medi-Cal or premium assistance under Covered California.*

| SEE NOTE BELOW FOR INCOMES IN THIS RANGE | Covered California Premium Subsidies** | | | | | | | | | Tax credit continues beyond 400% |
|---|---|----------|--|----------|----------|---|----------|-----------|-----------|----------------------------------|
| | American Indian / Alaska Native (AI/AN) Zero Cost Sharing | | | | | | | | | AI/AN Limited Cost Sharing |
| % FPL | 100% | 138% | 150% | 200% | 213% | 250% | 266% | 300% | 322% | 400% |
| Household Size | If 2023 household income is at or less than | | | | | | | | | |
| 1 | \$13,590 | \$18,755 | \$20,385 | \$27,180 | \$28,947 | \$33,975 | \$36,150 | \$40,770 | \$43,760 | \$54,360 |
| 2 | \$18,310 | \$25,268 | \$27,465 | \$36,620 | \$39,001 | \$45,775 | \$48,705 | \$54,930 | \$58,959 | \$73,240 |
| 3 | \$23,030 | \$31,782 | \$34,545 | \$46,060 | \$49,054 | \$57,575 | \$61,260 | \$69,090 | \$74,157 | \$92,120 |
| 4 | \$27,750 | \$38,295 | \$41,625 | \$55,500 | \$59,108 | \$69,375 | \$73,815 | \$83,250 | \$89,355 | \$111,000 |
| 5 | \$32,470 | \$44,809 | \$48,705 | \$64,940 | \$69,162 | \$81,175 | \$86,371 | \$97,410 | \$104,554 | \$129,880 |
| 6 | \$37,190 | \$51,323 | \$55,785 | \$74,380 | \$79,215 | \$92,975 | \$98,926 | \$111,570 | \$119,752 | \$148,760 |
| | Medi-Cal for Adults | | Medi-Cal for Pregnant & Postpartum Individuals | | | Medi-Cal Access for Pregnant & Postpartum Individuals | | | | |
| | Medi-Cal for Kids (0–18 Yrs.) | | | | | | | CCHIP*** | | |

* For information on calculating income and household size visit: healthcare.gov/income-and-household-information

** For Covered California, these 2023 income eligibility levels are effective at the beginning of the upcoming open enrollment period starting in November 1, 2023.

*** For San Francisco, San Mateo, and Santa Clara County residents only.

Note: Consumers after 138% FPL may qualify for a Covered California health plan with financial help including: federal premium tax credit, Zero Cost Sharing and Limited Cost Sharing AI/AN plans. Source: www.coveredca.com/pdfs/FPL-chart.pdf



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OUR PARTNERS:



FOR MORE INFORMATION GO TO: www.allinforhealth.org

Charter School Complaint Notice

California *Education Code* Requirements

California *Education Code* (EC) Section 47605(d)(4) (https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=47605&lawCode=EDC) states the following:

- A charter school shall not discourage a pupil from enrolling or seeking to enroll in a charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the following characteristics:
 - Academically low-achieving
 - Economically disadvantaged (determined by eligibility for any free or reduced price meal program)
 - English learner
 - Ethnicity
 - Foster youth
 - Homeless
 - Nationality
 - Neglected or delinquent
 - Race
 - Sexual orientation
 - Pupils with disabilities
- A charter school shall not request a pupil's records or require the parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.
- A charter school shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason (except for suspension or expulsion).
- This notice shall be posted on a charter school's Internet website and a charter school will provide copies of this notice (1) when a parent, guardian, or pupil inquires about enrollment; (2) before conducting an enrollment lottery, and (3) before disenrollment of a pupil.

Complaint Procedures

In order to submit a complaint, complete the Charter School Complaint Form and submit the form to the charter school authorizer, electronically or in hard copy, to the following location:

Santa Clara County Office of Education

Attn: Charter Schools Department

1290 Ridder Park Drive

San Jose, CA 95131

408-453-3605

Charter School Complaint Form

Name: _____ Email Address: _____

Mailing Address: _____

Date of Problem: _____ Phone Number: _____

Charter School (include address):

California *Education Code (EC)* Section 47605(d)(4) allows a parent or guardian to submit a complaint to the charter school authorizer when a charter school discourages a pupil's enrollment, requires records before enrollment, or encourages a pupil to disenroll. Please identify the basis for this complaint below, with specific facts, which support your complaint.

Basis of complaint (check all that apply):

- ☐ Pupil was discouraged from enrolling or seeking to enroll in the charter school.
- ☐ Records were requested to be submitted to the charter school before enrollment.
- ☐ Pupil was encouraged to disenroll from the charter school or transfer to another school.

Please provide further details:

Please file this complaint with the authorizer of the charter school listed on the preceding page electronically or in hard copy.



Appendix 11

Organizational Team

APS Network Job Descriptions

Chief Executive Officer (CEO), Chief Operations Officer (COO)
Chief Financial Officer (CFO), Chief Strategy Officer (CXO)
Chief Schools Officer (CSO), Chief Talent Officer (CTO)

Alpha: José Hernández Job Descriptions

Principal, Assistant Principal, School Operations Manager
Dean of Students, Mental Health Counselor, Academic Interventionist
K-8 Classroom Teacher, K-8 Electives Teacher, TK Classroom Teacher
Education Specialist, Speech & Language Pathologist, ELD Specialist
TK Paraprofessional, Kindergarten Paraprofessional
Special Education Paraprofessional

2024-25 APS Teacher Salary Scale

2024-25 APS Starting Salary Schedule

2024-25 APS Overview of Benefits



Job Description

| | |
|------------|-------------------------------|
| Title | Chief Executive Officer (CEO) |
| Department | Executive Team |

Position Overview:

The Chief Executive Officer serves as the superintendent of Alpha Public Schools, responsible for providing visionary leadership and strategic direction to ensure the highest quality of education for all students from Transitional Kindergarten (TK) through 12th grade and through college. This role entails overseeing all network operations, instructional programs, and staff, while fostering a culture of excellence, equity, and innovation. The Superintendent will work closely with the Board of Education, administrators, teachers, parents, and the community to promote student success and continuous improvement.

Key Responsibilities:

- **Visionary Leadership:**
 - Develop and communicate a compelling vision for the network that promotes academic excellence, equity, and innovation.
 - Inspire and lead a culture of high expectations and continuous improvement among all network stakeholders.
 - Implement strategic initiatives to achieve the network's long-term goals and objectives.
- **Educational Excellence:**
 - Oversee the development and implementation of rigorous and inclusive instructional programs that meet the diverse needs of all students by partnering with the CSO and other leaders
 - Ensure the use of data-driven decision-making to improve student outcomes and close achievement gaps.
 - Foster a collaborative professional learning community that encourages best practices and shared learning.



- **Operational Management:**

- Partner with the CFO, CTO and COO to manage the network's resources, facilities, and human capital to support educational priorities and ensure fiscal sustainability.
- Oversee the development and implementation of policies and procedures that promote efficient and effective network operations.
- Ensure compliance with local, state, and federal regulations and standards.
- Foster a positive and inclusive work environment that supports staff well-being and professional growth.
- Promote professional development opportunities for all staff to enhance their skills and effectiveness.

- **Community and Stakeholder Engagement:**

- Build strong relationships with parents, community members, business leaders, and other stakeholders to support the network's mission.
- Serve as the primary spokesperson for the network, effectively communicating its vision, goals, and achievements.
- Engage with local, state, and national education organizations to advocate for the network's interests and stay informed about best practices.

- **Board Collaboration:**

- Work closely with the Board to develop and implement network policies, goals, and strategic plans.
- Provide regular updates and reports to the Board on network performance, challenges, and opportunities.
- Support the Board in its governance and oversight responsibilities.



Job Description

| | |
|------------|--------------------------------|
| Title | Chief Operations Officer (COO) |
| Department | Executive Team |

Position Overview:

The Chief Operations Officer (COO) for TK-12 Schools will be a vital member of the executive leadership team, responsible for overseeing the operational functions of the school network to ensure an efficient and effective learning environment. This position requires a strategic and innovative leader with extensive experience in managing operations, facilities, transportation, and technology within an educational setting. The COO will work collaboratively with the CEO, school leaders, and other stakeholders to support the network's mission of providing a high-quality education to all students.

Key Responsibilities:

- **Operational Leadership and Strategy:**
 - Develop and implement strategic plans for the network's operational functions, aligning them with the overall mission and goals.
 - Provide visionary leadership to ensure the highest standards of operational efficiency, safety, and effectiveness.
 - Foster a culture of continuous improvement and innovation in all operational areas.
- **Facilities and Maintenance:**
 - Oversee the maintenance, renovation, and construction of network facilities to provide safe, clean, and conducive learning environments.
 - Develop and manage long-term capital improvement plans and ensure proper allocation of resources for facility needs.
 - Ensure compliance with all local, state, and federal regulations related to facilities and maintenance.
- **Transportation Services:**



- Manage the network's transportation services, ensuring safe, reliable, and efficient transportation for students.
- Oversee the maintenance and replacement of the network's transportation fleet.
- **Technology and Infrastructure:**
 - Oversee the network's technology infrastructure, ensuring it supports educational and administrative needs.
 - In partnership with the IT Manager implement and manage technology initiatives to enhance learning, communication, and operational efficiency.
 - Ensure cybersecurity measures are in place to protect network data and systems.
- **Safety and Security:**
 - Develop and implement comprehensive safety and security plans for all network facilities and operations.
 - Collaborate with local law enforcement and emergency services to ensure preparedness for emergencies.
 - Conduct regular safety audits and drills to maintain a secure environment for students and staff in partnership with school operation leaders.
- **Budgeting and Financial Management:**
 - Develop and manage budgets for operational departments, ensuring efficient use of resources.
 - Monitor and report on operational expenditures and identify opportunities for cost savings and efficiency improvements.
 - Collaborate with the Chief Financial Officer to align operational budgets with network financial goals.
- **Staff Development:**
 - Lead and develop a high-performing operations and IT team, fostering a culture of excellence and accountability.
 - Provide professional development and training opportunities for operations staff to enhance their skills and effectiveness.
 - Promote a positive and inclusive work environment that supports staff well-being and professional growth.



Job Description

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|------------|-------------------------------|
| Title | Chief Financial Officer (CFO) |
| Department | Executive Team |

Position Overview:

The Chief Financial Officer (CFO) for TK-12 Schools will be a critical member of the executive leadership team, responsible for overseeing all financial operations and ensuring the fiscal health of the school network. This role requires a strategic thinker with a strong background in financial management, budgeting, and compliance within the education sector. The CFO will work closely with the CEO, school leaders, and other stakeholders to align financial resources with the network's mission and goals, ensuring the efficient and effective use of funds to support student achievement and operational excellence.

Key Responsibilities:

- **Financial Leadership and Strategy:**
 - Develop and implement financial strategies that support the network's long-term goals and objectives.
 - Provide strategic financial guidance to the CEO, Board, and executive leadership team.
 - Ensure financial sustainability through prudent fiscal management, long-range planning, and resource allocation.
- **Budgeting and Financial Planning:**
 - Oversee the preparation, presentation, and management of the annual budget, ensuring alignment with network priorities.
 - Monitor and report on the financial performance of the network, including revenue and expenditure trends.
 - Conduct financial forecasting and risk management to anticipate future financial challenges and opportunities.
- **Financial Operations and Compliance:**



- Ensure the accuracy and integrity of all financial records and reports.
- Oversee the network's accounting, payroll, and purchasing functions, ensuring compliance with all relevant regulations and policies.
- Manage audits and work with external auditors to ensure compliance with state and federal requirements.
- **Resource Allocation and Financial Oversight:**
 - Allocate financial resources effectively to support instructional programs and operational needs.
 - Oversee capital projects, bond programs, and other major financial initiatives.
 - Implement internal controls and procedures to safeguard network assets and ensure efficient use of resources.
- **Stakeholder Engagement and Communication:**
 - Communicate the network's financial status and strategies to the Board, staff, parents, and the community.
 - Collaborate with school leaders to develop and manage site-based budgets.
 - Engage with local, state, and federal agencies to secure funding and navigate financial regulations.
- **Team Leadership and Development:**
 - Lead and develop the finance team, fostering a culture of accountability, collaboration, and continuous improvement.
 - Provide professional development and training opportunities for finance staff to enhance their skills and knowledge.
 - Promote a positive and inclusive work environment that supports staff well-being and professional growth.



Job Description

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|------------|------------------------------|
| Title | Chief Strategy Officer (CXO) |
| Department | Executive Team |

Position Overview:

The Chief Strategy Officer (CXO) for TK-12 Schools will be a pivotal member of the executive leadership team, responsible for developing and executing the network's strategic initiatives to ensure academic excellence and operational efficiency. This role requires a visionary and strategic thinker with a strong background in educational leadership, strategic planning, and data-driven decision-making. The CXO will work collaboratively with the CEO, school leaders, and other stakeholders to drive continuous improvement and innovation across all network functions.

Key Responsibilities:

- **Strategic Planning and Execution:**
 - Lead the development and implementation of the network's strategic plan, aligning goals with the network's mission and vision.
 - Monitor and evaluate the effectiveness of strategic initiatives, making data-driven adjustments as needed.
 - Coordinate cross-functional teams to ensure the successful execution of strategic projects and initiatives.
 - Provide regular updates on strategic plans and initiative to the Board
 - Oversee the collection, analysis, and reporting of data to inform strategic decisions and improve student outcomes.
 - Identify and address potential challenges and opportunities related to strategic initiatives and provide actionable insights and recommendations to the CEO and executive leadership team based on data analysis.
- **Innovation and Continuous Improvement:**
 - Foster a culture of innovation and continuous improvement



- Identify and implement best practices and emerging trends in education to enhance instructional and operational effectiveness.
- Support the development and scaling of innovative programs and practices that improve student achievement and operational efficiency.
- **Stakeholder Engagement and Communication:**
 - Build strong relationships with internal and external stakeholders, including staff, parents, community members, business leaders, policymakers, and other stakeholders.
 - Communicate the network's strategic vision, goals, and progress to stakeholders through various channels.
 - Engage with local, state, and national education organizations to advocate for the network's interests and stay informed about policy developments.
- **Collaboration and Leadership:**
 - Work collaboratively with the CEO, Board, and executive leadership team to align strategic priorities and resources.
 - Provide leadership and guidance to school leaders and staff on strategic planning and implementation.
 - Lead and develop a high-performing strategy and development teams, fostering a culture of excellence and accountability.
 - Provide professional development and training opportunities to enhance the skills and effectiveness of staff.
 - Promote a positive and inclusive work environment that supports staff well-being and professional growth.
- **Grant Writing and Fund Development:**
 - Identify and pursue grant opportunities and other funding sources to support strategic initiatives.
 - Oversee the development and submission of grant proposals, ensuring alignment with network priorities.
- **Policy Development and Implementation:**
 - Assist in the development and implementation of network policies and procedures that support strategic goals.



- Ensure alignment of policies with local, state, and federal regulations and standards.
- Monitor and evaluate the impact of policy changes on network operations and student outcomes.



Job Description

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|------------|-----------------------------|
| Title | Chief Schools Officer (CSO) |
| Department | Executive Team |

Position Overview:

The Chief Schools Officer (CSO) for TK-12 Schools will be a key member of the executive leadership team, responsible for the overall academic performance and management of all schools within Alpha Public Schools. This position requires a visionary leader who can drive educational excellence, equity, and innovation across all grade levels from Transitional Kindergarten (TK) through 12th grade. The CSO will work collaboratively with executive team members, principals, teachers, staff, and the community to ensure that all students receive a high-quality education that prepares them for college, career, and life.

Key Responsibilities:

- **Leadership and Strategy:**
 - Develop and implement a strategic vision for academic excellence, instructional leadership and equity across all TK-12 schools.
 - Provide visionary leadership and direction to school leaders, ensuring alignment with network goals and objectives.
 - Foster a culture of continuous improvement, innovation, and high expectations for all students and staff.
- **Academic Performance:**
 - Oversee the development and implementation of rigorous academic programs that meet the diverse needs of all students.
 - Monitor and analyze student achievement data to inform instructional practices and drive improvements in partnership with leaders across the network
 - Ensure the implementation of evidence-based instructional strategies and interventions to close achievement gaps.



- **School Management Oversight:**

- Spearhead the development, communication, and implementation of effective strategies, systems, and processes to ensure school leaders are able to effectively execute instructional leadership responsibilities.
- Partner on the vision and design of training and professional development for school administrators to grow in skills and expertise, including but not limited to in data-driven and standards-aligned instruction, observation and feedback practices, and use of network and state systems to assess performance and inform educator development.
- Collaborate with network leaders to align operational practices with academic goals and priorities.
- Oversee the development and implementation of protocols to ensure a safe learning environment for all students and staff.

- **Professional Development:**

- Provide ongoing professional development opportunities for principals, teachers, and staff to enhance their instructional and leadership capacities.
- Foster a collaborative professional learning community that encourages shared learning and best practices.
- Promote a positive and inclusive work environment that supports staff well-being and professional growth.

- **Community and Stakeholder Engagement:**

- Build strong relationships with parents, community members, and external partners to support student success and school improvement efforts.
- Serve as a key spokesperson for the network on matters related to school performance and educational initiatives.
- Engage with local, state, and national education organizations to stay informed about best practices and policy developments.

- **Team Management:**

- Foster a growth oriented, inclusive, and positive environment while keeping employees and management accountable to network policies, procedures, and guidelines.



- Supervise and intentionally support the development of direct reports both at school sites as well as at the network site.
- Collaborate with other administrators on budgeting, forecasting, and resource allocation programs to ensure all resources are maximized for student learning.
- Ensure that all functions of the department are compliant with federal, state, and local requirements.



Job Description

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|------------|----------------------------|
| Title | Chief Talent Officer (CTO) |
| Department | Executive Team |

Position Overview:

The Chief Talent Officer (CTO) for TK-12 Schools will be a key member of the executive leadership team, responsible for developing and implementing comprehensive human capital strategies to attract, develop, and retain high-quality talent within the school network. This role requires a dynamic and visionary leader with a strong background in human resources, talent management, and organizational development. The CTO will work collaboratively with the CEO, school leaders, and other stakeholders to build a highly effective and diverse workforce that supports the network's mission of providing an excellent education for all students.

Key Responsibilities:

- **Talent Acquisition and Recruitment:**
 - Develop and implement innovative strategies to attract and recruit top talent across all levels of the network.
 - Oversee the recruitment process, including job postings, candidate screening, interviewing, and selection.
 - Build strong partnerships with universities, professional organizations, and other talent pipelines to enhance recruitment efforts.
- **Staff Development and Retention:**
 - Design and implement professional development programs that support the continuous growth and development of all staff in partnership with the CSO and PD of TD.
 - Develop and oversee mentoring & coaching initiatives to support all staff.
 - Implement retention strategies to ensure a high level of employee engagement and job satisfaction.



- Foster a collaborative professional learning community that encourages shared learning and best practices.
- Promote a positive and inclusive work environment that supports staff well-being and professional growth.
- **Performance Management:**
 - Develop and implement a comprehensive performance management system that includes goal setting, feedback, and evaluations.
 - Provide guidance and support to school leaders in conducting performance evaluations and addressing performance issues.
 - Foster a culture of continuous feedback and improvement.
- **Diversity, Equity, and Inclusion:**
 - In partnership with the CEO develop and implement strategies to promote diversity, equity, and inclusion within the network's workforce.
 - Ensure that recruitment, hiring, and retention practices are inclusive and equitable.
 - Provide training and resources to staff on cultural competency and inclusive practices.
- **Compensation and Benefits:**
 - Oversee the design and implementation of competitive compensation and benefits programs.
 - Conduct regular market analysis to ensure the network's compensation packages are competitive and aligned with industry standards.
 - Manage employee benefits programs, including health insurance, retirement plans, and other benefits.
- **Employee Relations:**
 - Develop and implement policies and procedures that promote positive employee relations and a supportive work environment.
 - Serve as a key advisor on employee relations issues, including conflict resolution and disciplinary actions.
 - Foster open communication and collaboration between employees and administration.
- **HR Compliance and Administration:**
 - Ensure compliance with all local, state, and federal employment laws.



- Oversee the maintenance of accurate & confidential employee records.
- Develop and implement HR policies and procedures to support network goals and ensure operational efficiency.
- **Leadership and Collaboration:**
 - Lead and develop the HR, Recruitment, and Development teams, fostering a culture of excellence, collaboration, and accountability.
 - Work collaboratively with the executive leadership team to align human capital strategies with network goals and priorities.
 - Provide regular reports and updates to the CEO and Board on HR initiatives and progress.



Our Mission:

We believe that all children have a fundamental right to an excellent education.

Alpha Public Schools will ensure that all of our scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

K-8 Principal

Alpha Public Schools is seeking a dynamic and determined instructional leader to drive excellence for our middle school scholars and families and continue building Alpha's K-4 model. Our new Principal will enjoy the challenge of working with a wide range of students, and will work to create an environment where these students will thrive academically and socially.

The ideal candidate is an exceptional instructional and cultural leader, with successful experience working in low income communities and an unwavering belief that all students can and will go to college. This individual is unapologetic about holding students and adults to high expectations and is unafraid to enforce these expectations, as well as train and expect their team to do so.

Alpha principals spend their time on instructional leadership, which includes driving academic results, ensuring a strong college-driven culture, and cultivating and developing a dynamic team. Alpha principals are responsible for all key metrics of running a successful school, including operational and community indicators, but are primarily evaluated on success in the three core domains of academic results, culture, and people leadership.

What you'll do...

- Set an ambitious school-wide vision and goals aligned to the Alpha network vision, goals, and initiatives that lead students to master rigorous academic content that prepares them for college.
- Plan and prioritize time and resources to meet or exceed annual targets and win on key organizational initiatives
- Build personal, leadership team, and teacher knowledge of good instructional design and academic standards:
 - a. Lead team to understand how standards map to curriculum and assessments.
 - b. Facilitate team understanding of what students know, and what they must be able to do, and what instructional practices can bridge this gap.
- 2. Ensure that high-rigor, high-engagement instruction is happening in classrooms across the school. This means ensuring that all teachers and leaders can:
 - a. Analyze student data to identify gaps in understanding and what instructional response will move students toward mastery.

- b. Analyze, practice, and adjust instruction as part of a content team.

People Leadership

1. Hire, develop, and retain a diverse, high-achieving school team.
2. Coach the leadership team members as true owners of results.
3. Model expectations for leaders, teachers, and students on school-wide positive learning culture.
4. Lead high-quality support for the school team by:
 - a. Observing, coaching, and developing assistant principals and instructional coaches to ensure that they are providing high-impact, actionable, bite-sized feedback to each teacher.
 - b. Leading high-quality site PD that closes the biggest gaps between student understanding and student achievement.
5. Impact and influence the school team to enact key network priorities addressing academics, culture, and data use.

Culture Leadership

1. Ensure that all students plan to go to college and understand the necessary steps to get there.
2. Create and maintain a positive environment for students and staff that embodies and celebrates Alpha's values of leadership, relationships, excellence, integrity, and joy.

Community Leadership

1. Engage parents in building a college-going culture for students and the community.
2. Act as the public face of the school in the community - attending community events, board meetings, and student recruitment events as necessary.

Operations Leadership

1. Ensure that the school operates on budget by meeting student enrollment and attendance targets.
2. Ensure that school operations work in service of academics.

You possess...

- Bachelor's Degree required, Masters Degree preferred
- 1-2 years of school leadership experience with proven results
- Valid Teaching Credential
 - o CA Administrative Service Credential a plus

You stand out by being...

- Belief that all students from the community we serve have the capacity to go to and through college
- Ability to motivate a school community to take action to dramatically increase student results
- Demonstrated student achievement results from the teachers that the leader has managed or coached
- Ability to analyze and plan from student data and coach teachers and leaders to create excellent plans

- Deep understanding of appropriate pedagogical strategies, differentiation techniques for diverse learners, and instructional design to serve a broad body of students
- Conversational Spanish or Vietnamese a plus

Join our team...

Please submit your application online

Alpha Public Schools is a network of four high-performing public charter schools founded by a group of East San José mothers dedicated to helping transform their community. We have a strong growth mindset – as individuals, as an organization, and on behalf of our students and families. We want to be better tomorrow than we are today.

As an equal opportunity employer, we hire without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability. We are strongly committed to hiring a diverse and multicultural staff and encourage applications from traditionally under-represented backgrounds.

Salary is competitive and compensation includes a comprehensive benefits package.

Questions? Contact us at jobs@alphapublicschools.org



Internal Job Description

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|----------------------|------------------------|
| Position Title | Assistant Principal |
| Date JD last updated | 12/21/2023 |
| Department | School Leadership Team |

Duties and Responsibilities specific and key to this position:

Embody the mission, vision, and core beliefs of the school and the Alpha Public Schools network

- Promote Alpha's staff culture, mindsets, and values by managing self and others in a manner that creates a healthy, high-achieving environment where staff feel challenged, supported, and valued
- Create opportunities for meaningful parent involvement and champion parent engagement in an effort to promote a positive and safe learning environment.

Execute all day-to-day leadership responsibilities:

- Support the principal in achieving ambitious school-wide vision, goals, and targets aligned to the Alpha network vision, goals, targets, and strategic priorities, leading students to master rigorous academic content that prepares them for college
- Use data-driven cycles with leaders and teachers to analyze academic and culture data, problem solve, and generate next steps and accountability systems
- Monitor and evaluate instructional programs and recommend improvements.
- Work with the Dean of Students, Mental Health Counselors, and other support staff to address the academic and emotional needs of students.
- Oversee and coordinate school events, extracurricular activities, and student organizations.
- Support the development of a positive school culture through involvement in community-building activities.
- Assist in developing and implementing emergency response plans.
- Provide leadership during crises or emergencies, ensuring the safety and well-being of students and staff,
- Coordinate substitute teacher assignments and manage teacher absences.



Support teacher development

- Ensure high-rigor, high-engagement instruction in all classrooms through instructional coaching, professional development, and performance management
- Execute on school-wide behavior management systems, expectations, and incentives across the school site and refine as necessary
- Plan and lead teacher professional development sessions
- Formally supervise, observe, and evaluate school staff
- Support the needs of diverse learners, by ensuring differentiated instruction in classrooms, appropriate tiered interventions, and attending IEP and 504 meetings

Note: Vice Principals are vital members of the school leadership team, and their responsibilities encompass a wide range of administrative, instructional, and student support functions. Their role is crucial in promoting a positive and effective learning environment within the school.



Internal Job Description

| | |
|----------------|---------------------------|
| Position Title | School Operations Manager |
| Department | School Leadership Team |

The School Operations Manager (SOM) will oversee the daily operations of the school, ensuring a smooth, efficient, and safe environment for students, staff, and visitors. This role involves managing facilities, coordinating logistics, handling compliance and reporting, and supporting the overall administrative functions of the school. The SOM will also serve as a key member of the School Leadership Team, contributing to the operational vision and ensuring adherence to organizational policies and procedures. The SOM will embody the mission, vision, and core beliefs of the school and the Alpha Public Schools network.

1. School Level Operations:

- Serve as the manager for the school-based Operations Team, providing coaching, feedback, and development opportunities for office staff.
- Uphold and implement the operational vision for the organization at the school level.
- Ensure compliance with all regulations and campus safety requirements.
- Create and maintain student data systems for reporting and data analysis purposes.
- Ensure school systems and processes are effective, efficient, and well-documented centrally and in compliance with state and local laws
- Conduct monthly facilities and operations walkthroughs, reporting data to the school leadership team.
- Greet visitors, parents, and students in a professional and courteous manner.
- Manage incoming and outgoing mail and packages.
- Assist with the student referral process and provide support to parents/guardians.
- Coordinate meetings, appointments, school events, and maintenance and repairs for school facilities and equipment.
- Lead Office team members in maintaining an organized, welcoming and thriving office environment including ordering and managing office supplies
- Handle sensitive information with discretion and maintain confidentiality.

2. Budget and Finance:

- Work with the school principal and Alpha network finance team to develop and manage the school's budget as the primary budget manager.
- Maintain accurate records of all financial transactions and submit them to the Alpha network finance staff for processing.
- Ensure school adherence to Alpha's fiscal policy and procedures.
- Manage the school purchasing process, including placing orders with vendors, managing school credit card transactions, tracking deliveries, and maintaining inventory.

3. Family & Community Engagement:



- Build relationships with the community and encourage family engagement with Alpha.
 - Manage logistics for all family, school-specific recruiting, and community meetings/events.
 - Coordinate enrollment documents and registration processes using Alpha's enrollment system.
 - Serve as a liaison to the Parents Association, fostering communication and collaboration.
4. **Student Attendance:**
- Monitor student attendance and work with families to address attendance issues.
 - Implement strategies to improve student attendance and punctuality.
 - Collaborate with teachers, counselors, and support staff to address chronic absenteeism and truancy.
5. **Emergency Management:**
- Manage emergency situations by responding to the scene, providing first aid, delegating tasks and assignments to faculty, and alerting additional police or emergency personnel as appropriate.
 - Write and submit incident reports and communicate reports with other school leaders as appropriate.
6. **Collaboration and Communication:**
- Work closely with the school leaders, teachers, and staff to ensure a cohesive and supportive educational environment.
 - Communicate regularly with parents and guardians regarding student progress, behavior, and any concerns.
 - Collaborate with other school leaders, staff, scholars, and parents to create and enforce school-wide systems and structures.
 - Organize and support school events, assemblies, and activities that foster school spirit and a sense of belonging.
 - Manage and oversee other culture project plans to support student culture in a collaborative way.
 - Participate in school leadership meetings, professional development, and continuous improvement initiatives.
 - Collaborate with other school leaders to ensure alignment with organizational goals and priorities.
7. **Professional Development:**
- Stay current with best practices, behavior management methodologies, and state standards.
 - Engage in professional development opportunities provided by Alpha to enhance skills and knowledge.
 - Receive and implement feedback from experienced educational coaches
 - Seek opportunities to collaborate with and learn from colleagues, to coordinate activities and share best practices
 - Be committed to growing your leadership skills through independent study and research
 - Attend staff meetings and contribute to the overall school community.
 - Participate in ongoing professional development opportunities to enhance teaching skills and knowledge.
8. **Campus support** in varied capacities as needed, such as:
- Lunch and recess supervision via active monitoring of students and relationship building with students.



- Arrival and dismissal supervision to ensure student safety while entering and exiting our campus.
- Ensuring students are safe across the school campus
- Provide additional resources and suggestions to other support services as needed
- Supporting with creating a healthy and thriving school environment for students, staff, and families
- Providing translation support when possible to support strong collaboration within the Alpha community



Internal Job Description

| | |
|----------------|------------------------|
| Position Title | Dean of Students |
| Department | School Leadership Team |

The Dean of Students will play a key role in fostering a positive school culture, promoting student well-being, and ensuring a safe and supportive learning environment. This role involves overseeing student discipline, attendance, and behavior management, as well as collaborating with staff, parents, and the community to support student success. The Dean of Students will embody the mission, vision, and core beliefs of the school and the Alpha Public Schools network.

1. Student Behavior Management:

- Develop and implement school-wide policies and procedures for student behavior and discipline.
- Address disciplinary issues promptly and fairly, following school and district guidelines.
- Provide support and guidance to students regarding behavior expectations and conflict resolution.
- Maintain accurate records of disciplinary actions and communicate with parents and guardians as needed.
- Investigate and address disciplinary issues, working collaboratively with teachers, staff, and parents.
- Manage office referrals and facilitate restorative circles and mediation meetings with students, as needed.

2. Student Attendance:

- Monitor student attendance and work with families to address attendance issues.
- Implement strategies to improve student attendance and punctuality.
- Collaborate with teachers, counselors, and support staff to address chronic absenteeism and truancy.

3. School Culture and Climate:

- Promote a positive school culture that emphasizes respect, responsibility, and community.
- Lead project work to develop and maintain a positive school culture.
- Participate in PBIS training through the Santa Clara County Office of Education and co-lead the PBIS team and program implementation.
- Coordinate and facilitate PBIS staff professional development with school leadership.
- Organize and support school events, assemblies, and activities that foster school spirit and a sense of belonging.
- Oversee the implementation and refinement of student leadership development systems, including activities such as SEL lessons on leadership and responsibility, student council, peer restorative justice, peer tutoring, cross-grade buddies, etc.
- Manage and oversee other culture project plans to support student culture in a collaborative way.

4. Student Support and Advocacy:



- Serve as an advocate for students, providing support and resources to address academic, social, and emotional needs.
 - Collaborate with teachers, counselors, and support staff to develop and implement intervention plans for at-risk students.
 - Work with families and community organizations to provide additional support and resources for students.
5. **Collaboration and Communication:**
- Work closely with the school leaders, teachers, and staff to ensure a cohesive and supportive educational environment.
 - Communicate regularly with parents and guardians regarding student progress, behavior, and any concerns.
 - Collaborate with other school leaders, staff, scholars, and parents to create and enforce school-wide systems and structures.
 - Participate in school leadership meetings, professional development, and continuous improvement initiatives.
6. **Emergency Management:**
- Manage emergency situations by responding to the scene, providing first aid, delegating tasks and assignments to faculty, and alerting additional police or emergency personnel as appropriate.
 - Write and submit incident reports and communicate reports with other school leaders as appropriate.
7. **Data Analysis:**
- Analyze and present data using our data systems (e.g., EduClimber, Dean's List, survey data) to track and analyze behavior and intervention data to best support scholars.
8. **Professional Development:**
- Stay current with best practices, behavior management methodologies, and state standards.
 - Engage in professional development opportunities provided by Alpha to enhance skills and knowledge.
 - Receive and implement feedback from experienced educational coaches
 - Seek opportunities to collaborate with and learn from colleagues, to coordinate activities and share best practices
 - Be committed to growing your leadership skills through independent study and research
 - Attend staff meetings and contribute to the overall school community.
 - Participate in ongoing professional development opportunities to enhance teaching skills and knowledge.
9. **Campus support** in varied capacities as needed, such as:
- Lunch and recess supervision via active monitoring of students and relationship building with students.
 - Arrival and dismissal supervision to ensure student safety while entering and exiting our campus.
 - Ensuring students are safe across the school campus
 - Provide additional resources and suggestions to other support services as needed
 - Supporting with creating a healthy and thriving school environment for students, staff, and families
 - Providing translation support when possible to support strong collaboration within the Alpha community



Internal Job Description

| | |
|----------------|-------------------------|
| Position Title | Mental Health Counselor |
| Department | Special Education Team |

The Mental Health Counselor will provide essential mental health support services to students, promoting their emotional well-being and academic success. This role involves assessing students' needs, providing individual and group counseling, and collaborating with school staff and families to create a supportive environment conducive to learning. The Mental Health Counselor will manage and hold individual counseling sessions, conduct group counseling sessions, and collaborate closely with the Director of Special Education to develop and implement mental health programs and policies.

1. Counseling Services:

- Conduct individual counseling sessions with students to address social, emotional, and behavioral concerns.
- Pull students for as-needed check-ins and provide guidance and recommendations to school staff regarding student needs (e.g., check-in/check-out systems, consistent counseling, referrals to outside agencies).
- Develop and execute group counseling sessions focusing on various areas such as social skills, emotional regulation, and trauma.
- Conduct risk assessments for students in crisis and manage crisis referrals to emergency agencies as necessary.

2. Collaboration and Program Development:

- Collaborate with the Director of Special Education and school leaders to develop systems and policies for qualifying students for mental health supports.
- Assist in building Alpha's mental health program, ensuring alignment with school and network goals.
- Provide guidance to school staff on screening students for inclusion in mental health interventions.
- Collaborate with students' Individualized Education Program (IEP) teams to write social/emotional present levels and track progress on counseling goals.
- Work closely with the school leaders, teachers, and staff to ensure a cohesive and supportive educational environment.
- Communicate regularly with parents and guardians regarding services as appropriate.
- Collaborate with other school leaders, staff, scholars, and parents to support school-wide systems and structures.

3. Training and Support:

- Conduct trainings for school staff on supporting the social/emotional needs of students.
- Serve as a thought partner for other staff regarding mental health and social/emotional development.
- Develop and facilitate staff trainings as needed to enhance understanding and support for student mental health.



4. Documentation and Reporting:

- Complete required paperwork and reporting as necessary, maintaining accurate and confidential student records.
- Provide reports and updates to school administration and network leaders on counseling activities and student progress.

5. Professional Development:

- Stay current with best practices, mental health management methodologies, and state standards.
- Engage in professional development opportunities provided by Alpha to enhance skills and knowledge.
- Receive and implement feedback from experienced educational coaches
- Seek opportunities to collaborate with and learn from colleagues, to coordinate activities and share best practices
- Be committed to growing your skills through independent study and research
- Attend staff meetings and contribute to the overall school community.
- Participate in ongoing professional development opportunities to enhance teaching skills and knowledge.

6. Campus support in varied capacities as needed, such as:

- Lunch and recess supervision via active monitoring of students and relationship building with students.
- Arrival and dismissal supervision to ensure student safety while entering and exiting our campus.
- Ensuring students are safe across the school campus
- Provide additional resources and suggestions to other support services as needed
- Supporting with creating a healthy and thriving school environment for students, staff, and families
- Providing translation support when possible to support strong collaboration within the Alpha community



Internal Job Description

| | |
|----------------|--------------------------|
| Position Title | Academic Interventionist |
| Department | School Support Team |

Academic Interventionists will assist classroom teachers in providing instructional support to students, helping them achieve their academic goals. This role involves working directly with students, supporting classroom activities, and collaborating with teachers and staff to create an inclusive and engaging learning environment.

1. Student Support:

- Provide one-on-one or small group support to students across grade levels on specific content support (such as ELD, Math, etc.) by executing the appropriately assigned curriculum to students depending on the need.
- Provide individual behavior and academic support to close achievement gap(s)
- Familiarize yourself with students' behavior habits and known antecedents in order to provide proactive coaching and support prior to any behavior challenges arising
- Support class teams in implementing individual and classroom behavior structures, addressing off-task behaviors and acts of defiance
- Assist students with academic tasks, including reading, writing, math, and other subjects.
- Support students with daily activities and routines, including transitions, meals, and personal care as needed.

2. Instructional Assistance:

- Plan and deliver lessons to individuals and small groups of scholars that target specific skill gaps and needs
- Prepare and organize instructional materials and resources and keep records of lesson plans and student progress
- Assist a teacher in reinforcing instruction and behavior to individual or small groups of students, assisting in the preparation of instructional materials and implementation of lesson plans and provide routine clerical support

3. Behavioral Support:

- Provide 'in classroom' behavior management and academic support to the classroom Teacher by performing tasks that evaluate, monitor, and manage the actions of the students ensuring that they are behaviorally available to participate in class lessons
- Assist in implementing behavior management strategies and interventions.
- Support students in developing social skills and appropriate behaviors.

4. Classroom Management:

- Help maintain a positive and inclusive classroom environment.
- Assist in managing classroom routines and procedures.
- Ensure the safety and well-being of students at all times.



5. Collaboration and Communication:

- Work collaboratively with special education teachers, general education teachers, support staff, and administrators.
- Build intentional relationships with students, staff and parents
- Communicate regularly with teachers regarding student progress and any concerns.
- Participate in team meetings, training sessions, and professional development opportunities.
- Successfully strike a balance of warm and demanding in your communication with scholars
- Establish and maintain standards of student behavior for a productive learning environment
- Successfully work with multiple stakeholders such as students, staff, teachers, and families
- Participate in and/or provide support for school-site committees to support a healthy and thriving school environment where applicable
- Provide parent education and strategies to improve outcomes

6. Documentation and Reporting:

- Maintain accurate and complete records of student activities, progress, and incidents.
- Track and input grades for student work completed in small groups.
- Provide Testing support for major whole school assessments which include NWEA MAP, SBAC, and ELPAC/SELPAC (including 1:1 testing, batch/whole group student proctoring, etc)
- Analyze and respond to data to regularly track student intervention progress and make informed decisions

7. Professional Development:

- Engage in professional development opportunities provided by Alpha to enhance skills and knowledge.
- Receive and implement feedback from experienced educational coaches
- Seek opportunities to collaborate with and learn from colleagues, to plan lessons, coordinate activities and share best practices

8. Campus support in varied capacities as needed, such as:

- Lunch and recess supervision via active monitoring of students and relationship building with students.
- Arrival and dismissal supervision to ensure student safety while entering and exiting our campus.
- Ensuring students are supervised in classrooms and other settings at all times.
- Ensuring students are safe and occupied.
- Employing suitable classroom management techniques.
- Provide additional resources and suggestions to other support services as needed
- Supporting with creating a healthy and thriving school environment for students, staff, and families
- Providing translation support when possible to support strong collaboration within the Alpha community



Internal Job Description

| | |
|----------------|-----------------------|
| Position Title | K-8 Classroom Teacher |
| Department | Teacher |

K-8 Classroom Teachers will create a nurturing and stimulating educational environment that supports each student's academic, social, and emotional growth. This role involves developing lesson plans, assessing student progress, and collaborating with colleagues and parents to ensure the highest standards of education.

1. Curriculum Development and Instruction:

- Plan, prepare, and deliver engaging lessons in accordance with state standards and school curriculum.
- Use a variety of instructional strategies to meet diverse learning needs and styles.
- Integrate technology and hands-on learning experiences (songs, stories, media, structured games, art, outdoor activities, etc) to enhance instruction.
- Ensure lessons support social and emotional skills as well as academic skills
- Plan, provide, and maintain adequate lesson plans and instructions for substitute teachers that align with the curriculum and educational standards.

2. Student Assessment and Support:

- Assess and analyze students' performance and progress to ensure they are mastering developmental skills regularly, and responding to data to support all scholars to achieve academic success
- Assess students' progress through formative and summative evaluations.
- Provide timely and constructive feedback to students and parents.
- Develop and implement individualized education plans (IEPs) for students with special needs.
- Maintain accurate and complete records of students' progress and development.

3. Classroom Management:

- Establish and maintain a positive classroom environment that encourages respect, responsibility, and a love of learning.
- Implement effective classroom management strategies to ensure a safe and productive learning environment.
- Address behavioral issues promptly and effectively and aligned to school policies

4. Collaboration and Communication:

- Build relationships with our scholars, staff, and families
- Work collaboratively with other teachers, staff, and administrators to promote a cohesive and supportive educational community.
- Successfully strike a balance of warm and demanding in your communication with scholars
- Establish and maintain standards of student behavior for a productive learning environment during class sessions
- Communicate regularly with parents and guardians regarding students' academic and social progress.
- Collaborate with special education teachers and support staff to provide additional assistance to students with diverse learning requirements.



- Conduct parent-teacher conferences and participate in school-wide parent engagement activities (ie. Open House).
 - Participate in school meetings, professional development, and continuous improvement initiatives.
5. **Professional Development:**
- Stay current with educational best practices, teaching methodologies, and state standards.
 - Engage in professional development opportunities provided by Alpha to enhance teaching skills and knowledge.
 - Receive and implement feedback from experienced educational coaches
 - Seek opportunities to collaborate with and learn from colleagues, to plan grade level lessons, coordinate activities and share best practices
 - Be committed to growing your teaching through independent study and research
 - Attend staff meetings and contribute to the overall school community.
 - Participate in ongoing professional development opportunities to enhance teaching skills and knowledge.
6. **Campus support** in varied capacities as needed, such as:
- Lunch and recess supervision via active monitoring of students and relationship building with students.
 - Arrival and dismissal supervision to ensure student safety while entering and exiting our campus.
 - Ensuring students are supervised in classrooms and other settings at all times.
 - Ensuring students are safe and occupied.
 - Employing suitable classroom management techniques.
 - Provide additional resources and suggestions to other support services as needed
 - Supporting with creating a healthy and thriving school environment for students, staff, and families
 - Providing translation support when possible to support strong collaboration within the Alpha community



Internal Job Description

| | |
|----------------|----------------------|
| Position Title | K-8 Elective Teacher |
| Department | Teacher |

K-8 Elective Teachers will create a nurturing and stimulating educational environment that supports each student's academic, social, and emotional growth. This role involves developing and implementing a comprehensive Elective (art, music, drama, etc) curriculum, assessing student progress, and collaborating with colleagues and parents to support each student's growth.

1. Curriculum Development and Instruction:

- Plan, prepare, and deliver engaging Elective lessons aligned with state standards and school curriculum.
- Use a variety of instructional strategies to meet diverse learning needs and styles.
- Ensure lessons support social and emotional skills as well as academic skills
- Plan, provide, and maintain adequate lesson plans and instructions for substitute teachers that align with the curriculum and educational standards.
- Foster an engaging and supportive environment that encourages students to explore and develop their creative skills.

2. Student Assessment and Support:

- Assess students' progress through observations, formative assessments, and summative evaluations.
- Provide timely and constructive feedback to students and parents.
- Support implementation of individualized education plans (IEPs) for students with special needs
- Maintain accurate and complete records of students' progress and development.

3. Classroom Management:

- Establish and maintain a positive classroom environment that encourages respect, responsibility, and a love of learning.
- Implement effective classroom management strategies to ensure a safe and productive learning environment.
- Address behavioral issues promptly and effectively and aligned to school policies

4. Collaboration and Communication:

- Build relationships with our scholars, staff, and families
- Work collaboratively with other teachers, staff, and administrators to promote a cohesive and supportive educational community.
- Establish and maintain standards of student behavior for a productive learning environment during class sessions
- Communicate regularly with parents and guardians regarding students' academic and social progress.
- Collaborate with special education teachers and support staff to provide additional assistance to students with diverse learning requirements.
- Participate in school meetings, professional development, and continuous improvement initiatives.

5. Professional Development:



- Stay current with educational best practices, teaching methodologies, and state standards.
 - Engage in professional development opportunities provided by Alpha to enhance teaching skills and knowledge.
 - Receive and implement feedback from experienced educational coaches
 - Seek opportunities to collaborate with and learn from colleagues, to plan grade level lessons, coordinate activities and share best practices
 - Be committed to growing your teaching through independent study and research
 - Attend staff meetings and contribute to the overall school community.
 - Participate in ongoing professional development opportunities to enhance teaching skills and knowledge.
6. **Campus support** in varied capacities as needed, such as:
- Lunch and recess supervision via active monitoring of students and relationship building with students.
 - Arrival and dismissal supervision to ensure student safety while entering and exiting our campus.
 - Ensuring students are supervised in classrooms and other settings at all times.
 - Ensuring students are safe and occupied.
 - Employing suitable classroom management techniques.
 - Provide additional resources and suggestions to other support services as needed
 - Supporting with creating a healthy and thriving school environment for students, staff, and families
 - Providing translation support when possible to support strong collaboration within the Alpha community



Internal Job Description

| | |
|----------------|----------------------|
| Position Title | TK Classroom Teacher |
| Department | Teacher |

TK Teachers will create a nurturing and stimulating educational environment that supports each student's academic, social, and emotional growth. This role involves developing age-appropriate lesson plans, assessing student progress, and collaborating with colleagues and parents to support each child's growth.

1. Curriculum Development and Instruction:

- Plan, prepare, and deliver engaging lessons in accordance with state standards and school curriculum.
- Use a variety of instructional strategies to meet diverse learning needs and styles.
- Integrate play-based and hands-on learning experiences to foster early literacy, numeracy, and social skills.
- Plan, provide, and maintain adequate lesson plans and instructions for substitute teachers that align with the curriculum and educational standards.

2. Student Assessment and Support:

- Assess and analyze students' performance and progress to ensure they are mastering developmental skills regularly, and responding to data to support all scholars to achieve academic success
- Assess students' progress through formative and summative evaluations.
- Provide timely and constructive feedback to students and parents.
- Develop and implement individualized education plans (IEPs) for students with special needs.
- Maintain accurate and complete records of students' progress and development.

3. Classroom Management:

- Establish and maintain a positive classroom environment that encourages respect, responsibility, and a love of learning.
- Implement effective classroom management strategies to ensure a safe and productive learning environment.
- Address behavioral issues promptly and effectively, using positive reinforcement and age-appropriate interventions aligned to school policies

4. Collaboration and Communication:

- Build relationships with our scholars, staff, and families
- Work collaboratively with other teachers, staff, and administrators to promote a cohesive and supportive educational community.
- Successfully strike a balance of warm and demanding in your communication with scholars
- Establish and maintain standards of student behavior for a productive learning environment during class sessions
- Communicate regularly with parents and guardians regarding students' academic and social progress.
- Collaborate with special education teachers and support staff to provide additional assistance to students with diverse learning requirements.



- Conduct parent-teacher conferences and participate in school-wide parent engagement activities (ie. Open House).
 - Participate in school meetings, professional development, and continuous improvement initiatives.
5. **Professional Development:**
- Stay current with early childhood education best practices, teaching methodologies, and state standards.
 - Engage in professional development opportunities provided by Alpha to enhance teaching skills and knowledge.
 - Receive and implement feedback from experienced educational coaches
 - Seek opportunities to collaborate with and learn from colleagues, to plan grade level lessons, coordinate activities and share best practices
 - Be committed to growing your teaching through independent study and research
 - Attend staff meetings and contribute to the overall school community.
 - Participate in ongoing professional development opportunities to enhance teaching skills and knowledge with a particular focus on early childhood education
6. **Campus support** in varied capacities as needed, such as:
- Arrival and dismissal supervision to ensure student safety while entering and exiting our campus.
 - Ensuring students are supervised in classrooms and other settings at all times.
 - Ensuring students are safe and occupied.
 - Provide additional resources and suggestions to other support services as needed
 - Supporting with creating a healthy and thriving school environment for students, staff, and families
 - Providing translation support when possible to support strong collaboration within the Alpha community



Internal Job Description

| | |
|----------------|----------------------|
| Position Title | Education Specialist |
| Department | Teacher |

Education Specialists will provide individualized instruction and support to students with diverse learning needs, ensuring they have access to a high-quality education. This role involves developing and implementing individualized education plans (IEPs), assessing student progress, and collaborating with colleagues and parents to create an inclusive and supportive learning environment.

1. Curriculum Development and Instruction:

- Plan, prepare, and deliver engaging lessons to students with special needs in both inclusive and pull-out settings in accordance with state standards and school curriculum.
- Provide push in, pull out, and/or consultative specialized academic instruction for students with disabilities
- Serve as an inclusion classroom teacher, which includes creating lesson plans based on provided unit plans, planning assessments, grading and maintaining a gradebook, and supporting a small classroom of learners
- Use a variety of instructional strategies to meet diverse learning needs and styles.
- Integrate technology and hands-on learning experiences to enhance instruction.
- Implement evidence-based interventions to support academic, social, and emotional development.
- Adapt curriculum and teaching methods to accommodate individual learning styles and abilities.
- Plan, provide, and maintain adequate lesson plans and instructions for substitute teachers that align with the curriculum and educational standards.

2. Individualized Education Plans (IEPs):

- Develop, implement, and monitor individualized education plans (IEPs) for students with special needs.
- Collaborate with general education teachers, parents, and specialists to design effective instructional strategies and accommodations.
- Conduct annual IEP meetings to review student progress and update goals and objectives.
- Provide legally defensible implementation of services, supports, accommodations, and modifications as provided by students' IEPs
- Utilize assessment results, both formal and informal, to develop legally defensible and data-driven IEPs
- Demonstrate knowledge of and compliance with special education laws, as well as school policies and procedures

3. Student Assessment and Support:

- Maintain accurate and complete records of student progress and development.
- Assess and analyze students' performance and progress to ensure they are mastering developmental skills regularly, and responding to data to support all scholars to achieve academic success
- Assess students' progress through formative and summative evaluations.



- Use data to inform instruction and make necessary adjustments to teaching strategies.
 - Provide timely and constructive feedback to students and parents.
 - Maintain accurate and complete records of students' progress and development.
4. **Classroom Management:**
- Establish and maintain a positive classroom environment that encourages respect, responsibility, and a love of learning.
 - Implement effective classroom management strategies to ensure a safe and productive learning environment.
 - Address behavioral issues promptly and effectively and aligned to school policies
5. **Collaboration and Communication:**
- Build relationships with our scholars, staff, and families
 - Collaborate with general education teachers to ensure consistent implementation of IEPs across all school environments
 - Work collaboratively with other teachers, staff, and administrators to promote a cohesive and supportive educational community.
 - Successfully strike a balance of warm and demanding in your communication with scholars
 - Establish and maintain standards of student behavior for a productive learning environment during class sessions
 - Communicate regularly with parents and guardians regarding students' academic and social progress.
 - Participate in parent-teacher conferences and school-wide parent engagement activities (ie. Open House).
 - Participate in school meetings, professional development, and continuous improvement initiatives.
6. **Professional Development:**
- Stay current with educational best practices, teaching methodologies, and state standards.
 - Engage in professional development opportunities provided by Alpha to enhance teaching skills and knowledge.
 - Receive and implement feedback from experienced educational coaches
 - Seek opportunities to collaborate with and learn from colleagues, to plan grade level lessons, coordinate activities and share best practices
 - Be committed to growing your teaching through independent study and research
 - Attend staff meetings and contribute to the overall school community.
 - Participate in ongoing professional development opportunities to enhance teaching skills and knowledge.
7. **Campus support** in varied capacities as needed, such as:
- Lunch and recess supervision via active monitoring of students and relationship building with students.
 - Arrival and dismissal supervision to ensure student safety while entering and exiting our campus.
 - Ensuring students are supervised in classrooms and other settings at all times.
 - Ensuring students are safe and occupied.
 - Employing suitable classroom management techniques.
 - Provide additional resources and suggestions to other support services as needed
 - Supporting with creating a healthy and thriving school environment for students,



- staff, and families
- Providing translation support when possible to support strong collaboration within the Alpha community



Internal Job Description

| | |
|----------------|-----------------------------|
| Position Title | Speech Language Pathologist |
| Department | Special Education Team |

Speech Language Pathologists will play a crucial role in supporting students' communication skills and enhancing their academic success. This role involves conducting comprehensive evaluations, diagnosing speech and language disorders, developing individualized treatment plans, and providing direct therapy services to students. The SLP will collaborate closely with educators, special education staff, and parents to support students' communication needs across various educational settings.

1. **Assessment and Evaluation:**

- Conduct comprehensive evaluations to assess students' speech, language, communication, and swallowing abilities.
- Administer standardized tests, conduct informal assessments, and gather information from parents and teachers to determine areas of need.
- Diagnose speech, language, and communication disorders based on assessment findings and diagnostic criteria.

2. **Treatment and Therapy:**

- Develop individualized treatment plans (Individualized Education Programs, or IEPs) to address students' specific communication goals and needs.
- Provide direct speech-language therapy services to students individually or in small groups, focusing on areas such as articulation, language comprehension, expressive language, fluency, and pragmatic skills.
- Utilize evidence-based therapy techniques and interventions to facilitate communication development and improve functional communication skills.
- Assess students' needs for augmentative and alternative communication systems (e.g., communication boards, speech-generating devices) and provide training and support in their use.

3. **Collaboration and Consultation:**

- Collaborate with teachers, special education staff, and other professionals to support students' communication needs in the classroom and across educational settings.
- Provide consultation to educators and parents regarding strategies, accommodations, and modifications to support students' communication skills and academic success.
- Communicate regularly with parents and caregivers to provide updates on students' progress, discuss treatment plans, and provide recommendations for home practice.
- Collaborate with students' Individualized Education Program (IEP) teams to write social/emotional present levels and track progress on counseling goals.
- Work closely with the school leaders, teachers, and staff to ensure a cohesive and supportive educational environment.
- Communicate regularly with parents and guardians regarding services as



appropriate

- Collaborate with other school leaders, staff, scholars, and parents to support school-wide systems and structures.

4. Data Collection and Analysis:

- Collect data on students' progress toward speech and language goals using standardized assessment measures, progress monitoring tools, and anecdotal observations.
- Review and analyze data to evaluate the effectiveness of interventions and modify treatment plans as needed.

5. Professional Development and Collaboration:

- Participate in professional development activities, conferences, and workshops to stay current on best practices, research findings, and advancements in the field of speech-language pathology.
- Stay current with best practices, SLP methodologies, and state standards.
- Engage in professional development opportunities provided by Alpha to enhance skills and knowledge.
- Receive and implement feedback from experienced educational coaches
- Seek opportunities to collaborate with and learn from colleagues, to coordinate activities and share best practices
- Be committed to growing your skills through independent study and research
- Attend staff meetings and contribute to the overall school community.
- Participate in ongoing professional development opportunities to enhance teaching skills and knowledge.
- Collaborate with colleagues to share knowledge, expertise, and resources to enhance services and support for students.

6. Campus support in varied capacities as needed, such as:

- Lunch and recess supervision via active monitoring of students and relationship building with students.
- Arrival and dismissal supervision to ensure student safety while entering and exiting our campus.
- Ensuring students are safe across the school campus
- Provide additional resources and suggestions to other support services as needed
- Supporting with creating a healthy and thriving school environment for students, staff, and families
- Providing translation support when possible to support strong collaboration within the Alpha community



Internal Job Description

| | |
|----------------|----------------|
| Position Title | ELD Specialist |
| Department | Teacher |

ELD Specialists will support English language learners (ELLs) in achieving language proficiency and academic success. This role involves developing and implementing effective ELD instruction, assessing student progress, and collaborating with colleagues and parents to create an inclusive and supportive learning environment.

1. Curriculum Development and Instruction:

- Plan, prepare, and deliver engaging ELD lessons in accordance with state standards and school curriculum.
- Use a variety of instructional strategies to meet diverse learning needs and language proficiency levels.
- Use a variety of technology and hands-on learning experiences to enhance instruction.
- Integrate language development with content-area instruction to support overall academic achievement.
- Ensure lessons support social and emotional skills as well as academic skills
- Plan, provide, and maintain adequate lesson plans and instructions for substitute teachers that align with the curriculum and educational standards.

2. Student Assessment and Support:

- Assess students' English language proficiency using formal and informal assessments.
- Provide timely and constructive feedback to students and parents.
- Develop and implement individualized learning plans for ELLs to address specific language development needs.
- Maintain accurate and complete records of students' progress and development.
- Lead site-level administration of the Initial and Summative ELPAC Assessments, including tracking students who are required to take the assessments, working with network teams to train staff to administer the assessments, setting the assessment schedule, tracking progress and completion, and working with the network teams to collect and share assessment data.
- Lead site-level reclassification of English Learners based on network-wide reclassification criteria.

3. Classroom Management:

- Establish and maintain a positive, inclusive classroom environment that encourages respect, responsibility, and a love of learning.
- Implement effective classroom management strategies to ensure a safe and productive learning environment.
- Address behavioral issues promptly and effectively and aligned to school policies

4. Collaboration and Communication:

- Build relationships with our scholars, staff, and families
- Work collaboratively with other teachers, staff, and administrators to promote a cohesive and supportive educational community.



- Observe teaching across the school with a focus on ELD strategies implementation
 - Support and coach teachers on how to review student data and integrate Designated and Integrated ELD instruction into their core content areas
 - Collaborates with school leaders to plan and facilitate ELAC election and meetings
 - Plan and execute ELAC meetings periodically (3-4 times)
 - Establish and maintain standards of student behavior for a productive learning environment during class sessions
 - Communicate regularly with parents and guardians regarding students' academic and social progress.
 - Collaborate with teachers and support staff to provide additional assistance to ELL students
 - Participate in school meetings, professional development, and continuous improvement initiatives.
5. **Professional Development:**
- Stay current with educational best practices, teaching methodologies, and state standards.
 - Engage in professional development opportunities provided by Alpha to enhance teaching skills and knowledge.
 - Receive and implement feedback from experienced educational coaches
 - Seek opportunities to collaborate with and learn from colleagues, to plan grade level lessons, coordinate activities and share best practices
 - Be committed to growing your teaching through independent study and research
 - Attend staff meetings and contribute to the overall school community.
 - Participate in ongoing professional development opportunities to enhance teaching skills and knowledge.
6. **Campus support** in varied capacities as needed, such as:
- Arrival and dismissal supervision to ensure student safety while entering and exiting our campus.
 - Ensuring students are supervised in classrooms and other settings at all times.
 - Ensuring students are safe and occupied.
 - Employing suitable classroom management techniques.
 - Provide additional resources and suggestions to other support services as needed
 - Supporting with creating a healthy and thriving school environment for students, staff, and families
 - Providing translation support when possible to support strong collaboration within the Alpha community



Internal Job Description

| | |
|----------------|--|
| Position Title | Transitional Kindergarten Paraprofessional |
| Department | School Support Team |

Transitional Kindergarten (TK) Paraprofessional will work closely with the TK teacher to support the academic, social, and emotional development of young learners in the Transitional Kindergarten program. This role involves working directly with students, supporting classroom activities, and collaborating with teachers and staff to create an inclusive and engaging learning environment.

1. **Instructional Support:**

- Assist the TK teacher in implementing instructional activities and lesson plans that promote early learning and kindergarten readiness.
- Schedule and execute small group instructional pullouts for learners in the classroom or grade level assigned.
- Provide support for a group of assigned students in various school-based settings both inside and outside the classroom.
- Prepare activities, assignments, and other instructionally related materials for students, focusing on specific TK-focused support by executing the appropriately assigned curriculum.
- Adapt lesson plans to effectively support all students (EL learners as well as IEP students) in collaboration with TK and Kindergarten Teachers and Special Education Teachers.
- Ensure that all accommodations outlined in the IEPs are implemented based on student needs.

2. **Behavioral and Social Support:**

- Implement behavioral/social support plans within the classroom for individual students or groups (including but not limited to attending, non-compliance, completion of tasks, following rules, and classroom expectations).
- Assist in managing classroom routines and procedures.
- Carry over lessons and learning materials developed by TK teacher and direct classroom management plan, behavior intervention plans, and incentive systems in collaboration with the lead teacher.
- Ensure the safety and well-being of students at all times.

3. **Collaboration and Communication:**

- Collaborate with teachers of record to engage in meaningful push-in support based on grade level need, including intentional circulation to provide individual student support.
- Collaborate with teachers, special education staff, administrators, and other school-based staff in support of student learning and growth.
- Build intentional relationships with students, staff and parents
- Share learners with TK Teacher, Special Education Teachers, administrators, and other school-based staff in support of student learning and growth.
- Participate in team meetings, training sessions, and professional development opportunities.



- Maintain an open line of communication with families and staff, successfully striking a balance of warm and demanding in communication with scholars.
 - Successfully work with multiple stakeholders such as students, staff, teachers, and families
 - Participate in and/or provide support for school-site committees to support a healthy and thriving school environment where applicable
 - Provide parent education and strategies to improve outcomes
4. **Testing and Documentation:**
- Maintain accurate and complete records of student activities, progress, and incidents.
 - Support with testing for major whole school assessments, including 1:1 student testing, scoring, data entry, and batch/whole group student proctoring and monitoring.
 - Analyze and respond to data to regularly track student intervention progress and make informed decisions
 - Complete necessary documentation within required timeframes (e.g., progress notes, incident reports, discipline, mandated reporter training).
5. **Professional Development and Community Engagement:**
- Engage in professional development opportunities provided by Alpha.
 - Participate in and/or provide support for school-site committees to support a healthy and thriving school environment.
 - Provide parent education and strategies to improve outcomes, including providing translation support when possible to foster strong collaboration within the Alpha community.
 - Receive and implement feedback from experienced educational coaches
 - Seek opportunities to collaborate with and learn from colleagues, to plan lessons, coordinate activities and share best practices
6. **Campus support** in varied capacities as needed, such as:
- Lunch and recess supervision via active monitoring of students and relationship building with students.
 - Arrival and dismissal supervision to ensure student safety while entering and exiting our campus.
 - Ensuring students are supervised in classrooms and other settings at all times.
 - Ensuring students are safe and occupied.
 - Employing suitable classroom management techniques.
 - Provide additional resources and suggestions to other support services as needed
 - Supporting with creating a healthy and thriving school environment for students, staff, and families
 - Providing translation support when possible to support strong collaboration within the Alpha community



Internal Job Description

| | |
|----------------|-------------------------------|
| Position Title | Kindergarten Paraprofessional |
| Department | School Support Team |

Kindergarten Paraprofessional will work closely with the Kindergarten teacher to support the academic, social, and emotional development of young learners in the Kindergarten program. This role involves working directly with students, supporting classroom activities, and collaborating with teachers and staff to create an inclusive and engaging learning environment.

1. **Instructional Support:**

- Assist the Kindergarten teacher in implementing instructional activities and lesson plans that promote early learning and kindergarten readiness.
- Schedule and execute small group instructional pullouts for learners in the classroom or grade level assigned.
- Provide support for a group of assigned students in various school-based settings both inside and outside the classroom.
- Prepare activities, assignments, and other instructionally related materials for students, focusing on specific Kindergarten-focused support by executing the appropriately assigned curriculum.
- Adapt lesson plans to effectively support all students (EL learners as well as IEP students) in collaboration with Kindergarten and Kindergarten Teachers and Special Education Teachers.
- Ensure that all accommodations outlined in the IEPs are implemented based on student needs.

2. **Behavioral and Social Support:**

- Implement behavioral/social support plans within the classroom for individual students or groups (including but not limited to attending, non-compliance, completion of tasks, following rules, and classroom expectations).
- Assist in managing classroom routines and procedures.
- Carry over lessons and learning materials developed by Kindergarten teacher and direct classroom management plan, behavior intervention plans, and incentive systems in collaboration with the lead teacher.
- Ensure the safety and well-being of students at all times.

3. **Collaboration and Communication:**

- Collaborate with teachers of record to engage in meaningful push-in support based on grade level need, including intentional circulation to provide individual student support.
- Collaborate with teachers, special education staff, administrators, and other school-based staff in support of student learning and growth.
- Build intentional relationships with students, staff and parents
- Share learners with Kindergarten Teacher, Special Education Teachers, administrators, and other school-based staff in support of student learning and growth.
- Participate in team meetings, training sessions, and professional development opportunities.



- Maintain an open line of communication with families and staff, successfully striking a balance of warm and demanding in communication with scholars.
 - Successfully work with multiple stakeholders such as students, staff, teachers, and families
 - Participate in and/or provide support for school-site committees to support a healthy and thriving school environment where applicable
 - Provide parent education and strategies to improve outcomes
4. **Testing and Documentation:**
- Maintain accurate and complete records of student activities, progress, and incidents.
 - Support with testing for major whole school assessments, including 1:1 student testing, scoring, data entry, and batch/whole group student proctoring and monitoring.
 - Analyze and respond to data to regularly track student intervention progress and make informed decisions
 - Complete necessary documentation within required timeframes (e.g., progress notes, incident reports, discipline, mandated reporter training).
5. **Professional Development and Community Engagement:**
- Engage in professional development opportunities provided by Alpha.
 - Participate in and/or provide support for school-site committees to support a healthy and thriving school environment.
 - Provide parent education and strategies to improve outcomes, including providing translation support when possible to foster strong collaboration within the Alpha community.
 - Receive and implement feedback from experienced educational coaches
 - Seek opportunities to collaborate with and learn from colleagues, to plan lessons, coordinate activities and share best practices
6. **Campus support** in varied capacities as needed, such as:
- Lunch and recess supervision via active monitoring of students and relationship building with students.
 - Arrival and dismissal supervision to ensure student safety while entering and exiting our campus.
 - Ensuring students are supervised in classrooms and other settings at all times.
 - Ensuring students are safe and occupied.
 - Employing suitable classroom management techniques.
 - Provide additional resources and suggestions to other support services as needed
 - Supporting with creating a healthy and thriving school environment for students, staff, and families
 - Providing translation support when possible to support strong collaboration within the Alpha community



Internal Job Description

| | |
|----------------|------------------------------------|
| Position Title | Special Education Paraprofessional |
| Department | School Support Team |

Special Education Paraprofessionals assist special education teachers and general education teachers in providing individualized support to students with special needs, helping them achieve their academic, social, and emotional goals. This role involves working directly with students, implementing instructional and behavioral plans, and collaborating with teachers and staff to create an inclusive and supportive learning environment.

1. Student Support:

- Provide one-on-one or small group support to students with special needs under the direction of the special education teacher.
- Provide individual behavior and academic support to close achievement gap(s)
- Familiarize yourself with students' behavior habits and known antecedents in order to provide proactive coaching and support prior to any behavior challenges arising
- Support class teams in implementing individual and classroom behavior structures, addressing off-task behaviors and acts of defiance
- Collaborate with special education and general education teachers to optimize push-in services
- Assist students with academic tasks, including reading, writing, math, and other subjects.
- Support students with daily activities and routines, including transitions, meals, and personal care as needed.

2. Instructional Assistance:

- Plan and deliver intervention lessons to individuals and small groups of scholars (with special needs and without) that target remedial skill needs, IEP goals, and general education content
- Implement instructional strategies and activities as outlined in students' individualized education plans (IEPs).
- Prepare and organize instructional materials and resources.
- Assist a teacher in reinforcing instruction and behavior to individual or small groups of special education students, assisting in the preparation of instructional materials and implementation of individual education plans and provide routine clerical support

3. Behavioral Support:

- Provide 'in classroom' behavior management and academic support to the classroom Teacher by performing tasks that evaluate, monitor, and manage the actions of the students ensuring that they are behaviorally available to participate in class lessons
- Assist in implementing behavior management strategies and interventions.



- Monitor and document student behavior and progress.
- Support students in developing social skills and appropriate behaviors.
- Remove students for check-ins/resets
- Respond to crisis behavior as necessary and ensure safe practices
- Serve as the point person when the student(s) elope
- Implement behavioral/social support plans within the classroom to individual students or group of students (including but not limited to attending, non-compliance, completion of tasks, following rules and classroom expectations)

4. Classroom Management:

- Help maintain a positive and inclusive classroom environment.
- Assist in managing classroom routines and procedures.
- Ensure the safety and well-being of students at all times.

5. Collaboration and Communication:

- Work collaboratively with special education teachers, general education teachers, support staff, and administrators.
- Build intentional relationships with students, staff and parents
- Communicate regularly with teachers regarding student progress and any concerns.
- Participate in team meetings, training sessions, and professional development opportunities.
- Collaborating with other special supports for scholars as appropriate (outside services, special education, etc.)

6. Documentation and Reporting:

- Maintain accurate and complete records of student activities, progress, and incidents.
- Track and input grades for student work completed in small groups.
- Assist in preparing reports and documentation required for IEP meetings and other assessments.
- Provide Testing support for major whole school assessments which include NWEA MAP, SBAC, and ELPAC/SELPAC (including 1:1 testing, batch/whole group student proctoring, etc)

7. Professional Development:

- Engage in professional development opportunities provided by Alpha to enhance skills and knowledge.
- Receive and implement feedback from experienced educational coaches
- Seek opportunities to collaborate with and learn from colleagues, to plan lessons, coordinate activities and share best practices

8. Campus support in varied capacities as needed, such as:

- Lunch and recess supervision via active monitoring of students and relationship building with students.
- Arrival and dismissal supervision to ensure student safety while entering and exiting our campus.
- Ensuring students are supervised in classrooms and other settings at all times.
- Ensuring students are safe and occupied.
- Employing suitable classroom management techniques.
- Provide additional resources and suggestions to other support services as needed
- Supporting with creating a healthy and thriving school environment for students,



- staff, and families
- Providing translation support when possible to support strong collaboration within the Alpha community

Alpha 2024-2025 Teacher Salary Scale

The Alpha Talent and Finance teams built out the structure of the Teacher Salary Scale in partnership with our teachers, leaders, and Board of Directors.

New-to-Alpha teacher compensation is based on years of experience as a full-time teacher of record at an accredited K-12 school as well as your California license status:

| Years of Teaching Experience (entering year) | Tier 1 Base Emergency License (Waiver/STSP/PIP) | Tier 2 +\$2,500 over Base Intern Credential | Tier 3 +\$5,000 over Base Prelim/Clear or Ltd Assignment Permit |
|---|--|--|--|
| 1 | \$63,647.00 | \$66,147.00 | \$68,647.00 |
| 2 | \$66,773.00 | \$69,273.00 | \$71,773.00 |
| 3 | \$71,983.00 | \$74,483.00 | \$76,983.00 |
| 4 | \$74,973.00 | \$77,473.00 | \$79,973.00 |
| 5 | \$77,963.00 | \$80,463.00 | \$82,963.00 |
| 6 | \$80,953.00 | \$83,453.00 | \$85,953.00 |
| 7 | \$83,943.00 | \$86,443.00 | \$88,943.00 |
| 8 | \$86,933.00 | \$89,433.00 | \$91,933.00 |
| 9 | \$89,923.00 | \$92,423.00 | \$94,923.00 |
| 10 | \$90,965.00 | \$93,465.00 | \$95,965.00 |
| 11 | \$92,007.00 | \$94,507.00 | \$97,007.00 |

~If you have more than 10 years of teaching experience, please contact a member of Alpha's Talent team for more information.

There are three variables that impact return teacher salaries at Alpha Public Schools: - **Full Years of Experience as a Teacher of Record, Credential Status, and Years with Alpha**

- **Years of Teaching Experience** - experience in the classroom matters for teaching confidence and student outcomes
- **Credential Status** - being licensed to teach is CA law; and being fully credentialed supports longevity in the classroom
- **Years with Alpha** - stable learning environments with teacher consistency helps students learn at a quicker rate

Credentialing Support at Alpha

- Alpha provides a variety of financial support for current teachers in relation to Induction, license required exams, and Integrated/Designated ELD. For more details on these benefits, please contact a member of Alpha's Talent Team (jobs@alphapublicschools.org).

Years of teaching experience must be verified with prior employers to be included in salary calculations. All final compensation calculations must be confirmed by Alpha's HR team.



| Scale Category | Roles Included | Starting Rates | Rate Type |
|----------------|---------------------------------------|----------------|-----------|
| APS FS 1a | Lunch Monitor | \$17.65 | Hourly |
| APS FS 1b | Food Service Support | \$20.80 | |
| Office I | Food Service Lead | \$21.84 | Hourly |
| | Office Assistant | | |
| Classroom Aide | Academic Interventionist | \$23.09 | Hourly |
| | Special Education Paraprofessional | | |
| | Kindergarten Paraprofessional | | |
| | TK Paraprofessional | | |
| Classroom Aide | Behavior Paraprofessional | \$24.13 | Hourly |
| Substitute | Associate Teacher | \$54,080 | Annual |
| Teacher | Classroom Teachers | \$63,647 | Annual |
| | Education Specialists | | |
| | Elective Teachers | | |
| | ELD Specialists | | |
| MHC | Mental Health Counselor | \$68,328 | Annual |
| Psych/SLP Ia | Speech-Language Pathology | \$71,569 | Annual |
| SLT | Dean of Students | \$80,865 | Annual |
| SLT | School Operations Manager | \$81,952 | Annual |
| Psych/SLP Ic | Speech Language Pathologist | \$87,776 | Annual |
| | School Psychologist | | |
| SLT | Assistant Principal | \$97,760 | Annual |
| Dir IV | Senior Director of Community Advocacy | \$102,544 | Annual |
| Dir IIIb | Director (Academics/Talent) | \$104,416 | Annual |
| Dir V | Senior Director of Academics | \$106,496 | Annual |
| SLT | Principal | \$129,750 | Annual |
| Dir VII | Managing Director | \$134,000 | Annual |
| C I | Executive team | \$151,453 | Annual |

Benefits at Alpha Public Schools



- Health benefits plans for medical, vision, and dental insurance coverage for staff and their families
- Retirement matching options (matching 5% in addition to an automatic 3%)
- Time off for holidays and breaks (6 weeks throughout the school year)
- Personal time, Sick time, and Mental Health days to leverage as you need throughout the year
- Generous paternity/maternity leave benefits including 4 weeks of paid parental leave in addition to the state and federal leave allowances
- Employee Assistance Program that provides free access to professional services for workplace, life, and wellbeing support and services for staff, their families, and household members
- Employee Tuition support program providing up to \$4,000 a year towards approved advanced college coursework tuition
- Relocation assistance for teammates moving from 250+ miles away
- Regular professional development with trained leaders (external and internal)
- Opportunities to cross-collaborate with teachers and experts at other APS schools

Learn more by applying today!

<https://www.alphapublicschools.org/for-teachers-and-staff/>





Appendix 12

Financial Documents

2023-24 APS Audit

Budget Narrative

Five Year Budget

Five Year Cash Flow

LCFF / FCMAT Calculator

2021-26 Facility Use Agreement - APS and ARUSD

ALPHA PUBLIC SCHOOLS
CONSOLIDATED FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION
YEAR ENDED JUNE 30, 2023

OPERATING:

Alpha Blanca Alvarado Middle School: #1375
Alpha Jose Hernandez Middle School: #1618
Alpha Cindy Avita High School: #1737
Cornerstone Academy Preparatory School: #1167



CPAs | CONSULTANTS | WEALTH ADVISORS

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**ALPHA PUBLIC SCHOOLS
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YEAR ENDED JUNE 30, 2023**

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INDEPENDENT AUDITORS' REPORT

Board of Directors
Alpha Public Schools
San Jose, California

Report on the Audit of the Consolidated Financial Statements

Opinion

We have audited the accompanying consolidated financial statements of Alpha Public Schools (APS), a California nonprofit public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2023, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the consolidated financial statements.

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of APS as of June 30, 2023, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the *Auditors' Responsibilities for the Audit of the Financial Statements* section of our report. We are required to be independent of Alpha Public Schools and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Change in Accounting Principle

As discussed in Note 1 to the consolidated financial statements, in 2023 APS adopted new accounting guidance for leases. The guidance requires lessees to recognize a right-of-use asset and corresponding liability for all operating and finance leases with lease terms greater than one year. Our opinion is not modified with response to this matter.

Responsibilities of Management for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about APS' ability to continue as a going concern for one year after the date the consolidated financial statements are available to be issued.

Auditors' Responsibility for the Audit of the Consolidated Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the consolidated financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the consolidated financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of APS' internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the consolidated financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the APS' ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

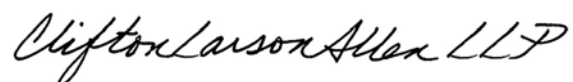
Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the APS' consolidated financial statements as a whole. The Alpha: Blanca Alvarado, Alpha: Jose Hernandez, Alpha: Cindy Avitia, Cornerstone Academy Preparatory, Charter Management Organization, Alpha Facilities LLC, and Eliminations columns in the statements of financial position, activities, and cash flows as well as the supplementary information (as identified in the table of contents) accompanying supplementary schedules, and the accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, which are the responsibility of management, are presented for purposes of additional analysis and are not a required part of the consolidated financial statements. Such information, except for the portion marked "unaudited," was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the consolidated financial statements as a whole.

The Local Education Agency Organization Structure, which is marked "unaudited," has not been subjected to the auditing procedures applied in the audit of the consolidated financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated December 12, 2023, on our consideration of APS' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the APS' internal control over financial reporting and compliance.



CliftonLarsonAllen LLP

Glendora, California
December 12, 2023

**ALPHA PUBLIC SCHOOLS
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
YEAR ENDED JUNE 30, 2023**

| | Alpha: Blanca Alvarado | Alpha: Jose Hernandez | Alpha: Cindy Avitia | Cornerstone Academy Preparatory | Charter Management Organization | Alpha Facilities LLC | Eliminations | Total |
|--|------------------------------|-----------------------------|---------------------------|---------------------------------------|---------------------------------------|----------------------------|-----------------------|----------------------|
| ASSETS | | | | | | | | |
| CURRENT ASSETS | | | | | | | | |
| Cash and Cash Equivalents | \$ 2,788,321 | \$ 2,736,221 | \$ 4,006,483 | \$ 5,288,014 | \$ 847,253 | \$ 2,685,579 | \$ - | \$ 18,351,871 |
| Accounts Receivable | 2,838,402 | 2,170,798 | 1,988,796.00 | 1,797,927 | 20,229 | - | - | 8,816,152 |
| Intercompany Receivable | - | 3,928 | - | - | 2,622,754 | 113,850 | (2,740,532) | - |
| Prepaid Expenses and Other Assets | 99,246 | 203,395 | 130,117 | 43,407 | 210,532 | - | - | 686,697 |
| Total Current Assets | <u>5,725,969</u> | <u>5,114,342</u> | <u>6,125,396</u> | <u>7,129,348</u> | <u>3,700,768</u> | <u>2,799,429</u> | <u>(2,740,532)</u> | <u>27,854,720</u> |
| LONG-TERM ASSETS | | | | | | | | |
| Property, Plant, and Equipment, Net | - | - | 72,708 | (48,835) | 109,777 | 1,746,414 | - | 1,880,064 |
| Other Long-Term Assets | - | - | - | - | 15,000 | - | - | 15,000 |
| Operating Right-of-Use Asset | 34,414 | 36,147 | - | 42,103 | 104,859 | - | - | 217,523 |
| Total Long-Term Assets | <u>34,414</u> | <u>36,147</u> | <u>72,708</u> | <u>(6,732)</u> | <u>229,636</u> | <u>1,746,414</u> | <u>-</u> | <u>2,112,587</u> |
| Total Assets | <u>\$ 5,760,383</u> | <u>\$ 5,150,489</u> | <u>\$ 6,198,104</u> | <u>\$ 7,122,616</u> | <u>\$ 3,930,404</u> | <u>\$ 4,545,843</u> | <u>\$ (2,740,532)</u> | <u>\$ 29,967,307</u> |
| LIABILITIES AND NET ASSETS | | | | | | | | |
| CURRENT LIABILITIES | | | | | | | | |
| Accounts Payable and Accrued Liabilities | \$ 207,301 | \$ 268,395 | \$ 297,059 | \$ 173,703 | \$ 402,570 | \$ - | \$ - | \$ 1,349,028 |
| Intercompany Payable | 55,012 | - | - | - | - | 2,685,520 | (2,740,532) | - |
| Deferred Revenue | 1,520,823 | 1,920,551 | 1,997,158 | 1,251,084 | - | - | - | 6,689,616 |
| Operating Lease Liabilities, Current | 11,831 | 12,426 | - | 12,210 | 107,198 | - | - | 143,665 |
| Total Current Liabilities | <u>1,794,967</u> | <u>2,201,372</u> | <u>2,294,217</u> | <u>1,436,997</u> | <u>509,768</u> | <u>2,685,520</u> | <u>(2,740,532)</u> | <u>8,182,309</u> |
| LONG-TERM LIABILITIES | | | | | | | | |
| Operating Lease Liabilities, Net | 22,583 | 23,721 | - | 29,893 | - | - | - | 76,197 |
| Total Liabilities | <u>1,817,550</u> | <u>2,225,093</u> | <u>2,294,217</u> | <u>1,466,890</u> | <u>509,768</u> | <u>2,685,520</u> | <u>(2,740,532)</u> | <u>8,258,506</u> |
| NET ASSETS | | | | | | | | |
| Without Donor Restrictions | 3,942,833 | 2,925,396 | 3,903,887 | 5,655,726 | 3,420,636 | 1,860,323 | - | 21,708,801 |
| Total Net Assets | <u>3,942,833</u> | <u>2,925,396</u> | <u>3,903,887</u> | <u>5,655,726</u> | <u>3,420,636</u> | <u>1,860,323</u> | <u>-</u> | <u>21,708,801</u> |
| Total Liabilities and Net Assets | <u>\$ 5,760,383</u> | <u>\$ 5,150,489</u> | <u>\$ 6,198,104</u> | <u>\$ 7,122,616</u> | <u>\$ 3,930,404</u> | <u>\$ 4,545,843</u> | <u>\$ (2,740,532)</u> | <u>\$ 29,967,307</u> |

**ALPHA PUBLIC SCHOOLS
CONSOLIDATED STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2023**

| | Alpha: Blanca Alvarado | Alpha: Jose Hernandez | Alpha: Cindy Avitia | Cornerstone Academy Preparatory | Charter Management Organization | Alpha Facilities LLC | Eliminations | Total |
|---|------------------------------|-----------------------------|---------------------------|---------------------------------------|---------------------------------------|----------------------------|--------------|----------------------|
| REVENUES, WITHOUT DONOR RESTRICTIONS | | | | | | | | |
| State Revenue: | | | | | | | | |
| State Aid | \$ 4,281,074 | \$ 4,139,463 | \$ 4,348,357 | \$ 4,039,800 | \$ - | \$ - | \$ - | \$ 16,808,694 |
| Other State Revenue | 1,848,823 | 1,819,464 | 1,057,181 | 1,346,343 | - | - | - | 6,071,811 |
| Federal Revenue: | | | | | | | | |
| Grants and Entitlements | 1,739,196 | 1,643,802 | 1,783,976 | 1,026,621 | 26,740 | - | - | 6,220,335 |
| Local Revenue: | | | | | | | | |
| In-Lieu Property Tax Revenue | 1,302,491 | 1,241,722 | 1,814,386 | 1,660,189 | - | - | - | 6,018,788 |
| Contributions | 6,001 | 1,747 | 100,150 | 15,340 | 393,940 | - | - | 517,178 |
| Investment Income | - | - | - | - | 149,739 | 59 | - | 149,798 |
| Other Local Revenue | - | 1,797 | - | 3,847 | - | - | - | 5,644 |
| Other Revenue | 21,545 | 22,675 | 28,979 | 42,178 | 7,283,354 | 845,563 | (8,072,299) | 171,995 |
| Total Net Assets Without Donor Restrictions | 9,199,130 | 8,870,670 | 9,133,029 | 8,134,318 | 7,853,773 | 845,622 | (8,072,299) | 35,964,243 |
| EXPENSES | | | | | | | | |
| Program Services | 5,237,929 | 5,204,590 | 6,212,315 | 5,659,682 | 5,508,218 | - | (845,563) | 26,977,171 |
| Management and General | 2,467,214 | 2,429,006 | 2,324,190 | 2,049,496 | 3,710,559 | 466,463 | (7,226,736) | 6,220,192 |
| Fundraising | 7,178 | 7,118 | 7,043 | 105,444 | 5,863 | - | - | 132,646 |
| Total Expenses | 7,712,321 | 7,640,714 | 8,543,548 | 7,814,622 | 9,224,640 | 466,463 | (8,072,299) | 33,330,009 |
| CHANGE IN NET ASSETS | 1,486,809 | 1,229,956 | 589,481 | 319,696 | (1,370,867) | 379,159 | - | 2,634,234 |
| Net Assets Without Donor Restrictions, Beginning of Year | 2,456,024 | 1,695,440 | 3,314,406 | 5,336,030 | 4,791,503 | 1,481,164 | - | 19,074,567 |
| NET ASSETS WITHOUT DONOR RESTRICTIONS, END OF YEAR | <u>\$ 3,942,833</u> | <u>\$ 2,925,396</u> | <u>\$ 3,903,887</u> | <u>\$ 5,655,726</u> | <u>\$ 3,420,636</u> | <u>\$ 1,860,323</u> | <u>\$ -</u> | <u>\$ 21,708,801</u> |

**ALPHA PUBLIC SCHOOLS
CONSOLIDATED STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2023**

| | Alpha: Blanca Alvarado | Alpha: Jose Hernandez | Alpha: Cindy Avitia | Alpha: Cornerstone Academy Preparatory | Charter Management Organization | Alpha Facilities LLC | Eliminations | Total |
|---|------------------------------|-----------------------------|---------------------------|---|---------------------------------------|----------------------------|--------------|----------------------|
| CASH FLOWS FROM OPERATING ACTIVITIES | | | | | | | | |
| Change in Net Assets | \$ 1,486,809 | \$ 1,229,956 | \$ 589,481 | \$ 319,696 | \$(1,370,867) | \$ 379,159 | \$ - | \$ 2,634,234 |
| Adjustments to Reconcile Change in Net Assets to Net Cash Provided (Used) by Operating Activities: | | | | | | | | |
| Depreciation | - | - | 18,737 | - | 15,237 | 466,463 | - | 500,437 |
| Noncash Lease Expense | - | - | - | - | 2,339 | - | - | 2,339 |
| Decrease (Increase) in Operating Assets: | | | | | | | | |
| Accounts Receivable | (2,078,838) | (1,001,155) | (746,923) | (1,345,480) | 1,475 | - | - | (5,170,921) |
| Intercompany Receivable | - | (3,928) | - | - | (1,821,670) | - | 1,825,598 | - |
| Prepaid Expenses and Other Assets | 62,827 | (14,087) | (12,550) | 106,945 | (134,019) | - | - | 9,116 |
| Increase (Decrease) in Operating Liabilities: | | | | | | | | |
| Accounts Payable and Accrued Liabilities | 97,897 | 92,805 | (3,058) | 66,153 | 511,017 | - | - | 764,814 |
| Intercompany Payable | (113,850) | (746,072) | - | - | - | 2,685,520 | (1,825,598) | - |
| Deferred Revenue | 1,178,407 | 1,649,153 | 1,745,580 | 987,710 | - | - | - | 5,560,850 |
| Net Cash Provided (Used) by Operating Activities | 633,252 | 1,206,672 | 1,591,267 | 135,024 | (2,796,488) | 3,531,142 | - | 4,300,869 |
| CASH FLOWS FROM INVESTING ACTIVITIES | | | | | | | | |
| Transfer of Property, Plant, and Equipment | - | - | - | 48,836 | (48,836) | - | - | - |
| Purchases of Property, Plant, and Equipment | - | - | (53,459) | - | - | (845,563) | - | (899,022) |
| Net Cash Used by Investing Activities | - | - | (53,459) | 48,836 | (48,836) | (845,563) | - | (899,022) |
| NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS | 633,252 | 1,206,672 | 1,537,808 | 183,860 | (2,845,324) | 2,685,579 | - | 3,401,847 |
| Cash and Cash Equivalents - Beginning of Year | 2,155,069 | 1,529,549 | 2,468,675 | 5,104,154 | 3,692,577 | - | - | 14,950,024 |
| CASH AND CASH EQUIVALENTS - END OF YEAR | <u>\$ 2,788,321</u> | <u>\$ 2,736,221</u> | <u>\$ 4,006,483</u> | <u>\$ 5,288,014</u> | <u>\$ 847,253</u> | <u>\$ 2,685,579</u> | <u>\$ -</u> | <u>\$ 18,351,871</u> |

ALPHA PUBLIC SCHOOLS
CONSOLIDATED STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2023

| | Program Services | Management and General | Fundraising | Total Expenses |
|---------------------------------|----------------------|---------------------------|-------------------|----------------------|
| Salaries and Wages | \$ 15,969,062 | \$ 1,145,550 | \$ 95,250 | \$ 17,209,862 |
| Pension Expenses | 481,957 | 31,094 | 5,182 | 518,233 |
| Other Employee Benefits | 1,905,573 | 122,942 | 20,489 | 2,049,004 |
| Payroll Taxes | 1,079,756 | 69,662 | 11,610 | 1,161,028 |
| Management Fees | - | - | - | - |
| Legal Expenses | - | 29,950 | - | 29,950 |
| Accounting Expenses | - | 25,107 | - | 25,107 |
| Instructional Materials | 1,189,641 | - | - | 1,189,641 |
| Other Fees for Services | 1,911,602 | 1,760,123 | - | 3,671,725 |
| Advertising and Promotion | 149,978 | - | - | 149,978 |
| Office Expenses | 25,420 | 117,194 | - | 142,614 |
| Information Technology | 390,895 | 18,914 | - | 409,809 |
| Occupancy Expenses | 374,452 | 2,054,974 | - | 2,429,426 |
| Travel Expenses | 31,476 | - | - | 31,476 |
| Conference and Meeting Expenses | 27,902 | - | - | 27,902 |
| Interest Expenses | - | - | - | - |
| Depreciation Expense | - | 500,437 | - | 500,437 |
| Insurance Expenses | - | 124,505 | - | 124,505 |
| Other Expenses | 3,439,457 | 219,740 | 115 | 3,659,312 |
| Total | <u>\$ 26,977,171</u> | <u>\$ 6,220,192</u> | <u>\$ 132,646</u> | <u>\$ 33,330,009</u> |

**ALPHA PUBLIC SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2023**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

Alpha Public Schools is a California nonprofit public benefit corporation and is organized to manage and operate public charter schools. Alpha Public Schools is funded principally through state of California public education monies received through the California Department of Education (CDE).

The charters may be revoked by the sponsor for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Principles of Consolidation

The consolidated financial statements include herein represents the activities of Alpha Public Schools and its wholly owned subsidiary (collectively referred to as APS):

Alpha Public Schools: The entity includes the accounts of Alpha: Blanca Alvarado (Alpha BA), Alpha: Jose Hernandez (Alpha JH), Alpha: Cindy Avitia High School (Alpha CA), Alpha: Cornerstone Academy Preparatory (Alpha CAPS), and Alpha Public Schools Charter Management (CMO). For the year ended June 30, 2023, Alpha Public Schools has chosen to identify each charter school separately within the basic consolidated financial statements. In cases where specific identification of each charter's activities was not possible, items were allocated according to Average Daily Attendance (ADA).

Alpha Facilities LLC (LLC): The entity was created in May 2021 for the purpose of construction and holding of properties. Alpha Public Schools has both control and an economic interest in the LLC.

All significant intercompany accounts and transactions have been eliminated in consolidation.

Basis of Accounting

The consolidated financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

Basis of Presentation

The accompanying consolidated financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

Use of Estimates

The preparation of consolidated financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

ALPHA PUBLIC SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Cash and Cash Equivalents

APS defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

Functional Allocation of Expenses

Costs of providing APS' programs and other activities have been presented in the consolidated statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit. The expenses that are allocated include occupancy, and depreciation which is allocated based on usage.

Net Asset Classes

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – We report contributions restricted by donors as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the consolidated statements of activities as net assets released from restrictions.

Accounts Receivable

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2023. Management believes that all receivables are fully collectible; therefore, no provisions for uncollectible accounts were recorded.

Property, Plant, and Equipment

Property, plant, and equipment are stated at cost, if purchased, or at estimated fair value, if donated. Depreciation is provided on a straight-line basis over the estimated useful lives of the asset. APS capitalizes all expenditures for land, buildings, and equipment in excess of \$100,000.

Revenue Recognition

Amounts received from the California Department of Education are conditional and recognized as revenue by APS based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

ALPHA PUBLIC SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Contributions

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give (those with a measurable performance or other barrier and a right of return) are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Conditional Grants

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses (barriers) are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when APS has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the consolidated statement of financial position. As of June 30, 2023, APS has conditional grants of \$8,743,112 of which \$6,689,616 is recognized as deferred revenue in the consolidated statement of financial position.

Other Revenue

Other revenue consists primarily of food service. The performance obligation for providing these services is simultaneously received and consumed by the students; therefore, the revenue is recognized at the point of sale.

Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of APS schools are required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

Income Taxes

Alpha Public Schools is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Alpha Public Schools is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. Alpha Public Schools files an exempt school return and applicable unrelated business income tax return in the U.S. federal jurisdiction and the state of California.

**ALPHA PUBLIC SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2023**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Income Taxes (Continued)

The LLC is considered disregarded and therefore exempt from the payment of income taxes. The LLC has been granted exemption from the California state LLC fee under the California Revenue and Taxation Code.

Leases

APS leases School Facilities, office space, and equipment. APS determines if an arrangement is a lease at inception. Operating leases are included in operating lease right-of-use (ROU) assets, and operating lease liabilities on the consolidated statement of financial position. Finance leases are included in financing ROU assets, and lease liabilities – financing on the consolidated statement of financial position.

ROU assets represent APS's right to use an underlying asset for the lease term and lease liabilities represent APS's obligation to make lease payments arising from the lease. ROU assets and liabilities are recognized at the lease commencement date based on the present value of lease payments over the lease term. As most of leases do not provide an implicit rate, APS uses a risk-free rate based on the information available at commencement date in determining the present value of lease payments. The operating lease ROU asset also includes any lease payments made and excludes lease incentives. The lease terms may include options to extend or terminate the lease when it is reasonably certain that APS will exercise that option. APS has elected to recognize payments for short-term leases with a lease term of 12 months or less as expense as incurred and these leases are not included as lease liabilities or ROU assets on the consolidated statement of financial position.

APS has elected not to separate nonlease components from lease components and instead accounts for each separate lease component and the nonlease component as a single lease component.

APS's lease agreements do not contain any material residual value guarantees or material restrictive covenants.

In evaluating contracts to determine if they qualify as a lease, APS considers factors such as if APS has obtained substantially all of the rights to the underlying asset through exclusivity, if APS can direct the use of the asset by making decisions about how and for what purpose the asset will be used and if the lessor has substantive substitution rights. This evaluation may require significant judgment.

The individual lease contracts do not provide information about the discount rate implicit in the lease. Therefore, APS has elected to use a risk-free rate determined using a period comparable with that of the lease term for computing the present value of lease liabilities.

ALPHA PUBLIC SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Adoption of New Accounting Standards

In February 2016, the FASB issued Accounting Standards Update 2016-02, *Leases* (ASC 842). The new standard increases transparency and comparability among organizations by requiring the recognition of ROU assets and lease liabilities on the consolidated statement of financial position. Most prominent of the changes in the standard is the recognition of ROU assets and lease liabilities by lessees for those leases classified as operating leases. Under the standard, disclosures are required to meet the objective of enabling users of consolidated financial statements to assess the amount, timing, and uncertainty of cash flows arising from leases.

APS adopted the requirements of the guidance effective July 1, 2022 and has elected to apply the provisions of this standard to the beginning of the period of adoption with certain practical expedients available.

APS has elected to adopt the package of practical expedients available in the year of adoption. APS has elected to adopt the available practical expedient to use hindsight in determining the lease term and in assessing impairment of APS' ROU assets.

APS elected the available practical expedients to account for existing capital leases and operating leases as finance leases and operating leases, respectively, under the new guidance, without reassessing (a) whether the contracts contain leases under the new standard, (b) whether classification of capital leases or operating leases would be different in accordance with the new guidance, or (c) whether the unamortized initial direct costs before transition adjustments would have met the definition of initial direct costs in the new guidance at lease commencement.

In addition, APS elected the hindsight practical expedient to determine the lease term for existing leases.

As a result of the adoption of the new lease accounting guidance, APS recognized on July 1, 2022 a ROU asset at the carrying amount of the operating lease asset of \$354,885. APS also recognized on July 1, 2022 a lease liability of \$219,862, which represents the present value of the remaining operating lease payments discounted using the risk free rate.

The standard had a material impact on the consolidated statement of financial position but did not have an impact on the consolidated statement of activities, nor the consolidated statement of cash flows. The most significant impact was the recognition of ROU assets and lease liabilities for operating leases.

Subsequent Events

APS has evaluated subsequent events through December 12, 2023, the date these consolidated financial statements were available to be issued.

ALPHA PUBLIC SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 2 LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprised of the following:

| | Amount |
|---------------------------|----------------------|
| Cash and Cash Equivalents | \$ 18,351,871 |
| Accounts Receivable | 8,816,152 |
| Total | <u>\$ 27,168,023</u> |

As part of its liquidity management plan, APS monitors liquidity required and cash flows to meet operating needs on a monthly basis. APS structures its financial assets to be available as general expenditures, liabilities and other obligations come due.

NOTE 3 CONCENTRATION OF CREDIT RISK

APS maintains cash balances held in banks and revolving funds which are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. APS has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

NOTE 4 PROPERTY, PLANT, AND EQUIPMENT

Property, plant, and equipment in the accompanying consolidated financial statements is presented net of accumulated depreciation. Depreciation expense was \$500,437 for the year ended June 30, 2023.

The components of property, plant, and equipment as of June 30, 2023 are as follows:

| | Amount |
|-------------------------------------|---------------------|
| Buildings and improvements | \$ 2,408,577 |
| Equipment | 174,326 |
| Construction in Progress | 69,003 |
| Total | <u>2,651,906</u> |
| Less: Accumulated Depreciation | 771,842 |
| Property, Plant, and Equipment, Net | <u>\$ 1,880,064</u> |

ALPHA PUBLIC SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 5 RETIREMENT PLANS

Defined Contribution Plan

APS offers an Internal Revenue Code Section 403(b) retirement plan to each of its qualifying employees. APS matches 5% for eligible employees. In addition, Alpha provides a non-elective 1% contribution for all qualifying employees. During the year ended June 30, 2023, APS contributed \$468,316 to this plan.

Multiemployer Defined Benefit Pension Plan

Qualified employees are covered under multiemployer defined benefit pension plans maintained by agencies of the state of California.

The risks of participating in these multiemployer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multiemployer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if APS chooses to stop participating in the multiemployer plan, it may be required to pay a withdrawal liability to the plan. APS has no plans to withdraw from this multiemployer plan.

State Teachers' Retirement System (STRS)

Plan Description

APS contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiemployer public employee retirement system defined benefit pension plan administered by STRS. Plan information for STRS is not publicly available. The plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2022 total STRS plan net assets are \$300 billion, the total actuarial present value of accumulated plan benefits is \$434 billion, contributions from all employers totaled \$6.513 billion, and the plan is 74.4% funded. APS did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826 and www.calstrs.com.

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.21% of their salary. APS is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for year ended June 30, 2023 was 19.10% of annual payroll. The contribution requirements of the plan members are established and may be amended by state statute.

ALPHA PUBLIC SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 5 RETIREMENT PLANS (CONTINUED)

State Teachers' Retirement System (STRS) (Continued)

APS' contributions to STRS for the past three years are as follows:

| <u>Year Ending June 30,</u> | <u>Required Contribution</u> | <u>Percent Contributed</u> |
|-----------------------------|----------------------------------|--------------------------------|
| 2021 | \$ 360,604 | 100% |
| 2022 | \$ 419,388 | 100% |
| 2023 | \$ 518,233 | 100% |

NOTE 6 LEASES – ASC 842

APS leases equipment as well as certain operating and office facilities for various terms under long-term, non-cancelable lease agreements. The leases expire at various dates through October 2026. The agreements generally require APS to pay real estate taxes, insurance, and repairs.

The following table provides quantitative information concerning APS's leases for the year ended June 30, 2023:

| | <u>2023</u> |
|-----------------------|-------------------|
| Lease Costs: | |
| Operating Lease Costs | \$ 145,380 |
| Total Lease Costs | <u>\$ 145,380</u> |

Other Information:

| | |
|--|------------|
| Cash Paid for Amounts Included in the Measurement of Lease Liabilities: | |
| Operating Cash Flows from Operating Leases | \$ 143,042 |
| Right-Of-Use Assets Obtained in Exchange for New Operating Lease Liabilities | \$ 354,885 |
| Weighted-Average Remaining Lease Term - Operating Leases | 2 Years |
| Weighted-Average Discount Rate - Operating | 2.85% |

APS classifies the total undiscounted lease payments that are due in the next 12 months as current. A maturity analysis of annual undiscounted cash flows for lease liabilities as of June 30, 2023, is as follows:

| <u>Year Ending June 30,</u> | <u>Operating Leases</u> |
|------------------------------------|-----------------------------|
| 2024 | \$ 147,718 |
| 2025 | 39,121 |
| 2026 | 34,806 |
| 2027 | 4,411 |
| Total Lease Payments | <u>226,056</u> |
| Less: Imputed Interest | <u>(6,194)</u> |
| Present Value of Lease Liabilities | <u>\$ 219,862</u> |

**ALPHA PUBLIC SCHOOLS
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2023**

NOTE 7 CONTINGENCIES

APS has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

SUPPLEMENTARY INFORMATION

**ALPHA PUBLIC SCHOOLS
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2023
(SEE INDEPENDENT AUDITORS' REPORT)
UNAUDITED**

Alpha Public Schools (APS) is a California nonprofit public benefit corporation and is organized to manage and operate public charter schools.

APS began serving students at Alpha Blanca Alvarado Middle School in August 2012. Alpha Blanca Alvarado Middle School (#1375) is sponsored by the Alum Rock Union Elementary School District. The current charter was automatically extended the charter's term by two years from the adoption of Assembly Bill 130 to June 30, 2024. In July 2023, a new bill was approved to extend most charter school petitions terms by an additional year. Therefore, the Alpha Blanca Alvarado Middle School's charter term is extended to June 30, 2025.

APS began serving students at Alpha Jose Hernandez Middle School in August 2014. Alpha Jose Hernandez Middle School (#1618) is sponsored by the Santa Clara County Office of Education. The current charter was automatically extended the charter's term by two years from the adoption of Assembly Bill 130 to June 30, 2024. In July 2023, a new bill was approved to extend most charter school petitions terms by an additional year. Therefore, the Alpha Jose Hernandez Middle School's charter term is extended to June 30, 2025.

APS began serving students at Alpha Cindy Avitia High School in August 2015. Alpha Cindy Avitia High School (#1737) is sponsored by the East Side Union High School District. The current charter was automatically extended the charter's term by two years from the adoption of Assembly Bill 130 to June 30, 2027. In July 2023, a new bill was approved to extend most charter school petitions terms by an additional year. Therefore, the Alpha Cindy Avitia High School's charter term is extended to June 30, 2028.

Cornerstone Academy Preparatory School became part of APS in July 2016. Cornerstone Academy Preparatory School (#1167) is sponsored by the Franklin-McKinley Elementary School District. The current charter was automatically extended the charter's term by two years from the adoption of Assembly Bill 130 to June 30, 2027. In July 2023, a new bill was approved to extend most charter school petitions terms by an additional year. Therefore, the Cornerstone Academy Preparatory School's charter term is extended to June 30, 2028.

ALPHA PUBLIC SCHOOLS
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE (CONTINUED)
YEAR ENDED JUNE 30, 2023
(SEE INDEPENDENT AUDITORS' REPORT)
UNAUDITED

The Board of Directors and the Administrator as of the year ended June 30, 2023 were as follows:

BOARD OF DIRECTORS

| Member | Office | Term Expires (3-Year Term) |
|------------------|---------------|-----------------------------------|
| Peter MacDonald | Chair | 6/30/2025 |
| Jennifer Wallner | Vice Chair | 6/30/2026 |
| Adam Hendricks | Director | 6/30/2025 |
| Silvia Mahan | Director | 6/30/2026 |
| Lex Alvarez | Director | 6/30/2025 |
| Cindy Wang | Director | 6/30/2025 |
| Elsa Retuta | Director | 6/30/2024 |
| Alicia Santillan | Director | 6/30/2024 |
| Jannet Mejia | Director | 6/30/2024 |
| Janine Ramirez | Director | 6/30/2025 |
| Cheria Funches | Director | 6/30/2025 |
| Mario Rosas | Director | 6/30/2026 |

ADMINISTRATOR

| | |
|---------------|-------------------------|
| Shara Hedge | Chief Executive Officer |
| Brandon Paige | Chief Financial Officer |

**ALPHA PUBLIC SCHOOLS
SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2023**

| | Instructional Minutes | | Traditional | Status |
|---|-----------------------|--------|---------------|---------------|
| | Requirement | Actual | Calendar Days | |
| Alpha: Blanca Alvarado: | | | | |
| Grade K | 36,000 | 42,955 | 176 | In compliance |
| Grade 1-3 | 50,400 | 53,515 | 176 | In compliance |
| Grade 5-6 | 54,000 | 54,725 | 176 | In compliance |
| Grade 7-8 | 54,000 | 54,725 | 176 | In compliance |
| Alpha: Jose Hernandez: | | | | |
| Grade TK / T | 36,000 | 46,860 | 176 | In compliance |
| Grade 1-2 | 50,400 | 50,732 | 176 | In compliance |
| Grade 3 | 50,400 | 51,337 | 176 | In compliance |
| Grade 5-6 | 54,000 | 56,177 | 176 | In compliance |
| Grade 7-8 | 54,000 | 56,177 | 176 | In compliance |
| Alpha: Cindy Avitia: | | | | |
| Grade 9 | 64,800 | 66,600 | 178 | In compliance |
| Grade 10 | 64,800 | 66,600 | 178 | In compliance |
| Grade 11 | 64,800 | 66,600 | 178 | In compliance |
| Grade 12 | 64,800 | 66,600 | 178 | In compliance |
| Alpha: Cornerstone Academy Preparatory: | | | | |
| Grade TK / T | 36,000 | 52,170 | 178 | In compliance |
| Grade 1-2 | 50,400 | 54,840 | 178 | In compliance |
| Grade 3 | 50,400 | 55,680 | 178 | In compliance |
| Grade 4 | 54,000 | 55,680 | 178 | In compliance |
| Grade 5-6 | 54,000 | 57,510 | 178 | In compliance |
| Grade 7-8 | 54,000 | 57,510 | 178 | In compliance |

See accompanying Independent Auditors' Report and the Notes to Supplementary Information.

ALPHA PUBLIC SCHOOLS
SCHEDULE OF AVERAGE DAILY ATTENDANCE (ADA)
YEAR ENDED JUNE 30, 2023

| | Second Period Report | | Annual Report | |
|--|----------------------|---------------|--------------------|---------------|
| | Classroom Based | Total | Classroom Based | Total |
| Alpha: Blanca Alvarado: | | | | |
| Grades K-3 | 200.78 | 200.78 | 199.88 | 199.88 |
| Grades 4-6 | 106.20 | 106.20 | 106.16 | 106.16 |
| Grades 7-8 | 110.12 | 110.12 | 109.97 | 109.97 |
| ADA Totals | <u>417.10</u> | <u>417.10</u> | <u>416.01</u> | <u>416.01</u> |
| Alpha: Jose Hernandez: | | | | |
| Grades TK-3 | 203.74 | 204.69 | 203.64 | 204.44 |
| Grades 4-6 | 81.01 | 81.25 | 80.45 | 80.76 |
| Grades 7-8 | 111.40 | 111.70 | 111.42 | 111.76 |
| ADA Totals | <u>396.15</u> | <u>397.64</u> | <u>395.51</u> | <u>396.96</u> |
| Alpha: Cindy Avitia: | | | | |
| Grades 9-12 | 398.10 | 399.64 | 394.73 | 396.37 |
| ADA Totals | <u>398.10</u> | <u>399.64</u> | <u>394.73</u> | <u>396.37</u> |
| Alpha: Cornerstone Academy Preparatory: | | | | |
| Grades TK-3 | 212.66 | 213.00 | 213.27 | 213.54 |
| Grades 4-6 | 180.76 | 181.07 | 180.62 | 180.87 |
| Grades 7-8 | 93.64 | 93.70 | 93.88 | 93.92 |
| ADA Totals | <u>487.06</u> | <u>487.77</u> | <u>487.77</u> | <u>488.33</u> |

See accompanying Independent Auditors' Report and the Notes to Supplementary Information.

**ALPHA PUBLIC SCHOOLS
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH
AUDITED CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023**

| | Alpha: Blanca Alvarado | Alpha: Jose Hernandez | Alpha: Cindy Aitia | Alpha: Cornerstone Academy Preparatory |
|---|------------------------------|-----------------------------|--------------------------|---|
| June 30, 2023 Annual Financial Report Fund Balances (Net Assets) | \$ 4,073,576 | \$ 2,794,067 | \$ 4,027,970 | \$ 5,599,685 |
| Adjustments and Reclassifications: | | | | |
| Increase (Decrease) of Fund Balance (Net Assets): | | | | |
| Cash and Cash Equivalents | (127,001) | (110,520) | (149,597) | (109,075) |
| Accounts Receivable - Federal and State | (69,678) | (43,416) | (81,987) | (94,858) |
| Property, Plant, and Equipment, Net | - | - | (1,633) | (89,835) |
| Other Long-Term Assets | (33,362) | (35,042) | - | - |
| Operating Right-of-Use Asset | 34,414 | 36,147 | - | 42,103 |
| Accounts Payable and Accrued Liabilities | (230,232) | (60,809) | 14,828 | (63,542) |
| Deferred Revenue | 284,675 | 332,793 | 94,306 | 362,353 |
| Operating Lease Liabilities | 10,441 | 12,176 | - | 8,895 |
| Net Adjustments and Reclassifications | <u>(130,743)</u> | <u>131,329</u> | <u>(124,083)</u> | <u>56,041</u> |
| June 30, 2023 Audited Financial Statement Fund Balances (Net Assets) | <u>\$ 3,942,833</u> | <u>\$ 2,925,396</u> | <u>\$ 3,903,887</u> | <u>\$ 5,655,726</u> |

See accompanying Independent Auditors' Report and the Notes to Supplementary Information.

**ALPHA PUBLIC SCHOOLS
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2023**

| Federal Grantor/Pass-Through Grantor Program or Cluster Title | Federal Assistance Listing Number | Pass-Through Entity Identifying Number | Additional Identification | Alpha: Blanca Alvarado | Alpha: Jose Hernandez | Alpha: Cindy Avitia | Alpha: Cornerstone Academy Preparatory | Charter Management Organization | Total Federal Expenditures |
|--|--|---|------------------------------|------------------------------|-----------------------------|---------------------------|---|---------------------------------------|----------------------------------|
| U.S. Department of Education | | | | | | | | | |
| Pass-Through Program From | | | | | | | | | |
| California Department of Education: | | | | | | | | | |
| Every Student Succeeds Act | | | | | | | | | |
| Title I, Part A, Basic Grants: Low-Income and Neglected | 84.010 | 14329 | | \$ 142,064 | \$ 153,260 | \$ 178,959 | \$ 121,421 | \$ - | \$ 595,704 |
| Title II, Part A, Teacher Quality | 84.367 | 14341 | | 17,888 | 19,488 | 21,270 | 15,875 | - | 74,521 |
| Title III, Part A, Limited English Proficiency | 84.365 | 14346 | | 29,932 | 33,923 | 56,414 | 22,615 | - | 142,884 |
| Title IV, Part A, Student Support and Academic Enrichment Program (SSAE) | 84.424 | N/A | | 11,142 | 11,178 | 14,035 | 10,845 | - | 47,200 |
| Title IV, Part C: Public Charter Schools Grants | 84.282U | 15388 | | 413,159 | 304,788 | 237,050 | - | - | 954,997 |
| State Charter School Facilities Incentive Grant | 84.282D | N/A | | - | - | 23,694 | 62,505 | - | 86,199 |
| Special Education Cluster: IDEA Basic Local Assistance Entitlement, Part B, Section 611 | 84.027 | 13379 | | 56,961 | 60,484 | 72,669 | 76,486 | - | 266,600 |
| Total Special Education Cluster | | | | 56,961 | 60,484 | 72,669 | 76,486 | - | 266,600 |
| Coronavirus Aid, Relief, and Economic Security Act (CARES Act): | | | | | | | | | |
| Elementary and Secondary School Emergency Relief Fund | 84.425D | 15536 | COVID-19 | 146,010 | 164,473 | - | 301,527 | - | 612,010 |
| Elementary and Secondary School Emergency Relief III (ESSER III) Fund | 84.425U | 15559 | COVID-19 | 298,350 | 254,767 | 678,370 | 46,208 | - | 1,277,695 |
| Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Learning Loss | 84.425U | 10155 | COVID-19 | 220,788 | 193,889 | 103,168 | 209,608 | - | 727,453 |
| Expanded Learning Opportunities (ELO) | | | | | | | | | |
| Grant ESSER II State Reserve | 84.425D | 15618 | COVID-19 | 37,490 | 38,710 | 60,078 | 53,086 | - | 189,364 |
| Expanded Learning Opportunities (ELO) Grant GEER II | 84.425C | 15619 | COVID-19 | 8,604 | 8,884 | 13,788 | 12,184 | - | 43,460 |
| Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve, Emergency Needs | 84.425U | 15620 | COVID-19 | 24,439 | 25,234 | 39,164 | 34,606 | | 123,443 |
| Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve, Learning Loss | 84.425U | 15621 | COVID-19 | 42,129 | 43,500 | 67,512 | 59,655 | | 212,796 |
| Total CARES Act | | | | 777,810 | 729,457 | 962,080 | 716,874 | - | 3,186,221 |
| Total U.S. Department of Education | | | | 1,448,956 | 1,312,578 | 1,566,171 | 1,026,621 | - | 5,354,326 |
| U.S. Department of Agriculture | | | | | | | | | |
| Pass-Through Program From California | | | | | | | | | |
| Department of Education: Child Nutrition Cluster: | | | | | | | | | |
| National School Lunch Program | 10.555 | 23165 | | 290,240 | 331,224 | 217,805 | - | - | 839,269 |
| Total Child Nutrition Cluster | | | | 290,240 | 331,224 | 217,805 | - | - | 839,269 |
| Total U.S. Department of Agriculture | | | | 290,240 | 331,224 | 217,805 | - | - | 839,269 |
| Federal Communications Commission | | | | | | | | | |
| Pass-Through Program From California | | | | | | | | | |
| Department of Education: | | | | | | | | | |
| Emergency Connectivity Funds | 32.009 | N/A | COVID-19 | - | - | - | - | 26,740 | 26,740 |
| Total Federal Communications Commission | | | | - | - | - | - | 26,740 | 26,740 |
| Total Federal Expenditures | | | | \$ 1,739,196 | \$ 1,643,802 | \$ 1,783,976 | \$ 1,026,621 | \$ 26,740 | \$ 6,220,335 |

N/A - Pass-through entity number not readily available or not applicable.

See accompanying Independent Auditors' Report and the Notes to Supplementary Information.

**ALPHA PUBLIC SCHOOLS
NOTES TO SUPPLEMENTARY INFORMATION
YEAR ENDED JUNE 30, 2023**

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

This schedule presents information on the amount of instructional time offered by APS and whether APS complied with the provisions of California Education Code.

NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

Average daily attendance is a measurement of the number of pupils attending classes of School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED CONSOLIDATED FINANCIAL STATEMENTS

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited consolidated financial statements.

NOTE 4 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of APS under programs of the federal government for the year ended June 30, 2023. The information in this Schedule is presented in accordance with the requirements of the Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of operations of APS, it is not intended to and does not present the financial position, changes in net assets, or cash flows of APS.

NOTE 5 INDIRECT COST RATE

APS has elected to use an indirect cost rate other than the 10 percent de minimus indirect cost rate allowed under the Uniform Guidance.



**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors
Alpha Public Schools
San Jose, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States of America, the consolidated financial statements of Alpha Public Schools (APS), a nonprofit California public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2023, and the related statements of activities, cash flows, and functional expenses for the year then ended, the related notes to the consolidated financial statements, and have issued our report thereon dated December 12, 2023.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the consolidated financial statements, we considered APS' internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the consolidated financial statements, but not for the purpose of expressing an opinion on the effectiveness of APS' internal control. Accordingly, we do not express an opinion on the effectiveness of APS' internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of APS' consolidated financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

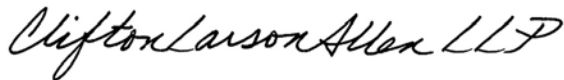
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether APS' consolidated financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the consolidated financial statements amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the APS' internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering APS' internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in cursive script that reads "CliftonLarsonAllen LLP".

CliftonLarsonAllen LLP

Glendora, California
December 12, 2023



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH
MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL
OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

Board of Directors
Alpha Public Schools
San Jose, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Alpha Public Schools compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of Alpha Public Schools major federal programs for the year ended June 30, 2023. Alpha Public Schools major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, Alpha Public Schools complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the *Auditors' Responsibilities for the Audit of Compliance* section of our report.

We are required to be independent of Alpha Public Schools and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Alpha Public Schools compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to Alpha Public Schools federal programs.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Alpha Public Schools compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Alpha Public Schools compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- exercise professional judgment and maintain professional skepticism throughout the audit.
- identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Alpha Public Schools compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- obtain an understanding of Alpha Public Schools internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Alpha Public Schools control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

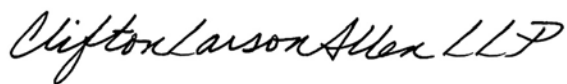
Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the *Auditors' Responsibilities for the Audit of Compliance* section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

A handwritten signature in black ink that reads "CliftonLarsonAllen LLP". The signature is written in a cursive, flowing style.

CliftonLarsonAllen LLP

Glendora, California
December 12, 2023



INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE AND REPORT ON INTERNAL CONTROL OVER STATE COMPLIANCE

Board of Directors
Alpha Public Schools
San Jose, California

Report on Compliance

Opinion on State Compliance

We have audited Alpha Public Schools (APS) compliance with the types of compliance requirements applicable to APS described in the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2023. APS' applicable State compliance requirements are identified in the table below.

In our opinion, APS complied, in all material respects, with the compliance requirements referred to above that are applicable to APS for the year ended June 30, 2023.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Our responsibilities under those standards and *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel are further described in the *Auditor's Responsibilities for the Audit of Compliance* section of our report.

We are required to be independent of the APS and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the APS' compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to APS' state programs.

Auditors' Responsibility for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on APS' compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about APS' compliance with the requirements of the government program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the APS' compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of APS' internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, but not for the purpose of expressing an opinion on the effectiveness of APS' internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine APS' compliance with the laws and regulations applicable to the following items:

| <u>Description</u> | <u>Procedures Performed</u> |
|---|-----------------------------|
| School Districts, County Offices of Education, and Charter Schools: | |
| California Clean Energy Jobs Act | Not Applicable ¹ |
| After/Before School Education and Safety Program | Yes |
| Proper Expenditure of Education Protection Account Funds | Yes |
| Unduplicated Local Control Funding Formula Pupil Counts | Yes |
| Local Control and Accountability Plan | Yes |
| Independent Study-Course Based | Not Applicable ² |
| Immunizations | Not Applicable ³ |
| Educator Effectiveness | Yes |
| Expanded Learning Opportunities Grant (ELO-G) | Yes |
| Career Technical Education Incentive Grant (CTEIG) | Not Applicable ⁴ |
| Transitional Kindergarten | Yes |
| Charter Schools: | |
| Attendance | Yes |
| Mode of Instruction | Yes |
| Nonclassroom-Based Instruction/Independent Study | Yes |
| Determination of Funding for Nonclassroom-Based Instruction | Not Applicable ⁵ |
| Annual Instructional Minutes – Classroom Based | Yes |
| Charter School Facility Grant Program | Yes |

Not Applicable¹: APS did not have any expenditures for California Clean Energy Jobs Act in the year under audit or a completed project between 12 and 15 months prior to any month in the audit year.

Not Applicable²: APS did not report ADA pursuant to Education Code section 51749.5.

Not Applicable³: APS did not have any charter school subject to audit of immunizations as listed in the California Department of Public Health (CDPH) website as listed in the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

Not Applicable⁴: APS did not receive a CTEIG allocation for the audit year.

Not Applicable⁵: APS did not report more than 20% of its ADA as generated through nonclassroom-based instruction (independent study).

Other Matters

The results of our audit procedures disclosed instances of noncompliance, which are required to be reported in accordance with *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* and which are described in the accompanying schedule of findings and questioned costs as item 2023-001. Our opinion on each state program is not modified with respect to this matter.

Government Auditing Standards requires the auditor to perform limited procedures on APS' response to the noncompliance findings identified in our audit and described in the accompanying schedule of findings and questioned costs. APS' response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control over Compliance

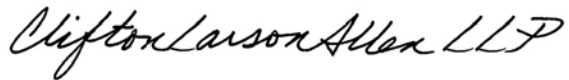
Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance and therefore, material weaknesses or significant deficiencies may exist that were not identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, as discussed below, we did identify certain deficiencies in internal control over compliance that we consider to be a significant deficiency.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance. We consider the deficiency in internal control over compliance described in the accompanying schedule of findings and questioned costs as items 2023-001, to be a significant deficiency.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

Government Auditing Standards requires the auditor to perform limited procedures on APS' response to the internal control over compliance findings identified in our audit described in the accompanying schedule of findings and questioned costs. APS' response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

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CliftonLarsonAllen LLP

Glendora, California
December 12, 2023

**ALPHA PUBLIC SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2023**

Section I – Summary of Auditors’ Results

Consolidated Financial Statements

1. Type of report the auditor issued on whether the consolidated financial statements audited were prepared in accordance with GAAP: Unmodified

2. Internal control over financial reporting:
 - Material weakness(es) identified? _____ yes x no
 - Significant deficiency(ies) identified? _____ yes x none reported

3. Noncompliance material to financial statements noted? _____ yes x no

Federal Awards

1. Internal control over major federal programs:
 - Material weakness(es) identified? _____ yes x no
 - Significant deficiency(ies) identified? _____ yes x none reported

2. Type of auditors’ report issued on compliance for major federal programs: Unmodified

3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? _____ yes x no

Identification of Major Federal Programs

Assistance Listing Number(s)

Name of Federal Program or Cluster

84.425C, 84.425D, 84.425U

Elementary and Secondary School Emergency Relief Fund I & III & Expanded Learning Opportunities (ELO) Grant II & III

84.482U, 84.282D

Title IV, Part C: Public Charter School Grants and State Charter School Facilities Incentive Grants

10.555

Child Nutrition Cluster

Dollar threshold used to distinguish between Type A and Type B programs:

\$ 750,000

Auditee qualified as low-risk auditee?

 x yes no

**ALPHA PUBLIC SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
YEAR ENDED JUNE 30, 2023**

All audit findings must be identified as one or more of the following categories:

| <u>Five Digit Code</u> | <u>Finding Types</u> |
|------------------------|-----------------------------------|
| 10000 | Attendance |
| 20000 | Inventory of Equipment |
| 30000 | Internal Control |
| 40000 | State Compliance |
| 42000 | Charter School Facilities Program |
| 43000 | Apprenticeship |
| 50000 | Federal Compliance |
| 60000 | Miscellaneous |
| 61000 | Classroom Teacher Salaries |
| 62000 | Local Control Accountability Plan |
| 70000 | Instructional Materials |
| 71000 | Teacher Misassignments |
| 72000 | School Accountability Report Card |

Section II – Consolidated Financial Statement Findings

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*.

Section III – Findings and Questioned Costs – Major Federal Programs

Our audit did not disclose any matters required to be reported in accordance with 2 CFR 200.516(a).

Section IV – State Findings

State Awards (Related to Blanca Alvarado and Cornerstone Only):

2023-001 Unduplicated Local Control Funding Formula Pupil Counts 40000

Criteria: Education code section 42238.02 (b)(2) requires a charter school to submit its enrolled free and reduced-price meal eligibility, foster youth and English learner pupil-level records for enrolled pupils using the California Longitudinal Pupil Advancement Data System (CalPADS). The CalPADS 1.17 and 1.18 reports should accurately report the number of students eligible for free and reduced price meals and those identified as “English Learners”.

Condition: During testing of Blanca Alvarado and Cornerstone we compare students’ family income per Free and Reduced Price Meal (FRPM) eligibility applications to the Income Eligibility Scales for 2022-2023 and found that APS inaccurately reported students as eligible for free or reduced price meals. One student at Blanca Alvarado and one student at Cornerstone Academy were incorrectly marked as free/reduced when the student should have been marked as paid.

**ALPHA PUBLIC SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
YEAR ENDED JUNE 30, 2023**

Effect: Cornerstone Academy and Blanca Alvarado is not in compliance with Education code section 42238.02 (b)(2). The 1.17 and 1.18 reports contained errors as follows:

| | Original | | Updated | | Net Change | | LCFF Entitlement | | |
|---------------------|------------------|--------------------------|------------------|--------------------------|------------------|--------------------------|----------------------|---------------------|-------------|
| | Enrollment Count | Unduplicated Pupil Count | Enrollment Count | Unduplicated Pupil Count | Enrollment Count | Unduplicated Pupil Count | Original Entitlement | Revised Entitlement | Adjustment |
| Blanca Alvarado | 1,216 | 1,119 | 1,216 | 1,112 | - | (7) | \$ 5,583,565 | \$ 5,578,920 | \$ (4,645) |
| Cornerstone Academy | 1,562 | 1,026 | 1,562 | 1,019 | - | (7) | \$ 5,699,989 | \$ 5,681,867 | \$ (18,122) |

Cause: Clerical error in monitoring.

Questioned Costs: The error identified in the condition was extrapolated to the population of free and reduced eligible pupils and resulted in a revised entitlement of:

- Decrease of \$4,645 for the site Blanca Alverado and
- Decrease of \$18,122 for the site Cornerstone Academy.

Repeat Finding: This is not a repeat finding.

Recommendation: We recommend that APS employ additional monitoring processed to review the Free and Reduced Price Meal (FRPM) eligibility data to ensure that reporting errors are minimized and corrections are made on a timely basis.

View of responsible officials and planned corrective actions (Unaudited): APS acknowledges the errors that have been identified above. In accordance, Alpha's operations leadership has revised procedures to oversee the data collection process for FRPM forms at all schools. These updated procedures ensure an additional checkpoint before entry into the Student Information System. An additional internal checkpoint will be performed before submitting to the state reporting system. Operations leadership has also arranged for additional training sessions with site-based staff, and has reviewed these updated procedures.

**ALPHA PUBLIC SCHOOLS
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2023**

There were no findings and questioned costs related to the basic consolidated financial statements or federal awards, or state awards for the prior year.

Alpha: Jose Hernandez
Budget Narrative: FY26-30

This budget narrative outlines the assumptions used in the attached budget for Alpha: Jose Hernandez (AJH) during the five-year period from 2025-26 to 2029-30. Assumptions used to generate these projections have been based on rates published by the CA Department of Education, other state agencies including FCMAT, and the federal government. Additionally, historical financial data is used to inform expenditures and other local line items.

SECTION 1: REVENUES

Assumptions for Enrollment & Attendance

Alpha: Jose Hernandez has demonstrated the ability to successfully meet enrollment targets during its operations. The following enrollment assumptions are used in AJH's five-year budget. Note that these enrollment assumptions are more conservative than our targeted enrollment specified earlier within our petition.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--------------|---------------|---------------|---------------|---------------|---------------|
| | FY26 | FY27 | FY28 | FY29 | FY30 |
| TK-3 | 163 | 133 | 133 | 133 | 133 |
| 4-6 | 174 | 174 | 144 | 144 | 144 |
| 7-8 | 86 | 116 | 116 | 116 | 116 |
| Total | 423 | 423 | 393 | 393 | 393 |

The average daily attendance rate is projected to be 93% in all years. Alpha: Jose Hernandez has traditionally been at or above this rate, albeit with a slight decrease following COVID that has since been rebounding.

AJH's unduplicated pupil percentage has been steady in recent years, at 98%. In AJH's surrounding district, the unduplicated pupil percentage has steadily been approximately 82%. These percentages are assumed to continue through the five years included in this projection.

Assumptions for Local Control Funding Formula

Like all charter schools throughout California, AJH relies upon the Local Control Funding Formula to generate its principal apportionment. AJH utilizes the calculator generated by CA's Fiscal Crisis & Management Assistance Team (FCMAT) to calculate its anticipated funding for LCFF. AJH uses these projections through FY29 (the last year for which the calculator is utilized). Over the course of FY's 26-29, the average COLA within FCMAT's calculator is 3.15%. For the fifth year of this projection, a COLA of 3.00% is projected.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|------------------|---------------|---------------|---------------|---------------|---------------|
| | FY26 | FY27 | FY28 | FY29 | FY30 |
| LCFF COLA | 2.93% | 3.08% | 3.30% | 3.29% | 3.0% |

To estimate the breakdown of LCFF Funding among sources (State Aid, Education Protection Account, and In Lieu of Property Taxes), AJH conservatively estimates the In Lieu of Property Taxes amount from FY24 continues at a flat level in each future year, and then calculates the remaining funds from State Aid and Education Protection Account accordingly.

Assumptions for Special Education Revenue (both State & Federal)

AJH is a member of the El Dorado County Office of Education (EDCOE) Charter SELPA, and receives both State and Federal Special Education funding through EDCOE. According to EDCOE SELPA's most recent guidance for 2024-25, LEAs should project \$820/ADA in State Revenues and \$125/ADA in Federal Revenues. As a member of the EDCOE SELPA, Alpha pays 3% Admin fees to EDCOE that are automatically applied against those revenues. Alpha also follows EDCOE

guidance to pass a board-approved Resolution for Special Education Income Reallocation, thereby allocating available Special Education funds in accordance with need across Alpha schools. The resulting rates applied to AJH are projected to be \$851 for State Funding and \$151 for Federal Funding in Year 1 (FY26).

AJH also budgets for State Mental Health Funding, provided directly from CDE, at a rate of \$80/ADA. Additionally, AJH has supported NPS placements as the need arises. In coordination with Alpha Public Schools and in accordance with our Financial Policies, any non-reimbursable NPS placement expense is supported by the APS Special Education Reserve. This five-year budget conservatively includes ongoing NPS expenses, along with the Local Revenue contribution recognized.

Assumptions for Child Nutrition (both State & Federal)

Through the National School Lunch Program (NSLP), AJH receives Federal reimbursement, along with State Reimbursement provided through California. Based on AJH's implementation of its Nutrition Program, Federal Reimbursements are projected at \$657/ADA while State Reimbursements are projected to be \$452/ADA. In year 1 (FY26), total revenues for this program are expected to be \$436,454. Total costs incurred are projected to be \$525,938, with the differential supported through General Fund revenues.

Assumptions for Other Federal Revenues

In addition to Special Education and Child Nutrition revenues, AJH projects the following Federal Revenue sources: Title I, Title II, Title III, Title IV. Based on historical trends, AJH anticipated minimal increases applied to these revenue sources. A COLA of 2.5% is applied in each of the out years.

Assumptions for Other State Revenue

AJH projects the receipt of the following ongoing State Revenue sources:

- Mandated Cost Reimbursements are projected to be \$20/ADA (Prior Year), with future year increases based on LCFF COLAs.

- State Lottery Funding is projected at \$249/ADA, given projections from School Services of California, and does not assume any future year increases.
- Prop 28 Arts & Music Funding are projected in accordance with CDE's guidance, with calculations depending on Prior Year enrollment and FRL data.
- Funding for the Expanded Learning Opportunities Program is calculated in accordance with CDE's guidance for schools that serve a student population with >75% Unduplicated Pupil Percentage. AJH conservatively estimates this ELO-P entitlement, projecting a smaller amount in future years (relative to its 2023-24 entitlement), should any rate adjustments occur.

In addition to these ongoing sources, AJH has also included the following one-time funding sources in its five-year projections:

- Arts, Music & Instructional Materials Block Grant. AJH has been granted an allocation of \$240,549, to be expended no later than the 2025-26 fiscal year. In this five-year projection, it is assumed that AJH will have spent the vast majority of these funds by June 30, 2025, and the amount remaining (projected to be \$77,289) will be expended in FY26.
- Learning Recovery Emergency Block Grant. AJH has been granted an allocation of \$739,017, to be expended no later than the 2027-28 fiscal year. In this five-year projection, AJH is budgeting to expend these funds in FY26 and FY27.
- CA Community Schools Partnership Program (CCSPP) Implementation Grant. AJH has been awarded a five-year grant from the CDE through FY29, in the amount of \$300,000 annually.

Assumptions for Other Local Revenue

- AJH historically collects minimal revenues, and doesn't rely upon any outside funding for ongoing operations. A nominal amount (\$1,500 per month) is projected for the collection of apparel purchases, donations, refunds, etc. Conservatively, no rate of increase is applied to this amount.

- As described in the Special Education section above, AJH also budgets for a Local Contribution from APS to cover non-reimbursed NPS placement expenses. This is funded over time by contributions budgeted for as Special Education Reserve Fee, described in the Expense section below.

SECTION 2: EXPENSES

Assumptions for: Salaries and Benefits

AJH projects the following staffing (indicated in FTE, full-time equivalent roles) through the five-year budget period:

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------|---------------|---------------|---------------|---------------|---------------|
| | FY26 | FY27 | FY28 | FY29 | FY30 |
| Certificated | 29.17 | 29.17 | 27.17 | 27.17 | 27.17 |
| Classified | 22.04 | 17.72 | 16.72 | 16.72 | 14.39 |
| Total | 51.21 | 46.89 | 43.89 | 43.89 | 41.56 |

Salaries are projected to increase by 2.5% in each year, keeping pace with inflation and reflecting AJH's commitment to teacher and staff retention.

AJH provides health benefits that account for approximately 8% of salaries. Total Benefits (3000 series) account for 25% of salaries.

Assumptions for: Books and Supplies

Alpha: Jose Hernandez's budget for Books & Supplies is \$652,350 in Year 1 (FY26), equating to \$1,658 per ADA. A substantial portion of this cost is attributed to Food Services (\$1,003/ADA), which is offset largely by reimbursement revenues. Other major drivers include:

- \$159/ADA for Computers & Technology
- \$316 for Curriculum, including online and physical

In future years, per pupil rates are increased by 2.5% in cost each year.

Assumptions for: Services and Other Operating Expenses

As part of Alpha Public Schools, AJH budgets for three critical components to be managed through APS' Network Team (ANT). Per Alpha's Financial Policies, those include: 1) Management Fee, 2) Facilities Fee, and 3) Special Education Reserve Fee. Each of these are charged on a percentage basis, applied to the eligible revenue sources.

In exchange for Management Fees at 17%, Alpha (ANT) provides the following services, related to the ongoing operations of the school. Accordingly, these expenditures are not budgeted for on a line item basis within the school's budget, because the ANT provides these services to the school.

- Audit Fees
- Business Services Fees
- Financial Service Contracts
- Payroll Processing Fees
- Insurance Expenses
- Fundraising Expenses
- Legal Fees
- Staff Recruiting Expenses
- Marketing/Outreach Expenses
- Internet/Website Consulting Expenses
- Board Expenses

In exchange for the Facilities fee at 13%, the ANT provides all services for the expenses listed below. Accordingly, those expenditures are not budgeted for in the school-level budget because the ANT provides these services to the school.

- Rent and lease expenses for all Alpha schools
- New facility construction
- Facilities consulting and special projects
- Groundskeeping

- Repairs and Maintenance
- Custodial and Janitorial Services
- Utilities (electric, gas)
- Facility Loan Payments and Fees

In exchange for the Special Education Reserve Fee at 0.5%, the school is supported in protecting against sudden or unanticipated increases in special education expenditures. Specifically, fees may be expended to cover the following, in the event they arise:

- a portion of school expenses related to a non public school placement
- a portion of non-reimbursed legal expenses related to special education
- a portion of school special education expenses in the event of a school budget shortfall

Other critical Services and Operating Expenses include:

AJH budgets to pay 1% of its LCFF revenues as Oversight Fees payable to its authorizer, Santa Clara County Office of Education.

Enrichment Programs are budgeted for to provide After School and Summer Programming, in accordance with Expanded Learning Opportunities Program and ASES Funding. AJH contracts with an external provider to implement these programs, and the attached budget assumes this continued partnership.

Special Education Contracted Services are budgeted to provide specialized services that are not staffed internally, including - as needed - Occupational Therapy, Speech, and other student supports.

Assumptions for: Depreciation

No depreciation is budgeted for at AJH.

SECTION 3: ADDITIONAL NOTES

Management of Reserves and Contingencies

In alignment with APS' financial policies, AJH maintains a minimum reserve equivalent to 25% of its operating expenses. This is maintained over each year of this five-year projection, ranging from 28-30% during FY's 26-30.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-------------------------------------|---------------|---------------|---------------|---------------|---------------|
| | FY26 | FY27 | FY28 | FY29 | FY30 |
| Beg. Balance | 2,645,267 | 2,539,707 | 2,567,477 | 2,602,281 | 2,676,344 |
| Ending Balance | 2,539,707 | 2,567,477 | 2,602,281 | 2,676,344 | 2,689,965 |
| As a % of Operating Expenses | 28% | 28% | 30% | 30% | 30% |

Cash Flow

AJH continues to maintain sufficient cash reserves throughout the five-year period covered in this petition. At all times, AJH projects positive cash flow, sufficient to meet all obligations.

Alpha Public Schools
Alpha: Jose Hernandez
Petition Budget, FY26-30

| | | FY26 APS Total Year 1 | FY27 APS Total Year 2 | FY28 APS Total Year 3 | FY29 APS Total Year 4 | FY30 APS Total Year 5 |
|---|---------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| <u>Summary</u> | | | | | | |
| Budget & Forecast | | | | | | |
| Revenues | | | | | | |
| 8000 | Local Control Funding Formula | 5,956,020 | 6,115,514 | 6,317,358 | 6,525,216 | 6,720,972 |
| 8100 | Federal Revenue | 506,523 | 508,249 | 487,509 | 493,440 | 499,514 |
| 8300 | Other State Revenues | 2,326,576 | 2,362,704 | 1,986,864 | 2,037,470 | 1,789,594 |
| 8600 | Local Revenues | 62,740 | 62,740 | 64,206 | 65,607 | 67,050 |
| 8800 | Fundraising and Grants | - | - | - | - | - |
| | TOTAL | 8,851,859 | 9,049,207 | 8,855,937 | 9,121,733 | 9,077,131 |
| Expenses | | | | | | |
| 1-2000 | Compensation | 3,804,823 | 3,772,264 | 3,581,316 | 3,670,849 | 3,594,376 |
| 3000 | Employee Benefits | 960,717 | 952,496 | 904,282 | 926,889 | 907,579 |
| 4000 | Books and Supplies | 652,350 | 668,658 | 633,660 | 646,333 | 659,260 |
| 5000 | Services & Other Operating Exp. | 3,539,529 | 3,628,019 | 3,701,875 | 3,803,598 | 3,902,295 |
| 6000 | Capital Outlay | - | - | - | - | - |
| 7000 | Other Outflow | - | - | - | - | - |
| | TOTAL | 8,957,419 | 9,021,437 | 8,821,133 | 9,047,670 | 9,063,510 |
| <u>Operating Income, before Depreciation</u> | | (105,560) | 27,770 | 34,804 | 74,063 | 13,621 |
| <u>As a % of Operating Expenses</u> | | -1.2% | 0.3% | 0.4% | 0.8% | 0.2% |
| 6900 | Depreciation Expense | - | - | - | - | - |
| Change in Unrestricted Net Assets (inc. Depreciation) | | (105,560) | 27,770 | 34,804 | 74,063 | 13,621 |
| <u>As a % of Operating Expenses</u> | | -1.2% | 0.3% | 0.4% | 0.8% | 0.2% |
| Fund Balance | | | | | | |
| Total Beginning Balance | | 2,645,267 | 2,539,707 | 2,567,477 | 2,602,281 | 2,676,344 |
| Projected Ending Balance | | 2,539,707 | 2,567,477 | 2,602,281 | 2,676,344 | 2,689,965 |
| <u>As a % of Operating Expenses</u> | | 28% | 28% | 30% | 30% | 30% |

Alpha Public Schools
Alpha: Jose Hernandez
Petition Budget, FY26-30

| | | | | FY26 APS Total Year 1 | FY27 APS Total Year 2 | FY28 APS Total Year 3 | FY29 APS Total Year 4 | FY30 APS Total Year 5 |
|---------------------------|-----------|--|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| <u>Student Enrollment</u> | | | | | | | | |
| Budgeted Enrollment | | | | | | | | |
| | TK | | | 19 | 19 | 19 | 19 | 19 |
| | K | | | 29 | 29 | 29 | 29 | 29 |
| | 1 | | | 29 | 29 | 29 | 29 | 29 |
| | 2 | | | 28 | 28 | 28 | 28 | 28 |
| | 3 | | | 58 | 28 | 28 | 28 | 28 |
| | 4 | | | 58 | 58 | 28 | 28 | 28 |
| | 5 | | | 58 | 58 | 58 | 58 | 58 |
| | 6 | | | 58 | 58 | 58 | 58 | 58 |
| | 7 | | | 58 | 58 | 58 | 58 | 58 |
| | 8 | | | 28 | 58 | 58 | 58 | 58 |
| | Total | | | 423 | 423 | 393 | 393 | 393 |
| Attendance Percentage | | | | | | | | |
| | Average | | | 93.0% | 93.0% | 93.0% | 93.0% | 93.0% |
| ADA | | | | | | | | |
| | Total ADA | | | 393 | 393 | 365 | 365 | 365 |

Alpha Public Schools
Alpha: Jose Hernandez
Petition Budget, FY26-30

| Line Item Detail | FY26 APS Total Year 1 | FY27 APS Total Year 2 | FY28 APS Total Year 3 | FY29 APS Total Year 4 | FY30 APS Total Year 5 |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| REVENUES | | | | | |
| 8000 - Revenue | | | | | |
| 8011 - General Purpose Entitlement - State Aid | 4,454,905 | 4,614,399 | 4,816,243 | 5,024,101 | 5,174,824 |
| 8012 - Education Protection Account Entitlement | 78,678 | 78,678 | 78,678 | 78,678 | 81,038 |
| 8096 - Charter Schools in Lieu of Property Taxes | 1,422,437 | 1,422,437 | 1,422,437 | 1,422,437 | 1,465,110 |
| Total - 8010 - Principal Apportionment | 5,956,020 | 6,115,514 | 6,317,358 | 6,525,216 | 6,720,972 |
| 8100 - Federal Revenue | - | - | - | - | - |
| 8181 - Special Education - Entitlement | 57,537 | 59,263 | 50,030 | 51,031 | 52,051 |
| 8220 - Child Nutrition Programs | 258,622 | 258,622 | 240,280 | 240,280 | 240,280 |
| 8291 - Title I | 130,419 | 130,419 | 133,679 | 137,021 | 140,447 |
| 8292 - Title II | 18,069 | 18,069 | 20,838 | 21,359 | 21,893 |
| 8293 - Title III | 31,876 | 31,876 | 31,913 | 32,711 | 33,529 |
| 8294 - Title IV | 10,000 | 10,000 | 10,769 | 11,038 | 11,314 |
| Total - 8296 - Other Federal Revenue | - | - | - | - | - |
| Total - 8100 - Federal Revenue | 506,523 | 508,249 | 487,509 | 493,440 | 499,514 |
| 8300 - Other State Revenues | - | - | - | - | - |
| 8381 - Special Education - Entitlement (State) | 321,099 | 330,988 | 317,477 | 327,001 | 336,811 |
| 8382 - Special Education Reimbursement (State) | 247,916 | 247,916 | 271,271 | 279,409 | 287,791 |
| 8520 - Child Nutrition - State | 177,832 | 177,832 | 180,784 | 186,208 | 191,794 |
| 8550 - Mandated Cost Reimbursements | 13,985 | 14,416 | 13,812 | 14,226 | 14,653 |
| 8560 - State Lottery Revenue | 100,824 | 103,930 | 99,580 | 102,568 | 105,645 |
| 8590 - Other State Revenue - ELO-P | 513,551 | 528,957 | 545,563 | 561,930 | 578,788 |
| 8591 - Other State Revenue - Prop 28 | 75,679 | 77,949 | 80,397 | 82,809 | 85,293 |
| 8593 - Other State Revenue - AMIM & LREBG | 408,153 | 408,153 | - | - | - |
| 8595 - Other State Revenue - CCSPP | 300,000 | 300,000 | 300,000 | 300,000 | - |
| 8596 - After School Education & Safety | 167,537 | 172,563 | 177,980 | 183,320 | 188,819 |
| Total - 8300 - Other State Revenues | 2,326,576 | 2,362,704 | 1,986,864 | 2,037,470 | 1,789,594 |
| 8600 - Other Local Revenue | - | - | - | - | - |
| 8636 - Uniforms | 15,000 | 15,000 | 15,000 | 15,000 | 15,000 |
| 8638 - Merchandise Sales | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 |
| 8690 - Other Local Revenue | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 |
| 8699 - All Other Local Revenue | 45,240 | 45,240 | 46,706 | 48,107 | 49,550 |
| Total - 8600 - Other Local Revenue | 62,740 | 62,740 | 64,206 | 65,607 | 67,050 |
| 8800 - Donations/Fundraising | - | - | - | - | - |
| 8800 - Donations/Fundraising | - | - | - | - | - |
| Total - 8800 - Donations/Fundraising | - | - | - | - | - |
| Total - 8000 - Revenue | 8,851,859 | 9,049,207 | 8,855,937 | 9,121,733 | 9,077,131 |

Alpha Public Schools
Alpha: Jose Hernandez
Petition Budget, FY26-30

| | FY26 APS Total Year 1 | FY27 APS Total Year 2 | FY28 APS Total Year 3 | FY29 APS Total Year 4 | FY30 APS Total Year 5 |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| EXPENSES | | | | | |
| 1000 - Certificated Salaries | | | | | |
| 1100 - Certificated Teachers | 1,407,472 | 1,442,659 | 1,386,305 | 1,420,963 | 1,456,487 |
| 1101 - Stipends | 51,917 | 53,215 | 54,545 | 55,909 | 57,307 |
| 1103 - Associate Teachers | 114,800 | 117,670 | 120,612 | 123,627 | 126,718 |
| 1111 - Teacher - Elective | 337,240 | 345,671 | 354,313 | 363,171 | 372,250 |
| 1148 - Teacher - Special Ed | 176,344 | 180,753 | 185,272 | 189,904 | 194,651 |
| 1300 - Certificated Admin | 455,780 | 467,175 | 359,141 | 368,119 | 377,322 |
| 1311 - Certificated Admin (Sp. Education) | 141,981 | 145,531 | 149,169 | 152,899 | 156,721 |
| Total - 1000 - Certificated Salaries | 2,685,535 | 2,752,675 | 2,609,357 | 2,674,591 | 2,741,456 |
| 2000 - Classified Salaries | - | - | - | - | - |
| 2200 - Classified Support Salaries | 613,807 | 533,290 | 473,503 | 485,340 | 418,565 |
| 2300 - Classified Admin | 275,956 | 282,855 | 289,926 | 297,175 | 215,268 |
| 2400 - Classified Clerical & Office Salaries | 124,367 | 127,476 | 130,663 | 133,929 | 137,278 |
| 2928 - Food Program Staff | 105,158 | 75,968 | 77,867 | 79,814 | 81,809 |
| Total - 2000 - Classified Salaries | 1,119,288 | 1,019,589 | 971,959 | 996,258 | 852,920 |
| 3000 - Employee Benefits | - | - | - | - | - |
| 3300 - OASDI-Medicare-Alternative | 291,069 | 288,578 | 273,971 | 280,820 | 274,970 |
| 3400 - Health & Welfare Benefits | 380,482 | 377,226 | 358,131 | 367,085 | 359,437 |
| 3500 - Unemployment Insurance | 28,536 | 28,292 | 26,860 | 27,531 | 26,958 |
| 3600 - Workers Comp Insurance | 32,341 | 32,064 | 30,441 | 31,202 | 30,552 |
| 3900 - Other Employee Benefits | 228,289 | 226,336 | 214,879 | 220,251 | 215,663 |
| Total - 3000 - Employee Benefits | 960,717 | 952,496 | 904,282 | 926,889 | 907,579 |

Alpha Public Schools
Alpha: Jose Hernandez
Petition Budget, FY26-30

| | FY26 APS Total Year 1 | FY27 APS Total Year 2 | FY28 APS Total Year 3 | FY29 APS Total Year 4 | FY30 APS Total Year 5 |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 4000 - Books & Supplies | - | - | - | - | - |
| 4100 - Textbooks & Core Curriculum | 108,154 | 110,858 | 105,056 | 107,157 | 109,300 |
| 4320 - Educational Software | 16,129 | 16,532 | 15,667 | 15,980 | 16,300 |
| 4325 - Instructional Materials & Supplies | 23,737 | 24,330 | 23,057 | 23,518 | 23,988 |
| 4330 - Office Supplies | 15,505 | 15,893 | 15,061 | 15,362 | 15,670 |
| 4346 - Teacher Supplies | 6,700 | 6,867 | 6,508 | 6,638 | 6,770 |
| 4350 - Uniforms | 14,357 | 14,716 | 13,946 | 14,225 | 14,509 |
| 4352 - SPED Materials and Supplies | 7,657 | 7,848 | 7,437 | 7,586 | 7,738 |
| 4410 - Classroom Furniture, Equipment & Supplies | 2,871 | 2,943 | 2,789 | 2,845 | 2,902 |
| 4420 - Computers | 62,749 | 64,318 | 60,952 | 62,171 | 63,414 |
| 4710 - Student Food Services | 394,491 | 404,353 | 383,189 | 390,853 | 398,670 |
| Total - 4000 - Books & Supplies | 652,350 | 668,658 | 633,660 | 646,333 | 659,260 |
| 5000 - Services & Other Operating Expenses | - | - | - | - | - |
| 5101 - ANT Management Fees | 1,110,843 | 1,138,615 | 1,185,973 | 1,224,670 | 1,261,410 |
| 5102 - ANT Facility Fees | 849,468 | 870,705 | 906,921 | 936,512 | 964,608 |
| 5103 - ANT Special Ed Reserve Contribution | 32,672 | 33,489 | 34,882 | 36,020 | 37,100 |
| 5305 - Dues & Membership - Professional | 6,317 | 6,475 | 6,136 | 6,259 | 6,384 |
| 5605 - Equipment Leases | 11,112 | 11,390 | 11,618 | 11,850 | 12,087 |
| 5804 - Staff Appreciation | 13,802 | 14,147 | 14,430 | 14,719 | 15,013 |
| 5805 - Administrative Fees | 96 | 98 | 93 | 95 | 97 |
| 5815 - Consultants - Instructional | 199,506 | 204,493 | 208,583 | 212,755 | 217,010 |
| 5817 - Community Services | 8,097 | 8,300 | 7,866 | 8,023 | 8,183 |
| 5820 - Consultants | 120,836 | 123,857 | 117,374 | 119,722 | 122,116 |
| 5824 - District Oversight Fees | 59,428 | 60,914 | 63,174 | 65,252 | 67,210 |
| 5829 - Enrichment Program | 506,316 | 518,974 | 529,353 | 539,941 | 550,739 |
| 5830 - Field Trips Expenses | 32,213 | 33,018 | 31,290 | 31,916 | 32,554 |
| 5836 - Fingerprinting | 4,460 | 4,572 | 4,333 | 4,419 | 4,508 |
| 5851 - Marketing and Student Recruiting | 479 | 491 | 501 | 511 | 521 |
| 5860 - Printing and Reproduction | 11,198 | 11,478 | 10,877 | 11,095 | 11,317 |
| 5863 - Professional Development - Site arranged | 12,097 | 12,399 | 11,750 | 11,985 | 12,225 |
| 5865 - Professional Development - Network arranged | 93,433 | 95,769 | 97,684 | 99,638 | 101,631 |
| 5869 - Special Education Contract Instructors | 318,721 | 326,689 | 309,590 | 315,782 | 322,097 |
| 5874 - Sports | 19,142 | 19,621 | 20,013 | 20,414 | 20,822 |
| 5875 - Staff Recruiting | 9,571 | 9,810 | 10,006 | 10,206 | 10,410 |
| 5877 - Student Activities | 17,808 | 18,253 | 17,298 | 17,644 | 17,996 |
| 5878 - Student Assessment | 766 | 785 | 744 | 759 | 774 |
| 5881 - Student Information System | 34,456 | 35,318 | 33,469 | 34,139 | 34,822 |
| 5883 - Student Incentives | 20,607 | 21,122 | 21,544 | 21,975 | 22,415 |
| 5884 - Substitutes | 20,000 | 20,500 | 19,427 | 19,816 | 20,212 |
| 5893 - Transportation - Student | 4,393 | 4,503 | 4,267 | 4,353 | 4,440 |
| 5910 - Communications - Internet / Website Fees | 21,692 | 22,234 | 22,679 | 23,132 | 23,595 |
| Total - 5000 - Services & Other Operating Expenses | 3,539,529 | 3,628,019 | 3,701,875 | 3,803,598 | 3,902,295 |
| 6000 - Capital Outlay | - | - | - | - | - |
| Total - 6000 - Capital Outlay | - | - | - | - | - |

Alpha Public Schools
Alpha: Jose Hernandez
Statement of Cash Flows

| | | Year 1: FY26 | | | | | | | | | | | | YTD Total | AP/AR | Forecast |
|---|---------------------------------|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------|-----------|
| | | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | | | | |
| | | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | | | |
| Beginning Cash | | 3,461,497 | 3,028,192 | 3,099,709 | 3,365,599 | 3,320,189 | 3,248,967 | 3,374,171 | 3,384,022 | 3,284,266 | 3,298,561 | 3,278,483 | 3,168,355 | | | |
| Revenues | | | | | | | | | | | | | | | | |
| 8000 | Local Control Funding Formula | 235,119 | 320,466 | 613,577 | 537,010 | 537,010 | 556,679 | 537,010 | 487,514 | 592,529 | 473,289 | 473,289 | 492,959 | 5,856,449 | 99,571 | 5,956,020 |
| 8100 | Federal Revenue | - | - | - | 47,591 | 23,276 | 23,511 | 71,102 | 23,511 | 23,511 | 71,102 | 23,511 | 23,511 | 330,627 | 175,896 | 506,523 |
| 8300 | Other State Revenues | 75,012 | 92,556 | 128,993 | 139,390 | 139,390 | 160,341 | 182,929 | 160,136 | 163,773 | 196,851 | 160,136 | 163,773 | 1,763,281 | 563,295 | 2,326,576 |
| 8600 | Local Revenues | - | - | 6,274 | 6,274 | 6,274 | 6,274 | 6,274 | 6,274 | 6,274 | 6,274 | 6,274 | 6,274 | 62,740 | - | 62,740 |
| 8800 | Fundraising and Grants | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | REVENUE TOTAL | 310,131 | 413,021 | 748,843 | 730,265 | 705,950 | 746,805 | 797,315 | 677,435 | 786,088 | 747,516 | 663,210 | 686,517 | 8,013,097 | 838,762 | 8,851,859 |
| Expenses | | | | | | | | | | | | | | | | |
| 1-2000 | Compensation | 217,194 | 344,792 | 327,140 | 327,140 | 327,140 | 327,140 | 327,140 | 327,140 | 327,140 | 327,140 | 327,140 | 298,577 | 3,804,822 | - | 3,804,823 |
| 3000 | Employee Benefits | 115,064 | 79,731 | 78,304 | 78,304 | 78,019 | 78,019 | 95,140 | 84,867 | 79,445 | 75,272 | 75,272 | 43,280 | 960,717 | - | 960,717 |
| 4000 | Books and Supplies | 21,983 | 29,563 | 28,128 | 38,885 | 55,023 | 55,023 | 55,023 | 55,023 | 55,023 | 55,023 | 60,766 | 55,023 | 564,486 | 87,864 | 652,350 |
| 5000 | Services & Other Operating Exp. | 137,631 | 239,800 | 293,653 | 307,985 | 293,629 | 298,637 | 286,799 | 286,799 | 286,823 | 286,799 | 286,799 | 291,448 | 3,296,804 | 242,725 | 3,539,529 |
| 6000 | Capital Outlay | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | EXPENSE TOTAL | 491,872 | 693,886 | 727,224 | 752,314 | 753,811 | 758,819 | 764,103 | 753,830 | 748,432 | 744,234 | 749,977 | 688,328 | 8,626,829 | 330,589 | 8,957,419 |
| Operating Cash Inflow (Outflow) | | (181,741) | (280,864) | 21,619 | (22,049) | (47,860) | (12,013) | 33,212 | (76,395) | 37,656 | 3,282 | (86,767) | (1,811) | (613,732) | 508,173 | (105,560) |
| Balance Sheet Transactions | | | | | | | | | | | | | | | | |
| | Accounts Receivable | 267,631 | 374,683 | 267,631 | - | - | 160,579 | - | - | - | - | - | - | - | - | - |
| | Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Accounts Payable | (428,651) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Summer Holdback | (56,530) | 11,711 | 10,652 | 10,652 | 10,652 | 10,652 | 10,652 | 10,652 | 10,652 | 10,652 | 10,652 | (53,695) | - | - | - |
| | Deferred Revenue | (34,013) | (34,013) | (34,013) | (34,013) | (34,013) | (34,013) | (34,013) | (34,013) | (34,013) | (34,013) | (34,013) | (34,013) | - | - | - |
| Ending Cash - Total in Primary Checking | | 3,028,192 | 3,099,709 | 3,365,599 | 3,320,189 | 3,248,967 | 3,374,171 | 3,384,022 | 3,284,266 | 3,298,561 | 3,278,483 | 3,168,355 | 3,078,836 | | | |
| Days of Cash on hand | | 123 | 126 | 137 | 135 | 132 | 137 | 138 | 134 | 134 | 134 | 129 | 125 | | | |

Alpha Public Schools
Alpha: Jose Hernandez
Statement of Cash Flows

| | | Year 2: FY27 | | | | | | | | | | | | YTD Total | AP/AR | Forecast |
|---|---------------------------------|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------|-----------|
| | | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | | | | |
| | | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | | | |
| Beginning Cash | | 3,078,836 | 2,668,569 | 2,644,682 | 2,828,189 | 2,757,743 | 2,661,439 | 2,725,492 | 2,709,188 | 2,664,930 | 2,734,643 | 2,769,641 | 2,714,786 | | | |
| Revenues | | | | | | | | | | | | | | | | |
| 8000 | Local Control Funding Formula | 222,745 | 308,091 | 591,303 | 514,736 | 514,736 | 534,406 | 514,736 | 546,635 | 651,651 | 532,411 | 532,411 | 552,080 | 6,015,943 | 99,571 | 6,115,514 |
| 8100 | Federal Revenue | - | - | - | 47,591 | 23,276 | 23,511 | 71,102 | 23,511 | 23,511 | 71,102 | 23,511 | 23,511 | 330,627 | 177,622 | 508,249 |
| 8300 | Other State Revenues | 75,870 | 93,414 | 130,504 | 140,935 | 140,935 | 160,706 | 183,084 | 160,637 | 164,241 | 197,012 | 160,637 | 164,241 | 1,772,215 | 590,489 | 2,362,704 |
| 8600 | Local Revenues | - | - | 6,274 | 6,274 | 6,274 | 6,274 | 6,274 | 6,274 | 6,274 | 6,274 | 6,274 | 6,274 | 62,740 | - | 62,740 |
| 8800 | Fundraising and Grants | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | REVENUE TOTAL | 298,615 | 401,505 | 728,081 | 709,536 | 685,221 | 724,897 | 775,197 | 737,057 | 845,677 | 806,799 | 722,833 | 746,106 | 8,181,525 | 867,682 | 9,049,207 |
| Expenses | | | | | | | | | | | | | | | | |
| 1-2000 | Compensation | 222,624 | 341,804 | 323,711 | 323,711 | 323,711 | 323,711 | 323,711 | 323,711 | 323,711 | 323,711 | 323,711 | 294,434 | 3,772,263 | - | 3,772,264 |
| 3000 | Employee Benefits | 114,079 | 79,049 | 77,634 | 77,634 | 77,351 | 77,351 | 94,326 | 84,141 | 78,766 | 74,628 | 74,628 | 42,910 | 952,496 | - | 952,496 |
| 4000 | Books and Supplies | 22,532 | 30,302 | 28,831 | 39,857 | 56,399 | 56,399 | 56,399 | 56,399 | 56,399 | 62,285 | 56,399 | 578,598 | 90,060 | 668,658 | |
| 5000 | Services & Other Operating Exp. | 141,072 | 245,795 | 300,994 | 315,686 | 300,970 | 306,103 | 293,969 | 293,969 | 293,994 | 293,969 | 293,969 | 298,734 | 3,379,225 | 248,794 | 3,628,019 |
| 6000 | Capital Outlay | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | EXPENSE TOTAL | 500,308 | 696,950 | 731,170 | 756,888 | 758,431 | 763,563 | 768,405 | 758,220 | 752,869 | 748,707 | 754,593 | 692,477 | 8,682,582 | 338,854 | 9,021,437 |
| Operating Cash Inflow (Outflow) | | (201,693) | (295,445) | (3,089) | (47,351) | (73,209) | (38,667) | 6,791 | (21,163) | 92,807 | 58,092 | (31,760) | 53,629 | (501,057) | 528,828 | 27,770 |
| Balance Sheet Transactions | | | | | | | | | | | | | | | | |
| | Accounts Receivable | 209,690 | 293,567 | 209,690 | - | - | 125,814 | - | - | - | - | - | - | - | - | - |
| | Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Accounts Payable | (330,589) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Summer Holdback | (53,663) | 12,004 | 10,918 | 10,918 | 10,918 | 10,918 | 10,918 | 10,918 | 10,918 | 10,918 | 10,918 | (55,038) | - | - | - |
| | Deferred Revenue | (34,013) | (34,013) | (34,013) | (34,013) | (34,013) | (34,013) | (34,013) | (34,013) | (34,013) | (34,013) | (34,013) | (34,013) | - | - | - |
| Ending Cash - Total in Primary Checking | | 2,668,569 | 2,644,682 | 2,828,189 | 2,757,743 | 2,661,439 | 2,725,492 | 2,709,188 | 2,664,930 | 2,734,643 | 2,769,641 | 2,714,786 | 2,679,365 | | | |
| Days of Cash on hand | | 109 | 108 | 115 | 112 | 108 | 111 | 110 | 109 | 111 | 113 | 111 | 109 | | | |

Alpha Public Schools
Alpha: Jose Hernandez
Statement of Cash Flows

| | | Year 3: FY28 | | | | | | | | | | | | YTD Total | AP/AR | Forecast |
|---|---------------------------------|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--------------|---------|-----------|
| | | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | | | | |
| | | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | | | |
| Beginning Cash | | 2,679,365 | 2,501,964 | 2,817,494 | 3,045,144 | 3,055,873 | 3,066,602 | 3,207,483 | 3,218,212 | 3,228,941 | 3,239,670 | 3,250,399 | 3,261,128 | | | |
| Revenues | | | | | | | | | | | | | | | | |
| 8000 | Local Control Funding Formula | 230,720 | 316,066 | 605,658 | 529,091 | 529,091 | 548,760 | 529,091 | 569,460 | 674,475 | 555,235 | 555,235 | 574,905 | 6,217,787 | 99,571 | 6,317,358 |
| 8100 | Federal Revenue | - | - | - | 49,300 | 21,625 | 21,844 | 71,143 | 21,844 | 21,844 | 71,143 | 21,844 | 21,844 | 322,430 | 165,079 | 487,509 |
| 8300 | Other State Revenues | 42,741 | 60,285 | 97,931 | 108,513 | 108,513 | 128,401 | 149,843 | 133,430 | 136,883 | 168,283 | 133,430 | 136,883 | 1,405,135 | 581,729 | 1,986,864 |
| 8600 | Local Revenues | - | - | 6,421 | 6,421 | 6,421 | 6,421 | 6,421 | 6,421 | 6,421 | 6,421 | 6,421 | 6,421 | 64,206 | - | 64,206 |
| 8800 | Fundraising and Grants | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | REVENUE TOTAL | 273,461 | 376,351 | 710,009 | 693,324 | 665,650 | 705,426 | 756,498 | 731,154 | 839,622 | 801,082 | 716,929 | 740,052 | 8,009,558 | 846,379 | 8,855,937 |
| Expenses | | | | | | | | | | | | | | | | |
| 1-2000 | Compensation | 210,512 | 326,024 | 307,479 | 307,479 | 307,479 | 307,479 | 307,479 | 307,479 | 307,479 | 307,479 | 307,479 | 277,470 | 3,581,316 | - | 3,581,316 |
| 3000 | Employee Benefits | 108,305 | 75,047 | 73,704 | 73,704 | 73,436 | 73,436 | 89,552 | 79,882 | 74,779 | 70,850 | 70,850 | 40,737 | 904,282 | - | 904,282 |
| 4000 | Books and Supplies | 21,353 | 28,716 | 27,322 | 37,771 | 53,447 | 53,447 | 53,447 | 53,447 | 53,447 | 53,447 | 59,025 | 53,447 | 548,314 | 85,347 | 633,660 |
| 5000 | Services & Other Operating Exp. | 142,657 | 251,621 | 307,684 | 322,671 | 307,660 | 312,643 | 301,031 | 301,031 | 301,054 | 301,031 | 301,031 | 305,788 | 3,455,901 | 245,974 | 3,701,875 |
| 6000 | Capital Outlay | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | EXPENSE TOTAL | 482,826 | 681,409 | 716,188 | 741,624 | 742,022 | 747,004 | 751,508 | 741,839 | 736,758 | 732,807 | 738,385 | 677,442 | 8,489,813 | 331,320 | 8,821,133 |
| Operating Cash Inflow (Outflow) | | (209,365) | (305,058) | (6,179) | (48,300) | (76,372) | (41,578) | 4,990 | (10,685) | 102,864 | 68,275 | (21,456) | 62,610 | (480,254) | 515,058 | 34,804 |
| Balance Sheet Transactions | | | | | | | | | | | | | | | | |
| | Accounts Receivable | 216,921 | 303,689 | 216,921 | - | - | 130,152 | - | - | - | - | - | - | - | - | - |
| | Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Accounts Payable | (338,854) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Summer Holdback | (55,467) | 11,842 | 10,729 | 10,729 | 10,729 | 10,729 | 10,729 | 10,729 | 10,729 | 10,729 | 10,729 | (54,103) | - | - | - |
| | Deferred Revenue | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Ending Cash - Total in Primary Checking | | 2,501,964 | 2,817,494 | 3,045,144 | 3,055,873 | 3,066,602 | 3,207,483 | 3,218,212 | 3,228,941 | 3,239,670 | 3,250,399 | 3,261,128 | 3,207,025 | | | |
| Days of Cash on hand | | 102 | 115 | 124 | 125 | 125 | 131 | 131 | 132 | 132 | 132 | 133 | 131 | | | |

Alpha Public Schools
Alpha: Jose Hernandez
Statement of Cash Flows

| | | Year 4: FY29 | | | | | | | | | | | | YTD Total | AP/AR | Forecast |
|---|---------------------------------|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------|-----------|
| | | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | | | | |
| | | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | | | |
| Beginning Cash | | 3,207,025 | 3,033,218 | 3,341,589 | 3,564,181 | 3,575,178 | 3,586,175 | 3,724,129 | 3,735,126 | 3,746,123 | 3,757,120 | 3,768,118 | 3,779,115 | | | |
| Revenues | | | | | | | | | | | | | | | | |
| 8000 | Local Control Funding Formula | 240,812 | 326,158 | 623,824 | 547,257 | 547,257 | 566,926 | 547,257 | 588,828 | 693,844 | 574,604 | 574,604 | 594,274 | 6,425,645 | 99,571 | 6,525,216 |
| 8100 | Federal Revenue | - | - | - | 50,532 | 21,625 | 21,844 | 72,376 | 21,844 | 21,844 | 72,376 | 21,844 | 21,844 | 326,128 | 167,312 | 493,440 |
| 8300 | Other State Revenues | 44,862 | 62,405 | 101,851 | 112,330 | 112,330 | 132,814 | 154,900 | 134,641 | 138,198 | 170,540 | 134,641 | 138,198 | 1,437,710 | 599,760 | 2,037,470 |
| 8600 | Local Revenues | - | - | 6,561 | 6,561 | 6,561 | 6,561 | 6,561 | 6,561 | 6,561 | 6,561 | 6,561 | 6,561 | 65,607 | - | 65,607 |
| 8800 | Fundraising and Grants | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | REVENUE TOTAL | 285,674 | 388,564 | 732,236 | 716,680 | 687,773 | 728,145 | 781,093 | 751,874 | 860,446 | 824,081 | 737,650 | 760,876 | 8,255,090 | 866,643 | 9,121,733 |
| Expenses | | | | | | | | | | | | | | | | |
| 1-2000 | Compensation | 215,775 | 334,175 | 315,166 | 315,166 | 315,166 | 315,166 | 315,166 | 315,166 | 315,166 | 315,166 | 315,166 | 284,407 | 3,670,849 | - | 3,670,849 |
| 3000 | Employee Benefits | 111,012 | 76,923 | 75,547 | 75,547 | 75,271 | 75,271 | 91,790 | 81,879 | 76,648 | 72,622 | 72,622 | 41,756 | 926,889 | - | 926,889 |
| 4000 | Books and Supplies | 21,780 | 29,290 | 27,868 | 38,526 | 54,516 | 54,516 | 54,516 | 54,516 | 54,516 | 54,516 | 60,205 | 54,516 | 559,280 | 87,054 | 646,333 |
| 5000 | Services & Other Operating Exp. | 146,464 | 258,970 | 316,153 | 331,440 | 316,130 | 321,212 | 309,368 | 309,368 | 309,391 | 309,368 | 309,368 | 314,220 | 3,551,449 | 252,149 | 3,803,598 |
| 6000 | Capital Outlay | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | EXPENSE TOTAL | 495,031 | 699,358 | 734,734 | 760,679 | 761,083 | 766,165 | 770,839 | 760,928 | 755,721 | 751,671 | 757,360 | 694,898 | 8,708,467 | 339,202 | 9,047,670 |
| Operating Cash Inflow (Outflow) | | (209,357) | (310,794) | (2,498) | (43,999) | (73,310) | (38,020) | 10,254 | (9,054) | 104,725 | 72,410 | (19,711) | 65,978 | (453,377) | 527,440 | 74,063 |
| Balance Sheet Transactions | | | | | | | | | | | | | | | | |
| | Accounts Receivable | 211,595 | 296,233 | 211,595 | - | - | 126,957 | - | - | - | - | - | - | - | - | - |
| | Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Accounts Payable | (331,320) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Summer Holdback | (54,081) | 12,138 | 10,997 | 10,997 | 10,997 | 10,997 | 10,997 | 10,997 | 10,997 | 10,997 | 10,997 | (55,456) | - | - | - |
| | Deferred Revenue | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Ending Cash - Total in Primary Checking | | 3,033,218 | 3,341,589 | 3,564,181 | 3,575,178 | 3,586,175 | 3,724,129 | 3,735,126 | 3,746,123 | 3,757,120 | 3,768,118 | 3,779,115 | 3,723,659 | | | |
| Days of Cash on hand | | 124 | 136 | 145 | 146 | 146 | 152 | 152 | 153 | 153 | 154 | 154 | 152 | | | |

Alpha Public Schools
Alpha: Jose Hernandez
Statement of Cash Flows

| | | Year 5: FY30 | | | | | | | | | | | | YTD Total | AP/AR | Forecast |
|---|---------------------------------|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--------------|---------|-----------|
| | | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | Projected | | | | |
| | | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | | | |
| Beginning Cash | | 3,723,659 | 3,545,685 | 3,861,451 | 4,089,383 | 4,100,656 | 4,111,928 | 4,253,196 | 4,264,468 | 4,275,740 | 4,287,013 | 4,298,285 | 4,309,557 | | | |
| Revenues | | | | | | | | | | | | | | | | |
| 8000 | Local Control Funding Formula | 251,205 | 336,551 | 643,121 | 565,964 | 565,964 | 586,224 | 565,964 | 596,109 | 715,939 | 588,996 | 588,996 | 609,256 | 6,614,290 | 106,683 | 6,720,972 |
| 8100 | Federal Revenue | - | - | - | 51,796 | 21,625 | 21,844 | 73,639 | 21,844 | 21,844 | 73,639 | 21,844 | 21,844 | 329,918 | 169,596 | 499,514 |
| 8300 | Other State Revenues | 46,207 | 63,751 | 104,381 | 114,752 | 114,752 | 135,851 | 158,599 | 137,733 | 141,396 | 174,709 | 137,733 | 141,396 | 1,471,262 | 318,332 | 1,789,594 |
| 8600 | Local Revenues | - | - | 6,705 | 6,705 | 6,705 | 6,705 | 6,705 | 6,705 | 6,705 | 6,705 | 6,705 | 6,705 | 67,050 | - | 67,050 |
| 8800 | Fundraising and Grants | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | REVENUE TOTAL | 297,412 | 400,303 | 754,207 | 739,217 | 709,047 | 750,624 | 804,908 | 762,390 | 885,884 | 844,049 | 755,278 | 779,201 | 8,482,520 | 594,611 | 9,077,131 |
| Expenses | | | | | | | | | | | | | | | | |
| 1-2000 | Compensation | 213,724 | 327,911 | 308,427 | 308,427 | 308,427 | 308,427 | 308,427 | 308,427 | 308,427 | 308,427 | 308,427 | 276,899 | 3,594,376 | - | 3,594,376 |
| 3000 | Employee Benefits | 108,700 | 75,321 | 73,973 | 73,973 | 73,703 | 73,703 | 89,878 | 80,173 | 75,051 | 71,109 | 71,109 | 40,886 | 907,579 | - | 907,579 |
| 4000 | Books and Supplies | 22,215 | 29,876 | 28,425 | 39,297 | 55,606 | 55,606 | 55,606 | 55,606 | 55,606 | 55,606 | 61,409 | 55,606 | 570,465 | 88,795 | 659,260 |
| 5000 | Services & Other Operating Exp. | 150,174 | 266,043 | 324,370 | 339,962 | 324,346 | 329,530 | 317,449 | 317,449 | 317,473 | 317,449 | 317,449 | 322,398 | 3,644,090 | 258,204 | 3,902,295 |
| 6000 | Capital Outlay | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | EXPENSE TOTAL | 494,813 | 699,151 | 735,195 | 761,659 | 762,082 | 767,266 | 771,360 | 761,655 | 756,557 | 752,590 | 758,394 | 695,789 | 8,716,511 | 346,999 | 9,063,510 |
| Operating Cash Inflow (Outflow) | | (197,401) | (298,848) | 19,011 | (22,442) | (53,036) | (16,642) | 33,548 | 736 | 129,327 | 91,459 | (3,115) | 83,413 | (233,991) | 247,612 | 13,621 |
| Balance Sheet Transactions | | | | | | | | | | | | | | | | |
| | Accounts Receivable | 216,661 | 303,325 | 216,661 | - | - | 129,996 | - | - | - | - | - | - | - | - | - |
| | Other Assets | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Accounts Payable | (339,202) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | Summer Holdback | (55,433) | 12,441 | 11,272 | 11,272 | 11,272 | 11,272 | 11,272 | 11,272 | 11,272 | 11,272 | 11,272 | (56,842) | - | - | - |
| | Deferred Revenue | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Ending Cash - Total in Primary Checking | | 3,545,685 | 3,861,451 | 4,089,383 | 4,100,656 | 4,111,928 | 4,253,196 | 4,264,468 | 4,275,740 | 4,287,013 | 4,298,285 | 4,309,557 | 4,252,715 | | | |
| Days of Cash on hand | | 144 | 157 | 167 | 167 | 168 | 173 | 174 | 174 | 175 | 175 | 176 | 173 | | | |

LCFF Calculator Caveats

v.25.1

5/15/24

Every effort was made to make the calculator as accurate as possible. However, because the calculator is based on estimates and assumptions, actual Local Control Funding Formula (LCFF) funding may differ from the amounts generated by the calculator. In some cases, LEA-specific and unique complexities that exist for a small percentage of local educational agencies (LEAs) may result in errors. Every unique situation is not modeled in the calculator, and **the calculator may not be useful for all LEAs.**

The following bullets highlight these assumptions, and some of the unique situations and known

General

The calculator is based on the LCFF statute as currently written, unless otherwise noted in these caveats. In some cases there may be differences in rounding +/- \$1.

.....
A proration/(deficit) factor assumption has been built into the LCFF calculator. The proration factor methodology and application is subject to revision should the state choose to apply a proration factor, or other deficit factor, in the future.

.....
The calculator includes cost of living adjustments (COLA) and if applicable proration factors as estimated by the Department of Finance (DOF).

.....
The calculator prepopulates with certified data provided by the California Department of Education (CDE) for the The Education Protection Account (EPA) proportionate share percentage is based on estimates released by the CDE that may not yet be finalized. Therefore, the percentage may change from what is shown in the calculator through final calculation in February of the following fiscal year.

NEW
2022-23

.....
EPA revenue in the 2021-22 fiscal year increased to an unprecedented level of funding which necessitated changes to the calculation. Pursuant to Section 112 of AB 181 (Chapter 52, Statutes of 2022), the 2012-13 Revenue Limit rates for school districts and charter schools were adjusted to reflect statutory COLA increases from 2013-14 through 2021-22. These rates will continue to receive COLA adjustments moving forward.

Charter School Calculations

The calculator is not designed to directly calculate budget estimates for all-charter school districts because of the unique options selected at the time the district converted. It is recommended all-charter school districts contact the CDE to determine the best method for estimating LCFF revenues.

Charter schools that are funded under different funding methodologies due to their pupil population are not included. The calculator is designed for a district to calculate the in lieu taxes and, as such, charter schools should contact

The calculator does not take into account the following:

- District reorganizations that include a charter school(s) newly authorized by one or

- Charter schools that operated in the prior year but have been reauthorized by a

If either of these situations apply, we recommend working with the CDE and FCMAT to determine if the calculator can be adapted.

School District Calculations

NEW
2023-24

2019-20 certified ADA was adjusted after the R3 certification cycle for school districts that were the sponsoring LEA of a charter school that discontinued operation by the end of 2019-20. This ADA adjustment was only made to accommodate an accurate calculation of the three prior-year average (PY1 2021-22, PY2 2020-21, PY3 2019-20) commencing with the 2022-23 fiscal year.

For districts with **necessary small schools (NSS)**, the calculator models different combinations of NSS and

The calculator does not take into account the following funding adjustments for **basic aid school districts**:

Basic Aid Choice

Basic Aid Court-Ordered Voluntary Pupil Transfer

Basic Aid Open Enrollment

Basic Aid Supplement Charter School Adjustment

The calculator does not take into account the impact of district reorganizations that have not been certified by the

LCFF CALCULATOR

129213

NO

Charter

5 digit District code or 7 digit School code (from the CDS code)
Is this calculation for a new charter school? (select from drop down list)
Projection Type
Projection Date

LEA: Alpha: Jose Hernandez
Projection Title:
Created by:
Email:
Phone:

| | PY3 | PY2 | PY1 | CY | CY1 | CY2 | CY3 | CY4 |
|--|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Alpha: Jose Hernandez (129213) | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
| (1) UNIVERSAL ASSUMPTIONS | | | | | | | | |
| Supplemental Grant % | 20.00% | 20.00% | 20.00% | 20.00% | 20.00% | 20.00% | 20.00% | 20.00% |
| Concentration Grant (>55% population) | 65.00% | 65.00% | 65.00% | 65.00% | 65.00% | 65.00% | 65.00% | 65.00% |
| Statutory COLA & Augmentation/Suspension <small>(prefilled as calculated by the Department of Finance, DOF)</small> | 5.07% | 13.26% | 8.22% | 1.07% | 2.93% | 3.08% | 3.30% | 3.29% |
| Statutory COLA | 1.70% | 6.56% | 8.22% | 1.07% | 2.93% | 3.08% | 3.30% | 3.29% |
| Augmentation/(COLA Suspension) | 3.37% | 6.70% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Base Grant Proration Factor (deficit) | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Add-on, ERT & MSA Proration Factor | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Transitional Kindergarten Add-on (2022-23 forward) | \$ - | \$ 2,813 | \$ 3,044 | \$ 3,077 | \$ 3,167 | \$ 3,265 | \$ 3,373 | \$ 3,484 |
| EPA Entitlement as % of statewide adjusted Revenue Limit (P-2) | 73.31789035% | 12.74780911% | 48.75954508% | 48.75954508% | 48.75954508% | 48.75954508% | 48.75954508% | 48.75954508% |
| EPA Entitlement as % of statewide adjusted Revenue Limit (Annual) | 75.37156903% | 12.84814107% | 48.75954508% | 48.75954508% | 48.75954508% | 48.75954508% | 48.75954508% | 48.75954508% |
| Local EPA Accrual | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

(2) CHARTER SCHOOL DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

NEW CHARTER SCHOOLS

New Charter School Name:

Year that charter starts operation (select from drop down list): 2022-23

(a) TRANSFER OF IN-LIEU PROPERTY TAX

Note: Charter schools should contact sponsoring district(s) for In-lieu estimate

| | | | | | | | | | | |
|-----|-----------|-------------------------|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| I-4 | F-6 / F-7 | In-Lieu of Property Tax | 961,275 | 1,354,895 | 1,422,437 | 1,422,437 | 1,422,437 | 1,422,437 | 1,422,437 | 1,422,437 |
|-----|-----------|-------------------------|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

(b) UNDUPLICATED PUPIL PERCENTAGE (UPP)

| | | | | | | | | | |
|---------------------|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| A-1.2, A-2.2, A-3.2 | Enrollment (second prior year) | 336 | 370 | | | | | | |
| A-1.1, A-2.1, A-3.1 | Enrollment (first prior year) | 370 | 405 | | | | | | |
| A-1, A-2, A-3 | Enrollment | 405 | 451 | 458 | 453 | 423 | 423 | 423 | 423 |
| B-1.2, B-2.2, B-3.2 | Unduplicated Pupil Count (second prior year) | 318 | 353 | | | | | | |
| B-1.1, B-2.1, B-3.1 | Unduplicated Pupil Count (first prior year) | 353 | 397 | | | | | | |
| B-1, B-2, B-3 | Unduplicated Pupil Count | 397 | 441 | 452 | 447 | 417 | 417 | 417 | 417 |
| | | 3-yr rolling percentage | 3-yr rolling percentage | 3-yr rolling percentage | 3-yr rolling percentage | 3-yr rolling percentage | 3-yr rolling percentage | 3-yr rolling percentage | 3-yr rolling percentage |
| | Single Year Unduplicated Pupil Percentage | 98.02% | 97.78% | 98.69% | 98.69% | 98.69% | 98.69% | 98.69% | 98.69% |
| C-1 | Unduplicated Pupil Percentage (%) | 96.13% | 97.15% | 98.17% | 98.39% | 98.69% | 98.69% | 98.69% | 98.69% |

(c) CONCENTRATION GRANT FUNDING LIMITATION: District of Physical Location

Enter the unduplicated pupil percentage (UPP) of the district where the charter school is physically located. If the charter school has a physical location within the boundaries of more than one district, enter the highest district UPP of all locations.

| | | | | | | | | | |
|-----|--|--------|--------|--------|--------|--------|--------|--------|--------|
| D-3 | Unduplicated Pupil Percentage (%) | 82.78% | 81.89% | 82.62% | 82.62% | 82.62% | 82.62% | 82.62% | 82.62% |
| | Unduplicated Pupil Percentage: Supplemental Grant | 96.13% | 97.15% | 98.17% | 98.39% | 98.69% | 98.69% | 98.69% | 98.69% |
| | Unduplicated Pupil Percentage: Concentration Grant | 82.78% | 81.89% | 82.62% | 82.62% | 82.62% | 82.62% | 82.62% | 82.62% |

(d) AVERAGE DAILY ATTENDANCE (ADA)

ADA used for the Transitional Kindergarten Add-on ONLY:

| | | | | | | | | | |
|-----|----------------------------|---|-------|-------|-------|-------|-------|-------|-------|
| G-4 | TK (NEW beginning 2022-23) | - | 16.16 | 17.86 | 17.86 | 17.86 | 17.86 | 17.86 | 17.86 |
|-----|----------------------------|---|-------|-------|-------|-------|-------|-------|-------|

ADA used for Base, Supplemental and Concentration Grant Calculations:

Enter P2 Data - Note: Charter School ADA is always funded on current year

| | | | | | | | | | |
|-----|--------------------------|--------|--------|--------|--------|--------|--------|--------|--------|
| B-1 | Grades TK-3 | 171.99 | 204.69 | 201.51 | 179.49 | 151.59 | 123.69 | 123.69 | 123.69 |
| B-2 | Grades 4-6 | 91.37 | 81.25 | 107.38 | 161.82 | 161.82 | 161.82 | 161.82 | 161.82 |
| B-3 | Grades 7-8 | 119.33 | 111.70 | 104.12 | 79.98 | 79.98 | 107.88 | 107.88 | 107.88 |
| B-4 | Grades 9-12 | - | - | - | - | - | - | - | - |
| | SUBTOTAL ADA | 382.69 | 397.64 | 413.01 | 421.29 | 393.39 | 393.39 | 393.39 | 393.39 |
| | RATIO: ADA to Enrollment | 0.94 | 0.88 | 0.90 | 0.93 | 0.93 | 0.93 | 0.93 | 0.93 |

(e) OTHER LCFF ADJUSTMENTS

Miscellaneous Adjustments (line H-2), include adjustments for audit penalties and special legislation. Adjustments can be positive or negative.

Minimum State Aid Adjustments (Line J-5), captures adjustments for audit penalties and special legislation. Adjustments can be positive or negative.

| | | | | | | | | | |
|-----|-------------------------------|------|------|------|--|--|--|--|--|
| H-2 | Miscellaneous Adjustments | \$ - | \$ - | \$ - | | | | | |
| J-5 | Minimum State Aid Adjustments | \$ - | \$ - | \$ - | | | | | |

| Alpha: Jose Hernandez (129213) | | | | | | | | |
|---|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| DETAILED ADA CALCULATION | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
| Third Prior Year ADA for the Hold Harmless (adjusted for current year charter shift) | 2018-19 ADA | 2019-20 ADA | 2020-21 ADA | 2021-22 ADA | 2022-23 ADA | 2023-24 ADA | 2024-25 ADA | 2025-26 ADA |
| Grades TK-3 | - | - | - | - | - | - | - | - |
| Grades 4-6 | Non Applicable Until 2022-23 Certification | - | - | - | - | - | - | - |
| Grades 7-8 | - | - | - | - | - | - | - | - |
| Grades 9-12 | - | - | - | - | - | - | - | - |
| LCFF Subtotal | - | - | - | - | - | - | - | - |
| NSS | - | - | - | - | - | - | - | - |
| Combined Subtotal | - | - | - | - | - | - | - | - |
| Second Prior Year ADA for the Hold Harmless (adjusted for current year charter shift) | 2019-20 ADA | 2020-21 ADA | 2021-22 ADA | 2022-23 ADA | 2023-24 ADA | 2024-25 ADA | 2025-26 ADA | 2026-27 ADA |
| Grades TK-3 | - | - | - | - | - | - | - | - |
| Grades 4-6 | Non Applicable Until 2022-23 Certification | - | - | - | - | - | - | - |
| Grades 7-8 | - | - | - | - | - | - | - | - |
| Grades 9-12 | - | - | - | - | - | - | - | - |
| LCFF Subtotal | - | - | - | - | - | - | - | - |
| NSS | - | - | - | - | - | - | - | - |
| Combined Subtotal | - | - | - | - | - | - | - | - |
| Prior Year ADA for the Hold Harmless (adjusted for current year charter shift) | 2020-21 ADA | 2021-22 ADA | 2022-23 ADA | 2023-24 ADA | 2024-25 ADA | 2025-26 ADA | 2026-27 ADA | 2027-28 ADA |
| Grades TK-3 | - | - | - | - | - | - | - | - |
| Grades 4-6 | - | - | - | - | - | - | - | - |
| Grades 7-8 | - | - | - | - | - | - | - | - |
| Grades 9-12 | - | - | - | - | - | - | - | - |
| LCFF Subtotal | - | - | - | - | - | - | - | - |
| NSS | - | - | - | - | - | - | - | - |
| Combined Subtotal | - | - | - | - | - | - | - | - |
| Net Adjustment to Prior Year ADA for Charter Shift | | | | | | | | |
| Second Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift | - | - | - | - | - | - | - | - |
| Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift | - | - | - | - | - | - | - | - |
| Second prior year charter school shift percentage | Non Applicable Until 2022-23 | - | - | - | - | - | - | - |
| Prior year charter school shift percentage | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Prior 3-Year Average ADA (if charter shift percentage > -50%, adjusted for +/- current year charter shift) - Effective beginning in 2022-23 | | | | | | | | |
| Grades TK-3 | - | - | - | - | - | - | - | - |
| Grades 4-6 | n Applicable Until 2022- | - | - | - | - | - | - | - |
| Grades 7-8 | - | - | - | - | - | - | - | - |
| Grades 9-12 | - | - | - | - | - | - | - | - |
| LCFF Subtotal | - | - | - | - | - | - | - | - |
| NSS | - | - | - | - | - | - | - | - |
| Combined Subtotal | - | - | - | - | - | - | - | - |
| Current Year Charter Shift ADA for the Hold Harmless and 3-prior year average | - | - | - | - | - | - | - | - |
| Current Year ADA | | | | | | | | |
| Grades TK-3 | 171.99 | 204.69 | 201.51 | 179.49 | 151.59 | 123.69 | 123.69 | 123.69 |
| Grades 4-6 | 91.37 | 81.25 | 107.38 | 161.82 | 161.82 | 161.82 | 161.82 | 161.82 |
| Grades 7-8 | 119.33 | 111.70 | 104.12 | 79.98 | 79.98 | 107.88 | 107.88 | 107.88 |
| Grades 9-12 | - | - | - | - | - | - | - | - |
| LCFF Subtotal | 382.69 | 397.64 | 413.01 | 421.29 | 393.39 | 393.39 | 393.39 | 393.39 |
| NSS | - | - | - | - | - | - | - | - |
| Combined Subtotal | 382.69 | 397.64 | 413.01 | 421.29 | 393.39 | 393.39 | 393.39 | 393.39 |
| Change in LCFF ADA (excludes NSS ADA) | 382.69 | 397.64 | 413.01 | 421.29 | 393.39 | 393.39 | 393.39 | 393.39 |
| | Increase | Increase | Increase | Increase | Increase | Increase | Increase | Increase |

| | | | | | | | | |
|---|------------|------------|------------|------------|------------|------------|------------|------------|
| Funded LCFF ADA (greater of current year, prior year or 3-prior year average) | | | | | | | | |
| Grades TK-3 | 171.99 | 204.69 | 201.51 | 179.49 | 151.59 | 123.69 | 123.69 | 123.69 |
| Grades 4-6 | 91.37 | 81.25 | 107.38 | 161.82 | 161.82 | 161.82 | 161.82 | 161.82 |
| Grades 7-8 | 119.33 | 111.70 | 104.12 | 79.98 | 79.98 | 107.88 | 107.88 | 107.88 |
| Grades 9-12 | - | - | - | - | - | - | - | - |
| Subtotal | 382.69 | 397.64 | 413.01 | 421.29 | 393.39 | 393.39 | 393.39 | 393.39 |
| | Current Yr | Current Yr | Current Yr | Current Yr | Current Yr | Current Yr | Current Yr | Current Yr |
| Funded NSS ADA | | | | | | | | |
| Grades TK-3 | - | - | - | - | - | - | - | - |
| Grades 4-6 | - | - | - | - | - | - | - | - |
| Grades 7-8 | - | - | - | - | - | - | - | - |
| Grades 9-12 | - | - | - | - | - | - | - | - |
| Subtotal | - | - | - | - | - | - | - | - |
| NPS, CDS, & COE Operated | | | | | | | | |
| Grades TK-3 | - | - | - | - | - | - | - | - |
| Grades 4-6 | - | - | - | - | - | - | - | - |
| Grades 7-8 | - | - | - | - | - | - | - | - |
| Grades 9-12 | - | - | - | - | - | - | - | - |
| Subtotal | - | - | - | - | - | - | - | - |
| ACTUAL ADA (Current Year Only) | | | | | | | | |
| Grades TK-3 | 171.99 | 204.69 | 201.51 | 179.49 | 151.59 | 123.69 | 123.69 | 123.69 |
| Grades 4-6 | 91.37 | 81.25 | 107.38 | 161.82 | 161.82 | 161.82 | 161.82 | 161.82 |
| Grades 7-8 | 119.33 | 111.70 | 104.12 | 79.98 | 79.98 | 107.88 | 107.88 | 107.88 |
| Grades 9-12 | - | - | - | - | - | - | - | - |
| Total Actual ADA | 382.69 | 397.64 | 413.01 | 421.29 | 393.39 | 393.39 | 393.39 | 393.39 |
| TOTAL FUNDED ADA, LCFF & NSS | | | | | | | | |
| Grades TK-3 | 171.99 | 204.69 | 201.51 | 179.49 | 151.59 | 123.69 | 123.69 | 123.69 |
| Grades 4-6 | 91.37 | 81.25 | 107.38 | 161.82 | 161.82 | 161.82 | 161.82 | 161.82 |
| Grades 7-8 | 119.33 | 111.70 | 104.12 | 79.98 | 79.98 | 107.88 | 107.88 | 107.88 |
| Grades 9-12 | - | - | - | - | - | - | - | - |
| Total Funded ADA | 382.69 | 397.64 | 413.01 | 421.29 | 393.39 | 393.39 | 393.39 | 393.39 |
| Funded Difference (Funded ADA less Actual ADA) | | | | | | | | |
| | - | - | - | - | - | - | - | - |
| FUNDED ADA for the Transitional Kindergarten Add-on | | | | | | | | |
| Current Year TK ADA | - | 16.16 | 17.86 | 17.86 | 17.86 | 17.86 | 17.86 | 17.86 |

| Alpha: Jose Hernandez (129213) | v.25.1 | | | | | | | v.25.1 | | | | | | |
|---|---------------------|--------------|----------------------|--------------|-------------------------------|--------------|--|---------------------|--------------|----------------------|--------------|-------------------------------|--------------|--|
| LOCAL CONTROL FUNDING FORMULA | CY1 | | | | | | | CY2 | | | | | | |
| LCFF ENTITLEMENT CALCULATION | 2025-26 | | | | | | | 2026-27 | | | | | | |
| | COLA & Augmentation | | Base Grant Proration | | Unduplicated Pupil Percentage | | | COLA & Augmentation | | Base Grant Proration | | Unduplicated Pupil Percentage | | |
| Calculation Factors | 2.93% | | 0.00% | | 98.69% 82.62% | | | 3.08% | | 0.00% | | 98.69% 82.62% | | |
| | Current Yr | | | | | | | Current Yr | | | | | | |
| | ADA | Base | Grade Span | Supplemental | Concentration | Total | | ADA | Base | Grade Span | Supplemental | Concentration | Total | |
| Grades TK-3 | 151.59 | \$ 10,319 | \$ 1,073 | \$ 2,249 | \$ 2,045 | \$ 2,377,804 | | 123.69 | \$ 10,637 | \$ 1,106 | \$ 2,318 | \$ 2,108 | \$ 1,999,951 | |
| Grades 4-6 | 161.82 | 10,475 | | 2,068 | 1,881 | 2,333,952 | | 161.82 | 10,798 | | 2,131 | 1,939 | 2,405,919 | |
| Grades 7-8 | 79.98 | 10,785 | | 2,129 | 1,936 | 1,187,701 | | 107.88 | 11,117 | | 2,194 | 1,996 | 1,651,331 | |
| Grades 9-12 | - | 12,500 | 325 | 2,531 | 2,302 | - | | - | 12,885 | 335 | 2,609 | 2,373 | - | |
| Subtract Necessary Small School ADA and Funding | - | - | - | - | - | - | | - | - | - | - | - | - | |
| Total Base, Supplemental, and Concentration Grant | | \$ 4,121,906 | \$ 162,656 | \$ 845,687 | \$ 769,208 | \$ 5,899,457 | | | \$ 4,262,325 | \$ 136,801 | \$ 868,299 | \$ 789,776 | \$ 6,057,201 | |
| NSS Allowance | | - | - | - | - | - | | | - | - | - | - | - | |
| TOTAL BASE | 393.39 | \$ 4,121,906 | \$ 162,656 | \$ 845,687 | \$ 769,208 | \$ 5,899,457 | | 393.39 | \$ 4,262,325 | \$ 136,801 | \$ 868,299 | \$ 789,776 | \$ 6,057,201 | |
| ADD ONS: | | | | | | | | | | | | | | |
| Targeted Instructional Improvement Block Grant | | | | | | \$ - | | | | | | | \$ - | |
| Home-to-School Transportation (COLA added commencing 2023-24) | | | | | | - | | | | | | | - | |
| Small School District Bus Replacement Program (COLA added commencing 2023-24) | | | | | | - | | | | | | | - | |
| Transitional Kindergarten (Commencing 2022-23) | TK ADA | 17.86 | TK Add-on rate | \$ 3,167.00 | | 56,563 | | TK ADA | 17.86 | TK Add-on rate | \$ 3,265.00 | | 58,313 | |
| ECONOMIC RECOVERY TARGET PAYMENT | | | | | | - | | | | | | | - | |
| LCFF Entitlement Before Adjustments | | | | | | \$ 5,956,020 | | | | | | | \$ 6,115,514 | |
| Miscellaneous Adjustments | | | | | | - | | | | | | | - | |
| ADJUSTED LCFF ENTITLEMENT | | | | | | \$ 5,956,020 | | | | | | | \$ 6,115,514 | |
| Local Revenue (including RDA) | | | | | | (1,422,437) | | | | | | | (1,422,437) | |
| Gross State Aid | | | | | | \$ 4,533,583 | | | | | | | \$ 4,693,077 | |
| Education Protection Account Entitlement | | | | | | (78,678) | | | | | | | (78,678) | |
| Net State Aid | | | | | | \$ 4,454,905 | | | | | | | \$ 4,614,399 | |

| MINIMUM STATE AID CALCULATION | 12-13 Rate | 2025-26 ADA | N/A | 12-13 Rate | 2026-27 ADA | N/A |
|---|------------|-------------|--------------|------------|-------------|--------------|
| 2012-13 RL/Charter Gen BG adjusted for ADA | \$ - | 393.39 | \$ - | \$ - | 393.39 | \$ - |
| 2012-13 NSS Allowance (deficit) | \$ - | - | - | \$ - | - | - |
| Minimum State Aid Adjustments | | | | | | |
| Less Current Year Property Taxes/In-Lieu | | | (1,422,437) | | | (1,422,437) |
| Less Education Protection Account Entitlement | | | (78,678) | | | (78,678) |
| Subtotal State Aid for Historical RL/Charter General BG | | | \$ - | | | \$ - |
| Categorical Minimum State Aid | | | - | | | - |
| Charter School Categorical Block Grant adjusted for ADA | - | - | - | - | - | - |
| Minimum State Aid Guarantee Before Proration Factor | | | \$ - | | | \$ - |
| Proration Factor | | | 0.00% | | | 0.00% |
| Minimum State Aid Guarantee | | | \$ - | | | \$ - |
| CHARTER SCHOOL MINIMUM STATE AID OFFSET | | | | | | |
| LCFF Entitlement | | | 5,899,457 | | | 6,057,201 |
| Minimum State Aid plus Property Taxes including RDA | | | 1,422,437 | | | 1,422,437 |
| Offset | | | - | | | - |
| Minimum State Aid Prior to Offset | | | - | | | - |
| Total Minimum State Aid with Offset | | | - | | | - |
| State Aid Before Additional State Aid | | | \$ 4,454,905 | | | \$ 4,614,399 |
| ADDITIONAL STATE AID | | | \$ - | | | \$ - |
| LCFF State Aid, Adjusted for Minimum State Aid Guarantee | | | \$ 4,454,905 | | | \$ 4,614,399 |
| LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplemental | | | \$ 5,956,020 | | | \$ 6,115,514 |
| Change Over Prior Year | -4.08% | (253,061) | | 2.68% | 159,494 | |
| LCFF Entitlement Per ADA (excluding Categorical MSA) | | | 15,140 | | | 15,546 |
| Per-ADA Change Over Prior Year | 2.73% | 402 | | 2.68% | 406 | |
| Basic Aid Status (school districts only) | | | - | | | - |
| LCFF SOURCES INCLUDING EXCESS TAXES | | | | | | |
| | Increase | 2025-26 | | Increase | 2026-27 | |
| State Aid | -5.26% | (247,481) | \$ 4,454,905 | 3.58% | 159,494 | \$ 4,614,399 |
| Education Protection Account | | | 78,678 | | | 78,678 |
| Property Taxes Net of In-Lieu Transfers | 0.00% | - | - | 0.00% | - | - |
| Charter In-Lieu Taxes | 0.00% | - | 1,422,437 | 0.00% | - | 1,422,437 |
| Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding) | -3.99% | (247,481) | \$ 5,956,020 | 2.68% | 159,494 | \$ 6,115,514 |

| Alpha: Jose Hernandez (129213) | | | | | | | | | |
|---|---------------------|--------------|----------------------|--------------|-------------------------------|--------------|--|--|--------------|
| v.25.1 | | | | | CY3 | | | | |
| LOCAL CONTROL FUNDING FORMULA | | | | | 2027-28 | | | | |
| LCFF ENTITLEMENT CALCULATION | | | | | | | | | |
| Calculation Factors | COLA & Augmentation | | Base Grant Proration | | Unduplicated Pupil Percentage | | | | |
| | 3.30% | | 0.00% | | 98.69% 82.62% | | | | |
| | Current Yr | | | | | | | | |
| | ADA | Base | Grade Span | Supplemental | Concentration | Total | | | |
| Grades TK-3 | 123.69 | \$ 10,988 | \$ 1,143 | \$ 2,394 | \$ 2,178 | \$ 2,066,030 | | | |
| Grades 4-6 | 161.82 | 11,154 | | 2,202 | 2,002 | 2,485,240 | | | |
| Grades 7-8 | 107.88 | 11,484 | | 2,267 | 2,062 | 1,705,846 | | | |
| Grades 9-12 | - | 13,310 | 346 | 2,695 | 2,452 | - | | | |
| Subtract Necessary Small School ADA and Funding | - | - | - | - | - | - | | | |
| Total Base, Supplemental, and Concentration Grant | | \$ 4,402,940 | \$ 141,377 | \$ 896,957 | \$ 815,842 | \$ 6,257,116 | | | |
| NSS Allowance | | - | - | - | - | - | | | |
| TOTAL BASE | 393.39 | \$ 4,402,940 | \$ 141,377 | \$ 896,957 | \$ 815,842 | \$ 6,257,116 | | | |
| ADD ONS: | | | | | | | | | |
| Targeted Instructional Improvement Block Grant | | | | | | \$ - | | | \$ - |
| Home-to-School Transportation (COLA added commencing 2023-24) | | | | | | - | | | - |
| Small School District Bus Replacement Program (COLA added commencing 2023-24) | | | | | | - | | | - |
| Transitional Kindergarten (Commencing 2022-23) | TK ADA | 17.86 | TK Add-on rate | \$ 3,373.00 | | 60,242 | | | 62,224 |
| ECONOMIC RECOVERY TARGET PAYMENT | | | | | | | | | |
| LCFF Entitlement Before Adjustments | | | | | | \$ 6,317,358 | | | \$ 6,525,216 |
| Miscellaneous Adjustments | | | | | | - | | | - |
| ADJUSTED LCFF ENTITLEMENT | | | | | | \$ 6,317,358 | | | \$ 6,525,216 |
| Local Revenue (including RDA) | | | | | | (1,422,437) | | | (1,422,437) |
| Gross State Aid | | | | | | \$ 4,894,921 | | | \$ 5,102,779 |
| Education Protection Account Entitlement | | | | | | (78,678) | | | (78,678) |
| Net State Aid | | | | | | \$ 4,816,243 | | | \$ 5,024,101 |

| v.25.1 | | | | | | | | | |
|---|---------------------|--------------|----------------------|--------------|-------------------------------|--------------|--|--|--------------|
| | | | | | CY4 | | | | |
| | | | | | 2028-29 | | | | |
| Calculation Factors | COLA & Augmentation | | Base Grant Proration | | Unduplicated Pupil Percentage | | | | |
| | 3.29% | | 0.00% | | 98.69% 82.62% | | | | |
| | Current Yr | | | | | | | | |
| | ADA | Base | Grade Span | Supplemental | Concentration | Total | | | |
| Grades TK-3 | 123.69 | \$ 11,350 | \$ 1,180 | \$ 2,473 | \$ 2,250 | \$ 2,133,985 | | | |
| Grades 4-6 | 161.82 | 11,521 | | 2,274 | 2,068 | 2,567,012 | | | |
| Grades 7-8 | 107.88 | 11,862 | | 2,341 | 2,130 | 1,761,995 | | | |
| Grades 9-12 | - | 13,748 | 357 | 2,784 | 2,532 | - | | | |
| Subtract Necessary Small School ADA and Funding | - | - | - | - | - | - | | | |
| Total Base, Supplemental, and Concentration Grant | | \$ 4,547,883 | \$ 145,954 | \$ 926,470 | \$ 842,685 | \$ 6,462,992 | | | |
| NSS Allowance | | - | - | - | - | - | | | |
| TOTAL BASE | 393.39 | \$ 4,547,883 | \$ 145,954 | \$ 926,470 | \$ 842,685 | \$ 6,462,992 | | | |
| ADD ONS: | | | | | | | | | |
| Targeted Instructional Improvement Block Grant | | | | | | \$ - | | | \$ - |
| Home-to-School Transportation (COLA added commencing 2023-24) | | | | | | - | | | - |
| Small School District Bus Replacement Program (COLA added commencing 2023-24) | | | | | | - | | | - |
| Transitional Kindergarten (commencing 2022-23) | TK ADA | 17.86 | TK Add-on rate | \$ 3,484.00 | | 62,224 | | | 62,224 |
| ECONOMIC RECOVERY TARGET PAYMENT | | | | | | | | | |
| LCFF Entitlement Before Adjustments | | | | | | \$ 6,525,216 | | | \$ 6,525,216 |
| Miscellaneous Adjustments | | | | | | - | | | - |
| ADJUSTED LCFF ENTITLEMENT | | | | | | \$ 6,525,216 | | | \$ 6,525,216 |
| Local Revenue (including RDA) | | | | | | (1,422,437) | | | (1,422,437) |
| Gross State Aid | | | | | | \$ 5,102,779 | | | \$ 5,102,779 |
| Education Protection Account Entitlement | | | | | | (78,678) | | | (78,678) |
| Net State Aid | | | | | | \$ 5,024,101 | | | \$ 5,024,101 |

| MINIMUM STATE AID CALCULATION | | | | | | | |
|--|------------|-------------|---------------------|---------------------|------------|-------------|---------------------|
| | 12-13 Rate | 2027-28 ADA | N/A | | 12-13 Rate | 2028-29 ADA | N/A |
| 2012-13 RI/Charter Gen BG adjusted for ADA | \$ - | 393.39 | \$ - | | \$ - | 393.39 | \$ - |
| 2012-13 NSS Allowance (deficted) | \$ - | | - | | \$ - | | - |
| Minimum State Aid Adjustments | | | - | | | | - |
| Less Current Year Property Taxes/In-Lieu | | | (1,422,437) | | | | (1,422,437) |
| Less Education Protection Account Entitlement | | | (78,678) | | | | (78,678) |
| Subtotal State Aid for Historical RI/Charter General BG | | | \$ - | | | | \$ - |
| Categorical Minimum State Aid | | | - | | | | - |
| Charter School Categorical Block Grant adjusted for ADA | - | - | - | | - | - | - |
| Minimum State Aid Guarantee Before Proration Factor | | | \$ - | | | | \$ - |
| Proration Factor | | | 0.00% | | | | 0.00% |
| Minimum State Aid Guarantee | | | \$ - | | | | \$ - |
| CHARTER SCHOOL MINIMUM STATE AID OFFSET | | | | | | | |
| LCFF Entitlement | | | 6,257,116 | | | | 6,462,992 |
| Minimum State Aid plus Property Taxes including RDA | | | 1,422,437 | | | | 1,422,437 |
| Offset | | | - | | | | - |
| Minimum State Aid Prior to Offset | | | - | | | | - |
| Total Minimum State Aid with Offset | | | - | | | | - |
| State Aid Before Additional State Aid | | | \$ 4,816,243 | | | | \$ 5,024,101 |
| ADDITIONAL STATE AID | | | \$ - | | | | \$ - |
| LCFF State Aid, Adjusted for Minimum State Aid Guarantee | | | \$ 4,816,243 | | | | \$ 5,024,101 |
| LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Char | | | | \$ 6,317,358 | | | |
| Change Over Prior Year | 3.30% | 201,844 | | | 3.29% | 207,858 | |
| LCFF Entitlement Per ADA (excluding Categorical MSA) | | | 16,059 | | | | 16,587 |
| Per-ADA Change Over Prior Year | 3.30% | 513 | | | 3.29% | 528 | |
| Basic Aid Status (school districts only) | | | - | | | | - |
| LCFF SOURCES INCLUDING EXCESS TAXES | | | | | | | |
| | | Increase | 2027-28 | | | Increase | 2028-29 |
| State Aid | 4.37% | 201,844 | \$ 4,816,243 | | 4.32% | 207,858 | \$ 5,024,101 |
| Education Protection Account | | | 78,678 | | | | 78,678 |
| Property Taxes Net of In-Lieu Transfers | 0.00% | - | - | | 0.00% | - | - |
| Charter In-Lieu Taxes | 0.00% | - | 1,422,437 | | 0.00% | - | 1,422,437 |
| Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding) | 3.30% | 201,844 | \$ 6,317,358 | | 3.49% | 207,858 | \$ 6,525,216 |

| | | | | | | | | |
|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Alpha: Jose Hernandez (129213) | 11,826.05 | 13,532.81 | 14,680.71 | 14,738.26 | 15,140.24 | 15,545.68 | 16,058.77 | 16,587.14 |
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
| General Assumptions | | | | | | | | |
| COLA & Augmentation | 5.07% | 13.26% | 8.22% | 1.07% | 2.93% | 3.08% | 3.30% | 3.29% |
| Base Grant Proration Factor | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Add-on, ERT & MSA Proration Factor | - | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Student Assumptions: | | | | | | | | |
| Enrollment Count | 405 | 451 | 458 | 453 | 423 | 423 | 423 | 423 |
| Unduplicated Pupil Count (UPC) | 397 | 441 | 452 | 447 | 417 | 417 | 417 | 417 |
| Unduplicated Pupil Percentage (UPP) | 96.13% | 97.15% | 98.17% | 98.39% | 98.69% | 98.69% | 98.69% | 98.69% |
| Current Year LCFF Average Daily Attendance (ADA) | 382.69 | 397.64 | 413.01 | 421.29 | 393.39 | 393.39 | 393.39 | 393.39 |
| Funded LCFF ADA | 382.69 | 397.64 | 413.01 | 421.29 | 393.39 | 393.39 | 393.39 | 393.39 |
| LCFF ADA Funding Method | Current Yr | Current Yr | Current Yr | Current Yr | Current Yr | Current Yr | Current Yr | Current Yr |
| Current Year Necessary Small School (NSS) ADA | - | - | - | - | - | - | - | - |
| Funded NSS ADA | - | - | - | - | - | - | - | - |
| NSS ADA Funding Method(s) | | | | | | | | |
| LCFF Entitlement Summary | | | | | | | | |
| Base Grant | \$3,151,813 | \$3,702,225 | \$4,159,399 | \$4,284,259 | \$4,121,906 | \$4,262,325 | \$4,402,940 | \$4,547,883 |
| Grade Span Adjustment | 144,816 | 195,069 | 207,958 | 187,208 | 162,656 | 136,801 | 141,377 | 145,954 |
| Adjusted Base Grant | \$3,296,629 | \$3,897,294 | \$4,367,357 | \$4,471,467 | \$4,284,562 | \$4,399,126 | \$4,544,317 | \$4,693,837 |
| Supplemental Grant | 633,810 | 757,244 | 857,488 | 879,896 | 845,687 | 868,299 | 896,957 | 926,470 |
| Concentration Grant | 595,272 | 681,189 | 784,071 | 802,763 | 769,208 | 789,776 | 815,842 | 842,685 |
| Total Base, Supplemental and Concentration Grant | \$4,525,711 | \$5,335,727 | \$6,008,916 | \$6,154,126 | \$5,899,457 | \$6,057,201 | \$6,257,116 | \$6,462,992 |
| Allowance: Necessary Small School | - | - | - | - | - | - | - | - |
| Add-on: Targeted Instructional Improvement Block Grant | - | - | - | - | - | - | - | - |
| Add-on: Home-to-School Transportation | - | - | - | - | - | - | - | - |
| Add-on: Small School District Bus Replacement Program | - | - | - | - | - | - | - | - |
| Add-on: Economic Recovery Target | - | - | - | - | - | - | - | - |
| Add-on: Transitional Kindergarten | - | 45,458 | 54,366 | 54,955 | 56,563 | 58,313 | 60,242 | 62,224 |
| Total Allowance and Add-On Amounts | \$- | \$45,458 | \$54,366 | \$54,955 | \$56,563 | \$58,313 | \$60,242 | \$62,224 |
| Total LCFF Entitlement Before Adjustments (excludes Additional State Aid) | \$4,525,711 | \$5,381,185 | \$6,063,282 | \$6,209,081 | \$5,956,020 | \$6,115,514 | \$6,317,358 | \$6,525,216 |
| Miscellaneous Adjustments | - | - | - | - | - | - | - | - |
| Total LCFF Entitlement (excludes Additional State Aid) | \$ 4,525,711 | \$ 5,381,185 | \$ 6,063,282 | \$ 6,209,081 | \$ 5,956,020 | \$ 6,115,514 | \$ 6,317,358 | \$ 6,525,216 |
| LCFF Entitlement Per ADA (excludes Categorical MSA) | \$ 11,826 | \$ 13,533 | \$ 14,681 | \$ 14,738 | \$ 15,140 | \$ 15,546 | \$ 16,059 | \$ 16,587 |
| Additional State Aid | - | - | - | - | - | - | - | - |
| Total LCFF Entitlement with Additional State Aid | 4,525,711 | 5,381,185 | 6,063,282 | 6,209,081 | 5,956,020 | 6,115,514 | 6,317,358 | 6,525,216 |
| LCFF Sources Summary | | | | | | | | |
| Funding Source Summary | | | | | | | | |
| Local Revenue (net of In-Lieu of Property Taxes) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Education Protection Account Entitlement (includes \$200/minimum per ADA) | \$ 76,538 | \$ 79,528 | \$ 82,602 | \$ 84,258 | \$ 78,678 | \$ 78,678 | \$ 78,678 | \$ 78,678 |
| Net State Aid (excludes Additional State Aid) | \$ 4,449,173 | \$ 5,301,657 | \$ 5,980,680 | \$ 6,124,823 | \$ 5,877,342 | \$ 6,036,836 | \$ 6,238,680 | \$ 6,446,538 |
| Additional State Aid | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Total Funding Sources | \$ 4,525,711 | \$ 5,381,185 | \$ 6,063,282 | \$ 6,209,081 | \$ 5,956,020 | \$ 6,115,514 | \$ 6,317,358 | \$ 6,525,216 |

| Funding Source by Resource-Object | | | | | | | | | | | | | | | | |
|---|----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|
| State Aid (Resource Code 0000, Object Code 8011) | \$ | 3,487,898 | \$ | 3,946,762 | \$ | 4,558,243 | \$ | 4,702,386 | \$ | 4,454,905 | \$ | 4,614,399 | \$ | 4,816,243 | \$ | 5,024,101 |
| EPA, Current Year (Resource 1400, Object Code 8012) | \$ | 76,538 | \$ | 79,528 | \$ | 82,602 | \$ | 84,258 | \$ | 78,678 | \$ | 78,678 | \$ | 78,678 | \$ | 78,678 |
| EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) | \$ | - | \$ | 1,650 | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - |
| Property Taxes (Object 8021 to 8089) | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - |
| In-Lieu of Property Taxes (Object Code 8096) | | 961,275 | | 1,354,895 | | 1,422,437 | | 1,422,437 | | 1,422,437 | | 1,422,437 | | 1,422,437 | | 1,422,437 |
| Entitlement and Source Reconciliation | | | | | | | | | | | | | | | | |
| Basic Aid/Excess Tax District Status | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - |
| Total LCFF Entitlement | \$ | 4,525,711 | \$ | 5,381,185 | \$ | 6,063,282 | \$ | 6,209,081 | \$ | 5,956,020 | \$ | 6,115,514 | \$ | 6,317,358 | \$ | 6,525,216 |
| Additional State Aid | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - |
| Additional EPA Minimum Entitlement (excess to LCFF Entitlement) | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - |
| Excess Taxes before Minimum State Aid | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - |
| Total Funding Sources | \$ | 4,525,711 | \$ | 5,381,185 | \$ | 6,063,282 | \$ | 6,209,081 | \$ | 5,956,020 | \$ | 6,115,514 | \$ | 6,317,358 | \$ | 6,525,216 |
| LCAP Percentage to Increase or Improve Services Calculation | | | | | | | | | | | | | | | | |
| Base Grant (Excludes add-ons for TIIG & Transportation) | \$ | 3,296,629 | \$ | 3,942,752 | \$ | 4,421,723 | \$ | 4,526,422 | \$ | 4,341,125 | \$ | 4,457,439 | \$ | 4,604,559 | \$ | 4,756,061 |
| Supplemental and Concentration Grant funding in the LCAP year | \$ | 1,229,082 | \$ | 1,438,433 | \$ | 1,641,559 | \$ | 1,682,659 | \$ | 1,614,895 | \$ | 1,658,075 | \$ | 1,712,799 | \$ | 1,769,155 |
| Projected Additional 15% Concentration Grant funding in the LCAP year | \$ | 137,370 | \$ | 157,198 | \$ | 180,939 | \$ | 185,253 | \$ | 177,510 | \$ | 182,256 | \$ | 188,272 | \$ | 194,466 |
| Percentage to Increase or Improve Services | | 37.28% | | 36.48% | | 37.12% | | 37.17% | | 37.20% | | 37.20% | | 37.20% | | 37.20% |

| PER-ADA FUNDING LEVELS | | | | | | | | | | | | | | | | | |
|---|----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|--|
| Base, Supplemental and Concentration Rate per ADA | | | | | | | | | | | | | | | | | |
| Grades TK-3 | \$ | 12,266.24 | \$ | 13,853.77 | \$ | 15,067.15 | \$ | 15,233.00 | \$ | 15,685.76 | \$ | 16,169.05 | \$ | 16,703.30 | \$ | 17,252.68 | |
| Grades 4-6 | \$ | 11,277.80 | \$ | 12,737.97 | \$ | 13,853.64 | \$ | 14,006.71 | \$ | 14,423.13 | \$ | 14,867.87 | \$ | 15,358.05 | \$ | 15,863.38 | |
| Grades 7-8 | \$ | 11,611.40 | \$ | 13,115.83 | \$ | 14,263.64 | \$ | 14,420.98 | \$ | 14,849.97 | \$ | 15,307.11 | \$ | 15,812.43 | \$ | 16,332.91 | |
| Grades 9-12 | \$ | 13,806.55 | \$ | 15,595.25 | \$ | 16,960.35 | \$ | 17,148.82 | \$ | 17,658.87 | \$ | 18,202.75 | \$ | 18,803.08 | \$ | 19,421.32 | |
| Base Grants | | | | | | | | | | | | | | | | | |
| Grades TK-3 | \$ | 8,093 | \$ | 9,166 | \$ | 9,919 | \$ | 10,025 | \$ | 10,319 | \$ | 10,637 | \$ | 10,988 | \$ | 11,350 | |
| Grades 4-6 | \$ | 8,215 | \$ | 9,304 | \$ | 10,069 | \$ | 10,177 | \$ | 10,475 | \$ | 10,798 | \$ | 11,154 | \$ | 11,521 | |
| Grades 7-8 | \$ | 8,458 | \$ | 9,580 | \$ | 10,367 | \$ | 10,478 | \$ | 10,785 | \$ | 11,117 | \$ | 11,484 | \$ | 11,862 | |
| Grades 9-12 | \$ | 9,802 | \$ | 11,102 | \$ | 12,015 | \$ | 12,144 | \$ | 12,500 | \$ | 12,885 | \$ | 13,310 | \$ | 13,748 | |
| Grade Span Adjustment | | | | | | | | | | | | | | | | | |
| Grades TK-3 | \$ | 842 | \$ | 953 | \$ | 1,032 | \$ | 1,043 | \$ | 1,073 | \$ | 1,106 | \$ | 1,143 | \$ | 1,180 | |
| Grades 9-12 | \$ | 255 | \$ | 289 | \$ | 312 | \$ | 316 | \$ | 325 | \$ | 335 | \$ | 346 | \$ | 357 | |
| Supplemental Grant | | 20% | | 20% | | 20% | | 20% | | 20% | | 20% | | 20% | | 20% | |
| Maximum - 1.00 ADA, 100% UPP | | | | | | | | | | | | | | | | | |
| Grades TK-3 | \$ | 1,787 | \$ | 2,024 | \$ | 2,190 | \$ | 2,214 | \$ | 2,278 | \$ | 2,349 | \$ | 2,426 | \$ | 2,506 | |
| Grades 4-6 | \$ | 1,643 | \$ | 1,861 | \$ | 2,014 | \$ | 2,035 | \$ | 2,095 | \$ | 2,160 | \$ | 2,231 | \$ | 2,304 | |
| Grades 7-8 | \$ | 1,692 | \$ | 1,916 | \$ | 2,073 | \$ | 2,096 | \$ | 2,157 | \$ | 2,223 | \$ | 2,297 | \$ | 2,372 | |
| Grades 9-12 | \$ | 2,011 | \$ | 2,278 | \$ | 2,465 | \$ | 2,492 | \$ | 2,565 | \$ | 2,644 | \$ | 2,731 | \$ | 2,821 | |
| Actual - 1.00 ADA, Local UPP as follows: | | 96.13% | | 97.15% | | 98.17% | | 98.39% | | 98.69% | | 98.69% | | 98.69% | | 98.69% | |
| Grades TK-3 | \$ | 1,718 | \$ | 1,966 | \$ | 2,150 | \$ | 2,178 | \$ | 2,249 | \$ | 2,318 | \$ | 2,394 | \$ | 2,473 | |
| Grades 4-6 | \$ | 1,579 | \$ | 1,808 | \$ | 1,977 | \$ | 2,003 | \$ | 2,068 | \$ | 2,131 | \$ | 2,202 | \$ | 2,274 | |
| Grades 7-8 | \$ | 1,626 | \$ | 1,861 | \$ | 2,035 | \$ | 2,062 | \$ | 2,129 | \$ | 2,194 | \$ | 2,267 | \$ | 2,341 | |
| Grades 9-12 | \$ | 1,934 | \$ | 2,213 | \$ | 2,420 | \$ | 2,452 | \$ | 2,531 | \$ | 2,609 | \$ | 2,695 | \$ | 2,784 | |
| Concentration Grant (>55% population) | | 65% | | 65% | | 65% | | 65% | | 65% | | 65% | | 65% | | 65% | |
| Maximum - 1.00 ADA, 100% UPP | | | | | | | | | | | | | | | | | |
| Grades TK-3 | \$ | 5,808 | \$ | 6,577 | \$ | 7,118 | \$ | 7,194 | \$ | 7,405 | \$ | 7,633 | \$ | 7,885 | \$ | 8,145 | |
| Grades 4-6 | \$ | 5,340 | \$ | 6,048 | \$ | 6,545 | \$ | 6,615 | \$ | 6,809 | \$ | 7,019 | \$ | 7,250 | \$ | 7,489 | |
| Grades 7-8 | \$ | 5,498 | \$ | 6,227 | \$ | 6,739 | \$ | 6,811 | \$ | 7,010 | \$ | 7,226 | \$ | 7,465 | \$ | 7,710 | |
| Grades 9-12 | \$ | 6,537 | \$ | 7,404 | \$ | 8,013 | \$ | 8,099 | \$ | 8,336 | \$ | 8,593 | \$ | 8,876 | \$ | 9,168 | |
| Actual - 1.00 ADA, Local UPP >55% as follows: | | 27.7800% | | 26.8900% | | 27.6200% | | 27.6200% | | 27.6200% | | 27.6200% | | 27.6200% | | 27.6200% | |
| Grades TK-3 | \$ | 1,613 | \$ | 1,769 | \$ | 1,966 | \$ | 1,987 | \$ | 2,045 | \$ | 2,108 | \$ | 2,178 | \$ | 2,250 | |
| Grades 4-6 | \$ | 1,483 | \$ | 1,626 | \$ | 1,808 | \$ | 1,827 | \$ | 1,881 | \$ | 1,939 | \$ | 2,002 | \$ | 2,068 | |
| Grades 7-8 | \$ | 1,527 | \$ | 1,674 | \$ | 1,861 | \$ | 1,881 | \$ | 1,936 | \$ | 1,996 | \$ | 2,062 | \$ | 2,130 | |
| Grades 9-12 | \$ | 1,816 | \$ | 1,991 | \$ | 2,213 | \$ | 2,237 | \$ | 2,302 | \$ | 2,373 | \$ | 2,452 | \$ | 2,532 | |

Alpha: Jose Hernandez (129213)

Charts and Graphs

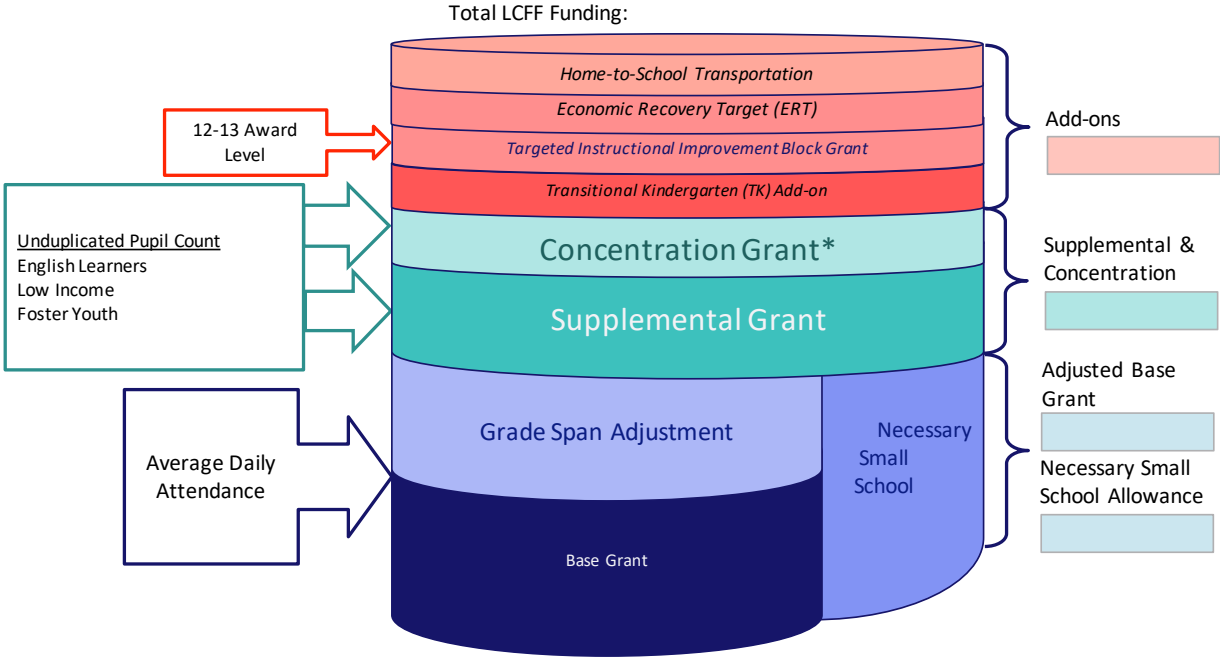
Charts and graphs provided on this tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT). The Graphs tab remains unprotected to allow editing for local standards.

2023-24

Change the fiscal year here to update all of the charts and graphics on this page that only display one fiscal year.

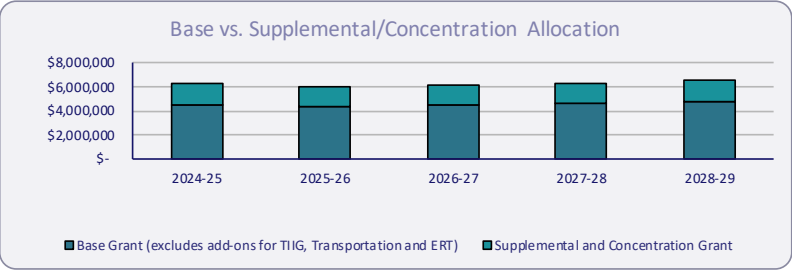
Components of LCFF Entitlement

| | | | |
|--|--------------|--------------|--|
| | 2023-24 | | |
| Base Grant | \$ 4,159,399 | 413.01 | ADA |
| Grade Span Adjustment | \$ 207,958 | \$ 4,367,357 | Adjusted Base Grant |
| Supplemental Grant | \$ 857,488 | 98.17% | |
| Concentration Grant | \$ 784,071 | 82.62% | |
| Allowance: Necessary Small School | \$ - | \$ 1,641,559 | Supplemental & Concentration Allowance |
| Add-on: Targeted Instructional Improvement Block Grant | \$ - | \$ - | |
| Add-on: Home-to-School Transportation | \$ - | | |
| Add-on: Small School District Bus Replacement Program | \$ - | \$ 54,366 | Add-ons |
| Add-on Economic Recovery Target | \$ - | | |
| Add-on: Transitional Kindergarten | \$ 54,366 | | |
| Total | \$ 6,063,282 | \$ 6,063,282 | |

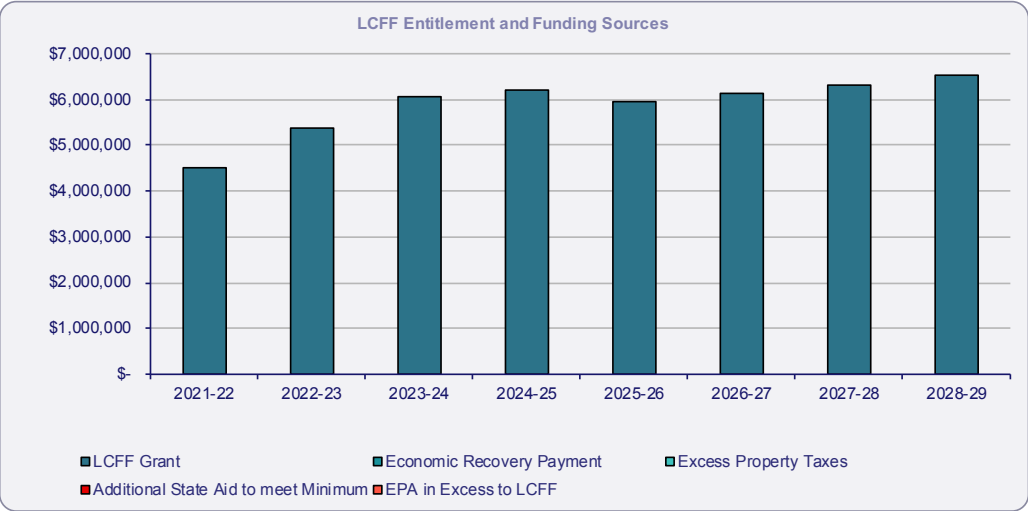


*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

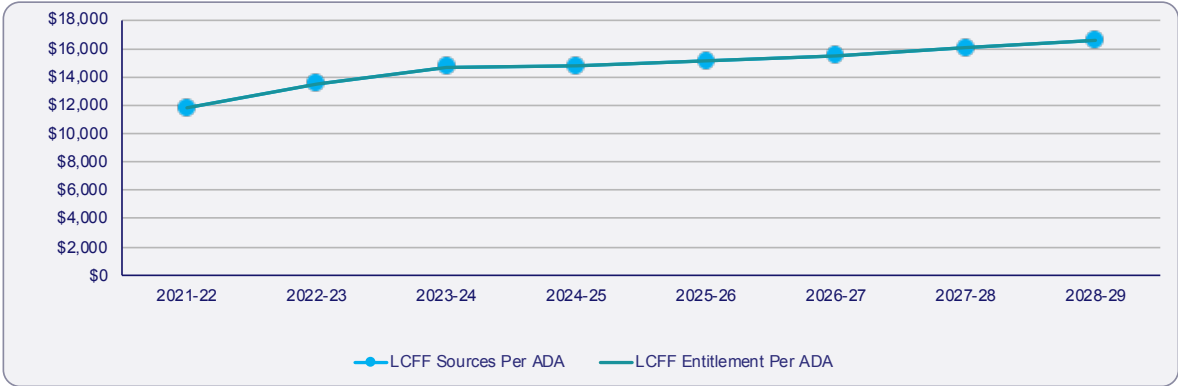
| Minimum Proportionality Analysis | | | | | | |
|--|---------|-----------|---------|-----------|---------|-----------|
| | 2024-25 | | 2025-26 | | 2026-27 | |
| Base Grant (excludes add-ons for TIIG, Transportation and ERT) | \$ | 4,526,422 | \$ | 4,341,125 | \$ | 4,457,439 |
| Supplemental and Concentration Grant | | 1,682,659 | | 1,614,895 | | 1,658,075 |
| Total | \$ | 6,209,081 | \$ | 5,956,020 | \$ | 6,115,514 |



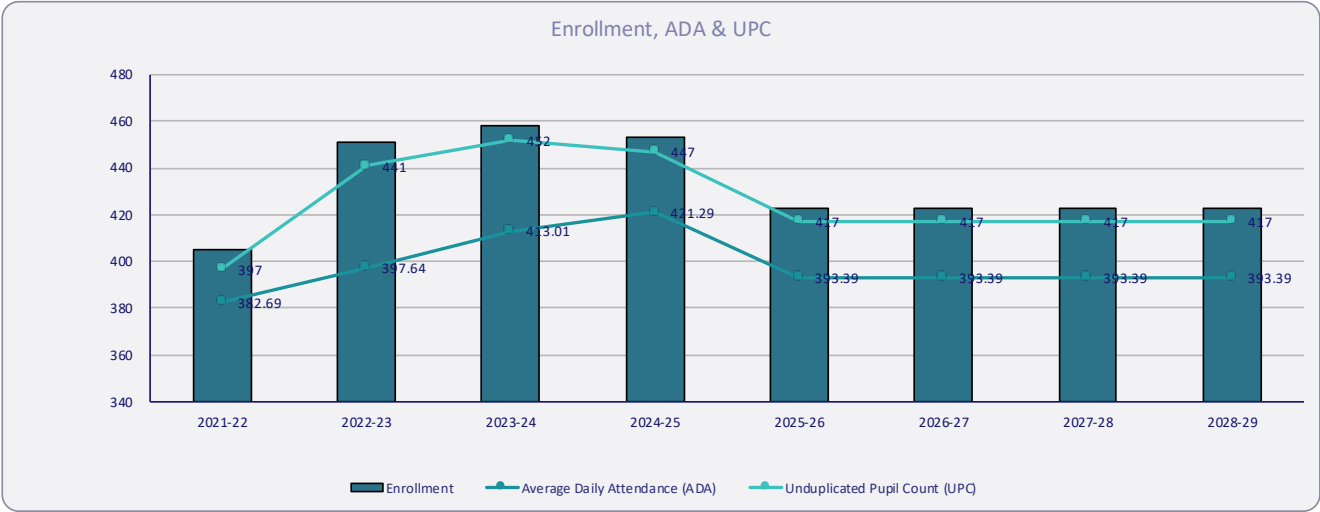
| Funding Sources | | | | | | | | | | |
|--------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------|------|
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | | |
| Excess Property Taxes | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Additional State Aid to meet Minimum | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| EPA in Excess to LCFF | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Economic Recovery Payment | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| LCFF Grant | \$ 4,525,711 | \$ 5,381,185 | \$ 6,063,282 | \$ 6,209,081 | \$ 5,956,020 | \$ 6,115,514 | \$ 6,317,358 | \$ 6,525,216 | | |
| Total General Purpose Funding | \$ 4,525,711 | \$ 5,381,185 | \$ 6,063,282 | \$ 6,209,081 | \$ 5,956,020 | \$ 6,115,514 | \$ 6,317,358 | \$ 6,525,216 | | |



| LCFF Entitlement per ADA | | | | | | | | | |
|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--|
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | |
| Funded ADA (LCFF & NSS) | 382.69 | 397.64 | 413.01 | 421.29 | 393.39 | 393.39 | 393.39 | 393.39 | |
| LCFF Sources per ADA, including NSS | \$ 11,826.05 | \$ 13,532.81 | \$ 14,680.71 | \$ 14,738.26 | \$ 15,140.24 | \$ 15,545.68 | \$ 16,058.77 | \$ 16,587.14 | |
| Net Dollar Change per ADA | | \$ 1,706.76 | \$ 1,147.91 | \$ 57.54 | \$ 401.98 | \$ 405.43 | \$ 513.09 | \$ 528.38 | |
| Net Percent Change | | 14.43% | 8.48% | 0.39% | 2.73% | 2.68% | 3.30% | 3.29% | |
| Estimated LCFF Entitlement per ADA (excludes minimum state aid) | \$ 11,826.05 | \$ 13,532.81 | \$ 14,680.71 | \$ 14,738.26 | \$ 15,140.24 | \$ 15,545.68 | \$ 16,058.77 | \$ 16,587.14 | |
| Net Change per ADA | | \$ 1,706.76 | \$ 1,147.91 | \$ 57.54 | \$ 401.98 | \$ 405.43 | \$ 513.09 | \$ 528.38 | |
| Net Percent Change | | 14.43% | 8.48% | 0.39% | 2.73% | 2.68% | 3.30% | 3.29% | |



| Student Summary, excluding COE | | | | | | | | |
|--------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
| Enrollment | 405 | 451 | 458 | 453 | 423 | 423 | 423 | 423 |
| Unduplicated Pupil Count (UPC) | 397 | 441 | 452 | 447 | 417 | 417 | 417 | 417 |
| Average Daily Attendance (ADA) | 382.69 | 397.64 | 413.01 | 421.29 | 393.39 | 393.39 | 393.39 | 393.39 |



Alum Rock Union Elementary School District and

Alpha Public Schools

Facilities Use Agreement and MOU

The Alum Rock Union Elementary School District (the “District”) and Alpha Public Schools, operating Alpha: Blanca Alvarado School (“Blanca Alvarado”) and Alpha: José Hernández School (“José Hernández”) (individually, each a “Charter School” and collectively the “Charter Schools”) have determined that the District will satisfy its Proposition 39 obligations for the 2020-2025 school years by providing space and facilities to Charter Schools for the purposes of operating the Charter Schools’ educational programs in accordance with their respective charters at the District’s former Slonaker School site located at 1601 Cunningham Avenue, San Jose, Calif. 95122, San Jose, California (the “Site”) on the terms and conditions provided herein.

The District and Charter Schools desire to set forth their rights and obligations arising from the use by Charter Schools of the facilities at the Site.

The District and Charter Schools, jointly and severally, in consideration of the mutual covenants, representations and agreements contained herein, hereby agree as follows:

1. Terms, Permitted Uses, Termination

- 1.1 This Agreement shall commence on July 1, 2021 and terminate on June 30, 2026 (the “Term”).
- 1.2 Upon termination of this Agreement each Charter School shall fully vacate the Site and shall fully vacate the Dedicated Space in a reasonably similar condition to that which existed at the commencement of this Agreement, reasonable wear and tear excepted. Charter Schools shall remove all personal property from the Site at Charter Schools’ expense and on or prior to the expiration or earlier termination of this Agreement. All furniture, fixtures and equipment provided by District for Charter Schools’ use at the Site shall remain the property of the District and shall be returned to the District in good working condition, reasonable wear and tear excepted. The parties shall cooperate in preparing an inventory of all such District property provided by the District for use by Charter Schools.
- 1.3 Charter Schools shall have exclusive use of the Dedicated Space (as defined below) for the purposes and activities and grade levels stated in their respective approved charters and for no other purpose. Charter Schools agree to comply with the Civic Center Act (Education Code Section 38130, *et seq.*) by making the Site accessible to members of the community after 6:00 PM on weekdays Charter School classes are in session, and all day on weekends, holidays and during Charter Schools’ vacations/breaks. Civil Center Act requests for use of the Site by parties other than Charter Schools shall be evaluated and handled by the District, but coordinated with the Charter Schools within five (5) business days of receipt by the District. The District shall cooperate with Charter Schools to minimize any disruption to the Charter Schools’ educational programs and activities at the Site.

- 1.4 The District has the right to terminate this Agreement as to either Charter Schools in accordance herewith should Charter School (either of them) fail to utilize the space for educational academic purposes consistent with California law and Charter Schools' approved charters. Additionally, this Agreement shall automatically terminate as to either Charter School upon the revocation of either Charter Schools' respective charters, subject to exhaustion of Charter Schools' administrative and statutory appeals per the Education Code. In addition, either Charter School may terminate its use of the Site under this Agreement for any reason upon ninety (90) days' written notice to the District. In the event that either Charter School fails to utilize the space for educational academic purposes for any reason or if either of the Charter School's operations cease, the allocation of Dedicated Space and Shared Space shall be reduced proportionately based on the most recent P-2 in-District ADA for the remainder of the Term as to the remaining Charter School, the rent and oversight fees charged to the remaining Charter School shall be adjusted accordingly, and the District shall have the right to recapture and use the Dedicated Space and Shared Space previously used by the non-remaining Charter School.
- 1.5 Charter Schools acknowledge that the Dedicated Space (described in Section 3 below) is located at District's Slonaker School site. Charter Schools shall not sublet, license or allow any outside organization or individual not affiliated with Charter School or contracted with Charter School to provide educational or other support services to use any of the District's property or the Site or the Dedicated Space without prior approval by the District, to be requested in advance of said event per the District's Use of Facility Process unless otherwise allowed by the District. Charter Schools do not have the authority to issue a permit or to authorize the use of all or any portion of the District's property or the Site to any third party or person for uses or purposes unrelated to Charter Schools' respective school grades K-8 educational program. Charter Schools shall otherwise be allowed to use the Dedicated Space and the Site consistent with use of other school sites within the District.
- 1.6 In consideration for the facilities provided herein, and in accordance with 5 C.C.R. §§11969.1 – 11969.11, Charter Schools agree to pay to District the sums specified herein and shall pay to District the amounts specified in **Section 5** hereto, which monthly amount Charter Schools shall be jointly and severally liable, and shall be paid by Charter Schools to the District on the first day of each month without invoice or demand by District.
- 1.7 The District and Charter Schools agree that the Dedicated Space (described in Section 3 below) allocates a sufficient number of classrooms to accommodate Charter Schools' combined (Blanca Alvarado and José Hernández) projected in-District ADA for the 2019-20 school year of 600 students, and throughout the Term hereof, in conditions that are reasonably equivalent to the conditions at District-operated schools. During the Term hereof, and in the event Charter Schools' combined in-District ADA is equal to or less than 480 as stated in Charter Schools' P-2 ADA reports, Charter Schools agree to pay the District according to the table below over the amounts specified in Section 5.1 and 5.2 for the year(s) in which such ADA is below the specified level as compensation for the over-allocation of facilities.

| In-District P-2 ADA | Surcharge |
|---------------------|-----------|
| 480.0+ | 0% |
| 400.0 to 479.9 | 20% |
| 320.0 to 399.9 | 30% |

| | |
|------|-----|
| <320 | 40% |
|------|-----|

- 1.8 The District and Charter Schools agree that, as a condition to this multi-year Agreement, the total provision of facilities pursuant to this Agreement, without allocation between Blanca Alvarado and José Hernández, the Charter Schools jointly and separately waive and release the District's obligation to provide facilities to each Charter School under Proposition 39, including but not limited to Education Code section 47614 and its implementing regulations, for the Term herein, and Charter Schools shall not jointly or separately submit any request for additional facilities for its school for the Term herein. However, in the final year of the agreement, the Charter School has the right to apply for Prop 39 for the subsequent year.

2. **Additional Relocatables.**

Subject to the requirements specified herein, Charter Schools shall be entitled to place and install four (4) standard 960 s.f. relocatable classrooms as stated in the previous José Hernández agreement, and up to an additional (2) two standard 960 s.f. relocatable classrooms, for a total of eight (6) standard portables on the Site during the term of this Agreement (collectively, the "Relocatables") at the Charter School's sole cost and expense. .

At the expiration or earlier termination of this Agreement, all Alpha Portables except Alpha Portable C6, parking lot, and playground will remain the property of Charter School and Charter shall remove all Alpha Portables except Alpha Portable C6 from the Site within sixty days of expiration or earlier termination, with Charter School to repair any damage caused by installation or moving, and Charter School shall return the affected Site to a level condition.

- 2.1 District acknowledges the following offset against Charter School expenses previously granted by the District to reimburse Charter School for its installation of Alpha Portables identified as C3, C4, C5 and C6 in the previous agreement in the form of a credit against Rent during the period from July 2016 through June 2021, in the remaining total amount of \$43,168.80, such credit to continue to be taken in equal monthly increments over said time period.

3. **Dedicated Space**

- 3.1 The District hereby grants to Charter Schools the exclusive use of the following "Dedicated Space" described in Section 3.2 below solely for the purposes set forth in Charter Schools' approved charters and related incidental uses and on the terms and conditions set forth herein. During the Term, Charter Schools shall have access to the Dedicated Space at all times, including, after hours, on weekends, and dedicated space during the summer.
- 3.2 During the Term, and except as otherwise provided herein, Charter Schools will have exclusive dedicated use of the entire Site as shown on the Site Plan attached hereto as **Exhibit A** (the "Dedicated Space") and described below. The District and Charter Schools will work cooperatively to configure such classroom space for specialized uses as need by Charter Schools. Charter Schools and District acknowledge that Charter Schools have

accepted and are already in possession and occupancy of the dedicated spaces previously provided by District pursuant to Proposition 39.

(a) District-owned space: During the Term, Charter Schools will continue to have exclusive dedicated use of the following Existing Dedicated Space on the Site: A1, A2, A3, A4, A5, A6, A7, A8, B1, B2, B3, B4, B5, B6, B7, B8, C6, C7, C8, K1, K2, K3, K4, Room 01, the "Media Center", the "Reading Room/Music Room/Stage Areas" located behind the multi-purpose room/ cafeteria and the workroom area in the administration building, the bathrooms adjacent to "A" classroom wing, plus 2 additional classrooms to be supplied by the District at the D1 portable site (location of the former San Juan Bautista Portable), Library, bathrooms, faculty break/lunch area, student cafeteria, and the Restrooms adjacent to the "B" classroom wing.

(b) Charter School-owned portables: Charter Schools will also have the use of the three (4) approximately 960 square foot portable classroom buildings on the blacktop area, identified as C3, C4, and C5, which along with C6 were previously installed by Charter School at its sole cost and expense, and offset by a rent credit as set forth in Section 2.3, as well as the portables installed by Charter School pursuant to Section 2.1.

3.3 ALTERATIONS; MAINTENANCE AND REPAIRS: Except for the installation of the Relocatables as specified in Section 3.4, Charter Schools shall not be permitted to paint or place murals on the Dedicated Space but, at its sole cost and expense, Charter Schools may make other physical alterations to the Dedicated Space that are temporary, nonstructural, decorative, or cosmetic in nature (including hanging bulletin boards, hanging murals, and other paintings on wood canvasses). Charter Schools shall not make any repairs or alterations or modifications to the electrical systems, telecommunications systems, ventilation systems, roof systems, plumbing or sewer systems or mechanical or structural systems (collectively, the "Building Systems") of the Dedicated Space or the School Site without the prior written consent of the District. Charter Schools shall promptly notify the District in writing by work requisition submitted to the Assistant Superintendent of Business Services, or her designee, of any requested or needed repairs to any of the Building Systems. Any such repairs, work or alterations resulting from the negligence or intentional acts of Charter Schools and its employees, students, volunteers and invitees shall be billed directly to, and promptly paid by, Charter Schools. Any such repairs performed by District employees shall be billed at such employee's hourly rate.

3.4 INSTALLATION OF THE RELOCATABLES.

District approves of the installation of additional Relocatables up to the total number of Relocatables specified in Section 2.1 herein. Prior to installation and rental of any Relocatable for the 2021-2022 school year, Charter School shall submit a written notice to the Superintendent and the Assistant Superintendent of Business Services and Director of Facilities which shall include detailed documentation of the total rental cost and shall also include the following:

3.4.1 Proposed plans and specifications from which the District can determine and review the scope of proposed alterations and work necessary for the installation of the Relocatables;

3.4.2 The name of licensed and/or registered design professional that will be in general

responsible charge of ensuring the work is made in compliance with Title 24, including any required reviews and certifications by Division of the State Architect; and

3.4.3 The proposed construction and work schedule and work hours.

If District does not respond in writing within sixty (60) days of receipt of the written request, then Charter Schools' plans and proposed work request shall be deemed approved. The District may approve or disapprove the proposed work in the District's reasonable discretion. If the work is approved, then Charter Schools shall be solely responsible for the performance and completion of the alterations.

Once approved, all work shall be subject to the following requirements:

- (1) The licensed and/or registered design professional in general responsible charge shall ensure that the work is made in compliance with Title 24, including any required reviews and certifications by Division of the State Architect, and shall account for conflicts and/or impacts to HVAC, lighting, power, fire alarm, security and other systems at the School Site.
- (2) As to the installation of additional relocatables during the term Charter Schools shall, prior to awarding a construction contract, provide construction documents and drawings and a safety plan and construction schedule to the District for review and written approval by the Director of Facilities, or other District designee. District shall have ten (10) business days to review and approve/disapprove the proposed plans and submittals or three business days after the next scheduled regular Board meeting, whichever is longer. If District does not respond in writing within that period, then Charter Schools' submittal shall be deemed approved.
- (3) All construction work shall be performed by licensed and bonded contractors, and all contractors shall maintain and provide proof of minimum levels of workers' compensation and liability insurance consistent with District's construction requirements.
- (4) All work shall be performed in a workmanlike manner and shall be subject to all applicable laws and requirements, including building codes and regulations.
- (5) Charter Schools shall be and remain responsible for the immediate repair and correction of all damage to adjacent District facilities resulting from construction and the work.
- (6) As to the installation of portables and other construction during the term, during the performance of any work the District shall have the right to inspect the performance of such work upon reasonable notice to Charter Schools.

- (7) The performance of the work shall at all times be under the review and inspection of an independent DSA-certified project inspector.
- (8) Charter School shall timely and promptly submit all required DSA certifications.
- (9) Upon completion of construction, coordinate District Facilities Department review and approval of construction workmanship within fifteen (15) days. If District does not conduct its review within such 15 day period, then the workmanship shall be deemed approved, provided that nothing herein shall release Charter Schools or any other person from liability for defects or claims for damages (including but not limited to claims for personal injury or property damage) arising out of or in connection with the work, including but not limited to claims for latent defects.
- (10) Upon completion of construction, provide as-built construction documents to the District Facilities Department for its records.
- (11) Upon completion of construction, provide copies of all correspondence, meeting notes, forms, reports, and any other documentation provided to and received from Division of the State Architect pertaining to the construction and alterations.
- (12) Upon completion of construction Charter Schools shall promptly and timely obtain DSA closeout of the project(s).
- (13) Upon termination of occupancy, remove alterations and restore facilities to a reasonably similar condition to that which existed at the commencement of the Agreement, reasonable wear and tear excepted.

Charter Schools shall not allow or permit the recordation of any lien against the Site or other District property in connection with the work.

- 3.4.4 In the event that use or modification of the Premises by the Charter School triggers the application of and/or compliance with the California Environmental Quality Act (“CEQA”) or compliance with any existing environmental mitigation measures related to ongoing use of the Premises, District shall comply with same. Should Charter School make any modification or improvement to the Premises that constitutes a “project” under CEQA, the cost of CEQA compliance shall be borne in full by the Charter School, but District shall act as the lead agency for the purposes of such CEQA compliance.
- 3.5 TELECOMMUNICATIONS: The Dedicated Space, not including the Relocatables, shall be wired for telephone connectivity. The responsibility to provide all communications equipment, including telephones, computers and related hardware, software, and all required services, shall be the responsibility of Charter Schools. Charter Schools shall reimburse the District for any work requested in connection with the Dedicated Space and the actual cost of Charter Schools’ telephone and/or internet usage in accordance with the reimbursement process set forth in Section 5.
- 3.6 FURNITURE AND EQUIPMENT: The District shall equip each classroom in the

Dedicated Space, not including the Relocatables, with fixtures and furniture (such as whiteboards, chairs, and desks) that are reasonably equivalent to that provided to the District students. Charter Schools shall comply with the District's policies regarding the operations and maintenance of the Site, school facility and furnishings and equipment in accordance with 5 C.C.R. §11969.4, except to the extent variation is approved by the District. Charter Schools shall be and remain solely responsible for furnishing and equipping all Relocatables.

- 3.7 FENCING and SIGNAGE: Upon the District's consent, which shall not be unreasonably withheld, Charter Schools shall be permitted to place signage at locations of mutual agreement on Site adjacent to the Dedicated Space to direct students, staff, parents and visitors to the Charter Schools' Dedicated Space.
- 3.8 SECURITY: The Dedicated Space shall be individually keyed. The District shall securely maintain a master key for the Dedicated Space for security and emergency purposes. Charter Schools shall be solely responsible for keying the Relocatables to match the District's master key for the Dedicated Space. Charter Schools shall be responsible for costs incurred due to false alarms and security breaches that are related to the Dedicated Space. Charter Schools shall operate a closed campus and reasonably cooperate with the District on security issues. At all times Charter Schools shall remain responsible for the security of the Dedicated Space and the Relocatables and the security of its employees, staff, students, volunteers and invitees.

4. Operations & Maintenance

- 4.1 GENERAL OPERATIONS, CUSTODIAL AND MAINTENANCE, AND UTILITIES COSTS: Charter Schools shall at all times remain solely responsible for the maintenance, repair and upkeep of the Relocatables. Pursuant to Section 11969.4 of Title 5 of the California Code of Regulations, Charter Schools shall be responsible for day to day operations and custodial maintenance of the Dedicated Space and furnishings and equipment provided by District, except the replacement of furnishings and equipment supplied by the District shall remain the responsibility of the District in accordance with its schedules and practices. Charter Schools' operations and maintenance shall be in accordance with District schedules and standards or practices. If Charter Schools request any facilities-related operations or maintenance services from the District, then such services will be charged by District to Charter Schools on a fee-for-service basis. The District will invoice Charter Schools monthly for amounts owed under this Article 4.1, and Charter Schools will remit Payment within thirty (30) days, provided that the parties will negotiate in good faith regarding any disputed amounts, and Charter Schools need only remit the undisputed amount until such issues are resolved. The District shall provide Charter Schools with cost projections for these services upon request by Charter Schools. Charter Schools shall be solely responsible to pay all metered utilities, including sewer, disposal, telephone, and security, related to their joint use of the Dedicated Space, the Shared Space, the Relocatables and the entire Site so long as the Charter Schools continue to jointly occupy the entire Site, otherwise each Charter School shall be responsible for its proportionate share of the metered utilities.
- 4.2 DEFERRED MAINTENANCE: The District shall assume the cost and responsibility for major maintenance as defined by state accounting manual for school districts in accordance with District deferred maintenance schedules and practices. For purposes of this Section,

“major maintenance” includes the major repair or replacement of plumbing, heating, ventilation, air conditioning, electrical, intercom, alarm, bell, and communications systems (not including the Relocatables and any equipment or furnishings provided by Charter Schools), roofing, and floor systems, exterior and interior painting, and any other items considered deferred maintenance under Education Code Section 17582 and pursuant to the rules and regulations of the State Allocation Board. All other kinds of maintenance and repairs shall be considered routine maintenance of which costs to be paid by Charter Schools in accordance with the preceding paragraph.

5. Reimbursement Process

- 5.1 **OVERSIGHT & FACILITY USE FEES:** The District shall charge to Blanca Alvarado, and Blanca Alvarado shall pay to District, an oversight and facility fee of three percent (3%) of the “revenue of the charter school,” and José Hernández shall pay a facility use fee of two and one half (2.5%) of the “revenue of the charter school” for, as defined by Education Code Section 47613, annually, to be billed on a quarterly or less frequent basis, as determined by the District. Charter Schools shall pay any undisputed amounts within thirty (30) days of invoice. The parties will work collaboratively to resolve any issues relating to disputed charges.
- 5.2 **CHARGES FOR RELOCATABLES’ LAND:** The District shall charge and Charter School shall pay a monthly charge at the rate of \$0.3941 per square foot for land at the Site occupied by the Relocatables as well as C3, C4, and C5, which charges shall commence upon day 1 of the agreement and shall be paid on a quarterly or less frequent basis as determined by the District along with the Oversight and Facility Use Fees pursuant to Section 5.1 of this Agreement. All other land used or occupied by Charter Schools at the Site is provided rent free in exchange for District’s oversight and facility use fees pursuant to Section 5.1 of this Agreement.
- 5.3 **FACILITIES AND OTHER FEES:** Until the total ADA for Alpha Blanca Alvarado and Alpha José Hernández reaches 800 ADA, a surcharge (in addition to the surcharge for over-allocated space) should be added to the facility fee (e.g., Section 5.1) portion of the annual fee as indicated by the table below.

| Total P-2 ADA | Surcharge |
|----------------|-----------|
| 750.0+ | 0% |
| 700.0 to 749.9 | 10% |
| 650.0 to 699.9 | 15% |
| <649.9 | 20% |

Except as otherwise provided herein, the District shall invoice Charter Schools for oversight fees and facilities charges (pursuant to 5 C.C.R. §§ 11969.4 and 11969.7) on a quarterly or less frequent basis as determined by the District during the Term along with the Oversight Fees pursuant to Section 5.1 of this Agreement. Charter Schools shall pay any undisputed amounts within thirty (30) days of invoice. The parties will work collaboratively to resolve any issues relating to disputed charges. Any charges for over-allocated space as described above shall be submitted to Charter Schools on or before May 1, 2021, and shall be paid by Charter Schools within thirty days.

- 5.4 For the purpose of clarifying facility use fees for the two charter schools subject to SB 740 regulations, facility use fee charges described in Sections 5.2 and 5.3 above shall be allocated to each charter school, Alpha: Blanca Alvarado and Alpha: Jose Hernandez, based on their respective proportion of Total P-2 ADA for the two schools during the school year in which the fee is assessed.

6. Compliance with Laws

- 6.1 Charter Schools agree to comply with all laws and regulations that apply to their operations of their charter schools and their use of the Dedicated Space and Shared Space, the Relocatables and the Site. In addition, Charter Schools agree to abide by all the District policies and regulations regarding the use of Facilities including but not limited to the District policies barring the possession or consumption of alcoholic beverages on campus and/or tobacco products on the District's facilities.
- 6.2 Charter Schools shall not cause to occur, and shall take reasonable measures to prevent, any activity in or about the Dedicated Space and Shared Space and the Relocatables that might impair the proper functioning of the Site or threaten the exterior or structural elements of the District's property or the Site, or threaten the health or safety of Charter Schools' students and staff and the students and staff at the Site.
- 6.3 The District warrants that the Dedicated Space and Shared Space is in compliance, and will remain in compliance during the Term, with all applicable codes, regulations, and laws, including but not limited to: Field Act, Americans with Disabilities Act, local fire marshal and zoning requirements and ordinances, except to the extent any required modifications or non-compliance results or arises from or in connection with the installation or operation of the Relocatables or any alterations by Charter School. Except as otherwise provided, District shall be responsible for any modifications necessary to maintain the Dedicated Space (not including the Relocatables) and the Shared Space in accordance with Education Code Sections 47610(d) and 47610.5.

7. Total and Partial Destruction; Emergency

- 7.1 If the Dedicated Space (not including the relocatables) is totally destroyed (defined as the destruction of more than 50% of the usable classroom space rendering such space not usable for public school purposes) then, notwithstanding the availability of insurance proceeds, this Agreement shall be terminated effective the date of the damage and subject to the parties' rights pursuant to sections 10 and 12 of this Agreement. In the event of damage or total destruction of more than 50% of the usable classroom space (no including the Relocatables) rendering such space not usable for public school purposes and which results from Charter Schools' negligence or other acts or omissions of either Charter School's employees, agents, contractors, students or invitees, then immediately upon the effective date of total destruction, the District will assist in finding a reasonably equivalent school facility as soon as possible so as to avoid any interruption in the educational program of Charter School, provided District shall not be required to provide or pay for the cost of replacement facilities during the remainder of the Term. Charter Schools shall be liable for the repair of all damage to the Site resulting from or in connection with Charter Schools'

negligence or other acts or omissions of either Charter School's employees, agents, contractors, students or invitees. In the event of total destruction other damage not constituting total destruction of classroom space (not including the Relocatables) and not resulting in whole or in part from Charter School's negligence or other acts or omissions of Charter School's employees, agents, contractors, students or invitees, the District will provide Charter School with reasonable alternative temporary replacement facilities with proportionate abatement of fees hereunder; Charter School shall cooperate with and assist District in applying for any and all available emergency funding for such replacement facilities.

- 7.2 Charter Schools shall immediately inform the District of any health and/or safety emergency at the Site. This includes reports of any serious incident that takes place on the Site where the police, fire department or the paramedics are involved, including, but not limited to, incidents of actual or alleged physical or sexual abuse, bomb or terroristic threats, threats of violence, weapons on the school site, and the sale of narcotics on the school site. Charter Schools staff, faculty, and students shall cooperate with, and participate in, any lockdowns (to include drills) or exigent security procedures required by the District.

8. Access

- 8.1 The District or its agent(s) shall have the right to enter and/or pass through the Dedicated Space and the Shared Space, the Relocatables and the Site, or any part thereof, with reasonable notice and in a reasonable time and manner: (a) for the purpose of making repairs in or to the Dedicated Space as allowed by this Agreement, or as required by law or emergency, (b) to examine the Site, the Dedicated Space, the Shared Space or the Relocatables during non-school hours, provided that the Principal of Charter Schools is notified prior to entry, except in cases of emergency, or (c) for the purpose of administrative oversight, as may be allowed by law and consistent with Charter Schools' respective charters.

9. Assignment and Subletting

9.1

Charter Schools shall not assign their rights or delegate their duties under this Agreement or sublet or permit the subletting of the Dedicated Space, Shared Space, or the Relocatables or any part thereof.

10. Default: Remedies

- 10.1 The occurrence of any of the following shall constitute a material default and breach of this Agreement by a Charter School:
- (a) Any failure by Charter School to make payments required to be paid hereunder (where such failure continues for thirty (30) days after receipt of written notice by the District to Charter School);
 - (b) The abandonment or vacation of the Dedicated Space or any portion thereof by Charter School;
 - (c) The revocation of Charter School's charter (after exhaustion of all applicable administrative and statutory appeals per the Education Code);

- (d) A failure by either Charter School to observe and perform any other provision of this Agreement to be observed or performed by Charter School, where such failure continues for thirty (30) days after receipt of written notice thereof by the District to Charter School; unless, however, the nature of the default is such that the same cannot reasonably be cured within said thirty (30) day period. Charter Schools shall not be deemed to be in default if Charter School shall within such thirty (30) day period commence such cure and thereafter diligently prosecute the same to completion.
- 10.2 If Charter School commits any such material default or breach, then the District may, at any time thereafter without limiting the District in the exercise of any right or remedy at law or in equity which the District may have by reason or such default or breach:
 - (a) Maintain this Agreement in full force and effect and recover use payments and other monetary charges as they become due for which Charter Schools shall remain jointly and severally liable, without terminating Charter Schools' right to possession irrespective of whether Charter School shall have abandoned or vacated the Dedicated Space. If the District elects not to terminate the Agreement, then the District shall have the right to attempt to lease the Premises at such rent and upon such conditions and for such a term, and to do all acts necessary to maintain or preserve the Premises as the District deems reasonable and necessary without being deemed to have elected to terminate the Agreement, including removal of all persons and property from the Dedicated Space; such property may be removed and stored in a public warehouse or elsewhere at the cost of and for the account of Charter Schools. If any such subletting occurs, then this Agreement shall terminate automatically.
 - (b) Terminate such Charter School's or Charter Schools' right to possession by any lawful means, in which case this Agreement shall terminate and Charter School(s) shall surrender possession of the Dedicated Space upon ninety (90) days prior written notice. In such event the District shall be entitled to recover from such Charter School(s) the remaining balance of oversight fee payments for that school year, and any unpaid amounts for charges and for maintenance services or other charges under this Agreement.
 - (c) Before the District exercises any of its remedies of this Section, it must attempt to cure the default through the use of the dispute resolution provision below.
- 10.3 The District shall not be in default unless the District fails to perform obligations required of the District within a reasonable time, but in no event later than thirty (30) days after receipt of written notice by Charter School(s) to the District specifying wherein the District has failed to perform such obligations; provided however, that if the nature of the District's obligation is such that more than thirty (30) days are required for performance, then the District shall not be in default if the District commences performance within such 30-day period and thereafter diligently prosecutes the same to completion.
- 10.4 If the District commits any such default or breach, then Charter Schools may, at any time thereafter without limiting Charter Schools in the exercise of any right or remedy at law or in equity which Charter Schools may have by reason of such default or breach:

- (a) Terminate the Agreement with no further obligation to the District; or
- (b) Maintain the Agreement with the District and pursue damages or other equitable relief in a court of law. If Charter Schools choose to pursue the remedy in this Section 10.4 then Charter Schools shall be allowed to place all fees as they come due in a blocked trust account until such time as the District cures the default or the matter is otherwise resolved in a court of law. Before Charter Schools exercise any of the remedies of this Section, they must jointly attempt to cure the default through the use of the dispute resolution provision below.

11. Dispute Resolution

- 11.1 Disputes between Charter Schools and the District regarding the alleged violation, misinterpretation, or misapplication of this Agreement shall be resolved using the dispute resolution process identified below.
- 11.2 The party initiating the dispute resolution process shall prepare and send to the other party a notice of dispute that shall include the following information:
 - (a) The name, addresses and phone numbers of designated representatives of the party;
 - (b) A statement of the facts of the dispute, including information regarding the parties attempts to resolve the dispute;
 - (c) The specific sections of the Agreement that are in dispute; and
 - (d) The specific resolution sought by the party. Within five days from receipt of the notice of dispute the representatives from the Charter Schools shall meet with representatives from the District in an informal setting to try to resolve the dispute.

If the informal meeting fails to resolve the dispute the party initiating the dispute resolution process shall notify the other party (the responding party) in writing that it intends to proceed to mediation of the dispute and shall request the State Mediation and Conciliation Service to appoint a mediator within seven days to assist the parties in resolving the dispute. The initiating party shall request appointment of a mediator who is available to meet as soon as possible but not later than thirty (30) days after receipt of the request for appointment. The party initiating the dispute shall forward a copy of the notice of the dispute to the appointed mediator. The responding party shall file a written response with the mediator and serve a copy on the initiating party within seven (7) days of the first scheduled mediation. The mediation procedure shall be entirely informal in nature; however, copies of exhibits upon which either party bases its case shall be shared with the other party in advance of the mediation. The relevant facts should be elicited in a narrative fashion to the extent possible, rather than through examination and cross examination of witnesses. The rules of evidence will not apply and no record of the proceedings will be made. If an agreement is reached, the agreement shall be reduced to writing and shall be signed by the District and Charter Schools.

- 11.3 Either party may seek equitable relief prior to the mediation to preserve the status quo pending the completion of that process. Except for such an action to obtain equitable relief,

neither party may commence a civil action with respect to the matters submitted to mediation until after the completion of the initial mediation session, or 45 days after the date of filing the written request for mediation, whichever occurs first. Mediation may continue after the commencement of a civil action, if the parties so desire.

12. Insurance; Hold Harmless; Indemnity

- 12.1 **INSURANCE:** Throughout the term hereof each Charter School shall maintain general liability insurance, including automobile coverage, in an amount as may be reasonably necessary to assure compliance with the indemnification provision, herein below. Such insurance shall be in an amount of not less than (Two Million Dollars) \$2,000,000.00 combined single limit for bodily injury and property damage as a result of any one occurrence for the term of the Agreement. The District and its Board members and employees shall be named as additional named insureds under such insurance policy/policies. Each Charter School shall at all times maintain workers' compensation insurance in such amounts as required by law. The insurance shall be with companies approved by the District, which approval the District agrees not to unreasonably withhold. Within thirty (30) days of executing this Agreement, Charter Schools shall provide to District certificates evidencing the required insurance, which shall not be cancelled or cancellable, if commercially available, except upon Charter Schools' thirty (30) days prior written notice to District. The District shall maintain first party property insurance for the Dedicated Space (not including the relocatables) and Shared Space during the term hereof, provided, however, that any insurance proceeds available thereunder shall be for the benefit of District. Charter Schools shall remain solely responsible for insuring their own property and equipment, including but not limited to the Relocatables referenced in Section 2.
- 12.2 **INDEMNIFICATION:** Charter Schools, jointly and severally, shall indemnify, defend (with counsel reasonably acceptable to District), and hold harmless the District and its officers, agents, employees, Board Members and volunteers from and against any and all claims, damages and losses of any kind, including but not limited to personal injury and/or property damage, arising from or in connection with the use of the Site, the Dedicated Space, the Shared Space and the installation, rental and use of the Relocatables, and all equipment, fixtures and furniture provided by the District, by Charter School and its employees, agents, contractors, students and invitees, except to the extent such claims, damages and losses are caused by or the result of the gross negligence or intentional reckless acts of District. District shall indemnify, defend (with counsel reasonably acceptable to Charter Schools), and hold harmless each Charter School and its officers, agents, employees, Board Members and volunteers from and against any and all claims, damages and losses of any kind, including but not limited to personal injury and/or property damage, arising from or in connection with the use of Dedicated Space and the Shared Space (not including the relocatables) by the District and its employees, agents, contractors, students and invitees, except to the extent such claims, damages and losses are caused by or the result of the gross negligence or intentional reckless acts of either Charter School or their respective employees, agents, volunteers, contractors or Board Members or affiliated charter schools. The terms of this Section 12.2 shall survive the expiration or earlier termination of this Agreement.

13. Merger, Modification, Law, Notices, Invalid Provisions

- 13.1 This Agreement contains the sole and entire Agreement and understanding of the Parties.

Any and all prior writings, agreements, including, without limitation, oral communications, discussions, negotiations, commitments and understandings relating thereto, are hereby merged herein and superseded hereby.

- 13.2 This Agreement may only be changed or modified by written agreement of the Parties expressing an intent to modify this Agreement.
- 13.3 This Agreement shall be governed by and construed according to the laws of the State of California.
- 13.4 All notices required to be given hereunder shall be in writing and served by government or commercial mail service or by facsimile. Either party may provide updated contact information under this Section by mailing a copy of said change of address/contact information to the addresses noted below. Notice to the District shall be addressed to:

Superintendent
Alum Rock Union Elementary School District
2930 Gay Avenue
San Jose, CA 95127
Facsimile No.: 408-928-6416

Notice shall be given to Charter School at the following address:

Chief Executive Officer
Alpha Public Schools
2110 Story Road, Suite #250
San Jose, CA 95122
Facsimile No.: 408-608-1734

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on _____, 20

**ALUM ROCK UNION ELEMENTARY
SCHOOL DISTRICT**

By:

Name: Hilaria Bauer
Title: Superintendent

Board Approved on: _____,
201

ALPHA PUBLIC SCHOOLS

By:

Name: John Glover
Title: Founder & Chief Executive
Officer



Charter Petition Review Matrix

CHARTER REVIEW MATRIX – DISTRICT APPEAL

| Proposed Charter School | Petitioner Contact Information | Petition Review Timeline | |
|--|---|---|--|
| Name of Proposed Charter School: Alpha: José Hernández | Name: Shara Hegde | Petition Received: | |
| Location of Proposed School(s): 1601 Cunningham Ave. San José, CA 95122 | Title: Chief Executive Officer | Public Hearing: (60 days from receipt) | |
| Grade Level: TK – 8th | Phone/Cell: 408.608.1734 | Board Decision: (90 days from receipt) | |
| District of Proposed Charter School: Alum Rock Union Elementary School District | Email: shegde@alphapublicschools.org | <input type="checkbox"/> 30 day extension granted (90 days from receipt, may be extended 30 days if agreed by petitioner(s) and SCCOE) | |

| Denial by District | |
|--|---|
| Evidence of district denial | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| District's written factual findings | Yes <input type="checkbox"/> No <input type="checkbox"/> Not Available <input type="checkbox"/> |
| Date of district denial: | n/a |
| Received by County Board within 30 days | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Copy of the charter as denied, including signatures | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Description of any changes necessary to reflect the County Board as the authorizer | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Signed certification stating petitioner(s) will comply with all applicable law | Yes <input type="checkbox"/> No <input type="checkbox"/> |

Instructions to Review Team: This checklist is designed to guide the review of charter school petitions.

Your comments are essential to understanding your assessment and will be used as part of the final analysis and report to the County Board.

Instructions to Charter Petitioner: As you complete this Matrix, please note the specific page(s) on which each item is addressed. If the terms of the charter are not explicit in compliance with the particular item in the checklist, provide detail in the applicable notes section in order that the SCCOE may readily determine to what provision(s) you are referring in the checklist.

Legend:

Required to be included in every charter petition and/or Memorandum of Understanding.

Applies to Petition Renewals Only

Applies to Material Revisions and Renewals Only

| REQUIRED ELEMENTS: Education Code § 47605 (b) (1)-(8) | | | | |
|--|--------------------------|--------------------------|--------------------------|----------|
| | Yes | No | N/A | Page |
| <input type="checkbox"/> The charter school presents a sound educational program? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 53 - 133 |
| <input type="checkbox"/> The petitioners are demonstrably unlikely to successfully implement the program? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 41-51 |
| <input type="checkbox"/> The petition contains the required signatures? (not required for renewals) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | n/a |
| <input type="checkbox"/> The petition contains an affirmation of each of the conditions described in Education Code § 47605(d) (1)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 13-16 |
| <input type="checkbox"/> The initial review finds that the petition has included all of the required elements (A-O)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1-239 |
| <input type="checkbox"/> The petition includes a declaration of whether the charter school shall be the exclusive employer of charter school employees for purposes of Educational Employment Relations Act (EERA)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 13 |
| <input type="checkbox"/> The charter school is demonstrably likely to serve the interests of the entire community in which the school is proposing to locate, considering fiscal impact of the school? (new charters only) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | n/a |

| | | | | | |
|---|---|--------------------------|--------------------------|--------------------------|-------|
| <input type="checkbox"/> | The school district is positioned to absorb the fiscal impact of the district (new charters only) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | n/a |
| REQUIRED PETITION SIGNATURES IF CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a) | | | | | |
| | | Yes | No | N/A | Page |
| | • 50% of the permanent status teachers currently employed at the public school to be converted. | | | | n/a |
| REQUIRED PETITION SIGNATURES IF NOT CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a) | | | | | |
| | | Yes | No | N/A | Page |
| | • 50% of parents/guardians of number of students expected to attend in year 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | n/a |
| OR | | | | | |
| | • 50% of the number of teachers expected to teach at the charter school during its 1st year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | n/a |
| NOTIFICATION UPON APPROVAL: Education Code § 47605 (3) (i) | | | | | |
| | | Yes | No | N/A | Page |
| <input type="checkbox"/> | The petition acknowledges that, should the charter be granted, the petitioner will provide a written notice of the approval and a copy of the petition to: <ul style="list-style-type: none"> The California Department of Education State Board of Education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | n/a |
| REQUIRED AFFIRMATIONS: Education Code § 47605(d) | | | | | |
| <input type="checkbox"/> | Statements affirming that school will be non-sectarian in its programs, admission policies, employment practices, and all other operations; will not charge tuition; and will not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in Penal Code § 422.55 or association with such persons, including immigration status; not base admission on place of residence within California except as specified by law; admit any student who wishes to attend so long as there is space; hold a random lottery if there is not space; comply with the mandated admissions preference requirements; and provide the required notice in the event a student is expelled or leaves the school without graduating or completing the school year. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 13-16 |

| | | | |
|---|--|--------------------------|---|
| CHARTER RENEWAL REQUIRED ELEMENTS: Evidence to Support Renewal or Material Revision (CCR) Title 5 Section 11966.4 | | | |
| | Yes | No | Page |
| <input type="checkbox"/> | Required fiscal reports and audits demonstrating past performance and likely future financial viability of the school | <input type="checkbox"/> | A.957 – A.1048 |
| <input type="checkbox"/> | Compliance with all state and federal laws applicable to charter schools and fulfilling the terms of the charter | <input type="checkbox"/> | 1-239 |
| <input type="checkbox"/> | Academic performance data reports showing increases in pupil academic achievement for all student groups; dashboard, CAASPP, LCAP and annual updates | <input type="checkbox"/> | 25-41 (data overview) A.405-A.418 (data reports) |
| <input type="checkbox"/> | Annual visits and annual reports, including correcting any deficiencies identified during annual reviews and visits. | <input type="checkbox"/> | Provided at site visit & A.167-A.210 (improvement plan) |
| <input type="checkbox"/> | Inspections or observations of any part of the charter school at any time | <input type="checkbox"/> | Provided at site visit |
| <input type="checkbox"/> | Documentation that charter has met minimum academic performance criteria per 47607(b) and 47607.2 | <input type="checkbox"/> | 25-41 (data overview) A.405-A.418 (data reports) |
| <input type="checkbox"/> | Past performance of academics and operations and future plans for improvement establish likelihood of success. | <input type="checkbox"/> | 25-41 (data overview) A.405-A.418 (data reports) A.169-A.210 (improvement plan) |

| | | | |
|---|--------------------------|--------------------------|-------|
| <input type="checkbox"/> Includes updates to comply with all laws that have gone into effect since previous approval or renewal | <input type="checkbox"/> | <input type="checkbox"/> | 1-239 |
|---|--------------------------|--------------------------|-------|

Strengths:

Areas of Concerns:

Conclusions

DETAILED REVIEW - REQUIRED ELEMENTS: Education Code § 47605(A-O)

| A | Educational Program | Evidence | Addressed in Petition | Page |
|--------------------------|---|--------------------------|--------------------------|---|
| <input type="checkbox"/> | 1. Targeted School Populations | | <input type="checkbox"/> | 20-24, 54-57 |
| | Age, grade levels and number of students | <input type="checkbox"/> | | 54-55 |
| | • Number of students per classroom | <input type="checkbox"/> | | 55 |
| | • Maximum enrollment predicted for school | <input type="checkbox"/> | | 54-55 |
| | Type of desired student populations | <input type="checkbox"/> | | 54-57 |
| <input type="checkbox"/> | 2. Attendance | | <input type="checkbox"/> | 58-60, 235, A.221 |
| | • Describes whether multiple sites will be included | <input type="checkbox"/> | | 235 |
| | • Indicates proposed opening date(s) | <input type="checkbox"/> | | n/a |
| <input type="checkbox"/> | Attendance requirements | | <input type="checkbox"/> | 58-60 |
| | • Includes length of school day and year | <input type="checkbox"/> | | 59-60 (day) A.221 (year) |
| | • Submit for approval the specific means to be used for student attendance accounting and reporting, satisfactory to support state average daily attendance claims and to satisfy audits related to attendance that may be conducted. | <input type="checkbox"/> | | 59-60 |
| | • For independent study, specific means of determining and recording attendance, including means of determining it is the enrolled student doing the work and specifically what amount of work/time counts as a day of attendance. | <input type="checkbox"/> | | 60 |
| <input type="checkbox"/> | 3. What it Means to be an Educated Person in the 21 st Century | | <input type="checkbox"/> | 62-64 |
| <input type="checkbox"/> | Objective of enabling pupils to become self-motivated, competent, lifelong learners | | | 62 |
| | Clear list of general academic skills and qualities important for an educated person | <input type="checkbox"/> | | 62-64 |
| <input type="checkbox"/> | 4. Description of How Learning Best Occurs | | <input type="checkbox"/> | 64-118 |
| | Persuasive instructional design | <input type="checkbox"/> | | 64-90 |
| | • Broad outline (not entire scope and sequence) of the curriculum content | <input type="checkbox"/> | | 69-88 A.223-A.294 (curriculum adoptions) |

| | | | |
|---|--------------------------|--------------------------|--|
| <ul style="list-style-type: none"> Description of instructional approaches and strategies | <input type="checkbox"/> | | 64-69 (overall) 69-88 (subject specific) A.339-A.343 (lesson design) A.295-296 (vision of excellent teaching) |
| <ul style="list-style-type: none"> Description of learning environment (e.g. traditional, independent study) | <input type="checkbox"/> | | 60-61 |
| Proposed program strongly aligned to school's mission | <input type="checkbox"/> | | 64-69 A.229-233 (college-readiness map) A.295-296 (vision of excellent teaching) |
| Affirmation or description of curriculum aligned to student performance standards | <input type="checkbox"/> | | 69 |
| Outline of plan or strategy to support students not meeting pupil outcomes | <input type="checkbox"/> | | 98-102 A.297-A.310 (MTSS Playbook) |
| Instructional design or strategies based upon successful practice or research | <input type="checkbox"/> | | 64-88 |
| Instructional strategies for special education, English learners, etc. | <input type="checkbox"/> | | 85-87 (ELD curriculum) 98-118 (all special populations) A.297-A.310 (MTSS Playbook) |
| Proposed program/curriculum reflects a focus on adopted CCSS and NGSS | <input type="checkbox"/> | | 69-83I A.235-A.282 (ELA, Math, & Science curricula) |
| Educational Program describes professional development for teachers | <input type="checkbox"/> | | 89-96 A.347-A.350 (PD schedules) A.313-A.332 (teacher & educational specialist rubrics) |
| Minimal instructional time (instructional minute calculations) | <input type="checkbox"/> | | 59-60 |
| Includes school calendar | <input type="checkbox"/> | | A.221 |
| <input type="checkbox"/> 5. Transitional Kindergarten program outlines developmentally appropriate learning outcomes, using modified curriculum, specialized instruction, and assessment for all students (Only if Charter offers Kindergarten) | | <input type="checkbox"/> | 69-70 |
| <input type="checkbox"/> 6. English Learner Services | | <input type="checkbox"/> | 85-87 (ELD curriculum) 103-109 (EL services) |
| <input type="checkbox"/> All eligible students enrolled in the charter school will receive appropriate English Learner services in accordance with applicable state and federal law. | | <input type="checkbox"/> | 103-107 |
| <input type="checkbox"/> Staff members providing English Learner Services are appropriately credentialed. | | <input type="checkbox"/> | 108 A.351 (sample ELD PD session) |
| <input type="checkbox"/> A description of the manner in which students are identified as requiring English Learner Services | | <input type="checkbox"/> | 104-106 |
| <input type="checkbox"/> A description of the process for reclassification of English Learners | | <input type="checkbox"/> | 105-106 |
| <input type="checkbox"/> An acknowledgment of the responsibility of the charter school to provide access to grade-level core curriculum for English Learners. (Check for reference to the use and implementation and New Proficiency Level Descriptors (PLD) as part of California English-language Development Standards.) | | <input type="checkbox"/> | 85, 103 |
| <input type="checkbox"/> References to curriculum and materials that will be utilized in the instruction of English Learners | | <input type="checkbox"/> | 85-87 (ELD curriculum) 103-109 (EL services) |
| <input type="checkbox"/> Petition explains how English Learners will be reclassified and how English Learners and reclassified English Learners will be monitored | | <input type="checkbox"/> | 105-106 |

| | | | |
|--------------------------|---|--------------------------|-----------------------------------|
| Strengths: | | | |
| Areas of Concerns: | | | |
| Conclusions: | | | |
| <input type="checkbox"/> | 7. LCFF/LCAP Annual Goals and Annual Actions to Achieve Goals for Subgroups in EC 52052 | | <input type="checkbox"/> 119-125 |
| <input type="checkbox"/> | Charter includes language that assures compliance with LCFF/LCAP | | <input type="checkbox"/> 119, 125 |
| <input type="checkbox"/> | Describes annual goals for all pupils and for each subgroup of pupils identified in EC 52052 to be achieved in each of the 8 state priorities, as described in EC 52060(d), that apply for the grade levels served or the nature of program operated by the charter school. | | <input type="checkbox"/> 119-125 |
| <input type="checkbox"/> | A. Conditions of Learning | <input type="checkbox"/> | 120-124 |
| | (Priority 1) Basic Needs | <input type="checkbox"/> | 122, 124 |
| | (Priority 2) Implementation of State Standards | <input type="checkbox"/> | 120, 121 |
| | (Priority 7) Course Access | <input type="checkbox"/> | 121 |
| <input type="checkbox"/> | B. Pupil Outcomes | <input type="checkbox"/> | 120, 121 |
| | (Priority 4) Pupil Achievement (College and Career) | <input type="checkbox"/> | 120, 121 |
| | (Priority 8) Other Pupil Outcomes | <input type="checkbox"/> | 121 |
| <input type="checkbox"/> | C. Engagement | <input type="checkbox"/> | 122-124 |
| | (Priority 3) Parental Involvement | <input type="checkbox"/> | 123-124 |
| | (Priority 5) Pupil Engagement | <input type="checkbox"/> | 122-123 |
| | (Priority 6) School Climate | <input type="checkbox"/> | 122-123, 123-124 |
| | Provides specific annual actions to achieve these goals for each of the student groups listed below: | <input type="checkbox"/> | 119-120 |
| | <input type="checkbox"/> Racial/Ethnic groups | <input type="checkbox"/> | 119-120 |
| | <input type="checkbox"/> Low-income students, including homeless students | <input type="checkbox"/> | 119-120 |
| | <input type="checkbox"/> English Learners | <input type="checkbox"/> | 119-120 |
| | <input type="checkbox"/> Students with disabilities | <input type="checkbox"/> | 119-120 |
| | <input type="checkbox"/> Foster youth | <input type="checkbox"/> | 119-120 |
| <input type="checkbox"/> | 8. Transferability of High School Courses EC 47605 (b) (5) (A) (iii) | | <input type="checkbox"/> n/a |
| | If serving high school students, describes how district/charter school informs parents of: | <input type="checkbox"/> | n/a |
| | <input type="checkbox"/> Transferability of courses to other public high schools; and | <input type="checkbox"/> | n/a |
| | <input type="checkbox"/> Eligibility of courses to meet college entrance requirements | <input type="checkbox"/> | n/a |
| | <input type="checkbox"/> Courses that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable, and courses meeting the UC/CSU "a-g" admissions criteria | <input type="checkbox"/> | n/a |

| | | | | |
|--|---|--------------------------|--------------------------|---|
| may be considered to meet college entrance requirements) | | | | |
| Strengths: | | | | |
| Areas of Concern: | | | | |
| Conclusions | | | | |
| i | Special Education/SELPA | Evidence | Addressed in Petition | Page |
| <input type="checkbox"/> | Identifies whether or not is an independent LEA for special education purposes (with verifiable written assurances) | | <input type="checkbox"/> | 110-11 |
| <input type="checkbox"/> | Consulted with the Santa Clara County SELPA Director | | <input type="checkbox"/> | n/a |
| | <ul style="list-style-type: none"> Discussed special education responsibilities of charter | <input type="checkbox"/> | | n/a |
| | <ul style="list-style-type: none"> Discussed application of SELPA policies | <input type="checkbox"/> | | n/a |
| <input type="checkbox"/> | In writing explains how special education services will be provided consistent with SELPA plan and/or policies and procedures | | <input type="checkbox"/> | 110-111 |
| | <ul style="list-style-type: none"> Includes fiscal allocation plan | <input type="checkbox"/> | | A.1000-A.1001 (budget narrative) |
| <input type="checkbox"/> | If charter not an independent LEA (School of SCCOE for Special Ed): | | <input type="checkbox"/> | n/a |
| | <ul style="list-style-type: none"> Clarifies in charter the responsibilities of each party for service delivery | <input type="checkbox"/> | | n/a |
| | <input type="checkbox"/> Referral | <input type="checkbox"/> | | n/a |
| | <input type="checkbox"/> Assessment | <input type="checkbox"/> | | n/a |
| | <input type="checkbox"/> Instruction | <input type="checkbox"/> | | n/a |
| | <input type="checkbox"/> Due Process | <input type="checkbox"/> | | n/a |
| | <input type="checkbox"/> Agreements describing allocation of actual and excess costs | <input type="checkbox"/> | | n/a |
| | <input type="checkbox"/> Charter fiscally responsible for fair share of any encroachment on general funds | <input type="checkbox"/> | | n/a |
| <input type="checkbox"/> | If charter is own LEA | | <input type="checkbox"/> | 110 |
| | <ul style="list-style-type: none"> Notified SELPA Director of intent prior to February 1st of the preceding school year | <input type="checkbox"/> | | 110 |
| | <ul style="list-style-type: none"> Located within SELPA geographical boundaries | <input type="checkbox"/> | | 110 |
| | <ul style="list-style-type: none"> Provides current operating budget in accordance with Ed Code § 42130 and § 42131 | <input type="checkbox"/> | | A.1000-A.1001 (budget narrative) A.1009, A.1011 (budget) |
| | <ul style="list-style-type: none"> Provides assurances that all will be instructed in safe environment | <input type="checkbox"/> | | 173 |
| | <ul style="list-style-type: none"> Provides copy of original charter petition and any amendments to SELPA | <input type="checkbox"/> | | n/a (not an appeal) |
| | <ul style="list-style-type: none"> Responsible for any legal fees relating to application and assurances process | <input type="checkbox"/> | | 118, 236 |
| | <ul style="list-style-type: none"> Meets the terms of the "Agreement Regarding the Organization, Implementation, Administration and Operation of | <input type="checkbox"/> | | 109-118 |

| | | | |
|--|--------------------------|--------------------------|--|
| the SELPA (Section 12–13, Appendix A) | | | |
| <ul style="list-style-type: none"> Meets the terms of all SELPA policies and procedures | <input type="checkbox"/> | | 109-110 |
| <ul style="list-style-type: none"> Charter fiscally responsible for fair share of any encroachment on general funds | <input type="checkbox"/> | | n/a |
| <input type="checkbox"/> Petition includes the following assurances: | | <input type="checkbox"/> | 13-15 (assurances) 109-118 (SPED services) |
| <ul style="list-style-type: none"> The charter will comply with all provisions of IDEA and plan for how it will comply | <input type="checkbox"/> | | 14, 109-118 |
| <ul style="list-style-type: none"> No student will be denied admission based on disability or lack of available services | <input type="checkbox"/> | | 13-15, 109-110, 118 A.867 (SPED recruitment brochure) A.869 (sample SPED recruitment tracker) |
| <ul style="list-style-type: none"> The charter will include a description of the school's SST process as it relates to identification of students who may qualify for Special Education | <input type="checkbox"/> | | 98-102 A.309 (MTSS Playbook) |
| <input type="checkbox"/> Staff members providing special education services are appropriately credentialed | | <input type="checkbox"/> | 112-113 A.933-A.935 (education specialist job description) A.321-A.332 (education specialist rubric) |
| <input type="checkbox"/> Any facility used by the school does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs | | <input type="checkbox"/> | 175 A.1035-A.1048 (facility MOU) |
| <input type="checkbox"/> The charter school will assume full responsibility for appropriate accommodations to address the needs of any student | | <input type="checkbox"/> | 110 |
| <input type="checkbox"/> The responsibility of the school to provide special education, instruction and related serves to the students enrolled in the school regardless of students' district of residence | | <input type="checkbox"/> | 110 |
| <input type="checkbox"/> Specialized instruction and services available at the school | | <input type="checkbox"/> | 112-117 |
| <input type="checkbox"/> The provision of Designated Instruction and Services (DIS) | | <input type="checkbox"/> | 116-117 |
| <input type="checkbox"/> Special transportation for students whose IEPs indicate that service is necessary for the provision of FAPE | | <input type="checkbox"/> | 235 |
| <input type="checkbox"/> The procedures for ensuring that students are referred, assessed and served in a timely manner | | <input type="checkbox"/> | 113-116 |
| <input type="checkbox"/> A description of the school's "Search and Service" procedures | | <input type="checkbox"/> | 113-114 |
| <input type="checkbox"/> The dispute resolution procedures that will apply to any disputes between educational entities, including the SELPA and LEA, regarding the provision of special education services in the charter school. | | <input type="checkbox"/> | 118, 225-228 |
| <input type="checkbox"/> Petition describes process for notifying district of residence and chartering district when a special education student enrolls, becomes eligible, ineligible and/or leaves charter school | | <input type="checkbox"/> | 113 |
| <input type="checkbox"/> Overview of how special education funding and services will be provided by: | | <input type="checkbox"/> | 110 (funding) 110-118 (services) A.1000-A.1001 (budget narrative) |
| <ul style="list-style-type: none"> Charter School | <input type="checkbox"/> | | 110 (funding) |

| | | | | |
|--|--|--------------------------|---|----------|
| | | | 110-118 (services) A.1000-A.1001 (budget narrative) | |
| • Charter Granting Agency | <input type="checkbox"/> | | 110 | |
| • SELPA | | | 110 (funding) A.1000-A.1001 (budget narrative) | |
| <input type="checkbox"/> Petition describes the transition to or from a district when a student with an IEP enrolls in, or transfers out of, the charter school | | <input type="checkbox"/> | 117 | |
| ii Implementation of Section 504 of the Rehabilitation Act | Evidence | Addressed in Petition | Page | |
| <input type="checkbox"/> All eligible enrolled students will receive appropriate accommodations and modifications consistent with Section 504 of the Rehabilitation Act | <input type="checkbox"/> | | 111-112 | |
| <input type="checkbox"/> No student “otherwise eligible to enroll in the charter school” will be denied enrollment due to disability, or the charter school’s inability to provide necessary services | <input type="checkbox"/> | | 13-14, 109-110, 118 A.867 (SPED recruitment brochure) A.869 (sample SPED recruitment tracker) | |
| <input type="checkbox"/> All staff members providing services to the student are familiar with the identified needs of the student | <input type="checkbox"/> | | 111 | |
| <input type="checkbox"/> Any facility used by the school does not present physical barriers limiting eligible students’ full participation in the educational and extracurricular program | <input type="checkbox"/> | | 175 A.1035-A.1046 (facility MOU) | |
| <input type="checkbox"/> The charter school will assume full responsibility for appropriate accommodations, modifications and services to address the needs of any student regardless of the student’s district of residence | <input type="checkbox"/> | | 110 | |
| <input type="checkbox"/> Includes plan and appropriate staffing for 504 compliance | <input type="checkbox"/> | | 111-112 | |
| iii Implementation of Americans with Disabilities Act (ADA) | Evidence | Addressed in Petition | Page | |
| <input type="checkbox"/> Affirms charter’s obligations to comply with ADA | | <input type="checkbox"/> | 13-15 | |
| <input type="checkbox"/> Any facility used by charter will be ADA compliant | | <input type="checkbox"/> | 175 A.1037-A.1048 (Facility MOU) | |
| Strengths: | | | | |
| Areas of Concern: | | | | |
| Conclusions | | | | |
| B | Measurable Student Outcomes - “Exit Outcomes” or “Graduation Standards” | Evidence | Addressed in Petition | Page |
| <input type="checkbox"/> | Pupil outcomes are measurable, i.e. specific assessments listed for each exit outcome. | | <input type="checkbox"/> | 119-125 |
| | How pupil outcomes will address state content and performance standards in core academics. | <input type="checkbox"/> | | 119, 125 |

| | | | | |
|--------------------------|---|--------------------------|--------------------------|---|
| | Exit outcomes include acquisition of academic and non-academic skills. | <input type="checkbox"/> | | 119-124 |
| | Concise (one page) list of exit outcomes encompass specific skills, not too vague. | <input type="checkbox"/> | | 62-64 |
| | Affirmation that "benchmark" skills and specific classroom-level skills will be developed. | <input type="checkbox"/> | | 119, 125 |
| | Affirmation/description that exit outcomes will align to mission, curriculum and assessments. | <input type="checkbox"/> | | 119, 125 |
| | Affirmation that college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the "A-G" requirements. | <input type="checkbox"/> | | n/a |
| | Lists school-wide student performance goals students will make over a given period of time, projected attendance, dropout, or graduation rate goals, etc. | <input type="checkbox"/> | | 119-124 (overview) A.29-A.166 (2025-27 LCAP) |
| | Acknowledges that exit outcomes and performance goals may need to be modified over time. | <input type="checkbox"/> | | 125 |
| | If high school, graduation requirements defined. | <input type="checkbox"/> | | n/a |
| | If high school, WASC accreditation standards addressed. | <input type="checkbox"/> | | n/a |
| <input type="checkbox"/> | LCFF/LCAP Measurable Goals of the Education Program: Charter provides assurance that all identified student groups will meet performance goals that are stated in the charter | | <input type="checkbox"/> | 119, 125 |
| <input type="checkbox"/> | Statement that pupil achievement measurements will include the elements listed below: | | <input type="checkbox"/> | 119, 125 |
| <input type="checkbox"/> | Alignment with state priorities 52060 (d) and description of <u>how</u> the charter will address all 8 state priorities | | <input type="checkbox"/> | 119-124 (overview) A.29-A.166 (2025-27 LCAP) A.167-A.210 (improvement plan) |
| <input type="checkbox"/> | (A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board. | | <input type="checkbox"/> | 119-121, 125 A.496 (family handbook) |
| <input type="checkbox"/> | (B) The Dashboard indicators, as described in Section 52052/alternative academic performance data | | <input type="checkbox"/> | 119-121, 125 A.169-A.210 (improvement plan) |
| <input type="checkbox"/> | (C) The percentage of pupils 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 that align with state board-approved career technical educational standards and frameworks, | | <input type="checkbox"/> | n/a |
| <input type="checkbox"/> | (D) The percentage of English learner pupils who make progress toward English proficiency as measured by the English Learner Proficiency | | <input type="checkbox"/> | 120 |

| | | | | |
|--|--|--|--------------------------|---|
| | Assessment of California or any subsequent assessment of English proficiency, as certified by the state board. | | | |
| <input type="checkbox"/> | (E) The English learner reclassification rate. | | <input type="checkbox"/> | 120 |
| <input type="checkbox"/> | (F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher. | | <input type="checkbox"/> | 120-121 |
| <input type="checkbox"/> | (G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program. | | <input type="checkbox"/> | n/a |
| For Charter Renewal, EC 47607 and 47607.2 holds that <u>increases</u> in pupil academic achievement for <u>all groups</u> of students served by the charter school is defined as one year of growth for each year in school. | | | | |
| <input type="checkbox"/> | Provided evidence (including data and documentation) establishing that students have increased their academic achievement schoolwide and for all numerically significant student subgroups | | <input type="checkbox"/> | 25-41 (data overview) A.405-A.418 (data reports) A.169-A.210 (improvement plan) |
| <input type="checkbox"/> | Evidence that the charter school served all students who wished to attend the school should there be sufficient space | | <input type="checkbox"/> | 185-190 |
| The High Achieving threshold for renewal per EC 47607(c)(2)(A): | | | | |
| <input type="checkbox"/> | 1. The charter school has received the highest two performance levels schoolwide on all the state indicators included on the Dashboard for which it receives performance levels; or | | <input type="checkbox"/> | n/a |
| <input type="checkbox"/> | 2. For all measurements of academic performance (ELA, Math, English Language Proficiency, College/Career Readiness), the charter school has received performance levels that are the same or higher than the state average. | | <input type="checkbox"/> | n/a |
| The Low Achieving threshold for renewal per EC 47607.2(a)(1) - Denial: | | | | |
| <input type="checkbox"/> | 1. The charter school has received the lowest two performance levels schoolwide on all the state indicators included on the Dashboard for which it receives performance levels; or | | <input type="checkbox"/> | 25-41 (data overview) |
| <input type="checkbox"/> | 2. For all measurements of academic performance (ELA, Math, English Language Proficiency, College/Career Readiness), the charter school has received performance levels that are the same or lower than the state average. | | <input type="checkbox"/> | 25-41 (data overview) |
| <input type="checkbox"/> | A charter may be renewed <u>only</u> if both of the following: the charter is making meaningful steps to address the underlying cause or causes of low performance <u>and</u> there is clear and convincing evidence that the school is making progress established by one | | <input type="checkbox"/> | 25-41 (data overview) A.405-A.418 (data reports) A.169-A.210 (improvement plan) |

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| year's growth for each year in school or strong post-secondary outcomes. | | | | |
| The Mid-Achieving threshold for renewal per EC 47607.2(b)(1): | | | | |
| <input type="checkbox"/> | Review of dashboard state and local indicators, greater weight will be given to academic indicators | <input type="checkbox"/> | n/a | |
| <input type="checkbox"/> | Verifiable data evidence of either: 1 year's growth per year in school or strong post-secondary outcomes | <input type="checkbox"/> | n/a | |
| Strengths: | | | | |
| Areas of Concern: | | | | |
| Conclusions: | | | | |
| C | The Method by Which Pupil Progress in Meeting Outcomes Will be Measured | Evidence | Addressed in Petition | Page |
| | At least one assessment method or tool listed for each of the exit outcomes | <input type="checkbox"/> | | 127-131 |
| | Assessments include multiple, valid and reliable measures using traditional/ alternative tools | <input type="checkbox"/> | | 127-131 |
| | Chosen assessments are appropriate for standards and skills they seek to measure | <input type="checkbox"/> | | 127-131 A.225-A.227 (curriculum and assessment map) |
| | Affirmation/description of how assessments align to mission, exit outcomes, and curriculum | <input type="checkbox"/> | | 127 |
| | Describes minimal required performance level necessary to attain each standard | <input type="checkbox"/> | | 127-131 |
| | Outlines a plan for collecting, analyzing and reporting student/school performance data | <input type="checkbox"/> | | 131-133 (overview) A.361-A.404 (data practice) |
| | Method of measuring outcomes aligns with SARC | | <input type="checkbox"/> | 132 |
| <input type="checkbox"/> | LCFF/LCAP Assurance that methods of assessment are aligned with measureable student outcomes | | <input type="checkbox"/> | 127-131 |
| <input type="checkbox"/> | (A) Utilizes a variety of assessment tools that include multiple, valid and reliable measures using traditional/alternative tools appropriate to the skills, knowledge, or attitudes being assessed. Including, at a minimum tools that employ objective means of assessment. | | <input type="checkbox"/> | 127-131 |
| <input type="checkbox"/> | (B) Include the annual assessment tools as required by state and federal assessments (CAASPP, ELPAC, etc.) | | <input type="checkbox"/> | 127 |

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| <input type="checkbox"/> | (C) Outlines a plan for collecting, analyzing, and reporting data continuously to monitor and improve the charter school's educational program. | | <input type="checkbox"/> | 131-133 (overview) A.361-A.404 (data practice) |
| <input type="checkbox"/> | (D) Presents a coherent plan for using student assessments data to evaluate and inform instruction on an on-going basis | | <input type="checkbox"/> | 131-133 (overview) A.361-A.404 (data practice) |
| <input type="checkbox"/> | (E) Committed plan to share performance information with students, families and public agencies | | <input type="checkbox"/> | 132 A.423-A.431 (parent council agendas) |

Strengths:

Areas of Concern:

Conclusions

| D | Governance Structure of School (Including Parental Involvement) | Evidence | Addressed in Petition | Page |
|--------------------------|--|--------------------------|--------------------------|---|
| <input type="checkbox"/> | Describes what role parents have in the governance of the school | | <input type="checkbox"/> | 147-148 A.423-A.431 (parent council agendas) |
| <input type="checkbox"/> | Describes key features of governing structure (usually a board of directors) such as: | | <input type="checkbox"/> | 135, 137 |
| | • Size/composition of board | <input type="checkbox"/> | | 138-139 |
| | • Board committees or advisory councils | <input type="checkbox"/> | | 140-141 |
| | • Board's scope of authority/responsibility/conflict of interest | <input type="checkbox"/> | | 141-143 (responsibilities) 137 (conflict of interest) A.471-A.478 (conflict of interest code) |
| <input type="checkbox"/> | Status as a non-profit corporation | | <input type="checkbox"/> | 137, A.451 |
| <input type="checkbox"/> | Tax exempt status | <input type="checkbox"/> | | 137, A.453 |
| <input type="checkbox"/> | If non-profit, provisions for liability for debts | | <input type="checkbox"/> | 137 |
| <input type="checkbox"/> | Has set of bylaws, policies or similar documents | <input type="checkbox"/> | | 137, A.455-A.469 |
| <input type="checkbox"/> | Initial governing board members identified by name or the process used to select them and future board members | <input type="checkbox"/> | | 137-139 |
| <input type="checkbox"/> | Clear description of school's legal status and determination of whether a board member from the charter-granting agency is on the board of the charter | <input type="checkbox"/> | | 137 (legal status) 138 (authorizer member) |
| <input type="checkbox"/> | Demonstrates compliance with Brown Act | | <input type="checkbox"/> | 140 |
| <input type="checkbox"/> | Annual Review and Revision of the Local Control Accountability Plan (LCAP). | | <input type="checkbox"/> | 142 |

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|--------------------------|--|--------------------------|--------------------------|-----|
| <input type="checkbox"/> | Detailed description of any relationship with for profits, including CMO/EMO | | <input type="checkbox"/> | n/a |
| <input type="checkbox"/> | Compliance with transparency and public accountability | | <input type="checkbox"/> | 137 |
| | • Public Records Act | <input type="checkbox"/> | | 137 |
| | • Political Reform Act of 1974 | <input type="checkbox"/> | | 137 |
| | • Government Code 1090 et seq. | <input type="checkbox"/> | | 137 |
| | • Brown Act | <input type="checkbox"/> | | 140 |

Strengths:

Areas of Concern:

Conclusions

| E | Qualifications to be Met by Individuals to be Employed by The School | Evidence | Addressed in Petition | Page |
|--------------------------|---|--------------------------|--------------------------|--|
| | Identifies roles and functions of staff members (including...) <ul style="list-style-type: none"> • Job Descriptions for Positions • Identifies key staff positions with the charter school | <input type="checkbox"/> | | 151-153 (overview) 153-163 (job descriptions) A.893-947 (job descriptions) |
| | Process for staff selection | <input type="checkbox"/> | | 152-153 |
| | Procedure for adequate background checks | <input type="checkbox"/> | | 152-153, 174 |
| | Salaries and benefits for all employees | <input type="checkbox"/> | | 164-165 (overview) A.949-953 (schedules and benefits) |
| | Measures of assessment of performance | <input type="checkbox"/> | | 163-164 (overview) A.313-A.337 (rubrics) |
| <input type="checkbox"/> | Describes specific key qualifications (knowledge, experience, education, certification, etc.) sufficient to ensure the health and safety of pupils and staff. | <input type="checkbox"/> | | 153-163 (job descriptions) A.893-947 (job descriptions) A.313-A.337 (rubrics) |
| <input type="checkbox"/> | Defines "core, college preparatory" teachers/affirms they will hold appropriate credentials (Commission on Teacher Credentialing Certificate/Permit) <ul style="list-style-type: none"> • Confirms that these teachers will teach only within the restrictions of their credentials | | <input type="checkbox"/> | 161-162 (overview) A.927-A.928 (job description) |
| <input type="checkbox"/> | Identifies any non-core, non-college prep teaching positions staffed by non-certified teachers and their qualifications, understanding that no flexibility is given to charter schools on credentialing requirements – ALL teachers must have appropriate credentials during school day for instructional minutes | <input type="checkbox"/> | | 162-163 (overview) A.929-930 (elective teacher JD) A.941-A.947 (paraprofessional JD) |
| | The credentials/qualifications of other charter school staff (e.g., counselors, librarians, administrators, nurses and others) | <input type="checkbox"/> | | 153-158 (network) 158-163 (school site) |

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|---|--------------------------|--|---|
| Statement of acknowledgment that all employees are subject to state and federal employment laws | <input type="checkbox"/> | | 151-152 A.627-A.693 (employee handbook) |
| Explains how teachers will learn the curricula | <input type="checkbox"/> | | 163-164 A.339-A.343 (lesson design guide) A.349 (professional development schedule) |
| Strengths: | | | |
| Areas of Concern: | | | |
| Conclusions | | | |

| F | Health and Safety Procedures | Evidence | Addressed in Petition | Page |
|--------------------------|--|--------------------------|--------------------------|---|
| <input type="checkbox"/> | Affirms that each employee will furnish the school with a criminal record summary | | <input type="checkbox"/> | 174 |
| <input type="checkbox"/> | Outlines specific health and safety practices addressing such key areas as: | <input type="checkbox"/> | | 167-177 A.697-705 (student wellness policy) A.775-A.860 (safety plan) |
| | <ul style="list-style-type: none"> Seismic safety (structural integrity and earthquake preparedness) | <input type="checkbox"/> | | 175-176 (overview) A.775-A.860 (safety plan) |
| | <ul style="list-style-type: none"> Natural disasters and emergencies | <input type="checkbox"/> | | 175-176 (overview) A.775-A.860 (safety plan) |
| | <ul style="list-style-type: none"> Immunizations, health screenings, administration of medications, employee TB testing | <input type="checkbox"/> | | 168-169 |
| | <ul style="list-style-type: none"> Tolerance for use of drugs and/or tobacco | <input type="checkbox"/> | | 173 |
| | <ul style="list-style-type: none"> Staff training on emergency and first aid response | <input type="checkbox"/> | | 169 |
| | <ul style="list-style-type: none"> Description of the charter school's safety plan and disaster preparedness plan | <input type="checkbox"/> | | 175-176 (overview) A.775-A.860 (safety plan) |
| | References/accompanied by more detailed set of health and safety related policies/procedures | <input type="checkbox"/> | | 167-168 |
| <input type="checkbox"/> | Method for conducting criminal background checks for potential employees, contractors, and volunteers as required by law to ensure that the charter does not hire any person who has been convicted of a violent serious felony, including ongoing updates | | <input type="checkbox"/> | 152-153, 174 |
| Strengths: | | | | |
| Areas of Concern: | | | | |

| Conclusions: | | | | |
|--------------------------|--|--------------------------|--------------------------|--|
| G | Means to Achieve a Reflective Racial and Ethnic, Special Education, and English Learner Balance | Evidence | Addressed in Petition | Page |
| <input type="checkbox"/> | Lists several specific practices/policies likely to lead to a diverse applicant pool/enrollment: practices and policies appear to be selected to target relevant racial and ethnic, special education, and English Learner groups | <input type="checkbox"/> | | 179-183 A.863-864 (multilingual brochure) A.867 (SPED recruitment brochure) A.869 (sample SPED recruitment tracker) |
| | <ul style="list-style-type: none"> Describes the means by which the school will achieve, or has achieved, racial and ethnic, special education, and English Learner balance which is reflected of the district/COE's general student population | <input type="checkbox"/> | | 179-183 A.863-864 (multilingual brochure) A.867 (SPED recruitment brochure) A.869 (sample SPED recruitment tracker) |
| <input type="checkbox"/> | Renewal: Includes racial and ethnic, special education, and English Learner make-up data and identifies means charter will use to address any underrepresented populations | <input type="checkbox"/> | | 179-180 (data) 180-183 (plan) |
| Strengths: | | | | |
| Areas of Concern: | | | | |
| Conclusions: | | | | |
| H | Admissions Policies and Procedures Consistent with 47605(d) | Evidence | Addressed in Petition | Page |
| <input type="checkbox"/> | Mandatory assurances regarding non-discriminatory admission procedures | | <input type="checkbox"/> | 185-187 A.875-A.876 (admissions & lottery policy) |
| <input type="checkbox"/> | <p>Clearly describes admissions procedures, including any preferences</p> <ul style="list-style-type: none"> Identifies that the charter school will give preference to pupils who reside in the district and how the charter school will employ this preference Preferences will be approved at a public hearing and cannot be changed without a material revision Preferences consistent with federal, state law <p>Preferences will not result in limiting access for students with disabilities, academically low-achieving, English Learners, neglected or delinquent pupils, homeless pupils, economically disadvantaged pupils, foster youth, or</p> | | <input type="checkbox"/> | 188-189 A.875-A.876 (admissions & lottery policy) |

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| | pupils based on nationality, race, ethnicity, or sexual orientation | | | |
| | Includes a copy of an annual parent/student contract and/or handbook, if available | <input type="checkbox"/> | | A.487-A.626 (family handbook) |
| <input type="checkbox"/> | Includes detailed description of the admissions procedure, including how any public random drawing is implemented, including the steps in the process and how any preferences are applied. | | <input type="checkbox"/> | 188-190 |
| | Provides application and admission timelines | <input type="checkbox"/> | | 188 |
| <input type="checkbox"/> | Specifies all information to be requested on any application | | <input type="checkbox"/> | 187 A.871-A.873 (multilingual application form) A.877-A.885 (multilingual registration packet) |
| <input type="checkbox"/> | Specifies when and how parents will be notified on application and annually that volunteerism is not required for acceptance to or continued enrollment at the charter School | | <input type="checkbox"/> | 180-183 (outreach) 186, 188, 189-190 (notification) |

Note that with regard to student recruitment, charter schools cannot recruit students in any way that discriminates against students on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in 422.55 of the Penal Code, including immigration status, or association with such persons. In advertising for students, charter schools are required by federal law to distribute materials in ways that effectively reach all segments of the parent community. Charter schools must also be sure to safeguard the rights of parents/guardians who are limited-English proficient, providing materials in languages other than English in order to communicate effectively with all parent groups. Similarly, in recruiting students of parents/guardians with disabilities, outreach materials should be available upon request in various alternative formats (such as Braille or large print, or in public meetings where interpreters are available).

Strengths:

Areas of Concern:

Conclusions

| I | Financial Audit | Evidence | Addressed in Petition | Page |
|--------------------------|--|--------------------------|--------------------------|---------|
| <input type="checkbox"/> | Procedure to select and retain independent auditor | <input type="checkbox"/> | | 191 |
| <input type="checkbox"/> | Qualifications of independent auditor | <input type="checkbox"/> | | 191 |
| <input type="checkbox"/> | Audit will employ generally accepted accounting procedures | <input type="checkbox"/> | | 191 |
| <input type="checkbox"/> | Describe specific scope of audit | <input type="checkbox"/> | | 191 |
| <input type="checkbox"/> | Timing of audit and to whom it will be sent | <input type="checkbox"/> | | 191-192 |
| <input type="checkbox"/> | Process for resolving audit exceptions and deficiencies to satisfaction of granting agency | <input type="checkbox"/> | | 191-192 |
| <input type="checkbox"/> | Describes manner in which the audit will be made public | <input type="checkbox"/> | | 192 |
| <input type="checkbox"/> | Describes manner in which the charter school will keep track of financial data and compile information in the prescribed format needed for the annual statement of receipts and expenditures for the prior fiscal year that is due to the authorizing board by Sept. 15 of each year | | <input type="checkbox"/> | 233 |

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|--------------------------|--|--------------------------|--------------------------|---|
| <input type="checkbox"/> | Proof of knowledge of requirement and the process by which charter school will submit quarterly financial reports to its chartering authority and the county superintendent of schools (required by AB 1137) | | <input type="checkbox"/> | 233 |
| <input type="checkbox"/> | Describes services the charter intends to contract out to the district/SCCOE or another provider (if not included in a memorandum of understanding) | <input type="checkbox"/> | | n/a |
| Strengths: | | | | |
| Areas of Concern: | | | | |
| Conclusions | | | | |
| J | Pupil Suspension Expulsion Procedures | Evidence | Addressed in Petition | Page |
| <input type="checkbox"/> | Includes new legal language in header and throughout the section | <input type="checkbox"/> | | 193-217 |
| <input type="checkbox"/> | Student code of conduct and process by which this information is given to students and parents/guardians | <input type="checkbox"/> | | 194 A.487-A.626 (family handbook) |
| <input type="checkbox"/> | Procedure for involving parents, students and staff in designing and implementing a discipline policy | <input type="checkbox"/> | | 194 |
| <input type="checkbox"/> | Detailed process by which student may be suspended or expelled or involuntarily removed for any reason | | <input type="checkbox"/> | 195-217 |
| <input type="checkbox"/> | Describes disciplinary steps to be taken prior to suspension or expulsion | <input type="checkbox"/> | | 195-217 |
| <input type="checkbox"/> | Identifies the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners' reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's pupils and their parents (guardians). | <input type="checkbox"/> | | 195-206 |
| <input type="checkbox"/> | Identifies the detailed procedures by which pupils can be suspended or expelled. | | <input type="checkbox"/> | 206-208 (suspension) 208-209 (expulsion) |
| <input type="checkbox"/> | Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension | | <input type="checkbox"/> | 207 (suspension) 212 (expulsion) |

| | | | | |
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| | or expulsion and of their due process rights in regard to suspension or expulsion. | | | |
| <input type="checkbox"/> | Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in regard to suspension and expulsion, including by providing specific additional or special procedures applicable to pupils with disabilities or for whom the charter school has a basis of knowledge the student might be disabled. | | <input type="checkbox"/> | 214-217 |
| <input type="checkbox"/> | Outline how detailed policies and procedures regarding suspension and expulsion will be periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion, with clear understanding that any modifications are permitted only through the material revision process. | <input type="checkbox"/> | | 194 |
| <input type="checkbox"/> | What educational alternative, if any, will be provided to students who were suspended or expelled | <input type="checkbox"/> | | 207-208 (suspension) 213 (expulsion) |
| <input type="checkbox"/> | Describes who or what body will be responsible for final suspension/expulsion decisions | <input type="checkbox"/> | | 206-207 (suspension) 211-212 (expulsion) |
| <input type="checkbox"/> | Describes appeal procedures | <input type="checkbox"/> | | 212 (no right to appeal) 215-216 (due process appeal) |
| <input type="checkbox"/> | Identifies process by which the charter school will notify the superintendent of the school district of the expelled student's last known address within 30 days and send a copy of student's cumulative record, including transcripts of grades and health records to the school district | | <input type="checkbox"/> | 212 |
| <input type="checkbox"/> | Outlines or describes strong understanding of relevant laws protecting constitution rights of students, generally, and of disabled and other protected classes of students | <input type="checkbox"/> | | 193-216 (all students) 213-216 (students with disabilities) |
| <input type="checkbox"/> | Policies balance students' rights to due process with responsibility to maintain a safe learning environment | <input type="checkbox"/> | | 205-206 (suspension) 207 (expulsion) |
| <input type="checkbox"/> | Explains how the charter school will comply with federal and state constitutional procedural and substantive due process requirements consistent with: <ol style="list-style-type: none"> 1. Suspension of less than 10 days includes notice of the charges, an explanation of the evidence supporting the charges, and an opportunity for the pupil to present his/her side of the story. 2. For suspensions of more than 10 days and all expulsions: <ol style="list-style-type: none"> a. Timely written notice of the charges and the pupil's rights. b. A hearing before a neutral officer within a reasonable number of days, including a fair opportunity for the pupil | | <input type="checkbox"/> | 206-208 (suspension) 208-215 (expulsion) |

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| | to present testimony, evidence, and witnesses; confront and cross-examine adverse witnesses, and bring legal counsel or advocate. c. Contain the statement required by Education Code concerning requirements for involuntary removal for any reason. | | | |
| <input type="checkbox"/> | Explains how resident school district or COE will be involved in disciplinary matters | <input type="checkbox"/> | | 212 |
| Strengths: | | | | |
| Areas of Concern: | | | | |
| Conclusions | | | | |
| K | Staff Retirement System | Evidence | Addressed in Petition | Page |
| <input type="checkbox"/> | Statement of whether staff will participate in STRS, PERS, or Social Security (if STRS, then all teachers must do so) | | <input type="checkbox"/> | 219 |
| <input type="checkbox"/> | Specifies which retirement system for each position | | <input type="checkbox"/> | 219 |
| <input type="checkbox"/> | Identifies the position responsible for ensuring appropriate arrangements for coverage have been made and complied with | | <input type="checkbox"/> | 219 |
| | Relationship between teachers and district/county bargaining unit | <input type="checkbox"/> | | 220 |
| | Process by which salaries, benefits, working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined | <input type="checkbox"/> | | 219 |
| | Labor procedures which will be applied to employees | <input type="checkbox"/> | | 219-220 |
| | Process for resolving complaints/grievances | <input type="checkbox"/> | | 225-228 |
| | Process for ensuring due process | <input type="checkbox"/> | | 219-222 |
| | Manner by which staff members will be covered by STRS, PERS, Social Security or Medicare | <input type="checkbox"/> | | 219 |
| | Process for staff recruitment, selection, evaluation and termination | <input type="checkbox"/> | | 152-153 |
| | Procedure for processing and monitoring credentials if required | <input type="checkbox"/> | | 151-153 |
| <input type="checkbox"/> | Establish compliance with Ed Code 47611 | | <input type="checkbox"/> | 219 |
| Strengths: | | | | |

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|--------------------------|--|--------------------------|--------------------------|---|
| Areas of Concern: | | | | |
| Conclusions | | | | |
| L | Attendance Alternatives | Evidence | Addressed in Petition | Page |
| <input type="checkbox"/> | States that students may attend other district schools or pursue an inter-district or intradistrict transfer in accordance with existing enrollment and transfer policies of their district or county of residence or description of other attendance alternatives | | <input type="checkbox"/> | 221 |
| <input type="checkbox"/> | Specifies that attendance at charter does not grant right of attendance in district or SCCOE schools or programs | | <input type="checkbox"/> | 221 |
| Strengths: | | | | |
| Areas of Concern: | | | | |
| Conclusions | | | | |
| M | Description of Employee Rights | Evidence | Addressed in Petition | Page |
| <input type="checkbox"/> | Description of employee rights upon leaving school district or SCCOE | | <input type="checkbox"/> | 223 |
| | <ul style="list-style-type: none"> Acknowledgment whether collective bargaining contract in district/SCCOE will be controlling | <input type="checkbox"/> | | 223 |
| | <ul style="list-style-type: none"> Whether and how charter school staff may resume employment within the district/SCCOE | <input type="checkbox"/> | | 223 |
| | Sick/vacation leave (ability to carry it over to and from charter school) | <input type="checkbox"/> | | 223 |
| | <ul style="list-style-type: none"> Whether charter school staff will continue to earn service credit (tenure) in district/SCCOE while at charter school | <input type="checkbox"/> | | 223 |
| | <ul style="list-style-type: none"> How employees will be paid (e.g. salaried, hourly, etc.) | <input type="checkbox"/> | | 219 A.660-A.662 (employee handbook) A.951-953 (schedules) |
| | <ul style="list-style-type: none"> Describes employee benefits | <input type="checkbox"/> | | 219 A.662-A.664 (employee handbook) A.955 (benefits) |
| | <ul style="list-style-type: none"> Identifies intended employment status of charter school employees (exempt/non-exempt) | <input type="checkbox"/> | | 219 |
| | <ul style="list-style-type: none"> Describes how rights will be communicated to prospective employees | <input type="checkbox"/> | | 219 A.627-A.693 (employee handbook) |
| Strengths: | | | | |
| Areas of Concern: | | | | |

| Conclusions | | | | |
|--|---|--------------------------|--------------------------|---------|
| N | Dispute Resolution Process | Evidence | Addressed in Petition | Page |
| <input type="checkbox"/> | Outlines a simple process for charter and granting agency to settle disputes | <input type="checkbox"/> | | 225-228 |
| | Process indicates whether it is binding on school or granting agency/fair process | <input type="checkbox"/> | | 225 |
| | Step by step process for identifying/framing dispute points | <input type="checkbox"/> | | 225-226 |
| | <ul style="list-style-type: none"> Whether internal charter disputes may be brought to granting agency | <input type="checkbox"/> | | 226 |
| | <ul style="list-style-type: none"> Identifies specific parties to be involved at each step | <input type="checkbox"/> | | 225-226 |
| | <ul style="list-style-type: none"> Basic rules at each step | <input type="checkbox"/> | | 225-226 |
| | <ul style="list-style-type: none"> Which results are binding | <input type="checkbox"/> | | 225-226 |
| <input type="checkbox"/> | Includes SCCOE's required dispute resolution process – should be updated for renewals to include SCCOE's process) | <input type="checkbox"/> | | 225-228 |
| Strengths: | | | | |
| Areas of Concern: | | | | |
| Conclusions | | | | |
| O | Closure of Charter School | Evidence | Addressed in Petition | Page |
| <input type="checkbox"/> | Outlines an adequate process to be used if the charter school closes | | <input type="checkbox"/> | 229-231 |
| <input type="checkbox"/> | Process includes a final audit of the charter school that includes specific plans for disposition of all assets and liabilities of the charter school and for the maintenance and transfer of public records and pupil records (per code) | | <input type="checkbox"/> | 230 |
| <input type="checkbox"/> | Process must, at a minimum, comply with all requirements of Cal. Code of Regs., title 5, section 11962. | <input type="checkbox"/> | | 229-231 |
| Strengths: | | | | |
| Areas of Concern: | | | | |
| Conclusions | | | | |
| REQUIRED SUPPLEMENTAL INFORMATION: Education Code § 47605(g) | | | | |
| I | Administrative Services | Evidence | Addressed in Petition | Page |
| <input type="checkbox"/> | Describes how charter administrative services will be acquired or provided | | <input type="checkbox"/> | 234-235 |
| <input type="checkbox"/> | Describes how the day-to-day administrative operations will be handled | <input type="checkbox"/> | | 234-235 |

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| Strengths: | | | | |
| Areas of Concern: | | | | |
| Conclusions | | | | |

| ii | Civil Liability | Evidence | Addressed in Petition | Page |
|--------------------------|--|----------|--------------------------|------|
| <input type="checkbox"/> | Did the petitioners provide information regarding the potential civil liability effects, if any, upon the school, and the school district where the charter school operates or proposes to operate and upon the county board of education and SCCOE? | | <input type="checkbox"/> | 236 |
| <input type="checkbox"/> | Appropriate insurance coverage in conformance with SCCOE risk management standards | | <input type="checkbox"/> | 234 |
| <input type="checkbox"/> | Indemnification/defense/hold harmless of SCCOE | | <input type="checkbox"/> | 236 |

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|-------------------|--|--|--|--|
| Strengths: | | | | |
| Areas of Concern: | | | | |
| Conclusions | | | | |

| iii | Financial Plan | Evidence | Addressed in Petition | Page |
|--------------------------|---|----------|--------------------------|---|
| <input type="checkbox"/> | First year operational budget includes: | | <input type="checkbox"/> | 233 (overview) A.999-A.1006 (budget narrative) A.1007-A.1011 (budget) |
| <input type="checkbox"/> | • Start-up costs | | <input type="checkbox"/> | n/a |
| <input type="checkbox"/> | Cash flow for first three years | | <input type="checkbox"/> | 233 (overview) A.1012-A.1016 (cash flow) |
| <input type="checkbox"/> | Financial projections for first three years | | <input type="checkbox"/> | 233 (overview) A.999-A.1006 (budget narrative) A.1007-A.1011 (budget) |

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| Strengths: | | | | |
| Areas of Concern: | | | | |
| Conclusions | | | | |

| iv | Labor Relations | Evidence | Addressed in Petition | Page |
|--------------------------|---|--------------------------|--------------------------|------|
| <input type="checkbox"/> | Specifies whether charter or local school district will be employer for EERA purposes | | <input type="checkbox"/> | 13 |
| <input type="checkbox"/> | Specifies whether it is the charter school or the corporation that will be the employer | <input type="checkbox"/> | | 153 |
| <input type="checkbox"/> | Evidences charter's clear understanding that employees are not required to engage in collective bargaining, but they have that right if they choose to do so. | <input type="checkbox"/> | | 13 |

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|--------------------------|---|--------------------------|-----------------------|--|
| Strengths: | | | | |
| Areas of Concern: | | | | |
| Conclusions | | | | |
| v | Planning Assumptions | Evidence | Addressed in Petition | Page |
| <input type="checkbox"/> | • Number/types of students | <input type="checkbox"/> | | n/a |
| <input type="checkbox"/> | • Number of staff | <input type="checkbox"/> | | n/a |
| <input type="checkbox"/> | • Teacher/student ratio | <input type="checkbox"/> | | n/a |
| <input type="checkbox"/> | • Facilities needs | <input type="checkbox"/> | | n/a |
| <input type="checkbox"/> | • Whether the charter school will participate in the National School Lunch Program | <input type="checkbox"/> | | n/a |
| <input type="checkbox"/> | • Costs of all major items are identified and within reasonable market ranges | <input type="checkbox"/> | | n/a |
| <input type="checkbox"/> | • Revenue assumptions in line with state and federal funding guidelines | <input type="checkbox"/> | | n/a |
| <input type="checkbox"/> | • Revenue from "soft sources" (e.g., donations, grants and fundraisers) less than 10% of ongoing operational costs | <input type="checkbox"/> | | n/a |
| <input type="checkbox"/> | • Timeline allows window for grant applications to be submitted and funded | <input type="checkbox"/> | | n/a |
| Strengths: | | | | |
| Areas of Concern: | | | | |
| Conclusions | | | | |
| vi | Start-Up Costs (New petitions only) | Evidence | Addressed in Petition | Page |
| <input type="checkbox"/> | • Clearly identifies most major start-up costs | <input type="checkbox"/> | | n/a |
| <input type="checkbox"/> | • Staffing | <input type="checkbox"/> | | n/a |
| <input type="checkbox"/> | • Facilities | <input type="checkbox"/> | | n/a |
| <input type="checkbox"/> | • Equipment and Supplies | <input type="checkbox"/> | | n/a |
| <input type="checkbox"/> | • Professional Services | <input type="checkbox"/> | | n/a |
| <input type="checkbox"/> | • Assumptions in line with overall school design plan | <input type="checkbox"/> | | n/a |
| <input type="checkbox"/> | • Identifies potential funding source that could or would fund these costs | <input type="checkbox"/> | | n/a |
| <input type="checkbox"/> | • Timeline allows for grant and fundraising | <input type="checkbox"/> | | n/a |
| Strengths: | | | | |
| Areas of Concern: | | | | |
| Conclusions | | | | |
| vii | Annual Operating Budget | Evidence | Addressed in Petition | Page |
| <input type="checkbox"/> | • Annual revenues and expenditures clearly identified by source and expenditures are clearly identified by destination (i.e. object codes). | <input type="checkbox"/> | | A.999-A.1006 (budget narrative A.1007-A.1011 (budget) |
| <input type="checkbox"/> | • Revenue assumptions closely related to applicable state and federal funding formulas | <input type="checkbox"/> | | A.999-A.1006 (budget narrative A.1007-A.1011 (budget) |
| <input type="checkbox"/> | • Expenditure assumptions reflect school design plan | <input type="checkbox"/> | | A.999-A.1006 (budget narrative A.1007-A.1011 (budget) |

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|--------------------------|--|--------------------------|--|---|
| <input type="checkbox"/> | • Expenditure assumptions reflect prevailing or market costs | <input type="checkbox"/> | | A.999-A.1006 (budget narrative A.1007-A.1011 (budget) |
| <input type="checkbox"/> | • "Soft" revenues (e.g. fund-raises and grants) are not critical to solvency | <input type="checkbox"/> | | A.999-A.1006 (budget narrative A.1007-A.1011 (budget) |
| <input type="checkbox"/> | • Strong reserve or projected ending balance (the larger of 2–5% of expenditure or \$25,000) | <input type="checkbox"/> | | A.999-A.1006 (budget narrative A.1007-A.1011 (budget) |
| <input type="checkbox"/> | • If first year is not in balance, the long-term plan identifies solvency in future years and sources of capital sufficient to cover deficits until year budget is projected to balance. | <input type="checkbox"/> | | n/a |
| <input type="checkbox"/> | • Budget clearly indicates restricted versus general operating/flexible funds. | <input type="checkbox"/> | | A.999-A.1006 (budget narrative A.1007-A.1011 (budget) |
| <input type="checkbox"/> | • Expenditure for sufficient insurance to name SCCOE as also insured/hold harmless agreement | <input type="checkbox"/> | | A.999-A.1006 (budget narrative A.1007-A.1011 (budget) |
| <input type="checkbox"/> | • Expenditure sufficient for reasonably expected legal services | <input type="checkbox"/> | | A.999-A.1006 (budget narrative A.1007-A.1011 (budget) |
| <input type="checkbox"/> | • Expenditure for Special Education excess costs consistent with current experience in county | <input type="checkbox"/> | | A.999-A.1006 (budget narrative A.1007-A.1011 (budget) |
| <input type="checkbox"/> | • Description of all insurance the charter school will purchase, complete with annual cost | <input type="checkbox"/> | | A.999-A.1006 (budget narrative A.1007-A.1011 (budget) |
| <input type="checkbox"/> | • First year budget premised on realistic year 1 ADA | <input type="checkbox"/> | | n/a |

Strengths:

Areas of Concern:

Conclusions

| viii | Cash Flow Analysis | Evidence | Addressed in Petition | Page |
|--------------------------|---|--------------------------|-----------------------|---------------------------|
| <input type="checkbox"/> | • Monthly projection of revenue receipts in line with state/federal funding disbursements | <input type="checkbox"/> | | A.1012-A.1016 (cash flow) |
| <input type="checkbox"/> | • Expenditures projected by month and correspond with typical/reasonable schedules | <input type="checkbox"/> | | A.1012-A.1016 (cash flow) |
| <input type="checkbox"/> | • Show positive fund balance each month and/or identify sources of working capital | <input type="checkbox"/> | | A.1012-A.1016 (cash flow) |

Strengths:

Areas of Concern:

Conclusions

| ix | Long-term Plan | Evidence | Addressed in Petition | Page |
|----|----------------|----------|-----------------------|------|
|----|----------------|----------|-----------------------|------|

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|--------------------------|--|--------------------------|--|--|
| <input type="checkbox"/> | <ul style="list-style-type: none"> Projects revenues and expenditures for at least three additional years (in addition to first year budget). | <input type="checkbox"/> | | A.999-A.1034 (budget narrative, budget, cash flow, FCMAT) |
| <input type="checkbox"/> | <ul style="list-style-type: none"> Revenue assumptions based on reasonable potential growth in state and federal revenues | <input type="checkbox"/> | | A.999-A.1034 (budget narrative, budget, cash flow, FCMAT) |
| <input type="checkbox"/> | <ul style="list-style-type: none"> Revenue assumptions based on reasonable student growth projections | <input type="checkbox"/> | | A.999-A.1034 (budget narrative, budget, cash flow, FCMAT) |
| <input type="checkbox"/> | <ul style="list-style-type: none"> Expenditure projections are inflated by reasonable cost-of-living and inflation assumptions and school growth assumptions. | <input type="checkbox"/> | | A.999-A.1034 (budget narrative, budget, cash flow, FCMAT) |
| <input type="checkbox"/> | <ul style="list-style-type: none"> Projected annual fund balances are positive or likely sources of working capital are identified to cover projected deficits. | <input type="checkbox"/> | | A.999-A.1034 (budget narrative, budget, cash flow, FCMAT) |

Strengths:

Areas of Concern:

Conclusions

| x | District Impact Statement | Evidence | Addressed in Petition | Page |
|---|--|--------------------------|-----------------------|-------|
| | <ul style="list-style-type: none"> Does the charter include an impact statement? | <input type="checkbox"/> | | 236 |
| | <ul style="list-style-type: none"> Provides estimated numbers of students anticipated to enroll | <input type="checkbox"/> | | 54-55 |
| | <ul style="list-style-type: none"> Identify whether or not will request district-owned facilities | <input type="checkbox"/> | | 235 |

Strengths:

Areas of Concern:

Conclusions

| xi | Grade Level, Geographic and Site Limitations | Evidence | Addressed in Petition | Page |
|----|---|--------------------------|-----------------------|---|
| | <ul style="list-style-type: none"> Does the Petition demonstrate that it will operate a single charter school within the geographic jurisdiction of the school district? | <input type="checkbox"/> | | 235 |
| | <ul style="list-style-type: none"> <ul style="list-style-type: none"> If not, does the Petition demonstrate any basis for an exception | <input type="checkbox"/> | | n/a |
| | <ul style="list-style-type: none"> Does the Petition identify where the school will operate? | <input type="checkbox"/> | | 235 A.1035-A.1048 (facility use agreement) |

| | | | | |
|--------------------------|--|--------------------------|-----------------------|--|
| | <ul style="list-style-type: none"> Does the Petition demonstrate that it will not serve grade levels not served by the district unless it serves all of the grade levels served by the district? | <input type="checkbox"/> | | 235 |
| Strengths: | | | | |
| Areas of Concern: | | | | |
| Conclusions | | | | |
| xii | Annual Financial Report | Evidence | Addressed in Petition | Page |
| | <ul style="list-style-type: none"> Does the Petition demonstrate that the charter school shall provide the authorizer with a copy of an annual financial report in a format prescribed by the State Superintendent of Public Instruction? | <input type="checkbox"/> | | 233 |
| Strengths: | | | | |
| Areas of Concern: | | | | |
| Conclusions | | | | |
| xiii | Facilities / Transportation | Evidence | Addressed in Petition | Page |
| <input type="checkbox"/> | <ul style="list-style-type: none"> Specify where school intends to be located and describes facilities to be used by the charter school. | <input type="checkbox"/> | | 235 |
| <input type="checkbox"/> | <ul style="list-style-type: none"> Present a written agreement (a lease or similar document) indicating the charter school's right to use the principal school site identified by the petitioners for at least the first year of the charter school's operation and evidence that the facility will be adequate for the charter school's needs. Not later than June 1, present a written agreement (or agreements) indicating the charter school's right to use any ancillary facilities planned for use in the first year of operation (any ancillary facilities or additional sites must be approved with Charter or by a material revision). | <input type="checkbox"/> | | A.1035-A.1048 (facility use agreement) |
| <input type="checkbox"/> | <ul style="list-style-type: none"> Present evidence that the facility is located in an area properly zoned for operation of a school and has been cleared | <input type="checkbox"/> | | 235 |

| | for student occupancy by all appropriate local authorities. | | | |
|--------------------------|---|--------------------------|-----------------------|------|
| <input type="checkbox"/> | <ul style="list-style-type: none"> Transportation arrangements, if any, including compliance with IDEA and McKinney Vento (Note that if charter schools provide transportation to and/or from school or while at school, they may be subject to state and federal laws governing vehicles, drivers, etc.) | <input type="checkbox"/> | | 235 |
| Strengths: | | | | |
| Areas of Concern: | | | | |
| Conclusions | | | | |
| xiv | Insurance Coverage | Evidence | Addressed in Petition | Page |
| <input type="checkbox"/> | Describes minimum insurance coverage consistent with SCCOE risk management requirements | <input type="checkbox"/> | | 234 |
| <input type="checkbox"/> | <ul style="list-style-type: none"> Not later than June 1, (or such earlier time as charter school may employ individuals or acquire or lease property or facilities for which insurance would be customary), submit documentation of adequate insurance coverage, including liability insurance, which shall be based on the type and amount of insurance coverage maintained in similar settings. | <input type="checkbox"/> | | 234 |
| <input type="checkbox"/> | <ul style="list-style-type: none"> Liability of district/county to handle payments if charter school defaults: <ul style="list-style-type: none"> for schools organized pursuant to Non-Profit Benefit Corporation Law for schools not covered by Non-Profit Benefit Corporation Law AB 1994 General Assurances "Boiler Plate" Language | <input type="checkbox"/> | | 234 |
| <input type="checkbox"/> | Indemnification/Defense/Hold Harmless of SCCOE consistent with SCCOE risk management requirements. | <input type="checkbox"/> | | 234 |
| Strengths: | | | | |
| Areas of Concern: | | | | |

Conclusions