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

OCTOBER 21, 2026, posted OCTOBER 6, 2026
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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 and 2024. It was also materially revised in 2015. AJH's current term expires June 30, 2027. AJH has requested a five-year renewal from July 2027 through June 30, 2032, due to its designation by the California Department of Education (CDE) as a school in the middle-performing category. AJH, located within the Alum Rock Union School District (ARUSD) boundaries, currently serves approximately 430 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 12, 2026. AJH 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 the criterion in EC Sections 47607(c) and 47607.2(a), AJH is in the middle-performing category, and the school qualifies for a five-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 Education[2]), the new term of the Charter would begin on July 1, 2027, and run through and include June 30, 2032. 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 2, 2026, 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 4, 2026, 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 21, 2026, to act on the AJH request for renewal.

In accordance with Board Policy 0420.4, SCCOE, AJH, and APS entered a Memorandum of Understanding in 2025 (2025 MOU). By its terms, this 2025 MOU and any addenda thereto "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

[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."

request unless and until such time as the Parties enter into a replacement MOU or specifically agree in writing that the [2025] MOU is terminated." The 2025 MOU and any addenda thereto govern 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 2025 MOU and any addenda thereto 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 2025 MOU and any addenda thereto 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 2025 MOU and any addenda thereto is referenced in this analysis.

SCCOE has provided AJH with an updated memorandum of understanding (2026 MOU) that is consistent with changes in the law since entering into the 2025 MOU and any addenda thereto and reflects SCCOE's current best practices. On September 30, 2026, AJH and APS executed the new MOU.

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://sccoe.to/AJH_Renewal

CRITERIA FOR RENEWAL OF A 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 renewal 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).

There are additional bases on which material revision may be denied, which are not pertinent to the current Charter.

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 "middle" performing charter school for purposes of this renewal request.

As defined in *EC* Section 47607.2, "middle" performing charter schools are any charter school not deemed as "high" or "low" performing and are eligible to be considered for a five-year renewal term.

In determining whether to renew a middle performing charter, the chartering authority is to consider the following:

> *(1) The schoolwide and subgroup performance on the state and local indicators on the Dashboard, giving greater weight to measurements of academic performance.*
> *(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.*
> *(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence demonstrated by verified data 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.*
> *b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.*

The chartering authority may deny a "middle" performing school on these bases only by making written factual findings, setting forth specific facts to support the findings, that the school:

i. Failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school;
ii. Closure of the school is in the best interests of pupils; AND
iii. If applicable, the decision provided greater weight to performance on measurements of academic performance.

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 does not serve all pupils who wish to attend.

In such cases, the chartering authority must provide the charter school with 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 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 middle 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 Charter renewal. To assess its academic performance against the criteria for middle-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 local district schools AJH students would otherwise have attended. AJH states the data submitted on pages 18 through 28 of the Renewal Petition establishes AJH as a school in the middle performing category, meeting the criteria for 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.

The SCCBOE requested additional data and information from AJH in response to questions asked during the public hearing for the AJH Charter Renewal on September 2, 2026. On September 4, 2026, AJH provided the information.

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 the lowest and Blue being the 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



The following data is based on 2024 and 2025 Dashboard data which shows the performance level colors, or the Status from 2024-25, and the Change, or the difference (growth or decline), from 2023-24.

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Object 2: AJH Performance on 2025 California School Dashboard

	2025 CALIFORNIA SCHOOL DASHBOARD									
	ELA		Math		ELPI		Chronic Absenteeism		Suspension	
	DFS	Level	DFS	Level	Rate	Level	Rate	Level	Rate	Level
All Students	-98.8 DFS	ORANGE	-120.0 DFS	ORANGE	47.0%	GREEN	30.5%	YELLOW	4.2%	YELLOW
Hispanic/Latino	-102.1 DFS	ORANGE	-123.5 DFS	ORANGE			30.8%	YELLOW	4.1%	YELLOW
English Learners (EL)	-109.7 DFS	ORANGE	-129.6 DFS	ORANGE	47.0%	GREEN	29.6%	YELLOW	5.6%	ORANGE
Long-Term EL (LTEL)	-121.1 DFS	RED	-188.5 DFS	RED	55.6%	YELLOW	34.9%	RED	26.1%	RED
Students with Disabilities (SWD)	-146.9 DFS	ORANGE	-157.3 DFS	ORANGE			30.4%	ORANGE	9.9%	RED
Socioeconomically Disadvantaged (SED)	-104.9 DFS	ORANGE	-123.5 DFS	ORANGE			30.8%	YELLOW	4.5%	YELLOW

**No performance color (NPC) given for groups of less than 30 students. Status rates are not given for groups of less than 11 students.*
Data retrieved from: https://www.caschooldashboard.org

On the 2025 California School Dashboard, AJH received a Distance from Standard (DFS) score of -98.8 in ELA and increased 10.5 points from the prior year, making the performance level for all students Orange. AJH received a DFS score of -120.0 in Math and increased 7.3 points from the prior year, making the performance level for all students Orange. AJH also increased 13.9 percentage points from the prior year and received Green on the English Learner Progress Indicator (ELPI).

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Object 3: 2024 and 2025 California School Dashboard Student Group Report for AJH

	Suspension Rate		Chronic Absenteeism		English Language Arts		Mathematics		English Learner Progress	
	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025
All	YELLOW 5.4%	YELLOW 4.2%	ORANGE 35.8%	YELLOW 30.5%	RED -109.3 DFS	ORANGE -98.8 DFS	RED -127.3 DFS	ORANGE -120.0 DFS	RED 33.0%	GREEN 47.0%
EL	YELLOW 5.6%	ORANGE 5.6%	YELLOW 33.9%	YELLOW 29.6%	RED -119.4 DFS	ORANGE -109.7 DFS	ORANGE -135.5 DFS	ORANGE -129.6 DFS		
LTELs	ORANGE 16.1%	RED 26.1%	RED 32.7%	RED 34.9%	ORANGE -118.3 DFS	RED -121.1 DFS	RED -177.4 DFS	RED -188.5 DFS	GREEN 61.0%	YELLOW 55.6%
SED	YELLOW 5.4%	YELLOW 4.5%	ORANGE 35.7%	YELLOW 30.8%	RED -110.5 DFS	ORANGE -104.9 DFS	RED -128.0 DFS	ORANGE -123.5 DFS		
SWD	ORANGE 7.6%	RED 9.9%	RED 40.9%	ORANGE 30.4%	RED -162.0 DFS	ORANGE -146.9 DFS	ORANGE -170.4 DFS	ORANGE -157.3 DFS		
Hispanic/ Latino	YELLOW 5.6%	YELLOW 4.1%	ORANGE 36.3%	YELLOW 30.8%	RED -113.0 DFS	ORANGE -102.1 DFS	RED -131.3 DFS	ORANGE -123.5 DFS		

**No performance color (NPC) given for groups of less than 30 students. Status rates are not given for groups of less than 11 students.*
Data retrieved from: https://caschooldashboard.org

Object 3 above shows AJH's status for both the 2024 and 2025 Dashboard indicators for all students and all numerically significant student groups.

Object 4 below shows the Status and Change information from the 2024 and 2025 Dashboard indicators. For most Dashboard measures, the desired outcome is a high number or percentage in the current year, as well as an increase from the prior year. A distinguishing feature of the suspension and chronic absenteeism measures is the desired outcome of low suspension and chronic absenteeism rates, which means a low percentage in the current year and a decline from the prior-year rate. At AJH, both suspension and chronic absenteeism rates maintained or decreased for all students and for most numerically significant student groups, except for a 10.0% increase in suspensions for Long Term English Learners (LTELs) and a 2.3% increase for Students with Disabilities (SWD), as well as a 2.2% increase for LTELs in chronic absenteeism. AJH should focus its efforts on LTELs, as there are noticeable trends across all indicators for this student group.

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Object 4: 2025 California School Dashboard Student Status and Change Report for AJH

	Suspension Rate		Chronic Absenteeism		English Language Arts		Mathematics		English Learner Progress	
	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025
All	Declined 0.8%	Declined 1.2%	Declined 1.6%	Declined 5.2%	Declined 16.0 pts	Increased 10.5 pts	Maintain -2.3 pts	Increased 7.3 pts	Declined 14.9%	Increased 13.9%
EL	Declined 0.5%	Maintain 0.0%	Declined 4.9%	Declined 4.3%	Declined 4.1 pts	Increased 9.7 pts	Increased 8.5 pts	Increased 5.9 pts		
LTELs	Declined 1.2%	Increased 10.0%	Increased 1.7%	Increased 2.2%	Increased 8.0 pts	Maintain -2.8 pts	Maintain 0.6 pts	Declined 11.1 pts	Increased 9.0%	Declined 5.4%
SED	Declined 1.0%	Declined 0.9%	Declined 1.7%	Declined 4.8%	Declined 14.8 pts	Increased 5.7 pts	Maintain -1.5 pts	Increased 4.4 pts		
SWD	Declined 6.2%	Increased 2.3%	Increased 1.6%	Declined 10.5%	Declined 10.5 pts	Increased 15.1 pts	Increased 50.7 pts	Increased 13.1 pts		
Hispanic/ Latino	Declined 0.9%	Declined 1.5%	Declined 1.5%	Declined 5.5%	Declined 16.0 pts	Increased 10.9 pts	Maintain 0.2 pts	Increased 7.8 pts		

**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.
Data retrieved from: https://caschooldashboard.org

Objects 5 and 6 below show data comparing the Dashboard indicators for all students and by student group for AJH and the State on the 2024 (2023-24) and 2025 (2024-25) Dashboards. On the 2024 (2023-24) Dashboard, AJH outperforms the State on the ELPI for the LTEL indicator (as indicated by the content data in Bold). On the 2025 (2024-25) Dashboard, AJH outperforms the State on the ELPI for all indicators (as indicated by the content data in Bold). Notably, AJH students outperform the State in at least one area on both the 2024 and 2025 Dashboards in at least one indicator, causing AJH to be in the middle performance category.

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Object 5: 2025 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	YELLOW 4.2%	GREEN 2.9%	YELLOW 30.5%	YELLOW 17.1%	ORANGE -98.8 DFS	YELLOW -8.1 DFS	ORANGE -120.0 DFS	YELLOW -42.4 DFS	**GREEN 47%**	YELLOW 46.4%
EL	ORANGE 5.6%	YELLOW 3.2%	YELLOW 29.6%	YELLOW 18.1%	ORANGE -109.7 DFS	YELLOW -59.9 DFS	ORANGE -129.6 DFS	YELLOW -86.1 DFS		
LTELs	RED 26.1%	YELLOW 7.0%	RED 34.9%	ORANGE 22.5%	RED -121.1 DFS	ORANGE -104.5 DFS	RED -188.5 DFS	ORANGE -158.9 DFS	**YELLOW 55.6%**	GREEN 49.1%
SED	YELLOW 4.5%	GREEN 3.6%	YELLOW 30.8%	ORANGE 21.7%	ORANGE -104.9 DFS	YELLOW -35.3 DFS	ORANGE -123.5 DFS	YELLOW -72.9 DFS		
SWD	RED 9.9%	YELLOW 5.0%	ORANGE 30.4%	ORANGE 24.9%	ORANGE -146.9 DFS	ORANGE -89.4 DFS	ORANGE -157.3 DFS	ORANGE -120.7 DFS		
Hispanic/ Latino	YELLOW 4.1%	GREEN 3.0%	YELLOW 30.8%	ORANGE 20.1%	ORANGE -102.1 DFS	YELLOW -33.7 DFS	ORANGE -123.5 DFS	YELLOW -73.6 DFS		

Data retrieved from: https://caschooldashboard.org

Object 6: 2024 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	YELLOW 5.4%	GREEN 3.2%	ORANGE 35.8%	YELLOW 18.6%	RED -109.3 DFS	ORANGE -13.2 DFS	RED -127.3 DFS	ORANGE -47.6 DFS	RED 33.0%	ORANGE 45.7%
EL	YELLOW 5.6%	GREEN 3.4%	YELLOW 33.9%	YELLOW 20.1%	RED -119.4 DFS	ORANGE 67.6 DFS	ORANGE -135.5 DFS	ORANGE -93.4 DFS		
LTELs	ORANGE 16.1%	ORANGE 8.1%	RED 32.7%	YELLOW 23.9%	ORANGE -118.3 DFS	RED -109.6 DFS	RED -177.4 DFS	RED -163.5 DFS	**GREEN 61.0%**	ORANGE 45.8%
SED	YELLOW 5.4%	GREEN 4.0%	ORANGE 35.7%	YELLOW 23.4%	RED -110.5 DFS	ORANGE -40.9 DFS	RED -128.0 DFS	ORANGE -78.2 DFS		
SWD	ORANGE 7.6%	YELLOW 5.4%	RED 40.9%	YELLOW 26.3%	RED -162.0 DFS	RED -95.6 DFS	ORANGE -170.4 DFS	RED -124.3 DFS		
Hispanic / Latino	YELLOW 5.6%	GREEN 3.4%	ORANGE 36.3%	YELLOW 21.7%	RED -113.0 DFS	ORANGE -39.3 DFS	RED -131.3 DFS	ORANGE -79.2 DFS		

**No performance color (NPC) given for groups of less than 30 students. Status rates are not given for groups of less than 11 students.*
Data retrieved from: https://caschooldashboard.org

Object 7, below, shows the local indicators from the California Schools Dashboard. The local indicators are self-reported by each Local Education Area (LEA).

Object 7: Local Indicators from the California Dashboard for AJH for 2024 and 2025

Indicator	2024 Status	2025 Status
Implementation of Academic Standards	Met	Met
Access to a Broad Course of Study	Met	Met
Basics: Teacher Credentials, Instructional Materials, Facilities	Met	Met
Parent and Family Engagement	Met	Met
Local Climate Survey	Met	Met

Data from Dashboard (https://www.caschooldashboard.org/) N/A = Data not available

Under the Local Indicator data for priority area 1, Basics: Teacher Credentials, Instructional Materials, Facilities, the Dashboard provides a report on the status of teacher credentials at a school with a comparison to the State Average. The 2024 Dashboard displays data from 2023, and the 2025 Dashboard shows 2024. In both years, AJH was below the State average for teacher credentialing.

Object 8: Local Indictor: Teacher Credentialing from the California Dashboard for AJH for 2024 and 2025

Dashboard Year	FTE	% of Teaching FTE in the Clear Credential Category	Out-of-Field	Ineffective	Incomplete	Statewide % of Teaching FTE in Clear Category
2023	21.0	33.1%	9.4%	23.8%	29.1%	83.2%
2024	21.0	54.3%	4.8%	26.7%	4.7%	82.5%

Data from Dashboard (https://www.caschooldashboard.org/) N/A = Data not available

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. The tables below constitute the most recent academic data available for review.

Object 9: Percentage of ALL STUDENTS At or Above Standard on CAASPP in ELA and Math at AJH, ARUSD, and Statewide for 2023-24

2023-24 CAASPP (ELA)			
Grade	**AJH**	**ARUSD**	**State**
3	6.00	25.62	42.80
4	12.06	25.19	43.90
5	4.17	30.33	47.37
6	16.13	28.00	45.82
7	14.81	27.46	47.20
8	18.87	30.60	45.96
All	12.59	27.88	47.04

2023-24 CAASPP (Math)			
Grade	**AJH**	**ARUSD**	**State**
3	9.43	30.82	45.63
4	15.25	24.15	41.20
5	3.85	17.23	35.02
6	3.23	18.61	34.32
7	3.50	15.78	33.83
8	7.55	16.04	31.56
All	7.88	20.39	35.54

Data retrieved from: https://caaspp-elpac.ets.org/caaspp/Default

Object 9a: Percentage of ALL STUDENTS At or Above Standard on CAASPP in ELA and Math at AJH, ARUSD, and Statewide for 2024-25

2024-25 CAASPP (ELA)			
Grade	**AJH**	**ARUSD**	**State**
3	13.21	23.51	44.21
4	9.80	28.49	45.70
5	15.79	27.76	48.80
6	9.80	28.38	48.06
7	18.51	32.78	49.65
8	16.00	30.26	47.84
All	13.50	28.59	48.82

2024-25 CAASPP (Math)			
Grade	**AJH**	**ARUSD**	**State**
3	24.52	29.24	46.30
4	17.30	26.49	42.25
5	12.07	16.58	36.03
6	3.84	19.28	36.60
7	11.11	17.56	36.08
8	6.00	15.53	33.94
All	12.67	20.66	37.30

Data retrieved from: https://caaspp-elpac.ets.org/caaspp/Default

Objects 9 and 9a, above, reflect the 2023-24 and 2024-25 CAASPP results in English Language Arts (ELA) and Math for AJH, ARUSD, and the State. In both ELA and Math, AJH is outperformed by ARUSD and the State for both years.

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)				
	21-22	**22-23**	**23-24**	**24-25**
AJH	20.10	18.11	12.59	13.50
ARUSD	28.13	25.92	27.88	28.59
State	47.06	46.66	47.04	48.82

Four-Year Trend CAASPP (Math)				
	21-22	**22-23**	**23-24**	**24-25**
AJH	8.33	10.95	7.88	12.67
ARUSD	18.85	20.05	20.39	20.66
State	33.38	34.62	35.54	37.30

Data retrieved from: https://caaspp-elpac.ets.org/caaspp/Default

Object 10, above, reflects schoolwide student achievement in ELA and Math across the last four years of CAASPP for AJH, ARUSD, and the State. In looking at the trends, AJH scores show declines from 2021-22 through 2023-24, but increases in 2024-25 for both ELA and Math. However, when compared to the State and ARUSD scores, both exceed AJH's for the four comparable years. However, as the State scores include grade 11, it prevents one-to-one comparisons unless looking at each grade level individually.

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

ELA				
	21-22	**22-23**	**23-24**	**24-25**
ALL	20.10	18.11	12.59	13.50
SWD	0.00	3.23	2.56	2.50
Hispanic/ Latino	18.69	16.33	10.77	12.19
SED	20.85	16.48	12.07	11.36
EL	0.84	7.23	4.07	1.12

Math				
	21-22	**22-23**	**23-24**	**24-25**
ALL	8.33	10.95	7.88	12.67
SWD	0.00	3.23	0.00	0.00
Hispanic/ Latino	6.63	9.39	5.95	11.70
SED	8.65	10.59	7.14	11.59
EL	0.00	4.82	4.42	4.92

** Data retrieved from: https://caaspp-elpac.ets.org/caaspp/Default*

Object 11, above, reflects the CAASPP results for numerically significant student groups at AJH over the last four years. In both ELA and Math, the data shows mixed results in the percentages of all students and all numerically significant student groups performing at or above standard over the four years.

Object 12: Comparison of the Percentage of Students At or Above Standard on 2025 CAASPP ELA Results for AJH, ARUSD, State, and Schools Near AJH

2024-25 CAASPP (ELA)						
Group	**AJH**	**ARUSD**	**O.S. Hubbard**	**Aptitud**	**Alpha Blanca**	**State**
ALL	13.50	28.59	17.41	24.47	21.52	48.82
SED	11.36	23.77	15.16	23.30	19.61	38.23
Hispanic/ Latino	12.19	22.92	12.76	20.32	19.49	38.84
EL	1.12	4.66	1.87	5.89	6.15	10.41
SWD	2.50	6.09	3.57	5.00	6.90	16.95

** Data retrieved from: https://caaspp-elpac.ets.org/caaspp/Default*

Object 12a: Comparison of the Percentage of Students At or Above Standard on 2024 CAASPP ELA Results for AJH, ARUSD, State, and Schools Near AJH

2023-24 CAASPP (ELA)						
Group	**AJH**	**ARUSD**	**O.S. Hubbard**	**Aptitud**	**Alpha Blanca**	**State**
ALL	12.59	27.88	16.50	27.99	25.90	47.04
SED	12.07	23.49	14.62	27.92	23.26	36.81
Hispanic/ Latino	10.77	22.11	13.84	23.62	21.45	36.78
EL	4.07	6.31	3.64	7.30	4.62	10.29
SWD	2.56	5.17	2.94	11.90	8.51	15.83

** Data retrieved from: https://caaspp-elpac.ets.org/caaspp/Default*

Object 13: Comparison of the Percentage of Students At or Above Standard on 2025 CAASPP Math Results for AJH, ARUSD, State, and Schools Near AJH

2024-25 CAASPP (Math)						
Group	**AJH**	**ARUSD**	**O.S. Hubbard**	**Aptitud**	**Alpha Blanca**	**State**
ALL	12.67	20.66	9.49	22.38	21.03	37.30
SED	11.59	16.05	7.66	20.88	19.17	26.19
Hispanic/ Latino	11.70	14.73	6.28	16.66	19.02	25.74
EL	4.92	6.24	2.70	8.09	7.89	11.01
SWD	0.00	5.31	3.45	5.00	6.90	13.10

** Data retrieved from: https://caaspp-elpac.ets.org/caaspp/Default*

Object 13a: Comparison of the Percentage of Students At or Above Standard on 2024 CAASPP Math Results for AJH, ARUSD, State, and Schools Near AJH

2023-24 CAASPP (Math)						
Group	**AJH**	**ARUSD**	**O.S. Hubbard**	**Aptitud**	**Alpha Blanca**	**State**
ALL	7.88	20.39	12.66	26.91	23.30	35.54
SED	7.14	16.70	10.98	26.79	21.11	24.98
Hispanic/ Latino	5.95	14.76	10.31	21.76	17.86	23.73
EL	4.42	7.75	2.48	12.32	8.95	10.25
SWD	0.00	6.59	5.88	7.14	12.76	12.54

** Data retrieved from: https://caaspp-elpac.ets.org/caaspp/Default*

Objects 12, 12a, 13, and 13a above, reflect the 2023-24 and the 2024-25 CAASPP data as compared to the State, ARUSD and the schools AJH students would otherwise have attended as well as schools in proximity to AJH: Hubbard, Aptitud, and Alpha: Blanca Alvarado. Overall, AJH's ELA and Math scores were outperformed by most of the comparison schools and the district and State in both 2023-24 and 2024-25 for all students and the numerically significant student groups (see the green highlights for schools and student groups which are outperformed by AJH).

ELPI/ELPAC Data

Object 14 below (from https://caaspp-elpac.cde.ca.gov/), reflects the 2024-25 English Learner Proficiency Indicator (ELPI) data as evidenced on English Language Proficiency Assessment of California (ELPAC) data. This is compared across AJH, the State, ARUSD, and the schools that AJH students otherwise would have attended: O.S. Hubbard, Aptitud, and Alpha: Blanca Alvarado. AJH outperformed all comparison entities in all categories, except in the percentage of students who increased one or more ELPI levels (see the green highlights for entities outperformed by AJH and the light red highlights for entities that outperform AJH).

Object 14: 2025 Comparison of EL Progress Measured by ELPAC

	AJH	**ARUSD**	**Hubbard**	**Aptitud**	**Alpha Blanca**	**State**
Increased one or more ELPI levels	*46.6%*	*40.2%*	*40.9%*	*41.1%*	*44.7%*	*45.2%*
Maintained level 4	*0.4%*	*0.0%*	*0.0%*	*0.0%*	*0.4%*	*1.3%*
Total % making progress	*47.0%*	*40.0%*	*40.9%*	*41.1%*	*45.1%*	*46.4%*
Performance Level	*GREEN*	*ORANGE*	*YELLOW*	*ORANGE*	*GREEN*	*Yellow*
Number of Students	*232*	*2,342*	*159*	*163*	*226*	*777,537*

Data retrieved from: https://caschooldashboard.org

Renewal Site Visit

On September 4, 2026, CSD staff conducted a Renewal Site Visit to the AJH campus. CSD staff visited classrooms, met with site and network leadership, and conducted focus group interviews with educational partners, including current students, parents, APS board members, and teachers. During the visit, CSD staff observed instructional practices and routines consistent with the academic model outlined in the petition, as well as improvements since the 2024 renewal visit. In addition, through the focus group and interview process, CSD staff were 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 and has met with the CSD quarterly since the last renewal to review progress on the improvement plan.

Finances

AJH is operated by Alpha Public Schools (APS), a California nonprofit public benefit corporation that manages a network of four public charter schools. In addition to AJH, APS operates Alpha: Blanca Alvarado, Alpha: Cindy Avitia High School, and Alpha: Cornerstone Academy Preparatory. APS's consolidated financial reporting includes the four schools, Alpha Public Schools Charter Management, and Alpha Facilities LLC, an affiliated entity established in May 2021 to construct and hold properties. APS maintains control of and an economic interest in Alpha Facilities LLC. While Alpha has audited financial statements including these related entities, the historical financial summary presented below in Object 15A reflects AJH-specific financial activity. The annual audit summary in Object 15B presents audit opinions and findings for Alpha Public Schools as a consolidated organization.

Object 15A presents an eight-year historical financial summary for AJH from Fiscal Year (FY) 2018–19 through FY 2025–26. Financial information through FY 2024–25 is based on audited financial statements, while FY 2025–26 is based on unaudited actuals.

Over the eight-year period, AJH's annual revenues increased from approximately $3.6 million in FY 2018–19 to $9.9 million in FY 2025–26. Expenditure increased from approximately $3.8 million to $9.8 million during the same period. The growth in revenues and expenditures reflects the expansion of school operations and, in more recent years, the receipt and expenditure of one-time pandemic-related funding.

AJH reported operating deficits during FY 2018–19 through FY 2020–21. These deficits were relatively modest, ranging from approximately $13,000 to $130,000 annually. Beginning in FY 2021–22, AJH's financial performance improved, and the school reported operating surpluses for five consecutive years. Annual surpluses ranged from approximately $104,000 to $1.2 million.

In FY 2023–24, AJH recorded a $270,747 adjustment to its beginning fund balance related to a prior-year National School Lunch Program revenue misstatement. Despite this adjustment, AJH ended FY 2023–24 with approximately $3.7 million in net assets, equivalent to 42% of annual expenditures. The school's net assets increased further to approximately $4.3 million, or 46% of expenditures, at the end of FY 2024–25.

During the renewal review period, AJH made planned strategic investments intended to improve academic outcomes in English language arts and mathematics. These investments included adding a mathematics instructional specialist, a literacy instructional specialist, and a dean of academic interventions. These investments, along with other strategic program enhancements, increased personnel, contracted services, and other operating costs. AJH's FY 2025–26 unaudited actuals reflect a modest operating surplus of approximately $104,000. The school ended FY 2025–26 with approximately $4.4 million in net assets, representing 45% of annual expenditures.

AJH's ending fund balance increased from approximately $1.5 million in FY 2018–19 to approximately $4.4 million in FY 2025–26. Throughout the eight-year period, the school maintained reserves above the 4% minimum reserve

requirement established in its Memorandum of Understanding with SCCOE. AJH also consistently submitted the fiscal reports required by law and SCCOE in a timely manner.

As part of the renewal petition review, SCCOE requested four additional documents to complete its analysis. AJH submitted two of the requested documents; the remaining two were pending as of the posting of this staff analysis. As a condition of approval, AJH shall submit the outstanding documents, and any concerns identified through SCCOE's review shall be addressed in an addendum to the MOU.

Based on the historical financial information reviewed, AJH has demonstrated an improved and generally stable financial position. Charter Schools Department fiscal staff are not aware of any significant financial concerns regarding AJH currently. However, as one-time funding sources expire and the school continues its academic improvement initiatives, staff recommend that AJH closely monitors enrollment, revenues, staffing costs, and the effectiveness and ongoing affordability of its strategic investments. AJH should continue aligning recurring expenditures with ongoing revenues to maintain adequate reserves and support long-term financial sustainability.

Object 15A: AJH Historical Financial Summary

		2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26*
[A]	Total Revenues	3,633,330	4,657,721	5,418,863	6,974,182	8,870,670	9,734,779	10,026,917	9,869,880
[B]	Total Expenses	3,755,172	4,787,753	5,431,841	6,601,657	7,640,714	8,699,238	9,397,204	9,765,792
[C] =[A - B]	Net Income (Loss)	(121,842)	(130,032)	(12,978)	372,525	1,229,956	1,035,541	629,713	104,088
[D]	Net Assets Released from Restriction	-	-	-	-	-	-	-	-
[E]	Beginning Fund Balance	1,587,767	1,465,925	1,335,893	1,322,915	1,695,440	2,925,396	3,690,190	4,319,903
[F]	Adjustment to Beg. Fund Balance	-			-	-	(270,747)	-	
[G] = [(E+F)+(C+D)]	Total Net Assets, End of Year	$ 1,465,925	$ 1,335,893	$ 1,322,915	$ 1,695,440	$ 2,925,396	$ 3,690,190	$ 4,319,903	$ 4,423,991
[H] = [G/B]	Fund Balance %	39%	28%	24%	26%	38%	42%	46%	45%

1. Source of Data: Audited Financial Reports for FY 2018-19 through 2024-25. *2025-26 data is based on unaudited actuals
Row[C] is a change in net assets without donor restrictions

Object 15B: Alpha Public Schools (APS) Summary of Annual Audit Reports

Alpha Public Schools: Summary of Annual Audit Reports				
Fiscal Year	Auditing Firm	Opinion	Findings	Description
FY2022-23	Clifton Larson Allen LLP	Unmodified	Yes	Unduplicated Local Control Funding Formula Pupil Count (related to Blanca Alvarado and Cornerstone Only)
FY2023-24	Clifton Larson Allen LLP	Unmodified	Yes	Internal Control on Closing Process over Revenue Recognition (related to Blanca, José Hernández, Cindy Avitia)
FY 2024-25	Clifton Larson Allen LLP	Unmodified	No	None
FY 2025-26	Pending Report due by January 31, 2027			

As reflected in Object 15B, APS received an unmodified audit opinion for each completed fiscal year presented. The FY 2023-24 audit identified a material weakness in the organization's year-end closing process related to revenue recognition. APS reported that a formula error resulted in an overstatement of the prior-year National School Lunch Program revenue. The correction included a $270,747 adjustment to AJH's beginning net assets.

The finding was reported as remediated in FY 2023-24, and the FY 2024-25 audited financial statements contained an unmodified opinion with no findings. The FY 2025-26 audit report is due by January 31, 2027.

Demographic Data

In accordance with Education Code Section 47607(d)(1)(B) and (C), SCCOE requested, received from CDE, 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 16 and 17, a comparison of the average Distance from Standard (DFS) academic assessment scores are made between students who left AJH and the students remaining at AJH. Object 16 reviews the average DFS for students who left after Census Day, and Object 17 reviews the data for the students who left AJH at the end of the year and did not return but 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 evaluated only includes grades 3-8, as those are the grade levels evaluated at AJH. Further, there was no Dashboard data in 2020-21 or 2021-22 due to the cancellation of statewide testing because of COVID-19. The information in these fields is lagging data, meaning that while the academic year may be 2019-20, it is reviewing the assessment and enrollment data for the prior year of 2018-19.

Object 16: 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
2019-20	**ELA**	28	367	7.63%	8	-12.25	-43.2
2019-20	**Math**	28	367	7.63%	9	-26.22	-68.4
2022-23	**ELA**	39	471	8.28%	6	-78.50	-80.3
2022-23	**Math**	39	471	8.28%	6	-173.00	-129.5
2023-24	**ELA**	52	500	10.4	15	-114.6	-93.3
2023-24	**Math**	52	500	10.4	15	-127.6	-125.0
2024-25	**ELA**	39	480	8.13	12	-178.08	-109.3
2024-25	**Math**	39	480	8.13	12	-172.25	-127.3

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Object 17: 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
2019-20	**ELA**	39	311	12.54%	30	-73.00	-43.2
2019-20	**Math**	39	311	12.54%	31	-91.71	-68.4
2022-23	**ELA**	61	447	13.65%	21	-82.10	-80.3
2022-23	**Math**	61	447	13.65%	17	-165.29	-129.5
2023-24	**ELA**	45	471	9.55	25	-112.36	-93.3
2023-24	**Math**	45	471	9.55	25	-106.36	-125.0
2024-25	**ELA**	71	500	14.2	27	-153.89	-109.3
2024-25	**Math**	71	500	14.2	29	-135.72	-127.3

REVIEW OF THE CHARTER PETITION

SCCOE CSD 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 the following:

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 support.

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 has 15.0% of its students identified as eligible for special education services. All these students are eligible under the mild-moderate range, as follows:

Object 18: 2025-26 Types of Disabilities Served by AJH

Type of Disability	Percentage
Specific Learning Disability (SLD)	36%
Speech or Language Impairment (SLI) only	23%
Autism	16%
Hard of Hearing (H/H)	1%
Other Health Impairment (OHI)	16%
SLI with a secondary disability	3%
Emotional Disability (ED)	1%
Intellectual Disability (ID)	4%

Data supplied by AJH

The students are fully integrated into the general education environment and are supported by a full-time credentialed special education teacher, with services provided within small group push-in or pull-out programs. AJH is part of the El Dorado Special Education Local Planning Area (SELPA), and special education staff are provided with professional development and support from the SELPA and its Charter Management Organization (CMO) administration. CSD Staff reached out to El Dorado SELPA, which stated that AJH is in good standing with SELPA.

Object 19: 2025-26 Special Education Enrollment by Program Setting for AJH and Comparison Schools and District and State

	AJH	ARUSD	Hubbard	Aptitud	Alpha Blanca	State
Special Education Enrollment	66	1,084	48	74	82	883,862
Regular Class 80% or More of the Day	86.4%	49.4%	66.7%	45.9%	87.8%	60.9%
Regular Class 40-79% of the Day	7.6%	16.3%	14.6%	8.1%	9.8%	14.0%
Regular Class 39% or Less of the Day	1.5%	22.8%	4.2%	39.2%	1.2%	16.5%
Separate School & Other Settings	1.5%	0.8%	0.0%	0.0%	0.0%	2.5%
Preschool Setting	3.0%	10.7%	14.6%	6.8%	1.2%	6.1%
Missing/Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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

English Learners (EL):

The student population at AJH includes 64.7% 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 valid California teaching credential or substitute permit. During the 2024 renewal, this issue was noted and corrected in the 2025 Addendum to the MOU yet must have been overlooked when the petition was updated in the current renewal request petition. Upon review of current job descriptions on the Alpha website and through discussions with Alpha network personnel, this issue has been corrected in practice and a California Clear Teaching Credential (or out of state equivalent) is required for Assistant Principal and Principal positions.

The Charter Schools Department Staff concluded the AJH Renewal Petition provides sufficient information to substantiate the required elements for a sound educational program, so long as the principal and assistant principal job descriptions in the petition are updated to reflect the current practice and addendum requirements.

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 and/or an addendum thereto, 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.

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/or an addendum thereto. 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 and/or an addendum thereto, this does not mean other areas may not need additional correction to be included in that MOU and/or in an addendum thereto. Further, the staff's determination of an element as reasonably comprehensive may be premised on noted issues being remediated through that MOU and addendum process.

Effective July 1, 2026, Financial Audit was removed as a required charter element, and, instead, the requirements regarding how charter schools will conduct are now enumerated in law through AB 126 or the trailer bill language and AB 2647 and codified in Education Code Section 41020. As part of the charter assurances, AJH has committed to complying with the new financial audit requirements, which are also addressed through provisions of the 2026 MOU.

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 thereto. It is necessary to CSD Staff's determination that the description of an element is reasonably comprehensive that the parties enter into the MOU and/or an addendum thereto to address current requirements and best practices (including those updated/addressed by the 2026 MOU). That expectation informs and should be interpreted as applicable to the analysis of whether the Renewal Petition includes a reasonably comprehensive description of each element and the analysis and recommendations regarding the MOU and/or an addendum thereto informing, supplementing, and or being required in order for the description of each element to be reasonably comprehensive.

In preparing the Renewal Petition, AJH appears to have overlooked some updates. This Staff Analysis will not detail each of these omissions and concerns, but SCCOE Staff recommend that the SCCBOE, as a condition of renewal, require AJH to address these corrections, 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 support 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.

During the last charter term, AJH worked closely with SCCOE and Placer COE regarding its academic performance. CSD Staff recommend that AJH continue to focus on its academic improvement plan, specifically around its long-term English Learners, and continue its collaboration practices to improve academic performance and that this continued collaboration be a condition of renewal.

The Charter Schools Department Staff believe this section includes a reasonably comprehensive description, so long as the continued collaboration between SCCOE and AJH regarding the academic improvement plan be a condition of renewal.

B. Element Two: *Measurable Student Outcomes*

AJH's student outcomes are tied to both state and school-specific priorities, with a focus on academic achievement, student safety, attendance, and campus climate. Key outcomes include meeting or exceeding CAASPP standards in English Language Arts, mathematics, and science, as well as goals for student growth in reading and English Language proficiency. These outcomes align with the Eight State Priorities required by California's Local Control and Accountability Plan (LCAP), ensuring that the school addresses core areas like academic achievement, student engagement, and school climate. Some outcomes, such as CAASPP performance and growth metrics in reading, are associated with specific years and must be updated annually to reflect new targets.

AJH's Renewal Petition affirms that these outcomes cover a broad range of student skills, from academic performance to social-emotional well-being. In the Renewal Petition, AJH commits to continually updating its goals and performance expectations to reflect the evolving needs of students and state requirements.

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

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 believe this section includes a reasonably comprehensive description.

D. Element Four: *Governance Structure*

AJH 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 10, 2026, 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 in April 2025.

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 Form 700s 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 Charter Schools Department Staff believe 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 believe 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 CA teaching credential.

F. Element Six: *Health and Safety*

The Renewal Petition specifies that AJH maintains and regularly reviews and updates Board-approved policies and procedures to ensure the health and safety of students and staff. 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 Ed. Code 47605(c)(5)(f), Education Code Section 44691, and all other legal requirements, and AJH states it is committed to providing a safe, compliant working environment. AJH submitted its 2026-27 Comprehensive School Safety Plan as part of its annual document submission and declared that AJH will review and update the plan by March 1 of every year and that the plan shall include the required safety topics. The Renewal Petition specifies that its Employee Handbook, School Safety Plan, and Student/Parent Handbook are all reviewed, updated, and presented to the APS Board annually for approval to ensure ongoing compliance with state and federal laws and regulations. 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. The 2026 MOU also includes a variety of health and safety and related compliance commitments that AJH has agreed to.

The Charter Schools Department Staff believe this section, including the supplementation provided by the MOU thereto, includes a reasonably comprehensive description.

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 the Charter School exists to meet their specific needs. This includes students who are socio-economically disadvantaged, English Learners, 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 County averages, as seen in the unduplicated pupil count.

Object 20, below, demonstrates that AJH's student demographic distribution is not largely reflective of the surrounding Alum Rock Union School District (ARUSD) nor the schools that AJH students would otherwise have attended. The Hispanic or Latino population at AJH is 95.7%, substantially higher than the 79.1% at ARUSD, and the Asian population is somewhat lower at AJH (0.7%) compared to ARUSD (12.1%). AJH is specifically serving a traditionally underserved population, which correlates with the intent of the Charter School Act.

Object 21, below, highlights differences in student group populations between AJH, ARUSD, and the schools AJH students would otherwise have attended. Notably, AJH has a significantly higher percentage of ELs at 64.7% compared to 40.7% in ARUSD, and slightly higher percentages compared to other comparison schools. AJH's SWD population is comparable at 15.0% compared to 14.8% in ARUSD and slightly less than Aptitud with 16%. The SED population at AJH, at 95.2%, is significantly higher than ARUSD's 76.2%, and higher than the comparable schools which are all in the 80% range.

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Object 20: Comparison of 2025-26 Demographic Data Among AJH, ARUSD, and Schools AJH Students Would Otherwise Have Attended

	Hispanic or Latino	Asian	Filipino	White	African American	Two or More Races
AJ Hernandez	95.7%	0.7%	1.8%	0.7%	0.2%	0.7%
ARUSD	79.1%	12.1%	4.2%	1.5%	0.7%	1.8%
Hubbard	86.9%	6.9%	2.4%	0.0%	1.2%	0.8%
Aptitud	83.3%	6.9%	5.4%	1.1%	1.3%	1.5%
Alpha Blanca	94.3%	3.8%	0.2%	0.8%	0.2%	0.8%

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

Object 21: Comparison of 2025-26 Student Group Data Among AJH, ARUSD, and Schools AJH Students Would Otherwise Have Attended

	Total Number of Students	Percentage of SED	Percentage of EL	Percentage of SWD
AJ Hernandez	439	95.2%	64.7%	15.0%
ARUSD	8,119	76.2%	40.7%	14.8%
Hubbard	495	82.4%	46.7%	14.5%
Aptitud	462	82.7%	53.2%	16.0%
Alpha Blanca	523	84.3%	59.1%	15.7%

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

AJH's recruitment plan outlines broad strategies to attract a student population reflective of ARUSD. The plan includes both outreach and admissions practices designed to ensure diversity in racial, ethnic, and special student populations. Recruitment materials are printed in multiple languages to accommodate the linguistic diversity of the community, and partnerships are formed with local organizations that serve diverse populations. A key focus of AJH's recruitment is on person-to-person engagement, including holding focus groups with parents and community organizations, distributing promotional materials, conducting community events at various times, cultivating relationships with local community members, and employing staff from the local area to lead recruitment efforts.

Object 22: AJH Demographic Data from 2017-18 to 2025-26

	Total Number of Students	Hispanic or Latino %	Asian %	Filipino %	White %	African American %	Two or More RAJHs %
2017-18	346	90.5%	4.9%	0.6%	0.9%	0.9%	0.0%
2018-19	277	70.8%	4.0%	1.4%	22.4%	0.0%	0.7%
2019-20	339	58.7%	4.1%	2.1%	33.3%	0.6%	0.0%
2020-21	378	90.5%	4.2%	2.1%	2.1%	0.5%	0.0%
2021-22	412	92.7%	3.2%	1.9%	1.0%	0.5%	0.0%
2022-23	451	95.1%	2.2%	1.6%	0.4%	0.2%	0.0%
2023-24	461	97.0%	1.1%	1.3%	0.0%	0.2%	0.4%
2024-25	440	96.8%	0.5%	1.6%	0.5%	0.2%	0.5%
2025-26	439	95.7%	0.7%	1.8%	0.7%	0.2%	0.7%

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

Object 23: AJH Student Group Data from 2017-18 to 2025-26

	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%
2024-25	440	92.7%	67.0%	12.3%
2025-26	439	95.2%	64.7%	15.0%

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

Object 22, above, shows that AJH's racial and ethnic demographic composition has remained relatively stable from 2017-18 to 2025-26, particularly for the Hispanic or Latino population, which consistently represents most students. The Hispanic or Latino percentage has ranged from 58.7% to 97.0%, with the most recent year (2025-26) showing 95.7%. The other demographic groups vary from year-to-year as various families move in and out of the school.

Object 23, above, indicates that the EL population at AJH has fluctuated over the years with a range of 57.1% to 67.9%; currently EL is 64.7%. The percentage of SWD has also fluctuated with a range of 8.7% to 15.0%, currently SWD is 15.0%. The percentage of SED students has remained relatively stable, staying between 92.7% and 95.4%, with a current level of 95.2%. These data points reflect a consistently high-need student population, particularly in terms of SED and EL students, which comports with the intent and purposes of the Charter Schools Act.

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

H. Element Eight: *Admissions Policies and Procedures*

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 as described below.

The Renewal Petition includes the current preferences approved during the 2024 renewal as follows:

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.

AJH provided a detailed description of the lottery process and how students admitted or attending will be considered as part of the lottery process.

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

I. Element Nine: 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 believe this section includes a reasonably comprehensive description.

J. Element Ten: *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 believe this section includes a reasonably comprehensive description.

K. Element Eleven: *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 believe this section includes a reasonably comprehensive description.

L. Element Twelve: *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 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 believe 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.

M. Element Thirteen: *Dispute Resolution*

The Renewal Petition includes dispute resolution language and states that it agrees to follow any language proposed by SCCOE in an MOU with SCCOE should it differ from the language included in the charter. On September 30, 2026, AJH and APS agreed to the new 2026 MOU.

The Charter Schools Department Staff believe this section includes a reasonably comprehensive description as it has been updated through the 2026 MOU.

N. Element Fourteen: *Closure Protocol*

AJH outlines a process to be used if the charter school closes and CSD staff notes and appreciates that AJH incorporated directly into the Renewal Petition the closure protocol language from the 2025 MOU.

The Charter Schools Department Staff believe this section includes a reasonably comprehensive description, as it has been updated through APS and AJH's agreement to the 2026 MOU.

Required Supplemental Information

CSD Staff reviewed the AJH Renewal Petition, which includes the budget narrative, projected budget, and cash flow for Fiscal Years (FY) 2026-27 through 2031-32. CSD Staff also reviewed supplemental documents and information presented at the public hearing to assess and clarify AJH's financial position. Supplemental materials reviewed 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. Staff used the FCMAT calculator to independently recalculate the LCFF Revenue sources reported in the Renewal Petition.

Enrollment & Average Daily Attendance (ADA)

Objects 24A& 24B below present AJH's historical and projected enrollment and Average Daily Attendance (ADA). Historical enrollment increased from 277 students in FY 2018–19, when AJH served Grades 5–8, to a high of 461 students in FY 2023–24. Much of this growth occurred as AJH gradually expanded its program to serve students in Grades TK–8. Following completion of the grade-level expansion in FY 2023-24, enrollment declined to 440 students in FY 2024–25 and remained relatively stable at 439 students in FY 2025–26.

AJH's ADA generally followed its enrollment trend, increasing from 257.72 in FY 2018–19 to 413.01 in FY 2023–24. ADA subsequently decreased to 399.45 in FY 2024–25, then increased to 405.45 in FY 2025–26. The school's ADA rate ranged from 88% to 94% during the historical

period. After declining to 88% in FY 2022–23, the ADA rate improved over the following three years, reaching approximately 92% in FY 2025–26.

For FY 2026–27, AJH's Adopted Budget assumes enrollment of 430 students and ADA of 399.90, representing a 93% ADA rate. The Renewal Petition projects enrollment to decrease further to 400 students in FY 2027–28 and remain at that level through FY 2031–32. Corresponding ADA is projected at 372 students annually, based on a 93% ADA rate.

Due to facility constraints and ongoing negotiations with the Alum Rock Union School District for additional space, the petition's enrollment model assumes approximately 29 students in each of Grades K–4, 59 students in each of Grades 5–8, and 19 students in transitional kindergarten. This model relies on Grade 5 remaining a significant entry point, with enrollment approximately twice that of each lower-grade cohort. Although this structure is generally consistent with AJH's historical program model as a former middle-grade school, maintaining enrollment at 400 students will depend on the school's ability to recruit and retain approximately 59 students in Grade 5 each year.

Overall, AJH's projected enrollment of 400 students is below its recent historical enrollment and reflects a relatively conservative assumption. The projected 93% ADA rate is slightly above the school's recent FY 2025–26 performance but remains within its historical range. Accordingly, the enrollment and ADA projections appear reasonable, provided AJH sustains its anticipated Grade 5 enrollment and maintains the projected attendance rate.

Object 24A: AJH Historical and Projected Enrollment and ADA

	Historical Data								Renewal Petition Projection					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27*	2027-28	2028-29	2029-30	2030-31	2031-32
Grade TK						19	20	20	19	19	19	19	19	19
Grade K		75	96	81	74	30	30	30	29	29	29	29	29	29
Grade 1		0	64	55	51	62	29	27	29	29	29	29	29	29
Grade 2		0	0	57	52	57	60	31	29	29	29	29	29	29
Grade 3		0	0	0	61	56	54	56	29	29	29	29	29	29
Grade 4		0	0	0	0	61	53	61	59	29	29	29	29	29
Grade 5	50	27	25	33	29	27	58	58	59	59	59	59	59	59
Grade 6	66	69	62	61	62	31	54	64	59	59	59	59	59	59
Grade 7	101	69	74	60	64	59	28	60	59	59	59	59	59	59
Grade 8	60	99	57	65	58	59	54	32	59	59	59	59	59	59
A. Actual Enrollment	277	339	378	412	451	461	440	439						
B. Projected Enrollment									430	400	400	400	400	400
C. Incr/(Decr) in Enrollment[2]	(69)	62	39	34	39	10	(21)	(1)	(9)	(30)	0	0	0	0
D. Enrollment Variance[3]	-20%	22%	12%	9%	9%	2%	-5%	0%	-2%	-7%	0%	0%	0%	0%
E. Incr/(Decr) in Enrollment Variance[4]		42%	-11%	-3%	0%	-7%	-7%	4%	-2%	-5%	7%	0%	0%	0%
F. ADA	257.72	317.49	346.70	374.44	397.64	413.01	399.45	405.45	399.90	372.00	372.00	372.00	372.00	372.00
G. ADA %[5]	93%	94%	92%	91%	88%	90%	91%	92%	93%	93%	93%	93%	93%	93%

[1] Historical enrollment data is based on Census Day enrollment and historical ADA is based on P2 ADA.

*FY 2026-27 reflects Adopted Budget. FY 2027-28 through FY 2031-32 reflects projections included in the Renewal Petition.

[2] Current Year Enrollment minus Prior Year Enrollment

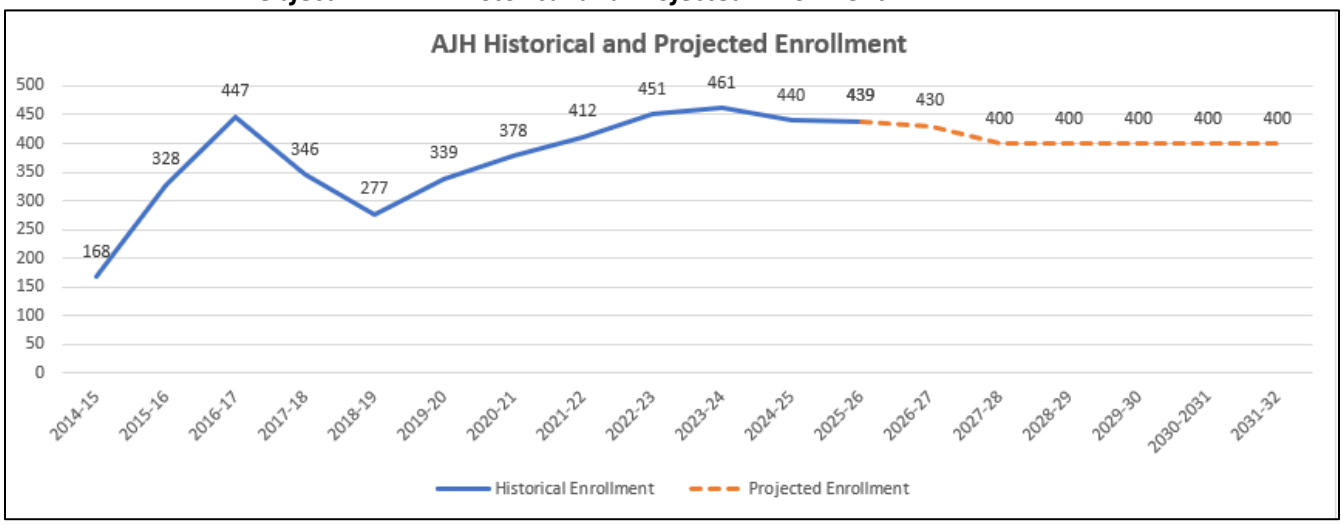
[3] Row C/Prior Year Enrollment

[4] Current Year Enrollment Variance - Prior Year Enrollment Variance (Row D)

[5] Row F/Row A or Row B

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Object 24B: AJH Historical and Projected Enrollment



Revenues & Expenses

Object 25, below, presents AJH's financial projections for the current fiscal year and the five-year renewal term. AJH projects a deficit of approximately $293,000 in FY 2026–27, which AJH attributes primarily to the continuation of strategic investments intended to improve student outcomes, as discussed earlier in the finance section.

Following FY 2026–27, AJH projects modest annual surpluses ranging from approximately $10,000 to $55,000 through FY 2031–32. As a result of the FY2026- 27 deficit, net assets are projected to decrease from approximately $4.4 million to $4.1 million, then gradually increase to approximately $4.3 million by the end of the renewal term.

AJH projects reserve levels ranging from 42% to 47% of annual expenditure throughout the renewal term. These reserves remain well above the 4% minimum reserve level established in the SCCOE memorandum of understanding and provide a substantial cushion against the projected FY 2026-27 deficit and other fiscal pressure.

Overall, AJH's multiyear projections are generally consistent with its recent scale of operations and reflect a reasonable outlook compared with its historical growth trend. The projections indicate a stable financial position throughout the renewal term; however, the modest projected annual surpluses provide limited flexibility to absorb enrollment shortfalls, expenditure increases, or other unforeseen fiscal pressures.

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Object 25: AJH Renewal Petition Multi-Year Projection Summary

		2026-27*	2027-28	2028-29	2029-30	2030-31	2031-32
[A]	Total Revenues	9,384,022	9,089,193	9,131,710	8,874,367	9,153,167	9,424,563
[B]	Total Expenses	9,677,044	9,061,637	9,122,057	8,829,829	9,098,450	9,371,403
[C] = [A - B]	Net Income (Loss)	(293,022)	27,556	9,654	44,538	54,718	53,160
[D]	Beginning Fund Balance	4,384,213	4,091,191	4,118,747	4,128,401	4,172,939	4,227,656
[E]	Adj. to Beg. Fund Balance	-	-	-	-	-	-
[F] = [(D+E) + C]	Total Net Assets, End of Year	$ 4,091,191	$ 4,118,747	$ 4,128,401	$ 4,172,939	$ 4,227,656	$ 4,280,817
[G] = [F/B]	Reserve Percentage	42%	45%	45%	47%	46%	46%

1. Source of Data for *FY 2026-27 (Current Year) Abopted Budget, FY 2027-28 - FY 2031-32 (Multi-Year) AJH Renewal Petition projections.

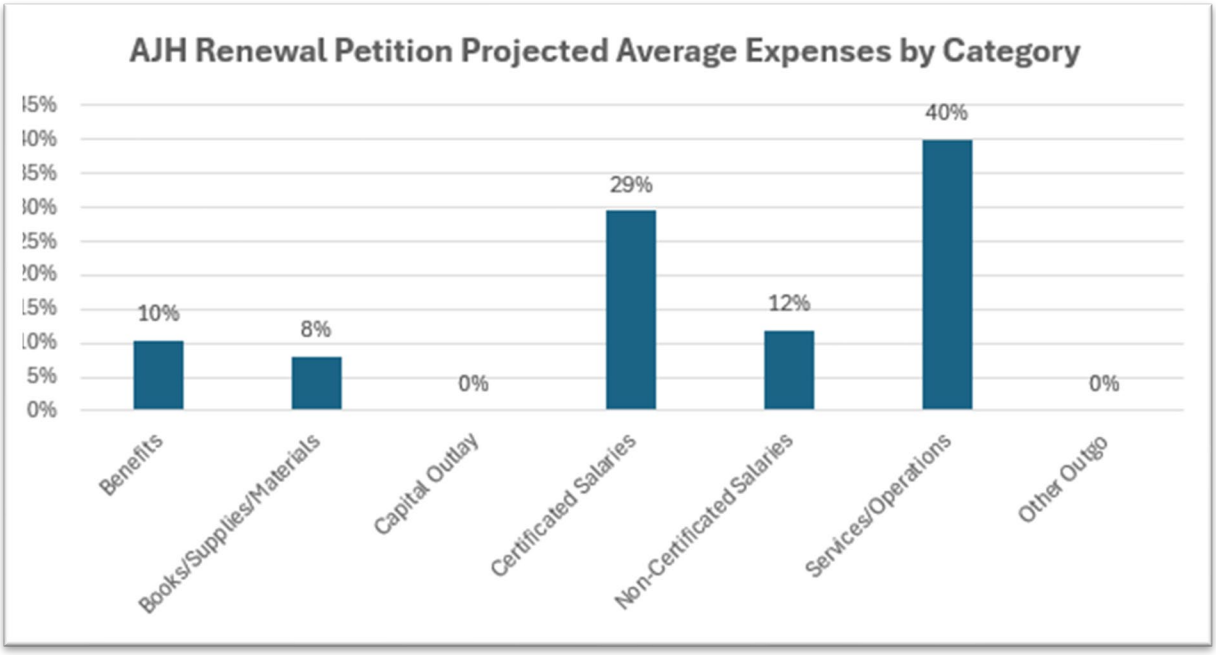
The AJH Renewal Petition projects revenue across several categories, with Local Control Funding Formula (LCFF) sources remaining the school's primary revenue source. During the renewal period, LCFF sources represent approximately 69% to 73% of total revenue, other state revenue represents approximately 21% to 25%, and federal revenue remains at approximately 6%.

Compared with historical results, the projected revenue mix reflects a decrease in federal revenue as one-time funding expires and an increase in the proportion of funding generated through LCFF and other state sources. AJH attributes the shift in other state revenue to categorical programs, including the California Community Schools Partnership Program (CCSPP), increased special education funding, and Expanded Learning Opportunities Program (ELO-P) funding. Overall, the projected revenue composition appears reasonable and does not rely on material donations, contributions, or other uncertain local revenue sources.

On the expenditure side, as reflected in object 26, AJH projects that personnel costs will average approximately 52% of total expenditure over the renewal period. Services and other operating costs represent approximately 40% of projected expenditure, including 13% for APS network management fees and special education reserve contributions, 10% for facilities costs, and 17% for other services and operating expenditures. The remaining 8% is projected for books, supplies, and other materials. The projected expenditure distribution is generally consistent with AJH's historical spending patterns and appears reasonable based on prior-year results.

Based on the assumptions presented, SCCOE staff finds that the multiyear budget projections presented in the Charter Renewal Petition include a reasonably comprehensive description of anticipated revenues and expenditures and satisfactorily demonstrate AJH's ability to meet its projected financial obligations throughout the renewal term.

Object 26: AJH Renewal Petition Average Expenses by Category



Cash Flow

The AJH Charter Renewal Petition includes cash flow projections for FY 2026–27 through FY 2031–32. The projections incorporate assumptions regarding the timing of cash receipts from major revenue sources. Based on these assumptions, AJH projects positive ending cash balances and sufficient liquidity to meet its financial obligations throughout the renewal term.

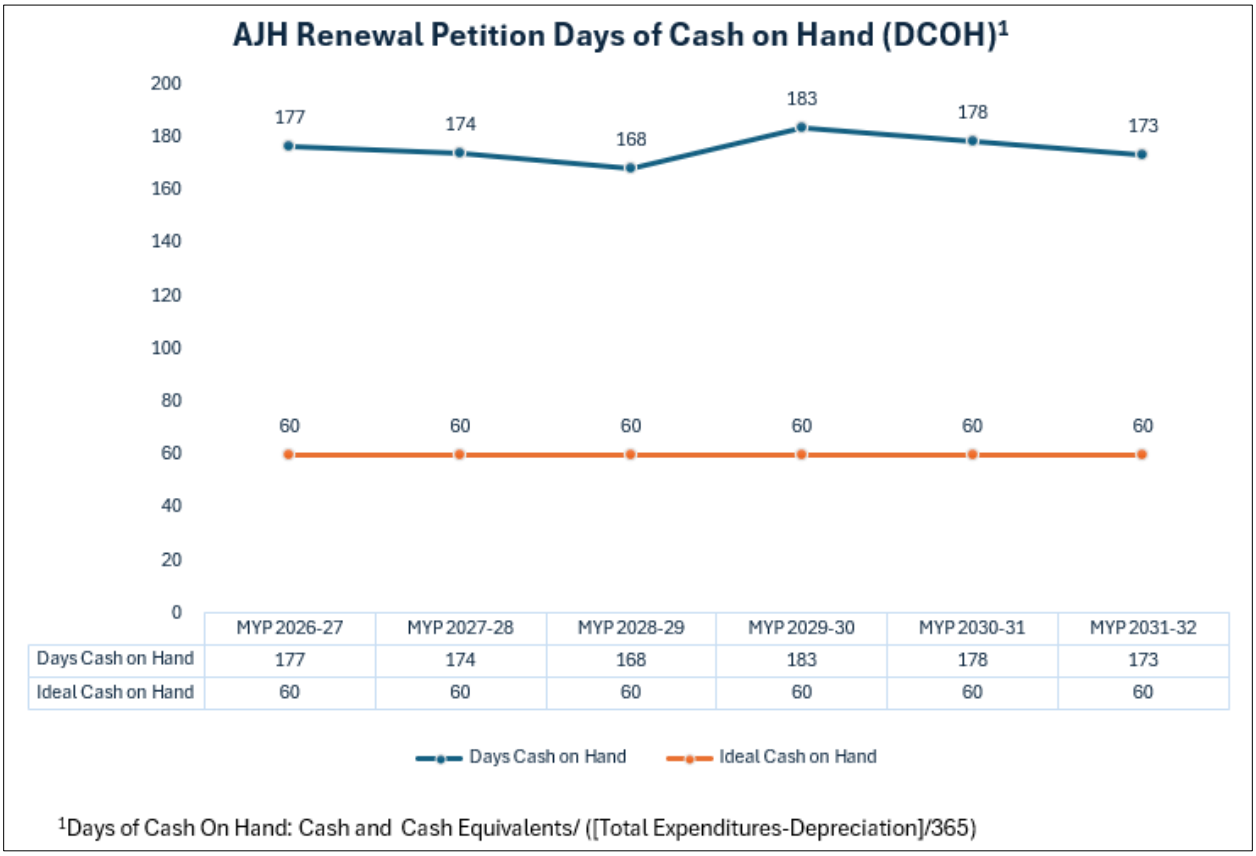
As reflected in Object 27, projected Days of Cash on Hand (DCOH) range from 168 to 183 days, remaining well above SCCOE's 60-day benchmark in each year.

As shown in Object 28, AJH's cash position has historically fluctuated but has generally strengthened in recent years. DCOH decreased from 98 days in FY 2018–19 to 62 days in FY 2019–20 and fell below the benchmark to 19 days in FY 2020–21. Beginning in FY 2021–22, however, AJH's liquidity improved, with DCOH increasing to 85 days and remaining above the 60-day benchmark thereafter. Most recently, AJH reported 190 days of cash on hand in FY 2024–25 and 174 days in FY 2025–26.

AJH's reported cash balance includes funds held in certificates of deposit. The availability of these funds may be subject to applicable maturity dates and early-withdrawal provisions.

The renewal projections continue AJH's recent improvement in liquidity, with average cash on hand of approximately 176 days over the renewal term. Overall, the projected cash position appears reasonable to support ongoing operations and provides AJH with a substantial cushion against unexpected delays in revenue receipts or unanticipated expenditures.

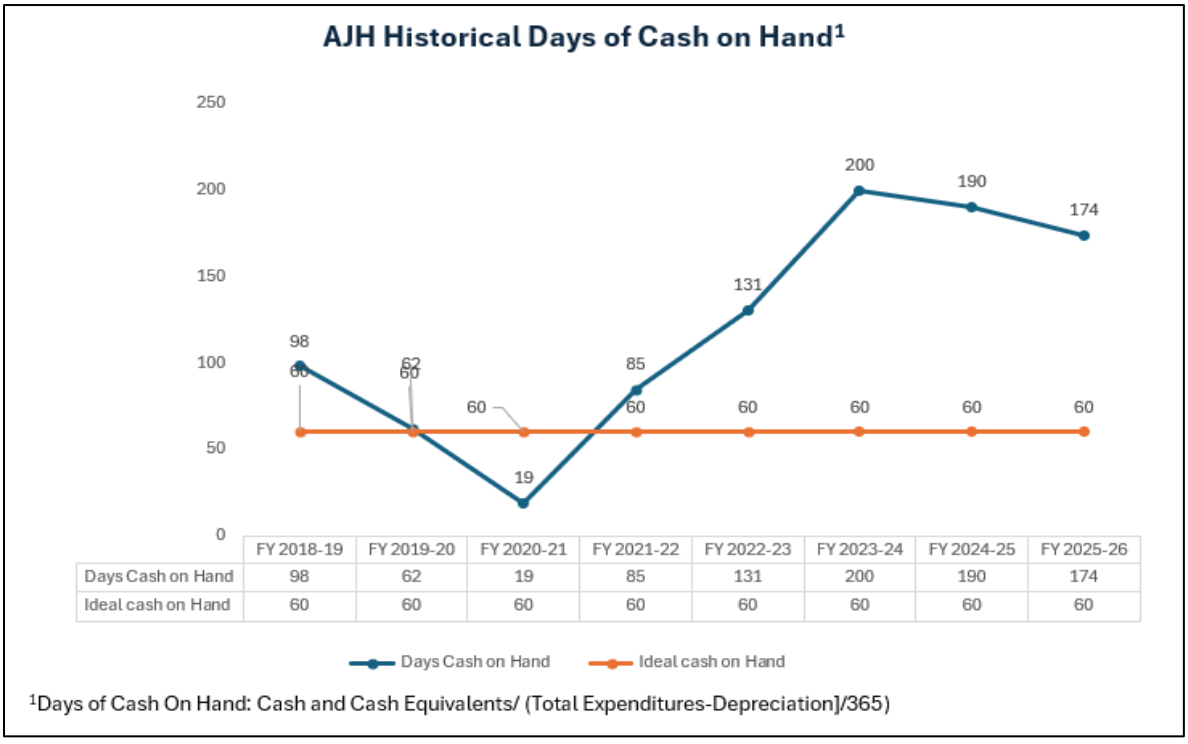
Object 27: AJH Renewal Petition Days of Cash on Hand (DCOH)



	MYP 2026-27	MYP 2027-28	MYP 2028-29	MYP 2029-30	MYP 2030-31	MYP 2031-32
Days Cash on Hand	177	174	168	183	178	173
Ideal Cash on Hand	60	60	60	60	60	60

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

Object 28: AJH Historical Days of Cash on Hand (DCOH)



	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25	FY 2025-26
Days Cash on Hand	98	62	19	85	131	200	190	174
Ideal cash on Hand	60	60	60	60	60	60	60	60

[1]Days 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 2025 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 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, SB 98, and AB 126, 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 and considered it against the standards for renewal of middle performing school, utilizing the criteria set forth in Education Code Sections 47605, 47607, and 47607.2.

Staff recommends the AJH Charter be renewed with the condition that AJH and APS enter into an addendum to the MOU or before December 31, 2026, or such later deadline as agreed to by the County Superintendent or designee, which addresses each of Staff's concerns and recommended conditions identified above, including as specifically reviewed in this Staff Analysis, Recommendations, and Proposed Findings of Fact, as well as any additional conditions identified by the SCCBOE.

Staff further recommends that the SCCBOE effectuate these actions by adopting the proposed resolution entitled: Resolution Approving with Conditions for a term of July 1, 2027, through June 30, 2032, the Charter Renewal for AJH Charter School, and, Alternatively, Making Written Factual Findings Supporting Denial & Denying the AJH Charter School Charter Renewal if the Requirements Are Not Met.

Student Impact

The Charter School Department provides oversight and monitoring for 20 County Board of Education authorized charter schools. AJH was authorized in 2013 and currently serves approximately 430 students.