

Alpha: José Hernández

Charter Renewal Petition

Respectfully submitted to the
Santa Clara County Board of Education

August 1, 2024

for the term of
July 1, 2025 - June 30, 2027

Redline Version



~~Redline~~ Legend

Reviewers are invited to reference the below key, which includes the formatting legend used by Alpha Public Schools to produce this redline version.

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Alpha: José Hernández

Charter ~~Petition~~

Renewal Petition

Respectfully submitted to the

Santa Clara County ~~Office~~Board of Education

~~DATE SUBMITTED: October 14, 2016~~

~~For a~~August 1, 2024

for the term of

July 1, ~~2017~~—2025 - June 30, ~~2022~~ 2027

by

Julianna Parra, Principal

Alpha: José Hernández

Shara Hegde, Chief Executive Officer

Alpha Public Schools

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~~CONTENTS OF LEGAL REQUIREMENTS~~

The Alpha: José Hernández School Charter has been created in the format encouraged by the California State Board of Education in its adopted “Model Application for Charter Schools” and goes beyond the legal requirements of Education Code Section 47605. The California SBE Model Application format ensures that charter petitioners cover all of the minimum elements required by law in a systematic way. This “Contents of Legal Requirements” is presented to assist the Reviewer in establishing that all requirements of law have been met.

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CERTIFICATION OF COMPLETE CHARTER PETITION



Renewal Petitioner Certification Form

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


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

(MUST BE COMPLETED AND SIGNED BY PETITIONER)

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

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

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

Name of Charter School: <u>Alpha: José Hernández</u>		
<u>Shara Hegde, CEO</u> Name & Title of Lead Petitioner	<u>08-01-24</u> DATE	 Signature of Lead Petitioner
Name & Title of County Personnel Receiving Petition	DATE	Signature of County Personnel Receiving Petition

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AFFIRMATIONS AND DECLARATION

~~CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS~~

~~It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:~~

~~(a) Improve pupil learning.~~

~~(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.~~

~~(c) Encourage the use of different and innovative teaching methods.~~

~~(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.~~

~~(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.~~

~~(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.~~

~~a) (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.~~

California Education Code Section 47601(a)-(g)

~~In reviewing petitions for the establishment of charter schools, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.~~

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

AFFIRMATIONS AND ASSURANCES

~~As the authorized lead petitioner, I, John Glover, hereby certify that the information submitted in this application for a charter renewal of the California public charter school Alpha: José Hernández School (“Alpha” or “JHS” or “the school”) located within the boundaries of the Santa Clara County Office of Education (“County”) is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded the charter, Alpha will follow any and all other federal, state, and local laws and regulations that apply to Alpha including but not limited to:~~

- ~~Alpha~~The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 ~~and 60851~~, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(~~ed~~)(1)]
- ~~Alpha employees shall be employees of Alpha Public Schools, a California nonprofit, public benefit corporation. Alpha Public Schools shall operate Alpha and~~ declares that it shall be deemed the exclusive public school employer of the employees of ~~Alpha~~the Charter School for purposes of the Educational Employment Relations Act: (EERA). [Ref. Education Code Section 47605 (~~b~~)(5)(~~O~~)]. Alpha Public Schools recognizes the employees’ rights under the EERA provisions to organize for collective bargaining.
- ~~Alpha~~The Charter School shall be ~~nonsectarian~~non-sectarian in its programs, ~~admissions~~admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(~~de~~)(1)]
- ~~Alpha~~The Charter School shall not charge tuition. [Ref. Education Code Section 47605(~~de~~)(1)]
- ~~Alpha~~The Charter School shall admit all students who wish to attend the ~~school, and who submit a timely application~~Charter School, unless ~~it~~the Charter School receives a greater number of applications than there are spaces for students, in which case ~~each~~

~~application~~ it will ~~be given equal chance of admission through~~ hold a public random ~~lottery process with preferences~~ drawing to determine admission. Except as required by Education Code Section 47605(~~de~~)(2). ~~Except as provided in Education Code Section 47605(d)(2)~~, admission to the Charter School shall not be determined according to the place of residence of the student or ~~his~~ of that student's parent or ~~her parents~~ legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the ~~case~~ event of a ~~public random~~ drawing, the ~~District~~ chartering authority shall make reasonable efforts to accommodate the growth of the Charter ~~and shall not take action to impede the charter school from expanding enrollment to meet pupil demand as required by~~ School in accordance with Education Code Section 47605(~~de~~)(2))(C). [Ref. Education Code Section 47605(~~de~~)(2)(A)-(C)]

- ~~Alpha~~ The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, ~~gender identity~~, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(~~de~~)(1)]
- ~~Alpha~~ The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of ~~1974~~, 1973 (Section 504), Title II of the Americans with Disabilities Act of 1990 (ADA) and the Individuals with Disabilities ~~in~~ Education Improvement Act of 2004- (IDEA).
- ~~Alpha~~ The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- ~~Alpha~~ The Charter School shall ensure that teachers in the Charter School hold ~~a~~ the Commission on Teacher Credentialing (CTC) certificate, permit, or other document ~~equivalent to that which a teacher in other public schools are required to hold. As allowed by~~ for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute, ~~flexibility will be given to non-core, non-college preparatory~~ and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers

employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. ~~California~~ Education Code ~~Section~~Sections 47605(~~l~~)-(1) and 47605.4(a)]

- ~~Alpha~~The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- ~~Alpha~~The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades ~~or report card~~, and health information. ~~This paragraph applies only~~ If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to ~~pupils subject to compulsory full-time education pursuant to Education Code Section 48200~~ the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. ~~California~~ Education Code Section 47605(~~de~~)(3)]
- ~~Alpha will follow any and all other federal, state, and local laws and regulation that apply to Alpha: José Hernández School including but not limited to:~~
- ~~Alpha~~The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education (CDE) notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the

student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- ~~Alpha~~The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. ~~California~~ Education Code Section 47612.5(a~~+~~)(2)]
- ~~Alpha~~The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's ~~education~~educational programs. [Ref. ~~California~~ Education Code Section 47605(~~e~~)d]
- ~~Alpha~~The Charter School shall comply with any applicable jurisdictional limitations to ~~location~~the locations of its ~~facility~~facilities. [Ref. ~~California~~ Education Code ~~Section~~Sections 47605 and 47605.1]
- ~~Alpha~~The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. ~~California~~ Education Code ~~Section 48000~~Sections 47612(b) and ~~47612~~47610]
- ~~Alpha~~The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (~~“(ESEA”)~~), as reauthorized and amended ~~under~~by the Every Student Succeeds Act (~~“(ESSA”)~~).
- ~~Alpha~~The Charter School shall comply with the ~~California~~ Public Records Act~~–~~, Government Code Section 7920.000, et seq. (CPRA).
- ~~Alpha~~The Charter School shall comply with the Family Educational Rights and Privacy Act~~–~~, 20 U.S.C. Section 1232g, 34 CFR Part 99 (FERPA).
- ~~Alpha~~The Charter School shall comply with the Ralph M. Brown Act~~–~~, Government Code Section 54950, et seq. (Brown Act).
- ~~Alpha~~The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1 (Section 1090).
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, et seq. (PRA).
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960.~~1~~].

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter renewal for Alpha: José Hernández School to be located in the boundaries of the District is true to the best of my knowledge and belief; I further understand that if renewed, the school will comply with all assurances listed above.



~~John Glover~~ Shara Hegde, Lead Petitioner

August 1st, 2024

Date

Alpha: José Hernández ~~School~~

EXECUTIVE SUMMARY

Who We Are

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

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

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

~~In 2013, Santa Clara County Office of Education (“the County”) approved the charter petition by Alpha Public Schools to open José Hernández Middle School, serving students in grades 6-8. In 2015, the County approved a material revision to the petition, granting the school the ability to additionally serve students in fifth grade.~~

~~In its first two years of operation, José Hernández was able to successfully implement a Positive Behavioral and Intervention Supports (PBIS) model for behavior management in conjunction with Alpha’s personalized SEL curriculum. Both of these programs helped to create a strong culture of achievement at the school, while incentivizing behavior and developing growth mindset so students could develop the mindset necessary to deal with failure and inspire a drive to improve.~~

~~During years 1 and 2, the vast majority of students entered the school performing significantly below grade level, with the average grade level equivalent hovering slightly below 4th grade for 6th grade students. As a result, the school implemented several interventions including guided reading, a weekly remediation block, and various personalized learning programs, ultimately resulting in strong results on NWEA MAP.~~

~~In response to students entering the school multiple grade levels behind, administrators worked with teachers and the network team to set aggressive tiered targets for students in the bottom percentiles. These tiered goals were twice the typical goals of one year of growth in order to accelerate the progress of the lowest students, and ultimately ensure all students~~

were scoring above the 50th percentile by the end of 8th grade.

- 70% of students met reading and math goals to indicate typical growth. Nationally, about 50% of students meet the typical growth goal on NWEA MAP.
- 50% of students met aggressive tiered goals for accelerated growth.
- 33% of students moved into a higher quartile in Math and 36% of students moved into a higher quartile in ELA.

While these results were promising, there is still quite a bit of work to be done to catch students up. During the 16-17 school year, José Hernández will partner with Citizen Schools to provide more frequent academic intervention for struggling students during the after-school program. Additionally, due to some of our early work to personalize instruction for EL students, the school received a \$30,000 Light Award grant to study personalized learning in service of better supporting a large EL population and continued development of our EL program.

Program Expansion

Alpha has always prioritized relationships with students and families, and we have always believed that strong, long-term relationships were in the best interest of our students. This is reinforced by *Transitions in the Middle*, which finds that the transition to middle school is difficult for students and frequently leads to significant declines in performance (see Appendix A). In the last year, Cornerstone Academy Preparatory School—a successful K-6 charter school in Franklin McKinley—joined the Alpha network. As a result, Alpha now possesses the expertise to effectively serve students in elementary, middle, and high school. As part of this process, Cornerstone was approved to expand to a TK/K-8 school by the Franklin McKinley school board. It is the intention of Alpha, whenever possible, to operate either TK/K-8 schools or 9-12 schools. This will minimize the number of transitions for families, allow for a relationship that extends from TK/K through college, and provide stronger vertical alignment of programs that reflects the vertically aligned Common Core standards.; we believe this model is better for students and will improve student outcomes.

In addition, we are striving to meet a specific need in our Alum Rock neighborhood—full-day transitional kindergarten and kindergarten. We have heard from parents in our schools and from local District schools that they want more opportunities for full-day Kindergarten. It ensures that students are set up for academic success. It also ensures that our parents—many of whom are single parents working multiple jobs—don't have to make the agonizing choice between maintaining a full-time job and caring for and educating their children.

In order to ensure our vision for K-8 schools actually meets the demand of the community, Alpha has collected signatures from parents interested in the K-8 model. Parents who have signed these forms indicated meaningful interest in attending a TK/K program at either José Hernández or Blanca Alvarado middle schools, once these schools grew the appropriate grade

levels. These signatures are not required as a part of the renewal process, but are included to demonstrate meaningful interest in our prospective elementary program (See Appendix B).

Mission Statement

The mission of Alpha: José Hernández School (“Alpha”) is for Alpha students, families and teachers to collaborate to develop the 21st century academic skills and character strengths students need for success in school, college and career. Together we create self-reliant leaders committed to making positive change in the world.

Vision Statement

Students from underserved communities are prepared to compete successfully on life’s uneven playing field — to struggle, to overcome, and to thrive.

Mission and Vision Alignment with Anticipated Student Population

The mission and vision of Alpha: José Hernández are intentionally aligned with the needs of its target student population. The Alpha: José Hernández School will provide the rigor, structure, and support needed to guide students to academic success. Alpha will provide an excellent educational program that rests on best practices, quality professional development, and an instructional framework that allows for a strong match between learning needs and teaching methods through differentiation. Alpha will provide the structure, support, and individualization needed to ensure that all students have the opportunity to master grade-level standards and achieve academic success.

Why We Exist

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

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

founded in 2015, provides Alpha Public Schools families with a full TK through 12th grade continuum.

Today, collaboration with families continues to be an essential element. Alpha: José Hernández is a vital part of the East Side community – it has been a “community school” since long before the formal state funded program existed. We enroll a significant number of newcomer students every year (15% in 2023-24) as well as highly mobile students (9.4% in 2023-24).¹ Families can be assured that they will find staff who communicate with them in their home language and treat them with respect and support. In addition to frequent opportunities to engage directly with the school via cafecitos, family conferences, and a range of special events, families can access a wealth of resources through Alpha’s Parent Learning Center such as a monthly food bank, English language classes, and connections to a range of social resources.

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

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

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



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

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

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

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

Our Students and Families

East San José

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

Community Population

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

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

These are also the neighborhoods that were hit hardest by the Covid-19 pandemic. The vast majority of our families held jobs as essential workers, and therefore were more exposed to the virus while also having extremely limited access to sick leave and health benefits.² The impact on these neighborhoods was devastating - 30 of the first 100 deaths in San José happened in the Mayfair community alone. It also meant that their children were attempting to learn at home, often alone.

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

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

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

Student Demographics

~~Alpha was founded because motivated and organized families were empowered and advocated for improved educational outcomes for their children and other students in the East San Jose community. Therefore, it is important that Alpha: José Hernández serves a student population that is a reflection of the community in which we operate.~~

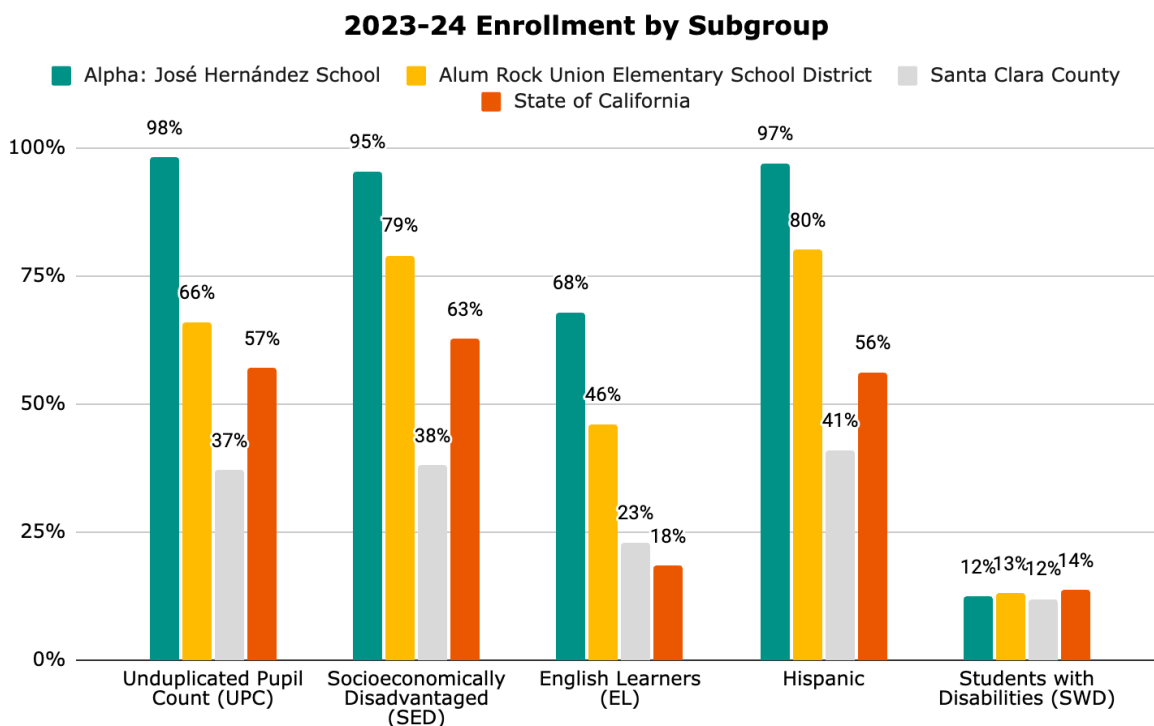
	Alpha: José Hernández	Alum Rock Union Elementary School District
Economically Disadvantaged*	92.3%	86%
English Learners	60.3%	27.7%
Special Education	7.3%	11.5%
—Hispanic/Latino	91%	79%
—Asian/Pacific Islander	6%	12.2%
African American	<1%	1.5%

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

American Indian/Alaskan Native	0%	<1%
Caucasian	0%	1.9%
More than one race	0%	<1%

~~*All data from 2015-16 school year except where noted with *, which reflects 2014-15 data as most current available from CDE.~~

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



The Alpha population includes high percentages of students who are socio-economically disadvantaged, eligible for free or reduced price meals (FRPM), are currently or have been English learners, and have identified special needs. Notably, it also includes significant

numbers of students who are newcomers or who have high mobility. Finally, the Charter School primarily serves the Latino community of East San José – one that was impacted across metrics as detailed in the 2020 census above.

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

⁴ The unduplicated pupil count data is from 2022-23, the most recent data available from the Education Data Partnership portal. Per Education Data Partnership’s methodology, the District total does not include the unduplicated pupil counts of its charter schools as seen at: <https://www.ed-data.org/district/Santa-Clara/Alum-Rock-Union-Elementary>.

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

⁶ California Department of Education. (n.d.) *Title III immigrant student demographics*. <https://www.cde.ca.gov/sp/ml/t3immdemographics.asp>

⁷ Ibid.

⁸ DataQuest. (2023). *2022-23 Stability report*. <https://dq.cde.ca.gov/dataquest/DQCensus/StbStudentReportLevels.aspx?cds=43&aggllevel=County&year=2022-23>

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

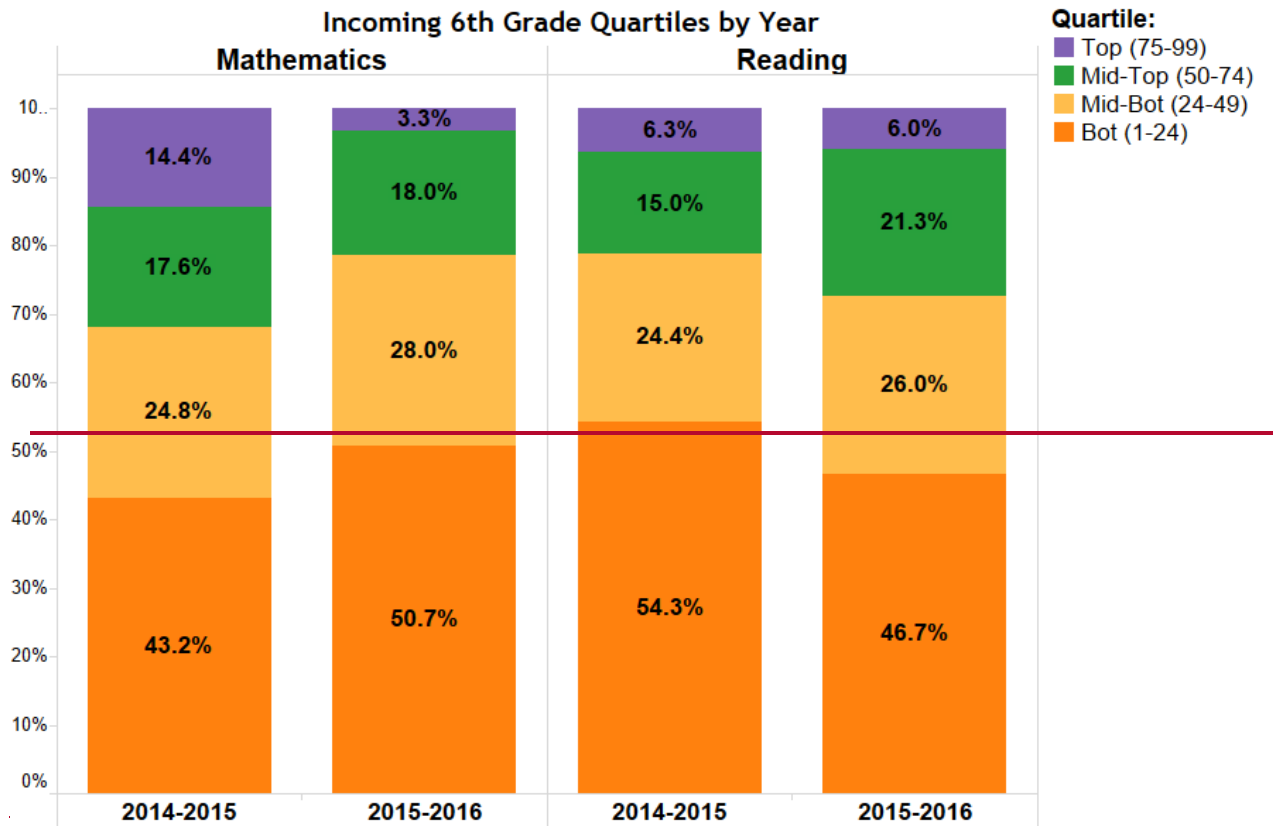
To put an even finer point on the student population served at Alpha: José Hernández, in comparison to other schools in the local school district (Alum Rock Union Elementary School District), serves the highest percent of students who are socio-economically disadvantaged and the highest percent of students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

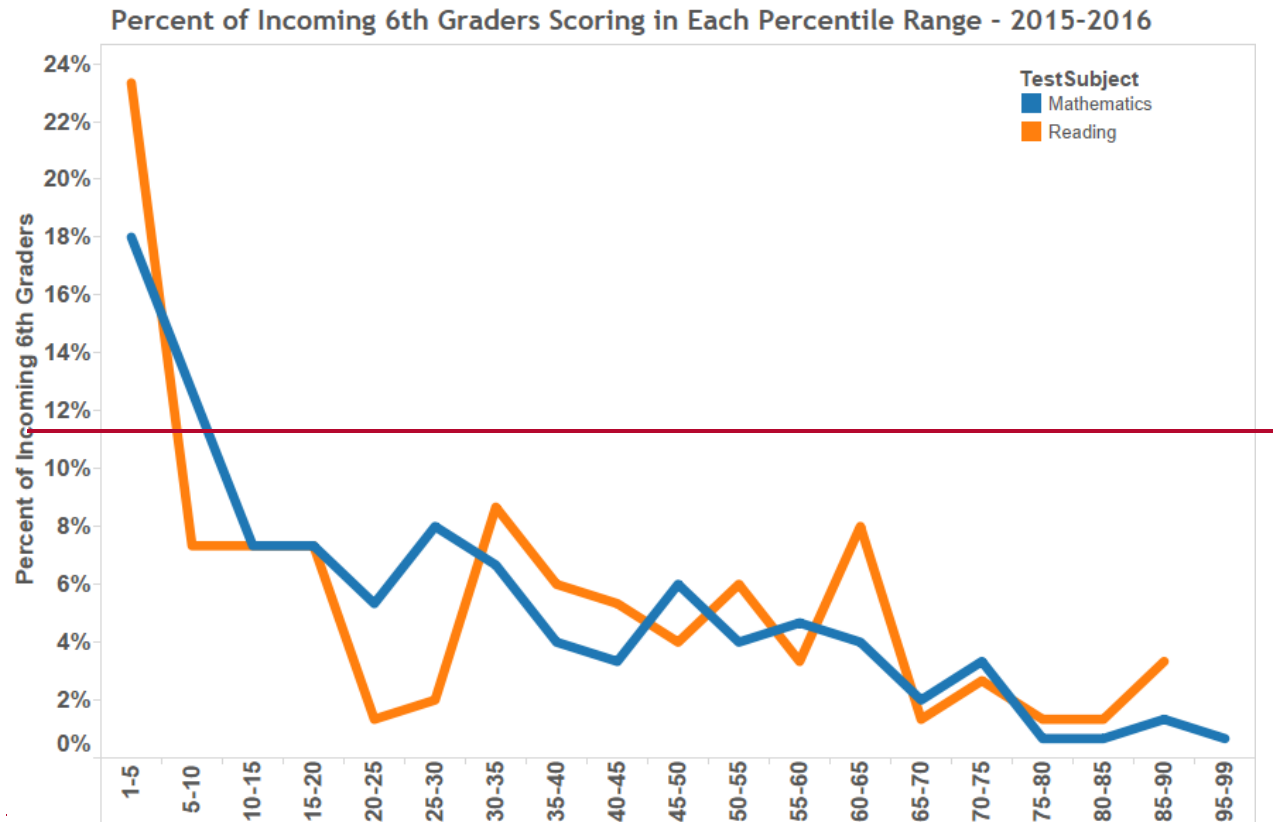
Incoming Performance

To measure the academic success of a school, a teacher, or a student, it is not enough to measure absolute performance with a summative assessment. Growth over time is the true measure of learning. To that end, the following data provides the context for the incoming performance level of students arriving at Alpha: José Hernández. Simply put, a vast majority of students arrive at Alpha: José Hernández performing at a level significantly below grade level.

For the purpose of this summary, incoming performance and growth is measured by NWEA MAP tests. These are K—12 interim assessments that measure growth, project proficiency on high-stakes tests, and inform how educators differentiate instruction, evaluate programs, and structure curriculum. Computer adaptive MAP assessments reveal precisely which academic skills and concepts the student has acquired and what they are ready to learn. MAP assessments are grade independent and adapt to each student's instructional level. Every item on a MAP assessment is anchored to a vertically aligned equal interval scale.

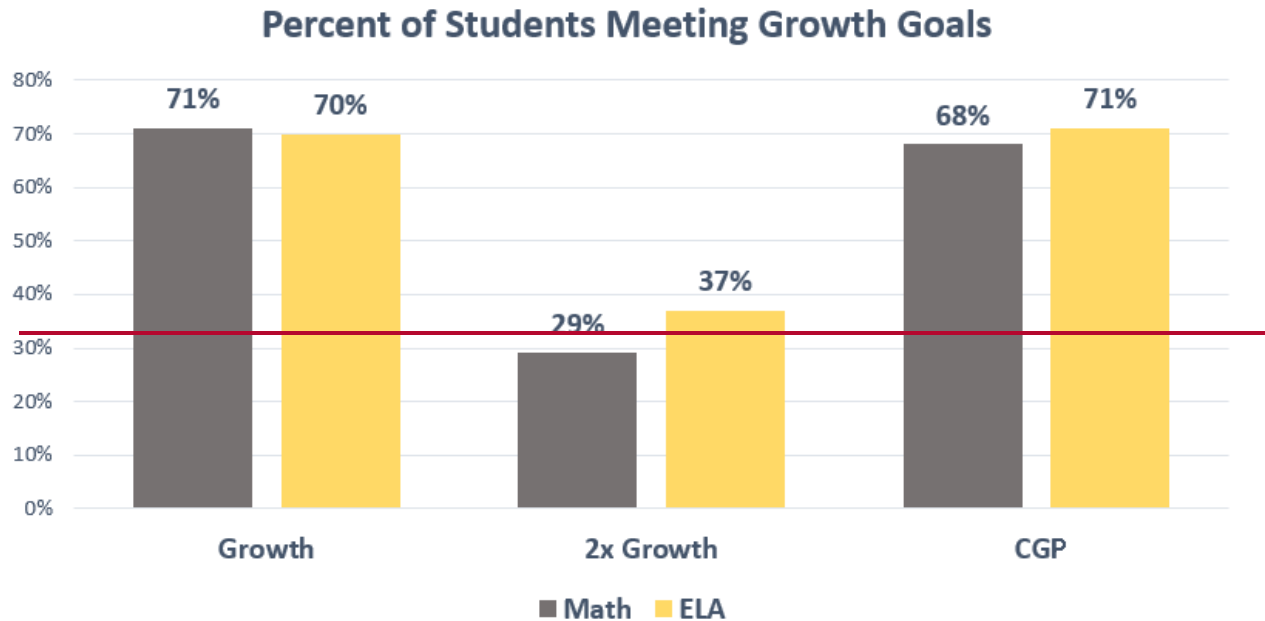
MAP tests are norm-referenced, allowing for comparisons with other test takers. In this case, comparison data is drawn from test record pools of up to 10.2 million students attending more than 23,500 public schools spread across 6,000 districts in 49 states. Rigorous procedures are used to ensure that the norms are representative of the U.S. school-age population.





Alpha: José Hernández Achievement Growth (MAP)

The data below demonstrates that the growth of students at Alpha: José Hernández significantly outpaces the growth of typical students across the country. Alpha accelerates student learning, which is an essential step in closing the achievement gap—especially given the incoming performance levels of arriving students.

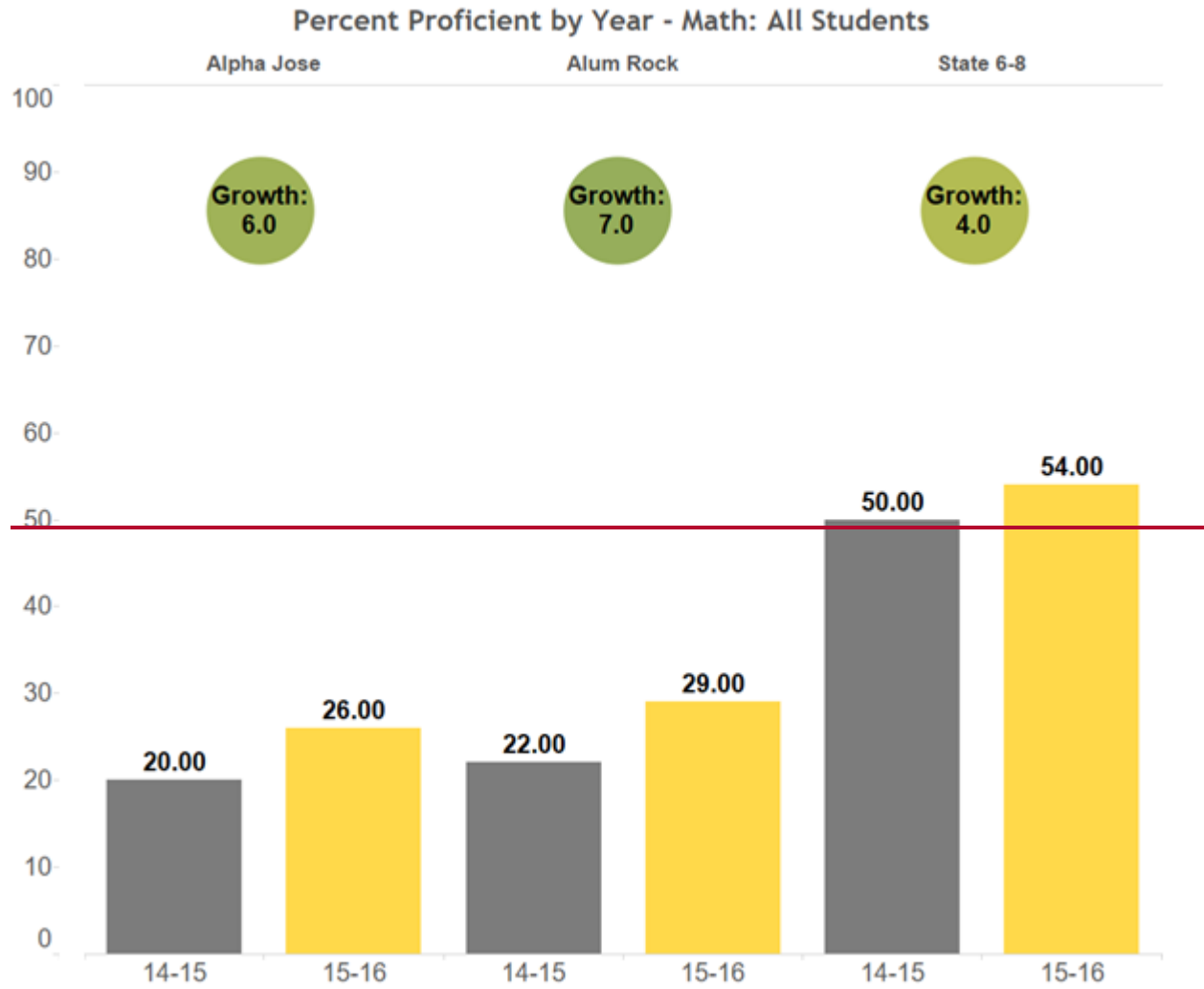


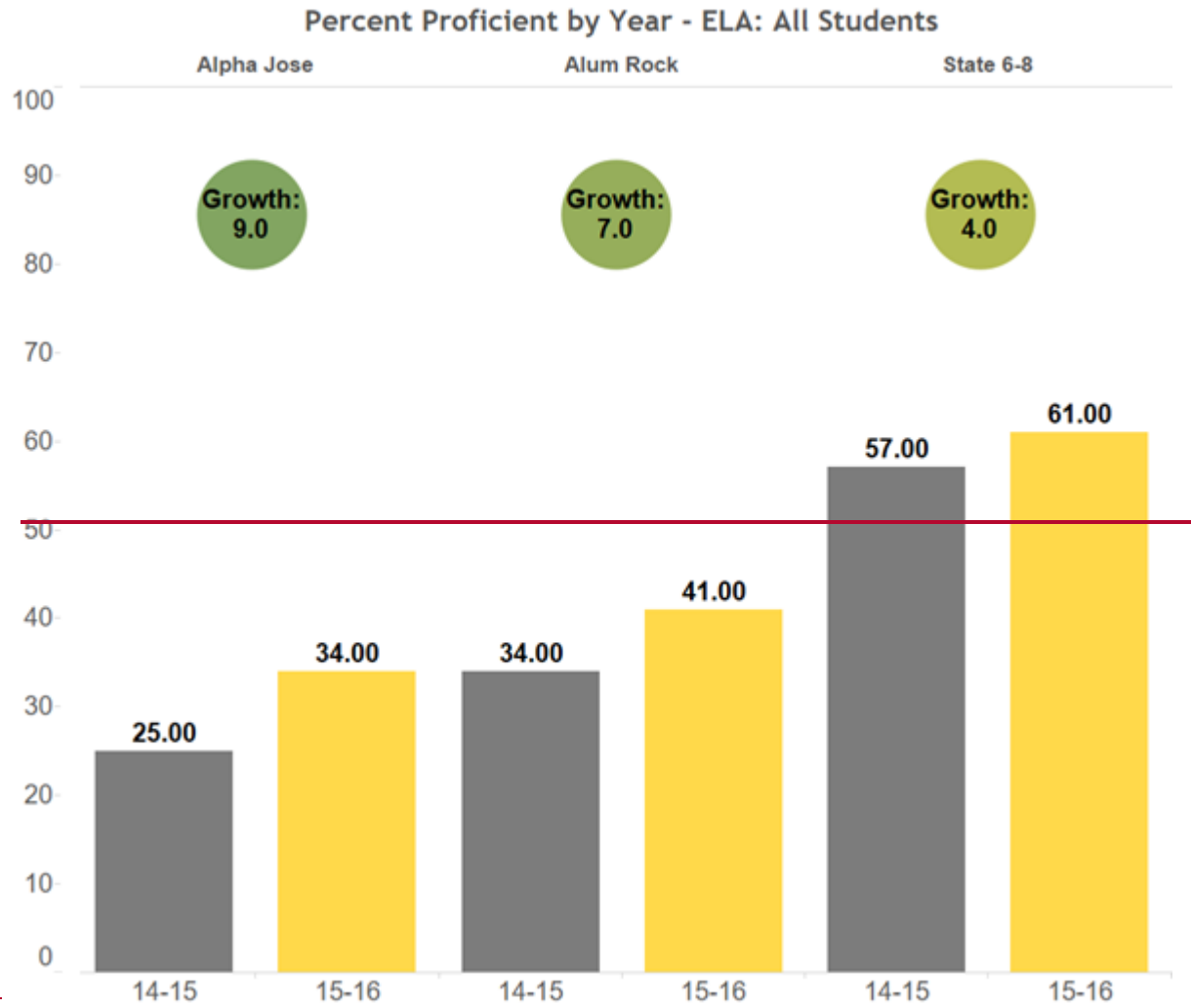
CGP (conditional growth percentile) indicates how well students at Alpha: José Hernández scored compared with other students nationally who started at the same level. A CGI of 71% indicates that JHS students outgrew 71% of their national peers with comparable starting scores.

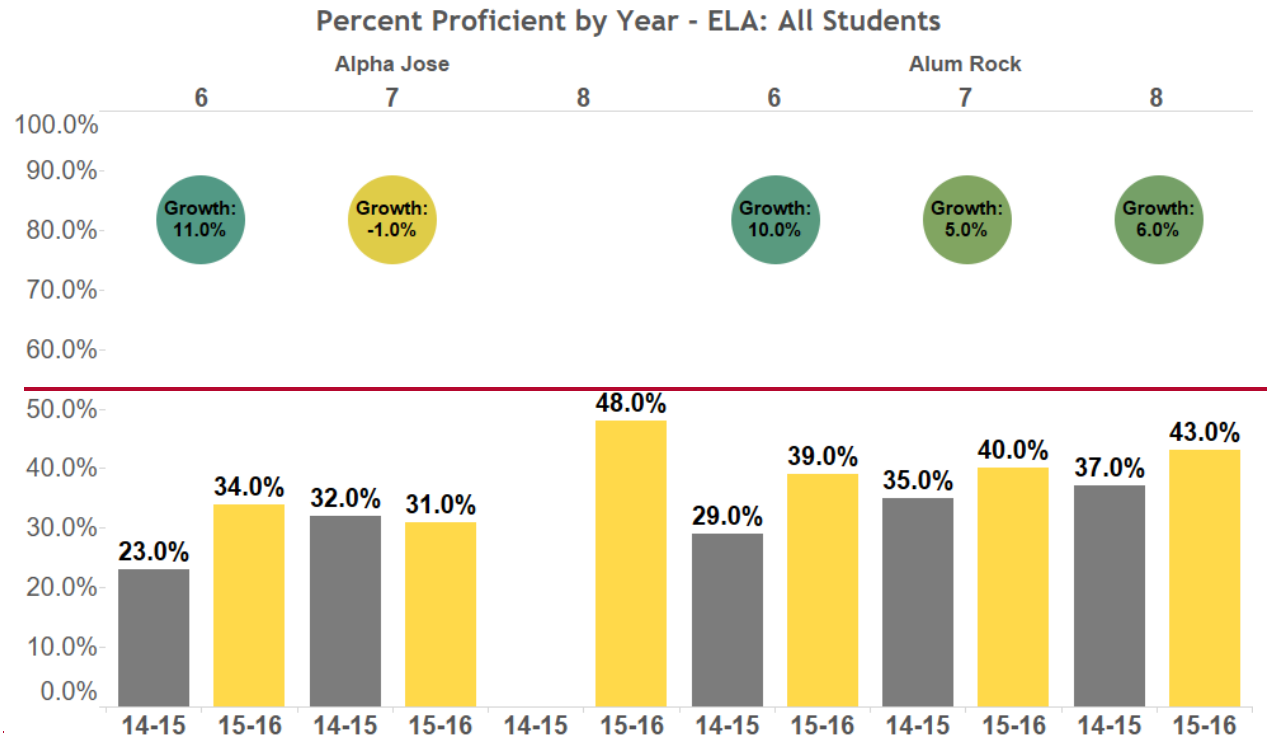
~~Smarter Balanced Assessment Results — Absolute Performance and Growth~~

~~The following information shows the absolute performance of Alpha: José Hernández on the State’s Smarter Balanced assessments, Admittedly, there is both a need and room for improvement, but even in its second year of operation, student proficiency data at the school was stronger than it is at many neighboring schools.~~

~~Another important measure is year-to-year growth. The data also shows the school’s growth in math and ELA from Year 1 to Year 2, and compares that growth to the typical growth of similarly aged students across the district and across the State. Alpha: José Hernández students grew more rapidly in both subject areas than the state average. In the case of ELA, the school more than doubled the State growth rate—a remarkable achievement.~~



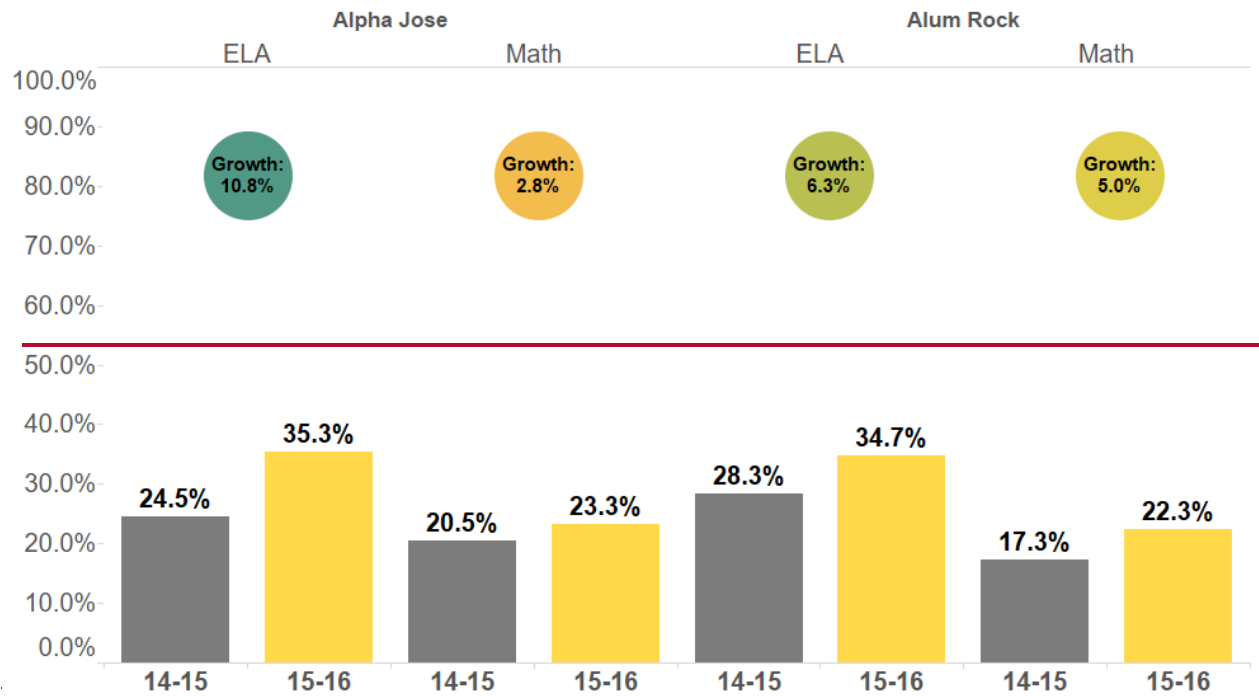




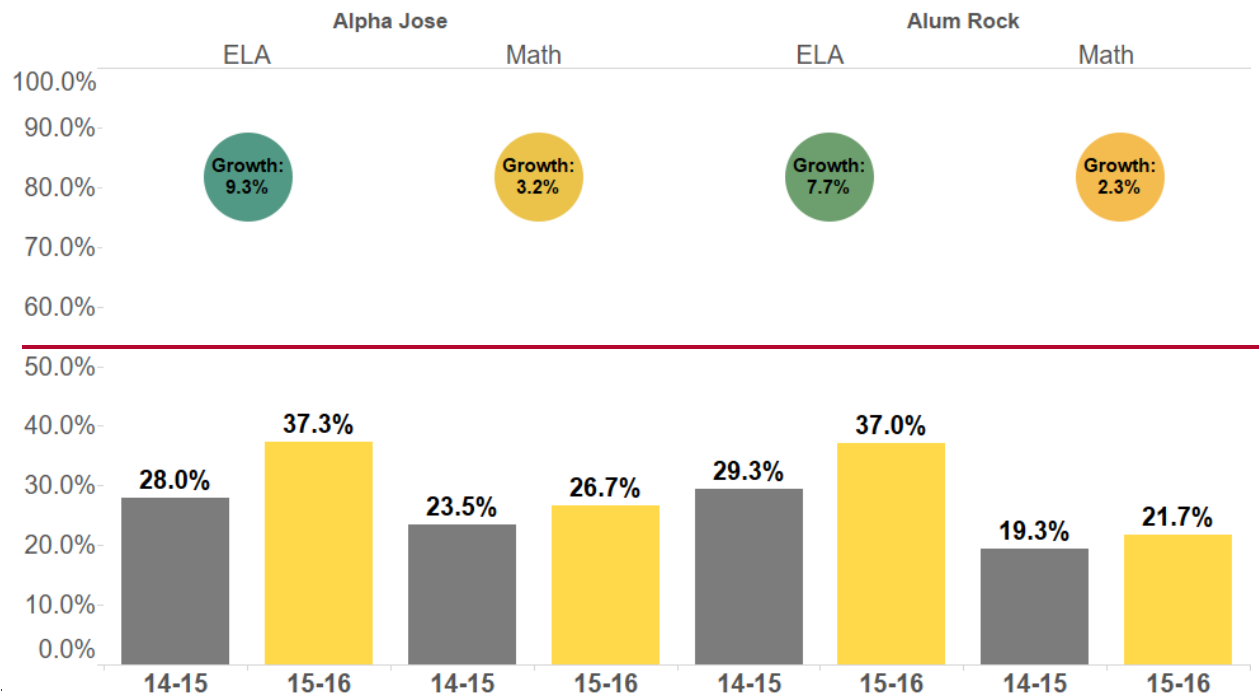
Smarter Balanced Assessment Results—Subgroup Comparison Data

When looking at both economically disadvantaged and the Hispanic and Latino subgroup data, Alpha: José Hernández demonstrated strong year to year growth—especially in ELA. When compared to middle school students in the host district, these students are now outperforming the average in both subject areas for both subgroups. This is an accomplishment as a second year school, especially given the incoming performance data discussed above. Still, we have a great distance left to travel to ensure that all students are on the path to college success.

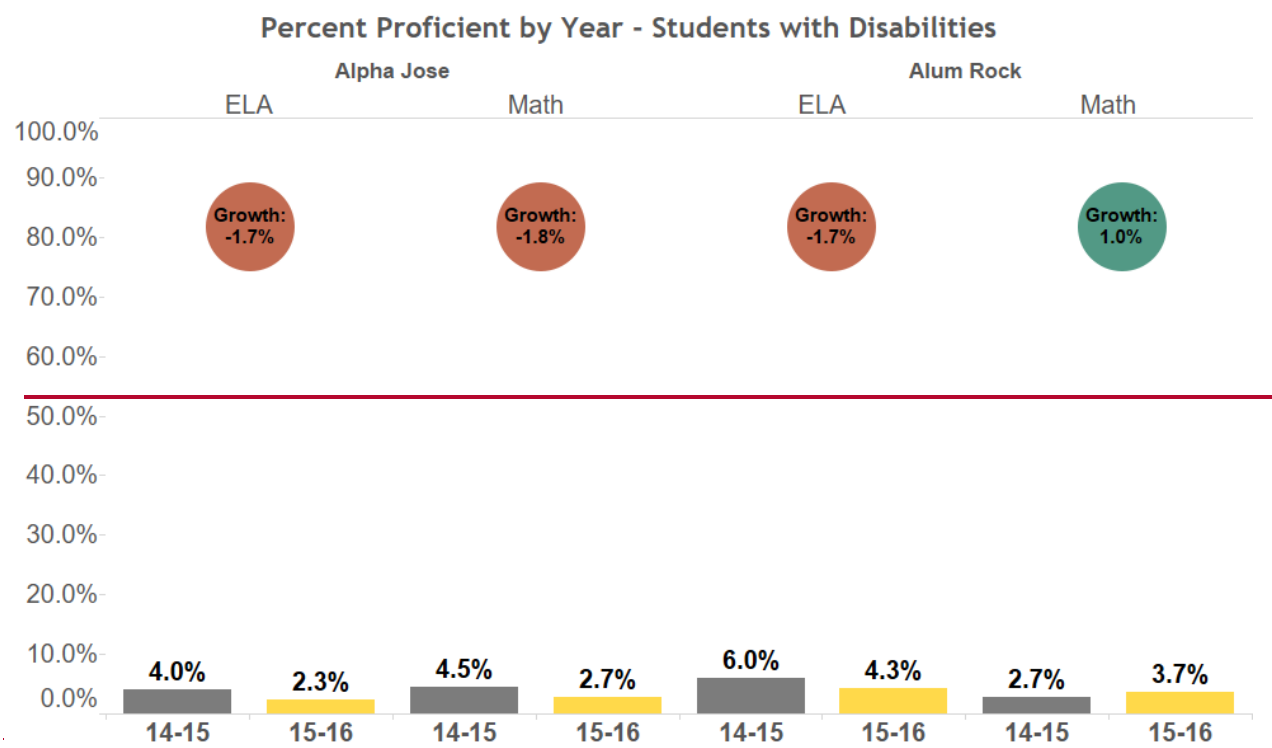
Percent Proficient by Year - Hispanic



Percent Proficient by Year - Economically Disadvantaged

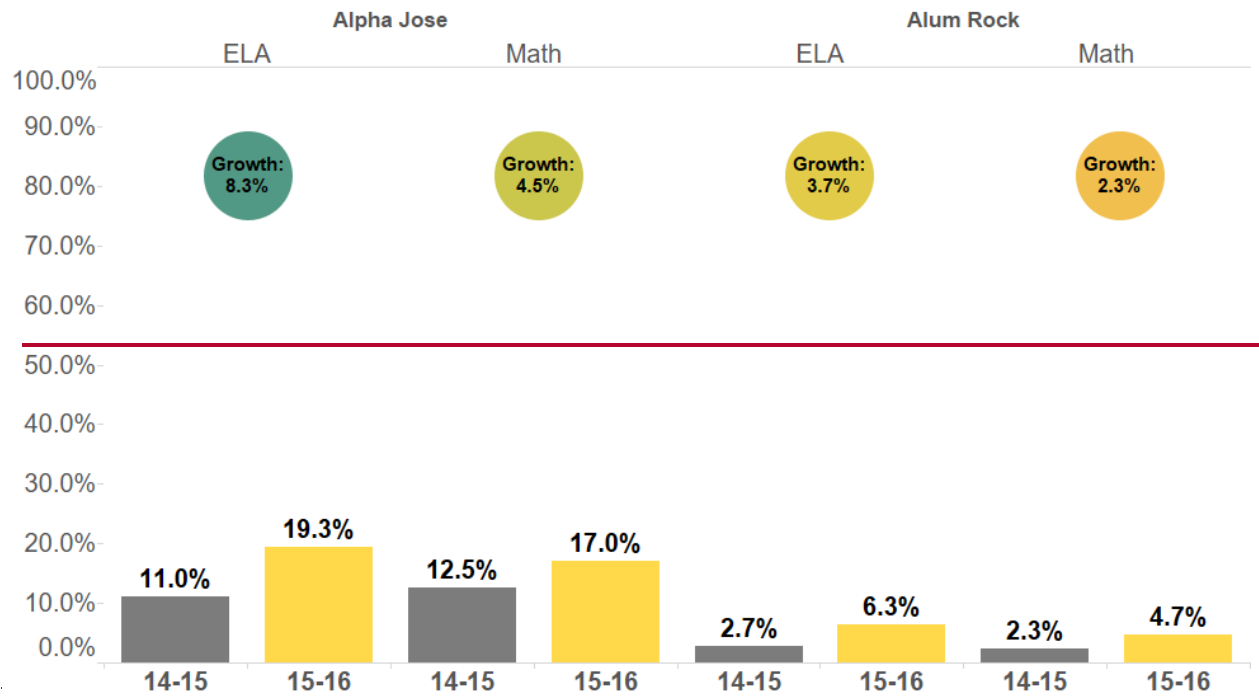


The subgroup data for students with disabilities indicates two things. First, we must do more to improve outcomes for students with disabilities. Second, the Smarter Balanced assessment is not the right measure for many of these students, as currently implemented. There were several schools within the district that had 0% proficiency rates, and the District average was below 5% in both subject areas. We are continuing to strengthen our Special Education program, and we are optimistic that outcomes will improve. Additionally, we have included MAP data later in this executive summary to demonstrate growth within this subgroup.



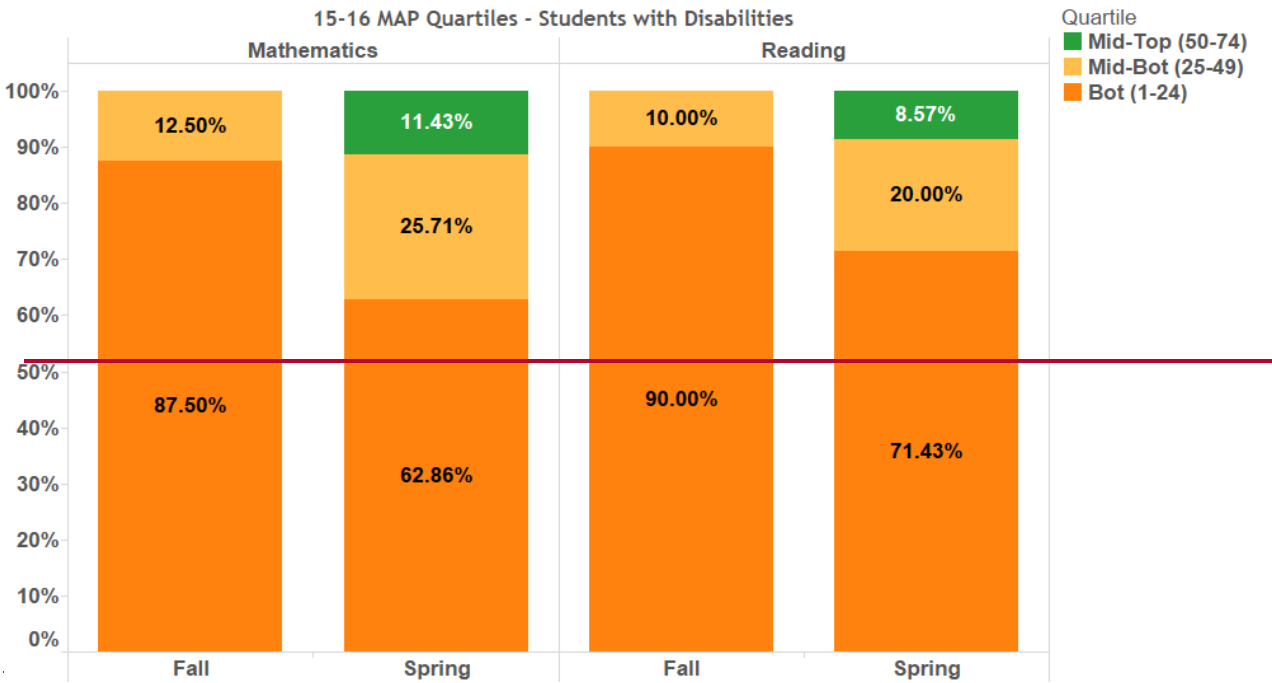
Alpha: José Hernández students students who are English learners performed very well on the Smarter Balanced assessment. Additionally, later in this summary, English Learner CELDT performance data is included, with comparisons to State and District data. By all measures, Alpha’s program for English Learners is proving to be effective. Universal GLAD training for all teachers in the current school year should help to ensure continued improvement and success.

Percent Proficient by Year - English Learners

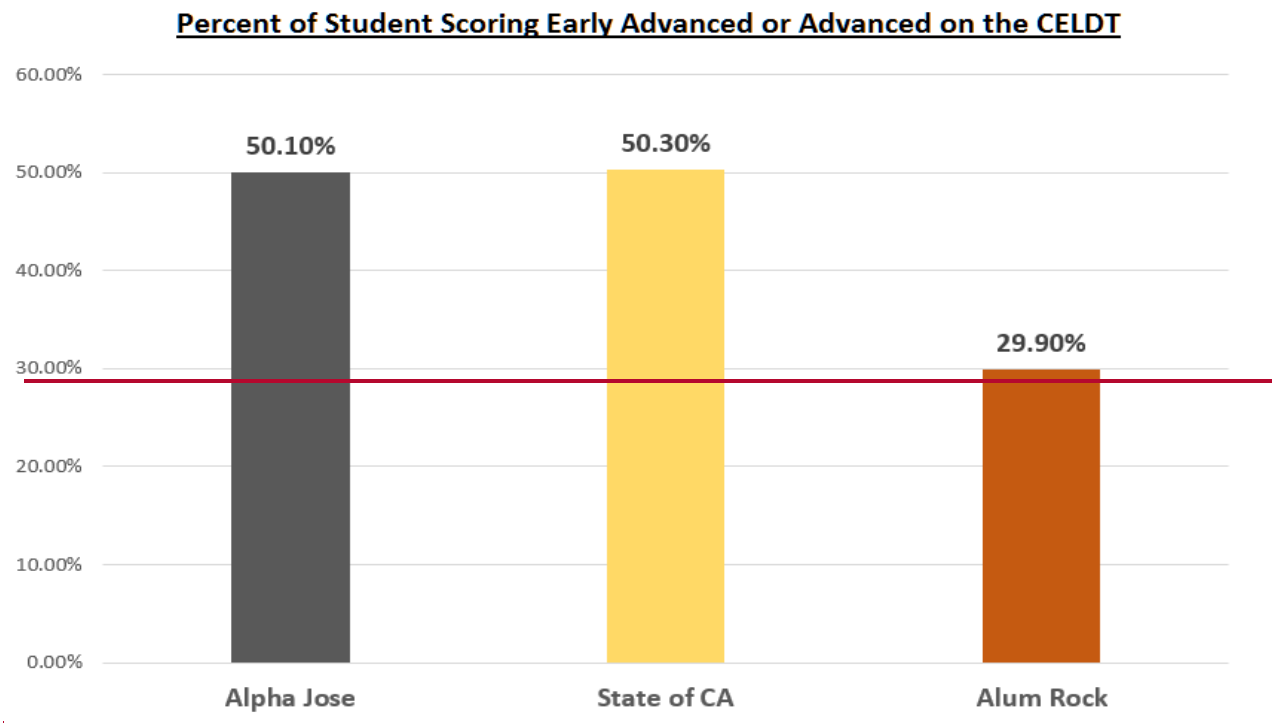


Additional Supporting Data for English Learners and Students with Disabilities

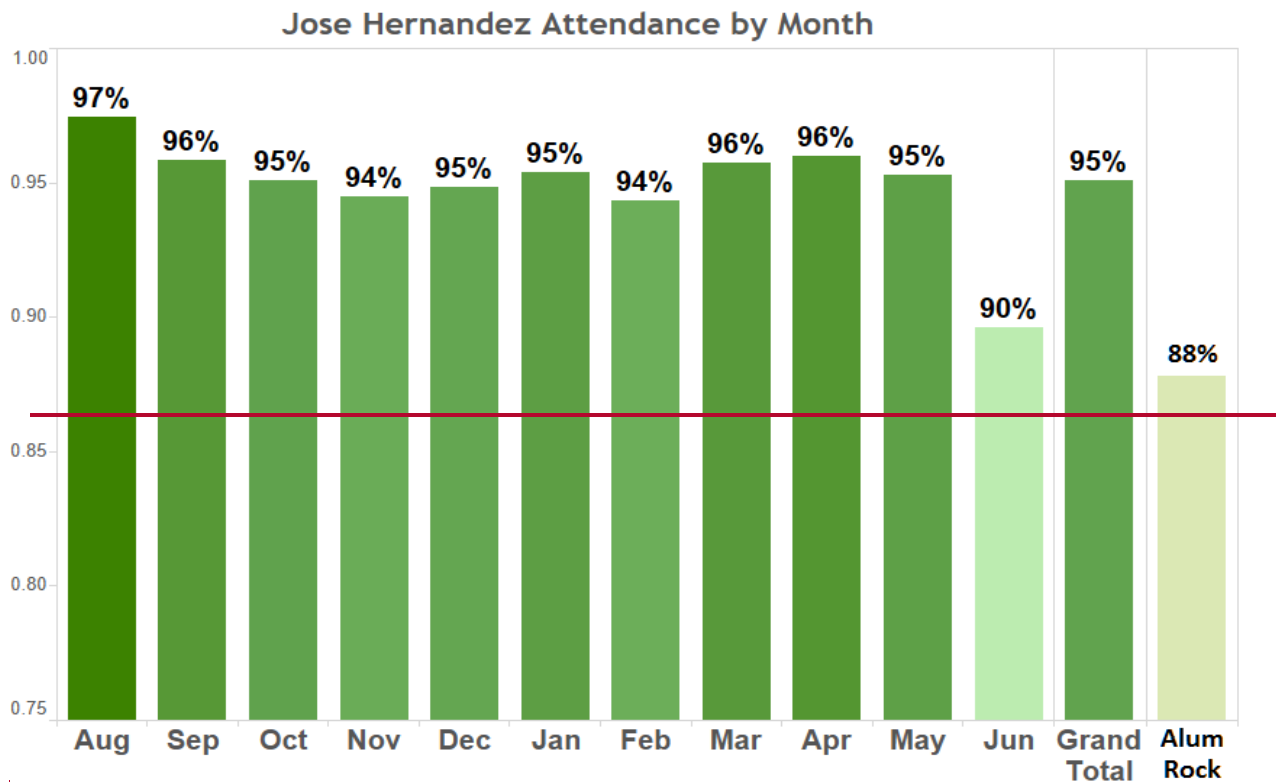
Below is NWEA MAP data demonstrating the progress made by students with disabilities.



Below is data showing the percentage of English Learners who tested advanced or early advanced on the CELDT in 2015.



Attendance:



*Alum rock attendance data from: <http://www.ed-data.org/district/Santa-Clara/Alum-Rock-Union-Elementary>

Non-Academic Indicators: School Culture and Parent Engagement

Measures of school culture metrics, including attendance and discipline data, indicate that in its third year of operation, the school continues to succeed in this area. Attendance rates for the first two years of operation were 95%, suspension rate was 6.1% in 2014-15 and 7.7% in 2015-16), and there were no expulsions in 2014-15 and two in 2015-16.

JHMS students have focused on improving their community and developed a sense of ownership and responsibility through activities like a student government sponsored food drive and a Saturday morning service learning opportunity during which students, staff, and families cleaned up garbage around Lake Cunningham. Students have also taken pride in ensuring the campus stays clean and in good condition by picking up garbage, sweeping and cleaning the lunchroom and classrooms, and taking out their class' garbage and recycling.

Events

- Ribbon Cutting Ceremony with José Hernández
- Día de los Muertos storytelling
- Family Sock Hop

- Cinco De Mayo celebration
- Several dances (holiday jam and spring dance)
- Talent Show
- Fall Fest
- Loved Twice Clothing Drive

Field Trips

- College trip to UC Berkeley
- Angel Island Trip
- San Francisco, Fisherman's Wharf
- We Day concert

Parent Involvement

Alpha was founded by parents, for parents, as a community resource designed to better engage and change families' futures. To that end, Alpha staffs a Parent Center where much of this work happens. The Parent Center operates with the following long-term goals always in mind:

- Families will HOLD Alpha accountable for their child(ren) academic growth
- Families will not give into STATUS QUO academics for their child(ren)
- Families will bring URGENCY around their child(ren) 1—1½ years academic growth expected yearly
- Families will be the voice and strongest advocate for their child(ren)
- Families will be solution-orientated collaborative and shared leadership

Alpha's parent involvement strategy centers around short and long-term goals including parent involvement on campus, development of leadership skills to advocate for his/her student within/out of Alpha, understanding of the college process and support for student college attendance, and English proficiency. A key part of Alpha's parent involvement strategy is needs assessment (see Appendix C). Ongoing needs assessments help Alpha identify the needs of its families and nimbly and flexibly address them. Current surveys demonstrate that primary needs include greater engagement in school through improved English language skills, food needs, housing, employment and mental health resources. Below are ways in which the school works to need meet these needs:

- Believing that communication is a key part of engaging parents, the school communicates with families via phone, text, email, social media, and written notices. The school provides communication in Spanish, Vietnamese, and English. Translation is provided at all meetings.

- ~~7th grade students created an app to connect parents with resources, track student progress, and view the school's calendar.~~
- ~~The school provides English classes Monday-Thursday, four hours per session; two sessions morning and evening are offered daily to accommodate parent schedules. Refreshments are provided for classes, and at all meetings on campus.~~
 - ~~Currently, 100 families are enrolled in English classes; 14 parents have pursued a high school diploma.~~
 - ~~Parents enrolled in English classes also receive instruction in computer literacy; a blended model is currently used for instruction and this approach both meets parents' needs, and also allows them to better understand their student's experiences.~~
- ~~The school partners with Second Harvest Food bank and provides a monthly food bank for its families and the surrounding community; the food bank is run by 25-30 volunteers each month and serves between 200 and 300 families. The school is currently working on an analysis examining the impact of the food bank on student ADA, for Alpha students and non-Alpha students in the community.~~
- ~~The school partners with Loved Twice, an organization providing clothing to newborns in need, and students hosted a drive to collect clothing for infants 0-12 months, distributing it to local families in need and providing the remaining clothing to Loved Twice.~~

~~While Alpha believes deeply in parent engagement and volunteering, it does not require parents to volunteer. However, as Alpha is cognizant of the various factors at play in families' lives, its conception of parent engagement seeks to ensure that all families are able to receive credit for volunteer hours. Examples of activities for which parents can receive credit include carpooling, attending meetings on campus, participating in physical education with their child, and attending English classes, among others.~~

~~Since Alpha opened its first school in the fall of 2012, parents have volunteered in many ways at the school: helping with the school's ribbon-cutting ceremony and other events, participating in parent leadership groups, attending community meetings, helping classroom teachers with grading and classroom culture, monitoring breakfast and lunch, and doing light office work. During this time, they have logged over 3000 hours of volunteering. Formal steps have been taken to consistently track parent volunteer hours, and beginning in 2016-17, student volunteer hours will also be tracked.~~

HR Challenges and Plans to Address them

A great education begins with an excellent teacher. But in the Bay Area and throughout California, teacher shortages are keeping many schools from delivering on their promise to students. Here in San Jose, charter schools will need to hire more than 800 teachers in the next five years—a need that simply is not being filled by our local universities or even by alternative preparation programs like Teach for America. What’s more, teaching is changing, particularly in charter schools that prepare low-income and minority students for college and career: our teachers must be adaptable, collaborative, comfortable with technology and data, and prepared to do whatever it takes to help students succeed. In this challenging context, schools serving the highest-need communities often struggle to attract strong teachers, and to build a diverse teaching staff reflective of the communities they serve.

Between 2008–2009 and 2012–2013, the number of people enrolled in California teacher preparation programs declined from 42,245 to 19,933—a drop of 53%. At the same time, student enrollment in the State remained flat and the cost of living increased, especially in the Bay Area. This has made it increasingly difficult to attract, hire, and retain excellent teachers, including at Alpha.

To ensure the long-term staffing needs of the organization Alpha launched a teacher residency program, Project 408, in 2015–16. Project 408 is a grow-your-own teacher preparation model that provides aspiring teachers with the instruction, experience, and personalized coaching they need to become effective classroom teachers in high-need districts and charter networks.

As the name suggests, Project 408 has a specific focus on the highest-need areas of San Jose, where students have been historically underserved, and where, during past shortages of qualified teachers, low-income students of color and students with special needs have been disproportionately impacted by the shortage.

Reflecting recent research related to how teacher preparation programs should be structured, Project 408 emphasizes a mentorship model, partnering Residents with Lead Teachers to ensure extensive, real-world practice that supports Resident development. This model also provides Residents the opportunity to work within the community and build relationships with students and families before becoming teachers. To date, the program has attracted quality candidates that reflect the population served in East San Jose, and in many cases, candidates who have strong ties to the community, themselves.

Our Staff

The staff of Alpha: José Hernández are committed to the mission and vision of the school—and the students and families it serves. With this said, we are not immune to the impact of the pandemic on the teaching profession more broadly. The pandemic intensified challenging working conditions across the education sector, resulting in high attrition rates among teachers and leaders. For schools serving high percentages of students living in poverty, this is intensified. Even before the pandemic, nationally 20% of teachers in these high-needs schools

left each year and within three years half of the staff is new to these schools.⁹ California, and the Bay Area specifically, faces unique challenges with regards to teacher retention. Many educators have relocated to areas with a lower cost of living or have left the profession, leading to a scarcity of high-quality educators. Over the past decade, enrollment in teacher education programs in the state has declined by over 70 percent, meaning there are fewer and fewer educators available to fill these open positions.¹⁰ This has led to inconsistent instruction and a limited pool of highly effective educators from which to draw.¹¹

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

~~CHARTER RENEWAL CRITERIA~~

Our Results – Evidence of Meeting Charter Renewal ~~Standards~~ Criteria

Overview of State Requirements

Pursuant to the amendments made to Education Code Section 47607~~(b) and the California Code of Regulations, Title 5, Section 11966.5(b)(1)~~, and the creation of Education Code Section 47607.2 by Assembly Bill (AB) 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (Dashboard), and, in some circumstances, the performance of the charter school on assessments that deemed to be verified data.

~~Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:~~

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

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

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

- ~~(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both schoolwide and for all groups of pupils served by the charter school.~~
- ~~(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.~~
- ~~(3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.~~
- ~~(4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.~~
- ~~(5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.~~

The following shall serve as documentation confirming that Alpha: José Hernández School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b):

Legal Requirement for Charter Renewal	
EC § 47607(b) Charter School Must Meet At Least ONE Criteria for Renewal	
Renewal Criteria	
Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both schoolwide and for all groups of served by the charter school.	N/A; no API calculation
Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.	N/A; no API calculation
Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.	N/A; no API calculation
The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the	Alpha: José Hernández meets these criteria based on an analysis of

charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.	its performance and that of the schools its students would otherwise attend. Please see Executive Summary for this data.
Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.	N/A

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

Performance Tiers

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

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

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

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

Dashboard Performance Renewal Criteria – Low Performing

Education Code Section 47607.2(a) states:

- (1) The chartering authority shall not renew a charter if either of the following apply for two consecutive years immediately preceding the renewal decision:
 - A. The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels.
 - B. For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average.
 - ...
- (3) A charter school that meets the criteria established by this subdivision and paragraph (2) of subdivision (c) of Section 47607 shall only qualify for treatment under this subdivision.
- (4) The chartering authority shall consider the following factors, and may renew a charter that meets the criteria in paragraph (1) only upon making a written factual finding, specific to the particular petition, setting forth specific facts to support the findings:

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

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

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

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

...

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

State Indicators

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

The state indicators include the following:

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

Verified Data Criteria

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

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

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

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

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

Alpha: José Hernández

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

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

However, the complex, post-pandemic challenges faced by our school and community resulted in a low-performing placement. This placement was informed by declines in our CA Dashboard data during the 2021-22 and 2022-23 school years as follows:

- **Chronic Absenteeism:** Red overall, and for subgroups
- **Suspension Rate:** Red overall, and for subgroups
- **English Language Arts (ELA):** Red overall, and for subgroups
- **Math:** Red for EL and SWD subgroups

Notably, Alpha’s performance on the English Learner Progress indicator (ELPI) was *Green* on the 2023 Dashboard, with performance roughly in line with that of the state. Given our

¹³ Ibid.

significant population of English learners, we are proud of these results and are working to maintain and accelerate our progress on this indicator.

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

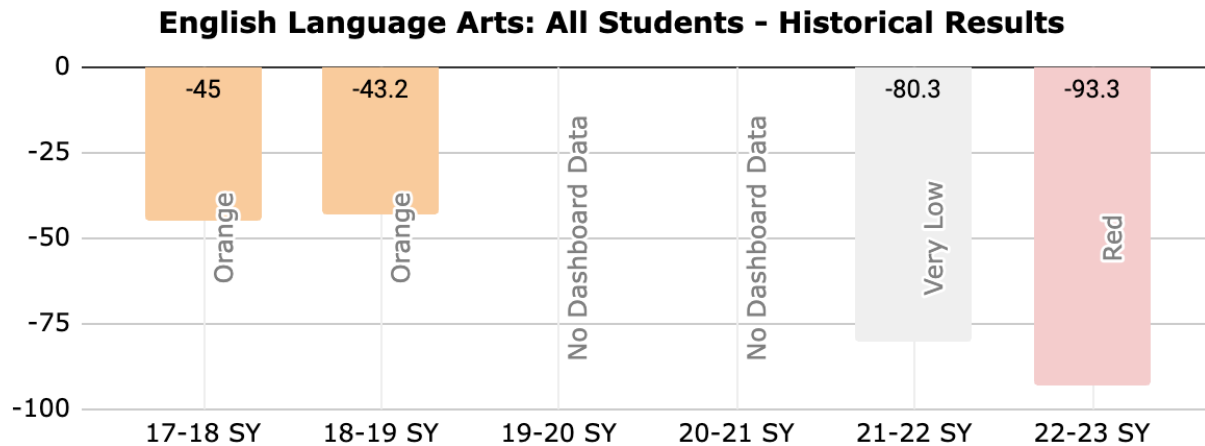
Academics

English Language Arts

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

CAASPP

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



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

NWEA MAP Growth

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

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

2023-24 (Fall to Spring) NWEA Reading			
	of Students	School Conditional Growth Index	School Conditional Growth Percentile
Schoolwide	414	0.51	60
K	29	-2.16	2
1	59	0.11	54
2	55	-0.25	40

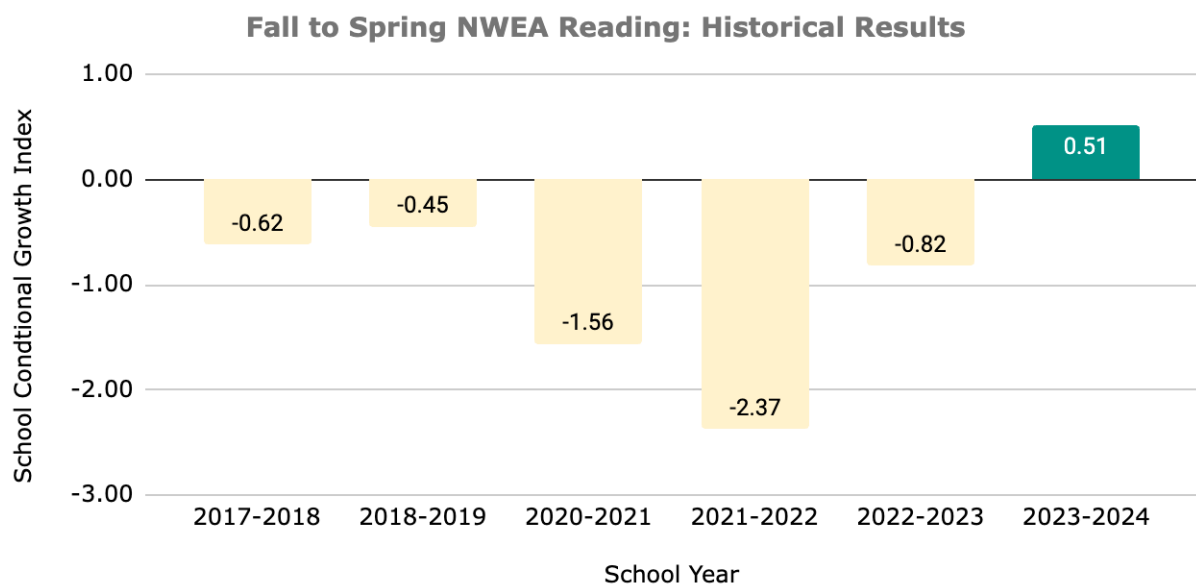
¹⁴ California Department of Education. (2023, May). *California State Board of Education May 2023 agenda, item #02* [Board Agenda]. <https://www.cde.ca.gov/be/ag/ag/yr23/documents/may23item02.docx>

3	53	0.81	79
4	56	0.19	58
5	24	-1.80	4
6	30	-0.45	33
7	55	2.44	99
8	53	2.83	99

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

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

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



As evidenced in the data, Alpha: José Hernández has been focused on recovering from the considerable pandemic impacts that our students experienced. Given the sudden midyear shift to remote learning, we do not have test results from the 2019-20 school year. We set our

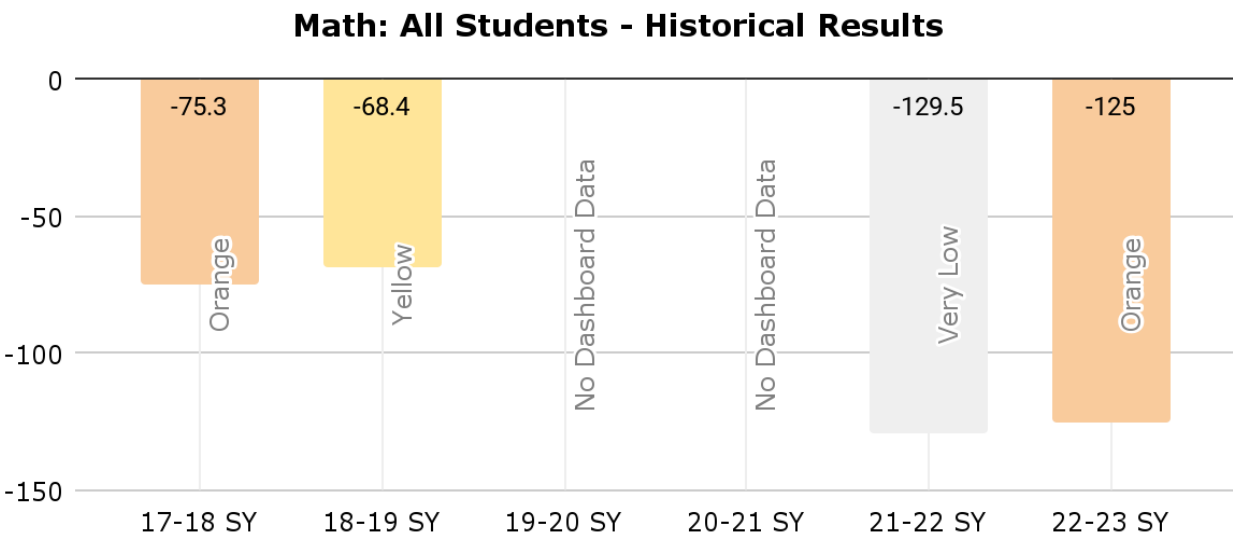
foundation for academic recovery in the 2022-23 school year, which has set us up to experience positive growth in Reading in 2023-24, a trajectory that we expect will continue moving forward.

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

Mathematics

CAASPP

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



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

NWEA MAP Growth

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

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

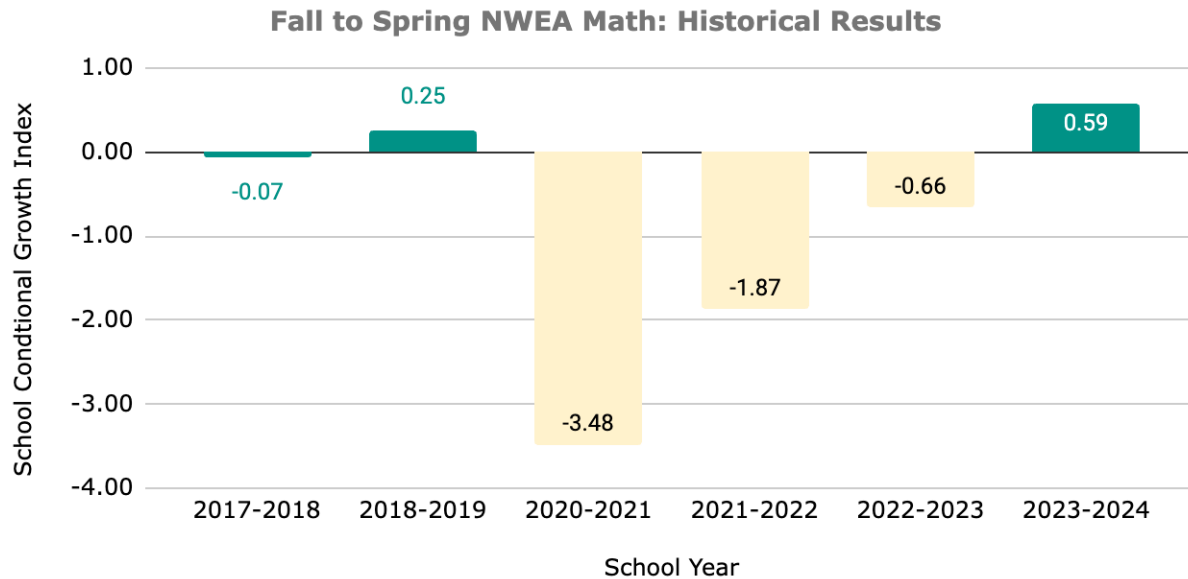
A summary of the Fall 2023 to Spring 2024 NWEA Math scores is below.

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

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

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

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



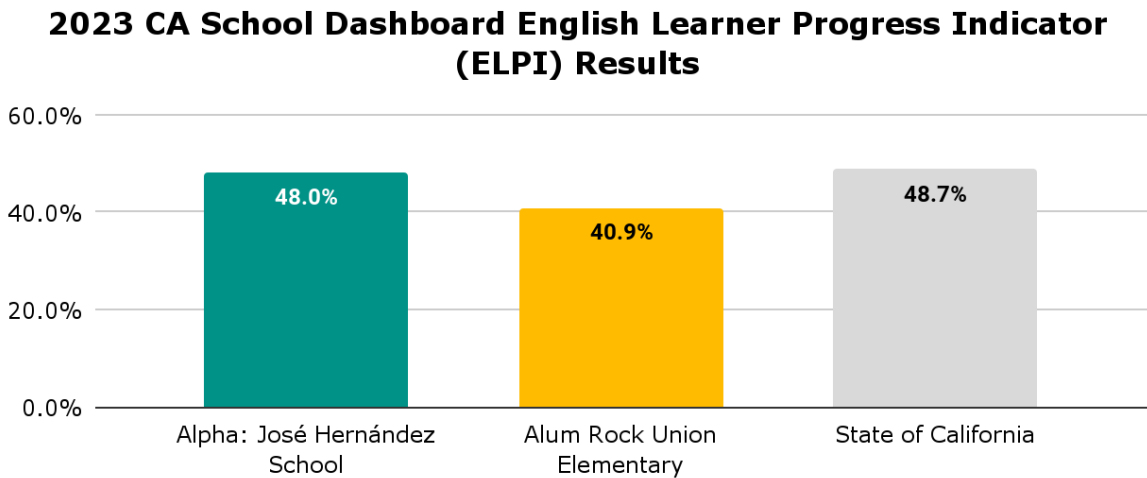
Prior to the pandemic, our students were consistently meeting the benchmark of one year of growth in Math. However, testing was not completed for the 2019-20 school year due to school closures. In the 2020-21 school year we saw a significant dip as students dealt with inconsistent learning environments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

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

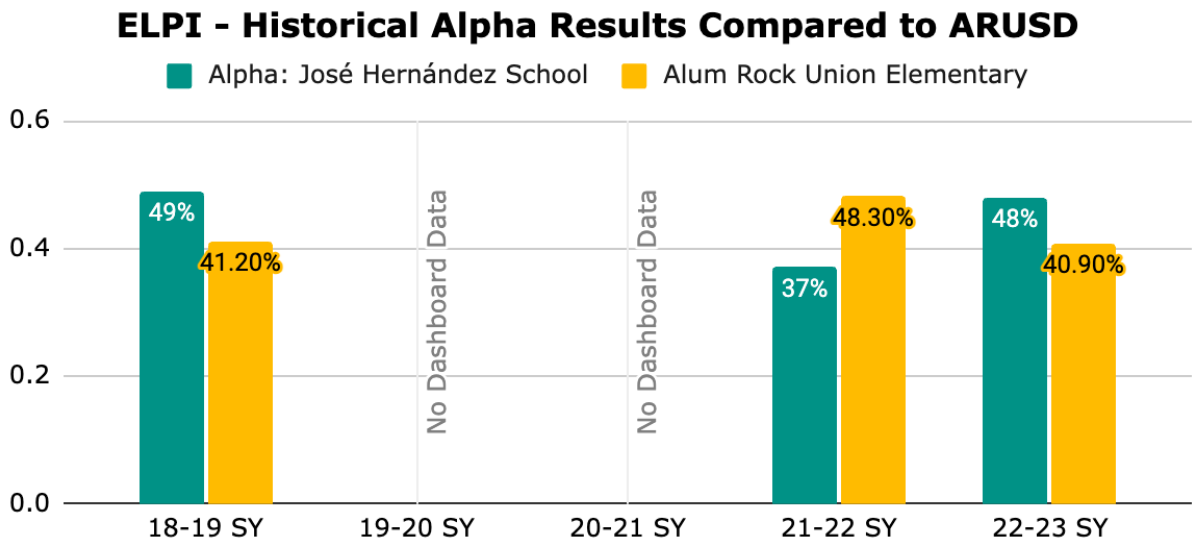
English Learner Progress Indicator (ELPI)

Alpha: José Hernández serves a majority population of students who are English learners. As such, we ensure strong integrated and designated English Language Development (ELD) for these students. On the most recent California School Dashboard, our students outperformed

the local district, ARUSD, on the English Learner Progress Indicator as seen in the chart below. This is notable, given the significant percentage of English learners (67%) whom Alpha supports, compared to the District (46%) and the State of California (18%). The Charter School nearly met the rate of the State, falling within one percent of the state average.



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



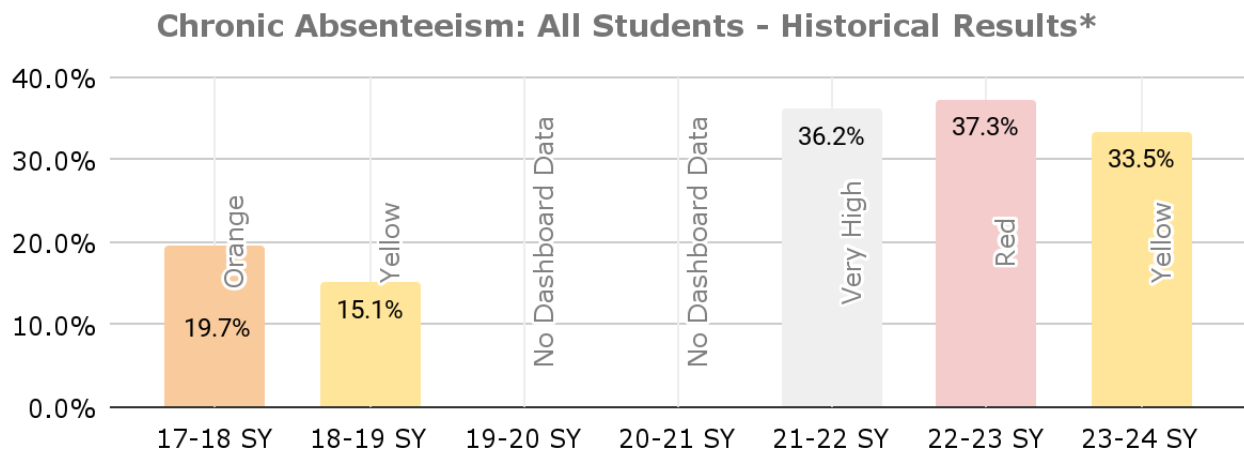
In summary, Alpha: José Hernández has a proven track record of accelerating English language acquisition for students who are English learners over the course of the charter term.

Culture & Climate

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

Chronic Absenteeism

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



*Colors represent actual or projected CA School Dashboard color.

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

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

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

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

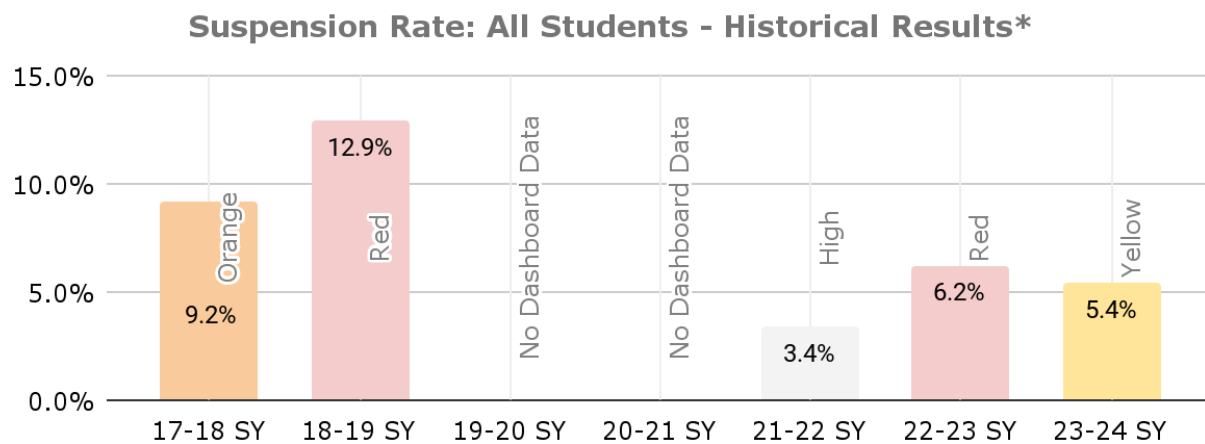
Based on chronic absenteeism data as of June 6, 2024, Alpha: José Hernández is projected to move into Yellow on the 2024 CA School Dashboard for All students, English learners, Hispanic students, and Socio-economically Disadvantaged students. Students with Disabilities are projected to remain in Red.

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

Suspension Rate

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

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



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

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

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

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

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

Local Indicators

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

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

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

Summary of Results

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

Bright spots, however, do exist and reflect our commitment to serving the students we have. This begins with advancing English language proficiency, an area where Alpha: José Hernández outperforms the local district. In addition, NWEA MAP data demonstrates students are making

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

at least one year of progress – an increase that may not yet transfer to changes in CAASPP levels, but that underscores their growth nonetheless. Both chronic absenteeism and suspension rates are going down, and hold a specific focus next year and over the next two years of our next charter term. We have developed a detailed Improvement Plan, provided in **Appendix 2 – Theory of Action**, that details the work ahead across all of these areas, in alignment with the requirements set forth by Education Code Section 47607.2(a).

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

Our Team

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

Alpha: José Hernández

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

Julianna Parra, Principal

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

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

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

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

Liz Minatee, Assistant Principal

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

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

Savina Vargas, Assistant Principal

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

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

the University of California, Merced. This work further supported her love for wanting to support others in any way she could in the academic setting.

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

MaríaJosé Fúnez Castro, Assistant Principal

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

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

Charles Arcadia-Sanchez, Dean of Students

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

Charles transitioned into the dean of students role after working at our sister school, Alpha: Cornerstone Academy Preparatory School as a mathematics and science middle school teacher for four years, where he challenged students to build strong academic habits, in order to succeed in high school and beyond. Prior to joining the Alpha Public Schools network in 2017, Charles served as a YMCA after school director and assistant director at various schools around

Santa Clara for nine years, providing students and families with an enriching balance of academic support and active collaborative projects and activities.

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

Cecilia Mendoza, School Operations Manager

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

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

Alpha Public Schools

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

Shara Hegde, Chief Executive Officer

Shara Hegde serves as the chief executive officer for Alpha Public Schools, a TK-12 network of charter schools in East San José, CA, focused on preparing first generation students for college and career. In this role, she provides leadership, vision, and strategic direction for the network and serves as the external leader of the Alpha Public Schools organization. Additionally, she

plays a key role in furthering educational equity efforts at the local and state level, serving as a member of the California Charter Schools Association board of directors and playing an active leadership role in the Charter Community of Silicon Valley. She was recognized for her leadership efforts, being named California Charter School Leader of the Year by the state charter school association in 2023. She was also recently named a Pahara Institute Fellow.

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

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

Chris Kang, Chief Operating Officer

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

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

Cynthia Martínez Nava, Chief Schools Officer

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

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

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

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

Nicole Wais, Chief Strategy Officer

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

Before stepping into her current role, Nicole led the talent team at Alpha Public Schools, which is responsible for attracting, retaining, and developing the hardworking educators who have the privilege of serving the students of Alpha Public Schools every day. Prior to joining Alpha Public Schools, Nicole accumulated a range of experiences within and outside the education sector. She spent several years serving nonprofit and private sector organizations as a consultant and project leader at Boston Consulting Group. Nicole first experienced the

potential and impact of charter schools while working at DC Prep, where she led the organization's foray into data-informed instruction. She began her career as a first grade teacher in Atlanta, GA; in her time at Fulton County Schools, she served as grade level chair and was honored as Hamilton E. Holmes Elementary School's Teacher of the Year in 2009.

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

Brandon Paige, Chief Financial Officer

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

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

Jorge Arellano, Senior Director of Community Advocacy and Engagement

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

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

An East San José native, Jorge graduated from ARUSD schools and is passionate in his wish to see all students in the community experience success in school. Jorge's academic and

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

Russ Michaud, Managing Director of Special Education

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

In the past, Russ served as a special education consultant for charter schools in the Bay Area. Prior to joining Alpha Public Schools, he served as an elementary special education teacher in a therapeutic day class in the Alum Rock Union Elementary School District, and served as a coach and mentor to new special education teachers in the Bay Area. Russ currently serves as a commissioner on California's Advisory Committee on Special Education after being appointed by the State Board of Education in 2023. Originally hailing from Boston, Massachusetts, he earned his bachelor's degree in psychology from Ithaca College and his master's degree in educational leadership from San José State University. He possesses an education specialist instruction credential from Alliant International University and an administrative services credential from the Santa Clara County Office of Education.

Dr. Rosie Carlson, Managing Director of Academics

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

Concurrently, Rosie serves as a coach at All Means All, where she fosters transformative adult learning spaces with a focus on fostering equity and inclusion and on accelerating the progress of special populations. She collaborates with leaders nationwide, championing the mission of

cultivating humans to change the world through impactful professional development initiatives.

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

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

Erin Bryan, Chief Talent Officer

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

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

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

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

Our Future Commitment

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

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

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

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

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

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

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ELEMENT A — EDUCATIONAL PROGRAM

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

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

Mission & Vision

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

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

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

Core Values

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

- **Leadership.** We believe everyone can be a leader if they possess a growth mindset, the drive to improve, and access to the right resources and supports. At APS, we nurture the leadership of every member of our community so that they can continue to grow and develop.

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

EDUCATIONAL PHILOSOPHY AND PROGRAM

Educational Philosophy

The educational philosophy of Alpha: José Hernández School is based on the growing body of research which decisively shows that the achievement gap for traditionally underserved students — mostly low-income children of color — can be bridged if the school community focuses its attention on several key tasks. Though successful schools are often innovative, and no two successful schools are the same, there are common traits which are shared by most high-achieving schools:

As articulated in projects like “Dispelling the Myth,” a program initiated by the Education Trust (Appendix D), a national education advocacy organization dedicated to eliminating the achievement gap and publications like, “Needles in a Haystack” (Appendix E), successful urban schools share several common strategies. Alpha incorporates these strategies into its core educational philosophy:

Alpha believes that successful schools share these common traits:

- Use state and common core standards extensively to design comprehensive curriculum and instruction, assess student work, and evaluate teachers
- Increase instructional time in reading and math in order to help students meet standards
- Support professional development focused on changing instructional practice

- ~~Create a culture of data-driven instruction that includes assessment, analysis, and action, to monitor individual student progress and provide extra support to students as soon as it is needed~~
- ~~Create a culture of data-driven students and families who are educated about the various assessments used to gather student achievement data and what this data means with respect to students' performance~~
- ~~Attract and effectively retain high-quality teachers and leaders, and implement accountability systems that have real consequences for adults in the school~~
- ~~Set high expectations for all students, teachers, and staff~~
- ~~Keep a laser-like focus on student achievement~~
- ~~Maintain a structured and supportive learning environment where students can learn and teachers can teach~~
- ~~Build strong, positive relationships between school, family, and community~~
- ~~Provide opportunities to empower parents as leaders in their community~~

Description of Target Population — Whom the School is Attempting to Educate **Targeted School Population Community Interest**

~~At full enrollment, the~~ Alpha: José Hernández School ~~will serve 572~~ operates as part of Alpha Public Schools, serving students in ~~grades~~ Transitional ~~Kinder/~~Kindergarten (TK) through ~~eight~~. ~~In 2017-2018, Alpha will add two classes of 8th grade.~~ Born of community demand, the Charter School serves a targeted population of students and families in East San José.

Age, Grade, and Student Enrollment

Alpha: José Hernández provides a Transitional ~~Kinder/~~Kindergarten, ~~and, in subsequent years,~~ ~~Alpha expects to continue to add two classes of each grade level (grades 1-4, 30 kids per classroom) to become a TK/Kindergarten through eighth grade school.~~ Alpha understands that ~~a small percentage of families may move during the~~ (TK) through 8th grade continuum, currently serving 461 students¹⁹, with a target enrollment of 560 students. Originally opened to serve middle school ~~year~~-students, APS saw the need to work with students and families earlier in their education. Building upon the successful practices of Alpha ~~plans~~: Cornerstone Academy Preparatory School, the Charter School successfully expanded its program to include TK through 4th grade over the last charter term. To do so, Alpha: José Hernández grew by one grade per year starting with TK/K in 2019-20 and continuing through 2023-24 when the continuum was complete from TK through 8th grade. 2024-25 will be the first year in which the Charter School's own 4th graders will rise to fill the 5th grade seats.

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

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

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

Enrollment	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
TK/K		60	60	60	60	60
1			60	60	60	60
2				60	60	60
3					60	60
4						60
5	136	68	68	68	68	68
6	68	136	68	68	68	68
7	136	68	136	68	68	68
8	136	136	68	136	68	68

Alpha: José Hernández serves a population of students and families who have been marginalized and exists to meet their specific needs. As seen in our unduplicated pupil count, this population far exceeds that of the local district, Alum Rock Union Elementary School District, Santa Clara County, and the State of California as a whole. This includes students who are socio-economically disadvantaged, English learners, and those with identified special

needs. It also includes significant numbers of students who are newcomers or who have high mobility. Finally, it primarily serves the Latino community – one that is furthest from opportunity across metrics in East San José.

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

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

~~Alpha is designed to serve students who are, or may be at risk of, achieving below basic proficiency on state exams, and whose families are seeking an alternative to the current educational system and desire a proven educational approach, which emphasizes high academic achievement for all students. The Alpha: José Hernández School's target student population will generally reflect that of the community currently served by Alum Rock Union Elementary School District's elementary and middle schools. The Alpha: José Hernández~~

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

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

School intends to enroll a diverse student population of Hispanic, Asian, Filipino, and other subgroups, including a substantial number of English Learners, students with disabilities, and socio-economically disadvantaged students.

As required by law, Alpha will conduct outreach to recruit a student body that is reflective of the school-age population of ARUSD. The school's demographic profile is expected to correspond broadly with that of the district (see table on page 12). While it is not anticipated that all Alpha: José Hernández students will reside in ARUSD, the demographic profiles above are expected to be generally consistent with the School's enrollment. (Demographic data in table on page 12 taken from California Department of Education's DataQuest for 2015-16 school year.)

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

An educated person in the 21st century must possess the knowledge, skill, and strength of character to succeed in school and to become a self-reliant and contributing member of society. The goal of Alpha is support children as they work to become self-motivated, competent, and lifelong learners.

Alpha believes that an educated person in the 21st Century should possess the academic skills and competencies of character listed below. Alpha will work diligently to impart these skills and support the development of these competencies by the time a student has completed middle school.

Academic Skills

- Students will read at or above grade level
- Students will develop both computational abilities and a conceptual understanding of math
- Students will be curious about the world around them, leading them to become inquisitive and self-motivated, lifelong learners
- Students will communicate effectively through excellent listening, speaking, writing skills
- Students will possess creative, logical, and critical thinking skills enhanced through art, science, and technology
- Students will use technology as a tool for learning and communication
- Students will have confidence in adapting to new situations and be receptive to learning
- Students will be eager to synthesize and act upon new information
- Students will find, select, evaluate, organize, and use information from various sources and disciplines of thought. They will be able to make logical connections among them

Competencies of Character

- Students understand that every action has a consequence, and they accept responsibility for their personal decisions and actions
- Students respect themselves, their classmates, their school, and their community at all times
- Students develop self-confidence and self-esteem by setting challenging goals and by working hard to achieve those goals
- Students are willing to take risks and to persevere when they encounter obstacles or failure
- Students learn the value of discipline and concentration
- Students work successfully both cooperatively and independently
- Students learn to embrace healthy competition
- Students do not lie, cheat, steal, or tolerate those who do

How Learning Best Occurs

Alpha believes that learning best occurs when students are taught a comprehensive curriculum through innovative instructional design that promotes learning in a challenging and exciting way. Socio-economically disadvantaged students who have a strong academic foundation are more likely to succeed in school and life. The key to a successful school is strong administrative leadership, excellent teachers who know their students well, and a structured learning environment that focuses on hard work and academics and encourages positive interaction and support with informed family and community.

Learning Best Occurs when there are School-wide Expectations of High Achievement for the Entire School Community: Students, Teachers, Staff, and Families

All members of the Alpha school community work together to ensure that every student acquires the academic skills and competencies of character needed to succeed in high school and in college. Alpha students, teachers, and staff work together to meet the goal of ensuring every student performs above grade level, demonstrating proficiency in math, language arts, history, and science by the time they graduate from 8th grade. Regular classroom observations by school leaders, annual reviews of school leaders by the Network Team, and annual reviews of the organization's leader and overall performance by an independent Board of Directors, and monthly parent organization meetings ensure that these high expectations are coupled with an equally rigorous accountability system for all stakeholders.

Learning Best Occurs within a Culture of Data-Driven Instruction, Where there is an Unyielding Focus on Student Achievement

Alpha utilizes challenging interim assessments and other metrics to provide meaningful data that indicates the level of student mastery of grade-level standards. In addition to state-mandated, end-of-year tests, students complete standard-aligned, NWEA MAP assessments three times per year. These computer adaptive tests measure growth in reading, language

use, and mathematics and provide all stakeholders with meaningful information about student progress. School created, common core aligned interims, formative and summative assessments; projects, homework, and other forms of formal and informal assessments are used to monitor student level and school wide performance on a daily, weekly, and monthly basis. See the attached sample school calendar (Appendix F), which includes professional development days dedicated to the analysis and interpretation of student data approximately every six weeks. Too often schools accumulate data but fail to have a plan for analysis and action. These regularly scheduled “data days” allow for professional development that focuses on effective uses of data, data analysis, learning plan development and modification, and the development of grade level and school wide action plans based on student performance data (See Appendix G for a Data Analysis Tool). Students, families, teachers, and leaders carefully analyze these and other data to identify the causes of academic strengths and weaknesses. Teachers, through collaboration and consultation with one another and with instructional leaders, modify instruction based on the analysis of student data, effectively individualizing instruction for each student. The school community embraces a culture of data driven instruction.

Learning Best Occurs When a Comprehensive Curriculum, Aligned to State Standards is Individualized

Alpha believes that individualization should be a core component of all twenty first century schools. Alpha schools implement a full Response to Intervention (RtI) model, providing three levels of intervention for students in need of additional assistance.

The first level of intervention is in the classroom, where teachers differentiate instruction to deliver more individualized objectives throughout the day. Teachers and staff monitor student behavior and academic performance daily. In addition, as articulated in the section above, a myriad of metrics are used to monitor the progress of all students every six weeks, and results are analyzed to identify students who are failing to make adequate progress towards mastery of the core, standards based curriculum. This data analysis is the foundation for the differentiated instruction delivered in Level 1 of intervention. Every student works with his or her teacher to create a data progress charts, which specify areas of strength and weakness and explicit classroom modifications, areas to target in our computer based activities and specific goals to work on during remediation time. Teachers create data progress charts during “data days” and during prep periods. Students review these with teachers during academic enrichment, remediation time, or at other times both within and outside of core instructional activities. Teachers support students in reflecting on their progress over the time and work on setting goals to improve their performance (see Appendix H for student led conference form). Families are encouraged to participate in the review of the data progress charts; depending on student performance and student behavior, parent teacher conferences may be a required part of the this process.

The second level of intervention occurs in our After School Program run by Citizen Schools (See Appendix I). Alpha partners with Citizen Schools to offer an after-school program that focuses on providing low-achieving students the support necessary to ensure rapid progress towards the mastery of core academic standards. Citizen Schools employs Teaching Fellows to work with students in small groups (no more than 12:1 student-teacher ratio), implements appropriate computer-based activities, and provides access to a leveled library and reading comprehension / language acquisition activities. Teaching Fellows are not be credentialed teachers, but meet all Alpha and Citizen Schools policies for non-core staff, receive professional development in effective differentiation, and communicate regularly with classroom teachers (at least weekly) to ensure that proper modifications are made based on student progress. The Citizen Schools Campus Director and Deputy Campus Director monitor and facilitate this process and continuously monitor the effectiveness of the teaching fellows. Whenever possible, teaching fellows provide small-group intervention with students whose data indicate similar instructional needs. For example, there may be one or two sixth-grade students in each class that have not yet mastered long division. MAP and other assessments will identify this gap. Teaching fellows work on this specific weakness, with only the students who have not yet mastered the skill. This targeted approach to supplemental instruction ensures more rapid progress for all students in the After School Program.

If classroom modifications and additional strategies fail to help a student make adequate progress, the student enters Level 3 of the RtI process. In addition to continuing Level 2 activities, these students meet weekly with their classroom teachers, 1:1, during academic enrichment. These meetings serve as an opportunity for progress monitoring, but also for individualized tutoring and instruction. Another core activity at Level 3 is small group intervention, called Power Hour, during the regular school day in the form of small groups organized by teachers, teaching fellows, instructional coaches, and the school leadership team, based on MAP and mastery data. Students who do not demonstrate mastery on exit tickets are grouped for reteaching by an instructional member of the staff during the Power Hour portion of the day (1 hour a day, 4 days a week). The groups may be fluid, in that certain students will come and go based on data, but the lowest scoring students on the most recent MAP assessment participate regularly in remediation/intervention versus acceleration work. By continually monitoring and modifying (as needed) each student's program, the teacher is able to design an effective, individualized instructional program. As part of weekly staff meetings, Alpha principals receive updates on all students in Level 3. These weekly meetings (as well as input from families) help determine whether or not further intervention, including the convening of a Student Success Team, is necessary.

Learning Best Occurs in a Structured and Supportive Learning Environment Where Students Can Learn and Teachers Can Teach

Alpha staff understands that adolescence is a special time in a student's life that can present a variety of unique scenarios with respect to behavior. Alpha sets clear expectations for student

behavior in the Family Handbook (See Appendix J). Just as Alpha's full Response to Intervention model provides differentiated interventions with respect to academics, Alpha implements a tiered discipline policy that ensures students respect themselves, others, and the school, but provides for an appropriate measure of self-regulation and personal responsibility. Students are expected to work hard and to take pride in the product of their work. Students who fail to meet these expectations will be subject to the school's discipline policy, which is also outlined in the Family Handbook. Families receive this handbook with the registration packet. The school's discipline policy is also communicated during orientation and in the classroom during the first day of school.

Fair and consistent application of the school's discipline policy creates a school culture where appropriate behavior and exceptional student work are the norm. This allows teachers to teach and students to learn and explore in a safe and supportive environment. For students who continuously struggle with behavior challenges, the school's tiered discipline policy is followed and students are supported as they learn to modify their behavior.

Learning Best Occurs in Schools that Effectively Hire and Retain the Highest Quality Teachers and Leaders

Alpha is constructed to combat the enormous turnover among new teachers and leaders that plagues our public schools. It is estimated that 50% of new teachers leave the profession within five years. (Ingersoll, 2001) We believe that teachers and leaders need career paths that reward their successes with more responsibility, greater compensation, or both. Alpha creates a career ladder for teachers and leaders that recognize student performance as a primary factor in advancement. This improves employee retention, succession planning, and career development. (CA State Dept. of Employee Development, 2003). By providing exceptional teachers with opportunities to advance professionally (as either teachers or leaders), providing effective professional development for all employees, and fostering the supporting conditions that empower and support faculty and staff, Alpha attempts to decrease attrition rates.

Learning Best Occurs in Schools that Foster a Positive Relationship between School, Family and Community

The most important relationships that occur in a school are between teachers and students. Alpha facilitates productive teacher-student relationships by minimizing the number of different teachers each student sees during a given academic term. At TK/kindergarten through fourth grade, classes are self-contained, with each teacher responsible for instruction in math, English, history, and science. Students in grades sixth through eighth have cored classes. Each student has two teachers, one for math/science and one for English/history.

Positive relationships between students and teachers have positive academic effects. Close relationships with teachers lead to higher levels of student engagement and achievement (Pianta, 1999). In an article entitled *Relationships Matter*, Deborah Stipek reports that adolescents “work harder for teachers who treat them as individuals and express interest in their personal lives outside school” (Stipek, 2006). By building positive relationships with students, educators can provide the motivation, initiative, and engagement, which are essential for success. (Pianta, Stuhlman, & Hamre, 2002) At TK/kindergarten through fourth grade, in self-contained classrooms, a single teacher will be responsible for delivering all core content, developing and monitoring data, communicating with families, directing and monitoring After School Academy activities, and modifying instruction based on analysis of student data. This allows for the development of a family culture in each classroom, where caring and involved teachers set high expectations and hold students accountable for meeting them. Beginning in sixth grade, students are maturing and there are two primary adults playing a role in a student’s life at school. These two teachers collaborate around the data progress process, family communication, and other activities in which the student is engaged. Students are assigned to one of their two teachers as an advisee, and this teacher will continue to provide a single point of contact for families. Providing a single point of contact is of significant benefit to families, who develop a relationship with one teacher who provides specific information about a child’s performance in each core area, and can also provide an overview of both academic growth and character development. Transitioning students from a self-contained classroom to a cored classroom is a scaffolded and responsible way to help students move from the structure of elementary school to the freedoms of high school.

Alpha encourages parent involvement at many levels and supports and empowers parent leaders and volunteers, but never forces parents to choose between volunteering at the school and supporting their families. Alpha encourages all families to help improve the academic outcomes for their children, e.g. providing a quiet place for students to do homework or making sure that students get enough rest. In these ways, even families that cannot participate more directly can still have a positive impact. The school principal meets with parent leaders and attends community meetings, and provides parents, families, and other members of the community opportunities to participate in the life of the school. The Alpha: José Hernández School recognizes that the community supported the development of the school, and it works hard to be a positive and productive member of the community.

Learning Best Occurs When Students Have Extra Time to Practice

As discussed above, Alpha’s After School Program, run by Citizen Schools, is an after-school program that focuses on providing low-achieving students the support necessary to ensure rapid progress towards the mastery of core academic standards. Students whose data

~~prescribe participation in the Academy are required to attend for two and a half hours each day, Monday through Thursday, and five hours on Fridays. At least 25% of students attend the Academy on any given school day, depending upon academic performance and data goals and recommendations. The After School Academy includes computer labs and libraries, which are set up to be conducive to both independent and small group learning. The libraries contain leveled books where students can read independently at the top of their independent reading level, as well as at computers running a learning management system that allows students to access instruction at exactly their current level of understanding.~~

Community Need

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

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

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

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

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

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

Attendance Requirements

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

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

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

Alpha: José Hernández shall maintain accurate and contemporaneous written records using a student information system that complies with state law, and documents all pupil attendance to ensure contemporaneous record keeping, support for state average daily attendance claims, and to satisfy audits and inspections related to attendance that may be conducted. Furthermore, it will annually develop an attendance-reporting calendar to provide the chartering authority with attendance reports as required.

A Focus on More

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

Multiple studies both domestically and internationally demonstrate the correlation between time in school and student achievement — and the differences that play out due to class in terms of achievement. As stated poignantly in a study ~~According to a 2007 report published~~ by the Nellie Mae ~~Education~~ Foundation ~~(See Appendix K)~~, researchers ~~have~~ found that,:

“Children in all socioeconomic groups are learning at the same rate, at least when it comes to basic skills, during the school year, and that nearly all the differences in achievement between poor and middle-class children are rooted in the inequities that young people experience outside the schoolhouse door: namely, before they begin kindergarten, and once in school, during out-of-school time. These inequities are especially pronounced during the summer months, when middle-class children continue to learn or hold steady in reading and language ~~skills, while poor children lose knowledge and skills.~~” To help level the playing field, Alpha hosts one and a half weeks of summer school for all students, where students will begin to acclimate to the culture of high expectations, review key concepts and standards from their previous grade, and begin to master content from the grade they will be entering. Alpha also holds monthly Saturday school for students who have been absent from school or who ~~require additional support to ensure academic success.~~ skills, while poor children lose knowledge and skills.”²²

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

Attendance

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

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

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

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

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

School Day

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

Alpha: José Hernández School’s calendar and daily schedule may change annually and will be reviewed prior to confirming any adjustments to ensure the Charter School is in compliance with legally required minutes and days. Such changes shall not be considered a material revision of the charter. The Charter School calendar, bell schedule, and calculation of instructional minutes will be submitted to the chartering authority by July 1 of each year for the following school year. If summer school, extended day, or intersession programs are offered then calendars and bell schedules for these programs will be submitted as well.

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

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

Mode of Delivery

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

Classroom Environment

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

- **TK/Kindergarten - 4th Grade** — Classrooms have an average of 20 students at TK, maintaining the adult to student ratio required by Education Code Section 48000(g), and 30 students in kindergarten through 4th grade. The teacher is responsible for delivering all core content, developing and monitoring data, communicating with families, directing and monitoring differentiation and extension activities, and modifying instruction based on analysis of student data. This allows for the development of a healthy and thriving culture in each classroom, where caring and involved teachers set high expectations and hold students accountable for meeting them.
- **5th - 6th Grade**²⁴ — Classrooms have an average of 30 students, with two teachers playing a role as the primary adults in a student’s life at school. **These two teachers collaborate around the data progress process, family communication, and other activities in which the student is engaged.** Students are assigned to one of their two teachers as an advisor, and this teacher continues to provide a single point of contact for families. Providing a single point of contact is of significant benefit to families, who are able to develop a relationship with a single teacher who provides specific information about a child’s performance in each core area, and can also provide an overview of both academic growth and character development.
- **7th - 8th Grade** — Classrooms have an average of 30 students, and these grades follow the departmentalized model, with four teachers playing a role teaching the core subjects (English Language Arts, Math, Science, and History/Social Studies) to students. Each student is also assigned to an advisor, who knows the student well and supports their growth plan.

Remote Learning Contingency Plan

Alpha: José Hernández School has developed, implemented, and continues to refine its Remote Learning Contingency Plan to provide flexibility to this classroom-based model, to

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

ensure preparation for any future health emergency or natural disaster that would require remote learning.

Educational Philosophy

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

We believe that to achieve this students must learn to productively struggle. Productive struggle looks like students persisting through rigorous, complicated tasks by asking questions to make meaning, giving and receiving feedback, defending their rationale, and learning from mistakes through reflection and problem solving. In order for this to happen, students must feel safe, motivated, and challenged. The adults at Alpha are responsible for creating the conditions for learning to best occur.

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

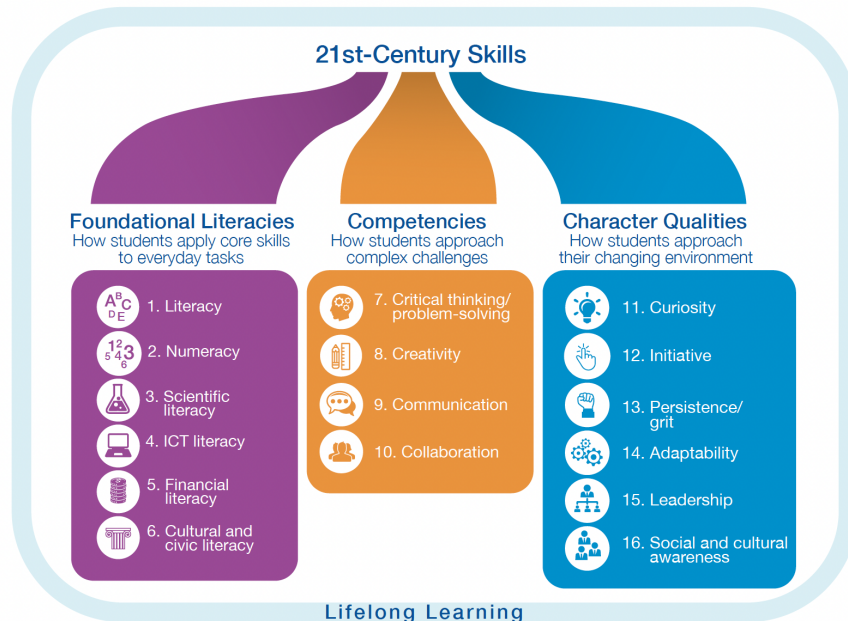
This educational philosophy drives our instructional **program**, including how we believe learning best occurs as well as our instructional practices and selection of curriculum. Furthermore, it drives the strategic planning process as illustrated in the 2024-25 APS Strategic Plan, which is provided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

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

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

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

completed middle school. Alpha aims to support its students to become self-motivated, competent, lifelong learners.



Source: World Economic Forum, 2016.

Foundational Literacies

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

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

Competencies

Alpha students will approach complex challenges through:

- Critical thinking and problem-solving
- Creativity
- Communication

- Collaboration

Character Qualities

Alpha students will approach their changing environment with:

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

How Learning Best Occurs

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

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

Instructional Design

At Alpha Public Schools we ground ourselves in research that decisively shows the achievement gap for traditionally underserved students – mostly low-income children of color – can be bridged if the school community focuses its attention on several key areas. This research includes the Education Trust’s *Dispelling the Myth*,²⁶ Fordham Institute’s *Needles in a*

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

Haystack,²⁷ Nellie Mae Education Foundation's *Advancing Racial Equity in Public Education*,²⁸ and Zaretta Hammond's *Culturally Responsive Teaching and the Brain*.²⁹

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

Designed for the Students in Front of Us

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

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

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

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

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

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

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

Standards-aligned

The instructional program is grounded in the rigor of the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), History-Social Science Framework, ELD Standards, and the remaining State Content Standards (collectively referred to herein as State Standards), using them as an anchor in implementation of curriculum and instruction, assessment of student work and progress, and evaluation of teachers and staff. All students receive grade level instruction, every day. Curriculum maps outline the content and standards that will be covered for each subject and grade level. Teachers are trained on their curriculum and implementation tools during intensive summer professional development. Ongoing support through weekly professional development, collaborative planning time, and weekly coaching ensure proper implementation.

Brain-based

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

Internalized

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

Curriculum and Instructional Design

~~The academic program at Alpha is a fully inclusive, site-based curriculum that puts all students on track for academic proficiency and eventual college and career success. The school's curriculum framework is developed for TK/Kindergarten-8th grade with the explicit purpose of helping all students become college and career ready by graduation. The school model integrates curricular and instructional practices proven most effective with the target population. All teaching and learning is aligned with and directed toward student mastery of~~

California/Common Core Standards, as well as key college-prep skills, learning strategies and work habits crucial for long-term academic success.

Students move through an age-appropriate curriculum for English-Language Arts, Mathematics, History-Social Science, and Science at each grade level. Students also receive instruction in Visual/Performing Arts, and Physical Education. The extended daily and yearly schedule allows students to master both the academic skills and competencies of character needed to become lifelong learners and successful college students. Students are expected to attend school daily and follow a prescribed schedule, with core instruction taking place between 8:00 AM and 3:45 PM for grades TK-4 and between 9:00 AM and 4:00 PM for grades 5-8. Alpha also anticipates offering after-school program for all grades for approximately 2-3 hours after the close of school. With more time built into the day, teachers are able to delve into topics more deeply to ensure student mastery. Alpha reserves the right to slightly modify these times as appropriate to best meet the needs of the community, but will offer the same number of hours per day as stated here. See the sample bell schedule in Appendix L and curriculum information in Appendix M for more detail.

Alpha provides 188 days of instruction, eight days more than traditional public schools provide, and eighteen more than the legal minimum applicable for charter schools. Summer school, a modified version of year-round schooling, enhances continuous learning. Reports from the California State Department of Education show that standardized reading test scores increased 19.3% for year-round grade school students and that a greater number of year-round students met state score objectives than those on traditional schedules (United States Department of Education, 1992). Research is clear that more instructional time enhances learning and reduces the opportunities to “forget” what has been learned. Students in Asia attend school many more days per year than U.S. students: 243 days in Japan and 220 days in South Korea; in China, students typically attend academic programs during any breaks in the school year. All three of these nations scored well above the United States in OECD’s most recent international student assessment rankings (2009). In addition to extending the school year, Alpha focuses on excellent student attendance of at least 95%.

The environment is small and personalized. Research shows that small schools allow students and teachers to develop more intensive, long-term relationships that enable better conditions for teaching and learning. In addition, Alpha facilitates productive teacher-student relationships by minimizing the number of different students each teacher sees during a given academic term. This small school model helps to support larger class sizes without negatively impacting student performance. Research on the relationship between class size and student performance supports this approach, as evidenced in Caroline Hoxby’s article, “The Effects of Class Size on Student Achievement: New Evidence from Population Variation.” All Alpha classroom teachers must be capable of teaching each of the core classes for which they are responsible, well. To ensure this, Alpha screens teachers for subject matter competency in the hiring process, ensuring that all classroom teachers hold the appropriate credentials, provide

professional development that supports instruction across multiple disciplines, and mandates teacher collaboration among teachers with expertise in different subject matters.

Alpha is a cohort model, which means that all students of the same grade level take the same course in English, history, math and science each year. Alpha uses a variety of supports and pedagogical strategies, as outlined in the following section, to make certain that all students in the target population can successfully access the curriculum.

The faculty consists of highly qualified teachers who are well supported by the school's administrative staff and through targeted professional development. Teachers hold appropriate teaching certifications. Professional development, teacher planning time, and other opportunities for collaboration are scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment, Alpha ensures collaborative planning time for teachers to design interdisciplinary curricula, so that students are able to make connections across the subjects, and thereby deepen their conceptual understanding of content. At all Alpha schools, the entire staff meets for 3 hours one afternoon every week, students' early release day, for professional development.

A Day in the Life of a TK/K-4 Alpha Student

7:45

Patricia, a first grader, arrives at school promptly at 7:45 A.M. dressed in her school uniform and receives a welcome handshake from Ms. Hanlon, the Principal. Ms. Hanlon checks her uniform, and then allows her to proceed to the cafeteria for breakfast. After breakfast, Patricia walks quickly and quietly to her classroom and turns in her homework to her teacher and hangs up her backpack on her hook. While her teacher reviews her homework, Patricia retrieves her computer from the cart and begins working on her assignments.

8:00

Promptly at 8:00A.M., Patricia's teacher begins Morning Meeting by going over the Alpha values. Patricia recites along with excitement. Morning Meeting is one of her favorite times of the day. Her teacher awards the Homework Superstar to a student who has done an exceptional job on his/her homework and the class reviews their academic and character goals for the day.

8:15

After Morning Meeting, the class begins their ELA mini-lesson. The teacher reviews the objectives for the morning so that Patricia and her classmates know exactly what they will be doing and how they will show what they know. Today's mini-lesson is focused on key vocabulary that will be in the story they will read during their small group.

8:30

~~At 8:30, Reading Power Hour (RPH) begins. For the next hour, Patricia and her classmates are in their center groups and working independently. They know their teacher has to work closely with a small group so they must show their independence and not interrupt. Patricia enjoys Read to Self and Word Work on her Chromebook before moving to work directly with the teacher on their story for the week.~~

~~9:30~~

~~At 9:30, the whole class comes back together and discusses how RPH went. Many of the students completed their work independently so the whole class does a cheer to recognize their good work. Next, the class moves into ELA time and works on finding the main idea and key details in a story. They also review grammar, as it will be important for their writing.~~

~~10:30~~

~~After ELA, the class begins writing. They will start their work now, and finish after lunch. Their focus for this week is informative and explanatory texts. Last week, Patricia completed a graphic organizer on her topic and today she will begin her first draft.~~

~~11:00~~

~~It's time for lunch! Patricia and her classmates walk to the cafeteria, choose their lunch, and take their seat with the class. Students know they must use soft voices and keep their area clean while they are eating.~~

~~11:30~~

~~After a delicious lunch, the students return to the classroom and get right back to their writing. Patricia finishes with some time to spare, but she knows she must go back, check her work, and add details to her writing.~~

~~11:45~~

~~After finishing up writing, the students move on to math. Today they are working on a math assessment and after they finish the assessment, they get to spend time on ST Math. Patricia is ready for her assessment. She knows she must show her work neatly and completely, as well as explain her thinking. After the test, she is ready to play with Jiji the penguin!~~

~~1:30~~

~~Patricia and her friends have worked hard and they need a break. They all head outside to the play structure and enjoy their recess and snack.~~

~~2:00~~

~~After recess, it's time for Specials. Today, the class has dance. They are working on moves to a popular song. Patricia enjoys the fast pace of dance and the music. She can't wait until the dance is done and they can perform for their teacher.~~

~~3:00~~

One of Patricia's favorite classes is science. Her class is currently studying plants and today, they are planting tomato seeds. Patricia and her classmates work carefully throughout the lesson to make sure they are following directions and being neat. Patricia places the dirt and seeds in her pot and pours a little water on top. She then carefully puts her name on a piece of tape and places the tape on her pot. To ensure that her plant gets some sunlight, she places it near the window. Over the next few days, the class will be tracking how much the plants grow each day.

3:40

After a long day full of learning, the students prepare their binders for dismissal. Before they leave, they must fill in their color for the day. Patricia did a good job today and she gets to color her behavior log green. Her teacher also writes a quick note to her mother in the log so that Patricia's efforts are known at home. Patricia also reviews her academic and behavior goal for the day and writes in her log how she met those goals.

3:45

Patricia makes sure to place her homework folder in her bag and straightens up her desk and workspace. She pushes her chair in and lines up silently with her classmates. Patricia's mother picks her up and Patricia eagerly tells her about all of the things she learned today. She can't wait to come back to school tomorrow.

A Day in the Life of a 5-8 Alpha Student

8:30

Robert, a sixth grader, arrives at school promptly at 8:30 A.M. dressed in his school uniform and receives a welcome handshake from Ms. Hanlon, the Principal. Ms. Hanlon checks his uniform, and then allows him to proceed to the cafeteria for breakfast. After breakfast, Robert heads to his classroom and lines up outside, chatting quietly with some classmates. His teacher welcomes him into the classroom by shaking his hand and asking how he is doing today.

9:00

Promptly at 9:00A.M., Robert's Math teacher, begins Morning Advisory by going over the Personalized Leadership Training goals for the day. Robert grabs his Chromebook from the computer cart, goes over his goals and waits for his teacher to have a one to one goal setting discussion. After meeting, his teacher calls for shout outs related to the Alpha values for any students who have done an exceptional job for the week.

9:15

After Morning Advisory, Robert hands in his Math homework, copies his homework down in his planner, and reads silently. The teacher also reviews the objectives for the morning so that Robert and his classmates know exactly what they will be doing and how they will show what they know. Today's objective is to interpret and explain statements of order for rational numbers in real world contexts.

9:30

At 9:30, Robert's class transitions into the first of three station/rotations for the 90-minute block. He logs into his class' Math page to see his personalized schedule, based on his color group (assigned using the NWEA/MAP assessment he took at the beginning of the year). Robert will start his first station with his teacher at the critical thinking station. His teacher begins the lesson with a Do Now and then dives into a real-world problem involving temperatures in different climates, which aligns with what Robert is learning in Science class.

10:30

At 10:30, Robert is on to his last station in Math class, Fill in the Gap Remediation/Acceleration, after spending 30 minutes in his second station (Leveled Skill Practice) where he worked in a group to solve 3 multi-step word problems. During this last station Robert works on Zeal, a math online program to help him fill in some gaps he has on 5th grade math. 5 minutes before class lets out, Robert completes an exit ticket on his computer so that his teacher can analyze the data to determine groups for tomorrow's lesson.

11:00

After Math class, Robert transitions into his ELA classroom with Mrs. Wright. She welcomes him into the class with a high five and reminds him to turn in his homework in the bin with his group color on it. His teacher also begins by going over the objective and a Do Now. Today's objective is to compare and contrast two characters from *The Circuit*, their novel study book for this unit.

12:00

By this time Robert has participated in a Socratic seminar where he represented one character and had to defend the choices the character made in the book using specific evidence from the text. For the last thirty minutes in ELA, Robert will work on comparing and contrast characters by reading two different texts from Newsela, an online program, and then answer Common Core questions before he takes his exit ticket.

12:30

It's time for lunch! Robert chooses a steak salad with a side of cucumbers and strawberries. He is an Alpha Value Award winner, so he is allowed to take a chocolate milk and sit where he likes.

1:00

After finishing up lunch, Robert goes to Personalized Leadership Training (PLT) Field (which is just like P.E., but with the addition of practicing leadership habits). Today the coach has them run the mile and records their time. Robert has decreased his time by 55 seconds since he last ran the mile. Next, the students split into their squads and do a series of strength training exercises, focusing on Leadership by taking turns modeling and demonstrating the appropriate way to do the exercises.

2:00

After PLT, Robert cools down and heads over to his homeroom classroom to see which Power Hour class he will be in. While he was at PLT, his teachers were analyzing the exit ticket data to create power hour groups. During this time students are grouped based on their needs. Robert had some difficulty with the math objective, so he will be in Math Power Hour today to focus and improve on that skill.

3:00

After Power Hour, Robert transitions into Science. Today they are reviewing the water cycle, and his teacher uses a jeopardy game to test their knowledge. Robert and his teammates spend five minutes brainstorming everything they’ve learned in the past week and it pays off, since the answer to many of the questions is fresh in their minds. Robert loves that he is able to work with his peers to show what they know and they have become great at holding each other accountable for their group work.

4:00

It’s time to go home. Robert makes sure to place his homework folder in his bag and straightens up his desk and workspace. He pushes his chair in and lines up silently with his classmates. Robert is part of the after school program run by Citizen Schools so he goes there until his dad picks him up at 6pm.

The following curriculum³⁰ provides the foundation for Alpha to meet State Content Standards:

	TK/Kindergarten—4th Grade	5th Grade—8th Grade
English	Structured around the McGraw-Hill Wonders Curriculum, Novel Study Units, and the Common Core State Standards for English Language Arts. Alpha teachers: <div>1. Provide strong literacy instruction through utilizing a balanced literacy approach focused on phonemic awareness and phonics,</div>	Structured around engage ^{ny} / Expeditionary Learning’s English Language Arts Curriculum (grades 5-8), Novel Study Units, and the <i>College Board’s Springboard</i> , a pre-AP curriculum. Alpha teachers: <div>1. Teach reading and language arts as central to all academic subjects and as a means for obtaining and communicating information.</div>

³⁰ Alpha Public Schools complies with Education Code Section 60210, which states that LEAs may utilize instructional materials not adopted by the SBE, as long as the materials are aligned to state standards and a majority of the participants of any review process conducted by the district are classroom teachers who are assigned to the subject area or grade level of the materials being reviewed.

	<p>fluency, vocabulary, comprehension, and writing.</p> <ol style="list-style-type: none"> 2. Emphasize phonics and phonemic awareness to intermediate grammar and novel reading in grades 3–4. 3. Teach students how to begin dissecting sentences and classifying various parts of speech, diagramming complex sentences and reading various prose and poetry (novels, plays, sonnets, poetry, speeches) with instructional supports. 4. Meet with 2–4 small groups during a “power hour” time where the teacher does intensive guided reading and skill review. 5. Teach a writing block to ensure students become clear, competent writers. 	<ol style="list-style-type: none"> 2. Teach the fundamentals of spelling and grammar. 3. Teach students the necessary skills for researching information, taking notes, organizing ideas, developing an outline, using the dictionary, editing and revising. 4. Teach oral communication skills through group discussions and classroom presentations. 5. Teach the mechanics of expository writing, creative writing, poetry, journalism, business communication, and scientific writing.
Mathematics	<p>Structured around <u>Eureka Math</u> (grades TK/K–4) and the state standards for each level, utilizing state-approved curriculum. Alpha teachers:</p> <ol style="list-style-type: none"> 1. Cover the grade-level curricular content specified in <i>Mathematics Content Standards for California Public Schools: Kindergarten through Grade Twelve</i> (California Department of Education, 1999). 2. Teach a balance between basic fact knowledge and “automaticity” with procedural computation, as 	<p>Structured around <u>Bridges in Mathematics</u> (grade 5), <u>College Preparatory Mathematics [CPM]</u> (grades 6–8) and the state standards for each level, utilizing state-approved curriculum. Alpha teachers:</p> <ol style="list-style-type: none"> 1. Cover the grade-level curricular content specified in <i>Mathematics Content Standards for California Public Schools: Kindergarten through Grade Twelve</i> (California Department of Education, 1999). 2. Teach content and learning experiences in mathematics that allow students to develop

	<p>well as a deep conceptual understanding of important math principles and the ability to solve complex mathematical problems.</p> <p>3.—Spiral math standards, which gives students an exceptionally strong foundation in arithmetic skills, procedural computation, and conceptual understanding.</p> <p>4.—Utilize online adaptive programs such as ST Math and iXL to supplement the curriculum and provide students with extra practice.</p>	<p>the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for critical thinking and core academics listed on page 71.</p> <p>3.—Teach fluency with traditional (abstract) mathematical concepts, statistics, and computation skills.</p> <p>4.—Teach mathematics with scientific quantification to emphasize the relationships between math, science, and technology.</p>
Science	<p>Structured around <u>The Next Generation Science Standards</u> for each grade level utilizing state-approved curriculum. Alpha teachers:</p> <p>1.—Present an effective science curriculum using the grade level, instructional strategies and assessment guidelines outlined in <i>Science Framework for California Public Schools: Kindergarten through Grade Twelve</i> (California Department of Education, 2004).</p> <p>2.—Provide instruction that combines student mastery of core vocabulary and conceptual knowledge with the application of scientific principles in laboratory settings.</p> <p>3.—Use the hands-on FOSS science curriculum with the Harcourt Science textbook to ensure students have access</p>	<p>Structured around <u>The Next Generation Science Standards</u> for each grade level utilizing state-approved curriculum. Alpha teachers:</p> <p>1.—Present an effective science curriculum using the grade level, instructional strategies and assessment guidelines outlined in <i>Science Framework for California Public Schools: Kindergarten through Grade Twelve</i> (California Department of Education, 2004).</p> <p>2.—Teach content and learning experiences in science that allow students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for critical thinking and core academics listed on page 71.</p> <p>3.—Provide a science program that combines the core</p>

	<p>to an engaging and challenging curriculum.</p> <p>4. Provide performance task components that will require students to synthesize and analyze data from laboratory experiments, including key mathematical concepts, especially graphing and measurement skills, during science.</p>	<p>sciences of biology, physics, and chemistry.</p> <p>4. Teach students to use the scientific method to identify a problem and pose relevant questions, state a hypothesis, conduct an experiment, understand the variables, analyze the data, and reach a conclusion or solution that serves as the hypothesis for the next round of inquiry.</p>
History & Social Studies	<p>Structured around Scott Foresman History-Social Science for California (grades 5-8) and the state standards for each grade level utilizing state-approved curriculum. Alpha teachers:</p> <ol style="list-style-type: none"> 1. Present an effective history and social science curriculum using the grade-level considerations, instructional strategies, and assessment guidelines outlined in <i>History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve</i> (California Department of Education, 2005). 2. Teach students to master the key concepts and vocabulary, analyze primary sources, debate different points of view, and make cause-and-effect connections. 3. Work with students to hone their nonfiction reading skills, learn important content, and apply and retain it in written essays and oral presentations. 	<p>Structured around Scott Foresman History-Social Science for California (grades 5-8) and the state standards for each grade level utilizing state-approved curriculum. Alpha teachers:</p> <ol style="list-style-type: none"> 1. Present an effective history and social science curriculum using the grade-level considerations, instructional strategies, and assessment guidelines outlined in <i>History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve</i> (California Department of Education, 2005). 2. Teach content in history and social science that allows students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for core academics listed on page 71. 3. Teach students a global perspective of history and social science by studying other nations.

		<p>4. Teach culture of societies, both ancient and modern, through archaeology, anthropology, history, and geography.</p>
<p>Visual & Performing Arts</p>	<p>Structured around the state standards for each grade level. Alpha teachers:</p> <ol style="list-style-type: none"> 1. Provide an effective visual and performing arts curriculum using the grade-level considerations, the instructional strategies, and assessment guidelines outlined in <i>Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade Twelve</i> (California Department of Education, 2003). 2. Teach content and learning experiences in the visual and performing arts that allow students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for critical thinking and core academics. 3. Teach content by embedding curriculum in other core classes, promoting project based learning that encourages visual and performing arts component, and through weekly (Thursday) arts programs which may include music, painting/drawing, dance, and drama. 	<p>Structured around the state standards for each grade level. Alpha teachers:</p> <ol style="list-style-type: none"> 1. Provide an effective visual and performing arts curriculum using the grade-level considerations, the instructional strategies, and assessment guidelines outlined in <i>Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade Twelve</i> (California Department of Education, 2003). 2. Teach content and learning experiences in the visual and performing arts that allow students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for critical thinking and core academics. 3. Teach content by embedding curriculum in other core classes, promoting project based learning that encourages visual and performing arts component, and through weekly (Thursday) arts programs which may include music, painting/drawing, dance, and drama.

Physical Education & Health	<p>Structured around the state standards for each grade level. Alpha teachers:</p> <ol style="list-style-type: none"> 1. Teach the grade level curricular content specified in <i>Challenge Standards for Student Success: Physical Education</i> (California Department of Education, 1998) and <i>Moving into the Future: National Standards for Physical Education: A Guide to Content and Assessment</i> (National Association for Sport and Physical Education, 1995). 2. Teach the grade level curricular content specified in <i>Challenge Standards for Student Success: Health Education</i> (California Department of Education, 1998). 3. Provide a physical education program that offers both individual and team sports, during physical education class, which may include basketball, cross-country, soccer, and other physical activities that promote fitness, teamwork, and individual abilities. 	<p>Structured around the state standards for each grade level. Alpha teachers:</p> <ol style="list-style-type: none"> 1. Teach the grade level curricular content specified in <i>Challenge Standards for Student Success: Physical Education</i> (California Department of Education, 1998) and <i>Moving into the Future: National Standards for Physical Education: A Guide to Content and Assessment</i> (National Association for Sport and Physical Education, 1995). 2. Teach the grade level curricular content specified in <i>Challenge Standards for Student Success: Health Education</i> (California Department of Education, 1998). 3. Provide a physical education program that offers both individual and team sports, during physical education class, which may include basketball, cross-country, soccer, and other physical activities that promote fitness, teamwork, and individual abilities.
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Revisions to the list of courses and curriculum offered by the school are made based on a continuous improvement process that involves analyzing student performance data and educational trends to determine how the curriculum can best meet the needs of the student population and align with the mission of the school.

Please find sample curriculum information for the core subjects of language arts, mathematics, science, and history located in M.

Pedagogy (Teaching Methods)

Alpha recognizes that there is no single pedagogical strategy that is best for all students at all times. Therefore, Alpha employs a range of pedagogical strategies that are researched-based and considered “best practices” in other academically high-performing schools. This variety of instructional methods provides opportunities for all students to learn academic content at high levels of conceptual understanding.

- ~~Instruction is differentiated. Alpha implements a full Response to Intervention model, providing three levels of intervention for students in need of additional assistance. The first level of intervention is in the classroom, where teachers differentiate instruction to deliver more individualized objectives throughout the day.~~
- ~~Instruction is delivered directly from the teacher, the same approach most commonly used in the nation’s top colleges and universities. Research by Kirschner, Sweller, and Clark indicates evidence from controlled studies “uniformly supports direct, strong instructional guidance rather than constructivist-based minimal guidance.” (2006) Alpha’s goal is to begin preparing students for the rigors of high school and college. To ensure that students develop the skills required to succeed in a lecture-based system, the curriculum is delivered through direct instruction when appropriate, and students work to develop their note-taking, recall, and response skills. Students are scaffolded from direct instruction through guided practice and then ultimately independent practice.~~
- ~~Instruction is project-based. The use of in-depth and rigorous classroom projects facilitates learning and assesses student competence. Students use technology and inquiry to respond to a complex issue, problem or challenge. Projects link the curriculum content with current events, primary sources, scientific investigation, and students’ experiences while also allowing classroom teachers to teach and assess visual arts standards, which are integrated into many projects. Most important, project-based instruction allows students to develop the strong communication, leadership, and teamwork skills necessary to succeed in college and the global economy.~~

~~Instruction is integrated with technology.~~ **Data Driven**

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

All teachers engage in collaborative data analysis with their coach and team of teachers, examining student work such as exit tickets, quizzes, unit assessments, projects, and writing

assignments. This collaboration ensures teachers know exactly where their students are performing and can make appropriate changes to upcoming lessons. It also allows staff to compare data, share best practices, and normalize grading applications. Specifically, this process helps support subgroups such as English learners and students with disabilities by identifying specific learning needs and implementing specialized strategies to address them.

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

Integrated with Technology

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

~~Computer-based activities allow motivated, high-achieving students to move through more challenging material at their own pace. Additionally, it helps to diagnose and remediate learning gaps for low-achieving students. These activities – employ computer-based curricula that is either purchased off-the-shelf or developed by teachers using open-source resources. Computer-based learning is a powerful way of engaging today’s students who have a natural affinity to technology. Computer-based curricula provide an additional tool for teachers to differentiate their instruction. Students are able to move at their own pace, moving faster through material they understand and repeating the more difficult sections. In addition, the multimedia capabilities of online programs enable students to visually interact with abstract concepts that are often difficult to understand when presented in traditional textbooks or lectures.~~

~~The availability of online curricula and learning resources has grown tremendously over the last several years. Alpha continuously outreaches and engages the technology community so richly found in our geographic area. Alpha constantly evaluates and where appropriate, selects, new computer-based content for the school, in addition to~~

the programs currently in use by Alpha schools, with which we have had success in improving student performance. Our criteria for selection are that the programs:

- a. ~~adhere to state/national content standards~~
- b. ~~provide rich, interactive, and engaging materials and activities for students~~
- c. ~~provide a sufficient number and variety of lessons and materials for teachers to be able to differentiate their instruction~~
- d. ~~Allow teachers to customize lessons~~
- e. ~~include embedded assessments~~
- f. ~~enable students to be largely self-directed as they progress through the course. (Ideally the programs would have an “adaptive” capacity that automatically changes the difficulty level of the material based on the student’s performance.)~~

Materials and Technology

The materials used by the Alpha: José Hernández School’s teachers are selected in accordance with the guidelines and recommendations provided by the California Department of Education.

The materials Alpha will use are necessary to support the college-preparatory program and include:

- ~~Textbooks~~~~Computers and Projection Devices~~~~Software Programs~~~~Laboratory Science Materials~~~~Test Preparation Guides~~~~Internet Connectivity~~~~Research and Reading Library Materials~~~~Math Manipulatives~~~~Maps and Atlases~~~~Dictionaries and Thesauruses~~
- ~~Televisions, VCRs and DVD Players~~
- ~~California Physical Fitness Test Equipment~~

Professional Development

There are 6.5 hours of professional development built in to the staff schedule each week. These sessions take place after students have been dismissed from the building. Sessions cover a variety of topics including, lesson planning, academic data analysis, school culture and classroom management. A lead teacher, administrator or guest speaker facilitates sessions.

There are also full professional development days built into the staff calendar. For new and returning teachers, there are 13 and 8 days respectively of professional development that take place before the school year begins. In July, there is a two-day retreat for all staff that focuses on the social, cultural and emotional development of staff. In addition to the summer professional development schedule, there are three full days of professional development built into the school year in November, February and May. At least once every two weeks, teachers receive coaching and feedback from a school leader. In-class observations are conducted on a regular basis and teachers have the chance to discuss feedback with a school

~~leader. This provides school leaders an opportunity to individualize professional development to further strengthen the skills of teachers.~~

~~Additionally, we offer personalized professional development for our teacher leaders by sending them to the National Academy of Advanced Teacher Education () (See Appendix N).~~

~~The following are some of the major topics and themes addressed through professional development during the school year.~~

~~*Common Core and Next Generation Science Standards*~~

~~Curriculum at Alpha is created in alignment with the Common Core and Next Generation Science Standards. During summer professional development, teachers receive curriculum maps outlining the content and standards that will be covered for each subject and grade level. Teachers are trained on their curriculum and implementation tools. In addition, grade level and content partner teachers are provided with weekly common planning time. There are also professional development sessions built in to the school year where staff analyzes student mastery data and creates plans to bridge any gaps. This time is also used to ensure that Common Core and Next Generation Science Standards are being implemented appropriately throughout the school year.~~

~~*Blended Learning*~~

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

~~*Positive School Culture*~~

Supporting Conditions

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

Healthy and Thriving Environment

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

Family Empowered

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

Invested Adults

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

Community Focused

Strong, positive relationships are built between school, family, and community that empower students and families as leaders. Positive relationships between students, teachers, and families are elevated by multiple contact points as well as a focus on student and family voice and collaboration. Alpha maintains deep roots in East Side San Jose and maintains a strong focus on including and supporting the larger community.

Curriculum

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

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

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

Transitional Kindergarten

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

English Language Arts

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

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

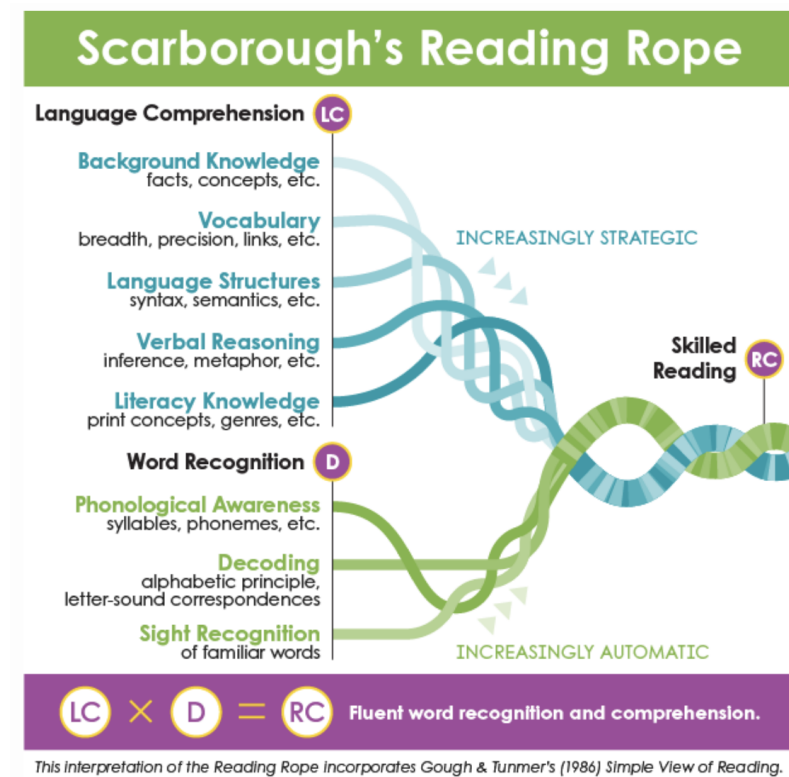
- **Ensure Students Read Diverse Texts** – Students must have access to complex text, and must grapple with fiction, poetry, drama, and literary and informative nonfiction. They should read canonical literature and they should read culturally relevant texts; texts should provide both mirrors and windows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

Core Curriculum

The ELA curriculum at Alpha is aligned to Scarborough’s Reading Rope, developed in 2001 by Dr. Hollis Scarborough. Scarborough's Reading Rope is made up of lower strands focused on word recognition and upper strands focusing on language comprehension, which come together to develop skilled and accurate, fluent reading with strong comprehension as seen in the figure below.³¹ This combined approach of knowledge building alongside decoding is

³¹ Scarborough, H.S. (2001). *Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice*. In Neuman, S., & Dickinson, D. (Eds.). *Handbook for research in early literacy*. Guilford Press.

essential for English learners, who comprise the majority of the population at Alpha: José Hernández.



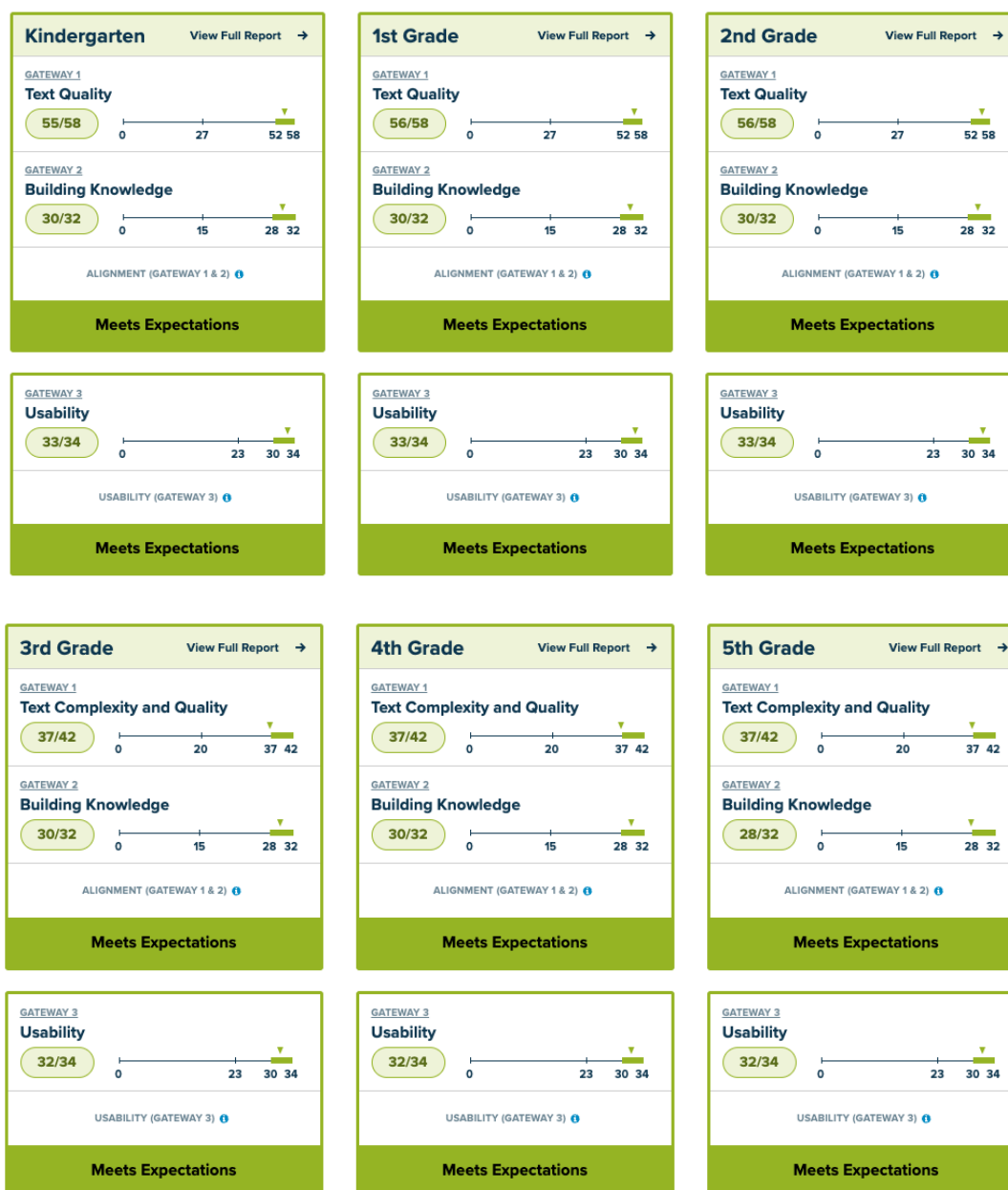
Source: <https://www.reallygreatreading.com/scarboroughs-reading-rope>

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

- **Amplify Core Knowledge Language Arts (CKLA), TK - 5th** – Amplify CKLA is grounded in the Science of Reading. In alignment with Scarborough's Rope, the program combines knowledge-building and research-based foundational skills to develop strong readers, writers, and thinkers. Amplify CKLA is rated *green* on all indicators by EdReports as seen in the figure below,³² meets the criteria for Tier I-Strong Evidence as an education intervention under ESSA, and is recognized by the Knowledge Matters Campaign for its excellence in intentionally building knowledge. Additionally, CKLA has been found to be

³² Ed Reports. (2014). *Amplify: Core knowledge language arts (CKLA)*.
<https://www.edreports.org/reports/overview/core-knowledge-language-arts-ckla-2015>

particularly effective for students from low-income areas, whose growth outperformed both the control group and students from high- and middle- income areas.³³



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

³³ Core Knowledge. (2023, April). New independent efficacy study: *Core Knowledge has a significant positive impact on state reading test scores*. https://amplify.com/pdf/uploads/2023/04/CKLA_Flyer-CoreKnowledgeResearch_041423-Web.pdf

- **Institute for Multi-Sensory Education (IMSE) Phonics, TK - 2nd** – IMSE Impact’s direct, explicit, and sequential curriculum addresses all tiers of learners, meeting each student where they are to more effectively increase reading proficiency.
- **StudySync, 6th - 8th** – StudySync is a complete ELA curriculum designed to engage adolescents through both traditional and contemporary text. The program includes integrated reading and writing, embedded skills lessons, extended writing projects, assessments, peer review processes, and specific supports for English learners.³⁴

Alpha also utilizes the following supplemental curricula:

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

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

Instructional Practice

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

³⁴ StudySync. (n.d.) *StudySyncELA: A comprehensive English language arts curriculum for grades 6-12.*
<https://www.studysync.com/products/ela>

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

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

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

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

Collaborative Learning	Students may collaborate with peers on discussions, projects, or peer review activities facilitated by StudySync's platform. This fosters communication skills, teamwork, and deeper understanding of content.
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Assessments

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

Mathematics

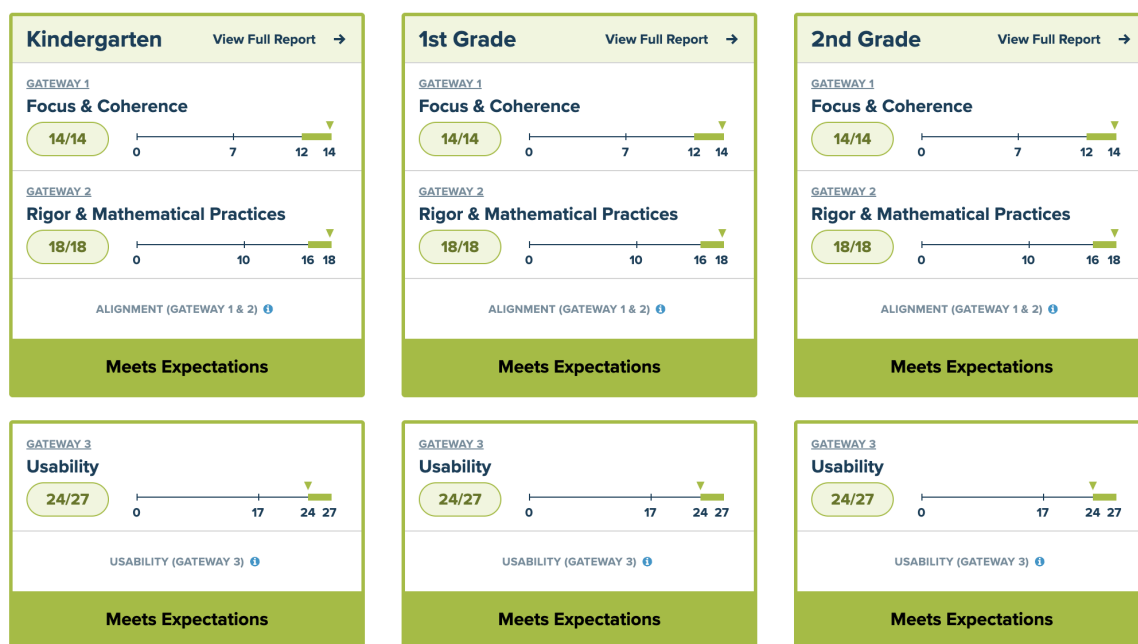
Mathematics provides grade-level, standards-based instruction aligned to the CCSS in Mathematics. The mathematics program supports students in developing basic fact knowledge and automaticity with procedural computation, as well as a deep conceptual understanding of important math principles and the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

Core Curriculum

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

- **Eureka Math², TK - 8th** – Eureka Math² is a complete Pre-K through 8th Grade curriculum that carefully sequences the mathematical progressions into highly effective modules that give students an exceptionally strong foundation in arithmetic skills, procedural computation, and conceptual understanding. The TK through 5th Grade curriculum is organized within *A Story of Units* and 6th through 8th Grade are

part of the *A Story of Ratios* sequence. Differentiation and intervention are built into the Eureka Math program, providing scaffolding as needed and necessary to support all students. Eureka Math was the first cohesive math curriculum for grades Pre-K through 12th Grade completely aligned to the CCSS in Mathematics.³⁵ The curriculum earned the highest ratings from EdReports.org across all categories (focus/coherence, rigor, and usability in the classroom), as seen in the figure below.³⁶



³⁵ Great Minds. (n.d.). *Eureka Math²: Exponentially greater*. <https://greatminds.org/math>

³⁶ Ed Reports. (2015). *Great minds: Eureka Math*. <https://www.edreports.org/reports/overview/eureka-math-2015>



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

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

Alpha: José Hernández also utilizes the following supplemental curricula:

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

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

Instructional Practice

The Eureka Math² curriculum is distinguished not only by its adherence to and support of the CCSS — it is also based on a theory of teaching math that is proven to work. That theory posits that mathematical knowledge is conveyed most effectively when it is taught in a sequence that follows the *story* of mathematics itself. This is why we call the elementary portion of Eureka Math *A Story of Units*. The sequencing has been joined with methods of instruction that have been proven to work, in this nation and abroad. These methods drive student understanding beyond process to deep mastery of mathematical concepts. The goal of Eureka Math² is to produce students who are not merely literate, but fluent, in mathematics.

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

Math Blocks TK - 8th	
Components	Focus
Engaging Tasks and Lessons	Students participate in hands-on and interactive math tasks and lessons designed to promote conceptual understanding and problem-solving skills.
Problem Sets	Eureka Math 2.0 provides structured problem sets that encourage students to apply newly acquired skills and concepts independently.
Sprints	These are short, timed exercises designed to build fluency in math facts and computational skills.
Digital Resources	Eureka Math 2.0 offers digital resources such as

	interactive lessons, online tools, and digital manipulatives to enhance learning and engagement.
Integrated Problem Solving	The curriculum emphasizes real-world problem-solving tasks that integrate mathematical concepts across different topics and domains.
Scaffolded Instruction	Eureka Math 2.0 provides scaffolded instruction that builds upon prior knowledge and guides students through increasingly complex mathematical concepts and skills.

Assessments

Eureka Math² integrates CCSS-aligned, curriculum-embedded assessments throughout each mathematics unit, including assessments at the conclusion of each unit. Teachers utilize data from these assessments to pinpoint students requiring additional support and remediation on specific skills and content covered in the unit, thereby facilitating personalized learning paths to ensure all students advance at their optimal pace. Additionally, all students take the NWEA Math test as a screener and progress monitor to ensure readiness for the end-of-year SBAC assessment, further supporting comprehensive assessment practices aligned with educational standards and student achievement goals. These formative and summative assessments serve to continuously monitor student progress and inform instructional planning, enabling educators to effectively target areas where students may benefit from additional support or enrichment opportunities.

Science

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

Core Curriculum

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

- **Amplify CKLA, TK - 4th** – The Amplify CKLA program integrates science exploration into the ELA program, building scientific knowledge as students develop their literacy.
- **Amplify Science, 5th - 8th** – Amplify Science is a NGSS-aligned science program that draws primarily from the principles, curriculum, instructional strategies, and research base of UC Berkeley’s Lawrence Hall of Science.³⁷ Amplify Science reflects state-of-the-art practices in science teaching and learning and is the highest rated Science curriculum reviewed by EdReports for both TK/K through 5th Grade³⁸ and 6th through 8th Grade,³⁹ with ratings for 5th - 8th grade provided in the figure below.



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

³⁷ Amplify. (n.d.) *Amplify science: A phenomena-based science curriculum*. <https://www.amplify.com/programs/amplify-science>

³⁸ Ed Reports. (2022). *Amplify science, K - 5*. <https://www.edreports.org/compare/results/science-k-5>

³⁹ Ed Reports. (2018). *Amplify science, 6 - 8*. <https://www.edreports.org/compare/results/science-6-8>

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

Instructional Practice

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

Assessments

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

Social Studies

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

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

This approach exemplifies APS’s network-wide commitment to dismantling systems of oppression and engaging in reform-focused discourse. Students engage with the Social Justice Standards published by Learning for Justice (formerly Teaching Tolerance) and work to decide

where and how they want to have a voice.⁴⁰ Our schools are composed predominantly of students of color, students who come from groups that have for too long been left out of the historical narrative. Our program seeks to add them back in along with all of the other intersections of identity that have been previously excluded, exploring historical and modern voices that recognize the perspectives and experiences of marginalized communities and ensuring students see celebration along with struggle.

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

Core Curriculum

Alpha utilizes the following core curricula for social studies instruction.

- **Amplify CKLA, TK - 5th** – The Amplify CKLA program integrates social studies exploration into the ELA program, building knowledge as students develop their literacy.
- **National Geographic, 6th - 8th** – The National Geographic Social Studies curriculum provides dynamic content that engages the student through accessible photographs, adapted articles, primary sources, and visuals.⁴¹

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

Instructional Practices

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

⁴⁰ Teaching Tolerance. (2016). *Social justice standards: The teaching tolerance anti-bias framework*. https://www.learningforjustice.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf

⁴¹ National Geographic Learning. (n.d.) *National Geographic social studies*. Cengage. <https://ngl.cengage.com/search/showresults.do?N=201+4294891961+4294918395+4294891796>

encouraged to seek out representations of underrepresented perspectives to foster a more inclusive understanding of history.

Assessment

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

Physical Education & Personal Leadership Training

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

Core Curriculum

Curriculum for Physical Education is backwards designed from standards and frameworks by teachers, providing students with the direct instruction, guided and independent practice, engaging experiences, and collaboration opportunities necessary to develop a range of physical and athletic skills, healthy lifestyle choices, as well as a habits and mindsets of teamwork, cooperation, collaboration, fair play, and leadership.

Instructional Practices

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

Assessment

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

Electives

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

Core Curriculum

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

Instructional Practices

Alpha's elective teachers incorporate a variety of instructional practices appropriate for the subject. Teachers also incorporate practices applicable to our core courses that they practice during our professional development cycle and, as much as possible, incorporate strategies for English Language development and SEL.

Assessment

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

English Language Development

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

Core Curriculum

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

- **EL Achieve, Systematic ELD, TK - 8th** – A TK-12 program designed to move students from one proficiency level to the next, Systematic ELD builds a solid foundation in English by teaching language that English learners:
 - Are not likely to learn outside of school or efficiently pick up on their own,
 - Will not explicitly learn in other subject areas, and
 - Need to use for effective academic learning, classroom participation, and real-life purposes.⁴²
- **EL Achieve's Constructing Meaning, TK - 8th** – Provides teachers with the process for identifying the language required in discipline-specific content, then backwards planning to provide this explicit language instruction within content area teaching. Based on this backward design and a gradual release of responsibility, the Constructing Meaning process prompts teachers to: understand the role language plays in content learning, decide what language knowledge students need to access content and express understanding, and provide appropriate, explicit oral and written language instruction and practice.⁴³

Instructional Practices

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

⁴² EL Achieve. (n.d.). *Systematic ELD*. <https://www.elachieve.org/systematic-eld/>

⁴³ EL Achieve. (n.d.). *Constructing meaning*. <https://www.elachieve.org/constructing-meaning/>

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

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

Assessment

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

Social Emotional Learning (SEL)

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

CASEL Core Competencies

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

Core Curriculum

Alpha utilizes the Sown to Grow program as its core curriculum, a comprehensive, research-based social and emotional learning program that builds school-wide community and develops students' social, emotional, and academic well-being. The Sown to Grow platform engages students and teachers in a reflection and feedback process that builds better, more confident learners at their own pace. The Sown to Grow curriculum is fully aligned to the CASEL standards.⁴⁴

⁴⁴ Sown to Grow. (n.d.) Every student: Seen, heard, understood, known, supported.
<https://www.sowntogrow.com/>

Instructional Practice

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

Materials and Technology

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

- **Textbooks**
- **Computers and Projection Devices**
- **Software Programs**
- **Laboratory Science Materials**
- **Test Preparation Guides**
- **Internet Connectivity**
- **Research and Reading Library Materials**
- **Math Manipulatives**
- **Maps and Atlases**
- **Dictionaries and Thesauruses**
- **Televisions and DVD Players**
- **California Physical Fitness Test Equipment**

The availability of online curricula and learning resources has grown tremendously over the last several years.

Culturally Relevant Teaching Practices

~~At the beginning of the year, teachers learn what culturally relevant teaching means and are educated on the background of their students. Families and community members educate staff about Latino and Vietnamese culture through discussions and home visits. Throughout the school year, teachers work together to strategize ways to ensure their teaching practices are consistently culturally relevant. Teachers learn that culturally relevant teaching is more than just facilitating a one-time Kwanzaa activity in December. Diverse cultural relevancy should drive daily instruction to ensure the identity of all students is validated and respected. Teachers use a variety of instructional methods that empower students to embrace their heritage and foster a sense of community between diverse groups. For example, culturally~~

~~relevant practices distinguish between academic and home language, being careful to message that one is not better than the other. In a classroom that is not culturally relevant, student language is corrected frequently and students perceive that their family language is bad and should not ever be used. Teachers are also given time on a regular basis to reflect on their own teaching practices to ensure lessons are culturally relevant to their students, and not just themselves.~~

ELD

~~Alpha fully integrates English language learners into the core curriculum. Alpha uses the New ELD standards to ensure that students are developing their English skills at an appropriate rate in addition to meeting core curriculum standards. Learning coaches at Alpha provide English language learners with additional English development support when needed. Teachers receive GLAD training on the ELD standards, as well as instructional strategies geared toward improving ELL achievement, and time to collaboratively problem solve when students are not achieving these standards.~~

SPED

~~Alpha staff receive training and guidance on the individual needs of their students with special needs. Members of the Special Education team receive two weeks of professional development alongside their colleagues. During this intensive training, staff receive development in the basics of IEPs, case management, assessment and data collection, and instruction. Alpha uses its internal talent to provide wider trainings to the full staff on a variety of topics, including: inclusion, supporting students' behavioral and academic needs in the general education environment, school psychology and assessment, mental health and counseling, accommodations and modifications, and educational disabilities. Additionally, outside agencies (Seneca Center, El Dorado County Charter SELPA, etc.) are brought in to provide additional trainings as needed. Throughout the year, both special education and general education staff are given numerous opportunities to better their instruction, and provide truly individualized supports for all students.~~

Data Analysis

~~In order to drive instruction, teachers collect and analyze data on a regular basis. It is essential that staff understands what students are learning and areas in which students need more assistance. Every week teachers participate in an hour of collaborative data analysis. This includes the analysis of exit tickets, quizzes, unit assessments, projects, and writing assignments. Alpha continuously engages the technology community so richly found in our geographic area. Alpha constantly evaluates — and where appropriate — selects new computer-based content for the Charter School, in addition to the programs currently in use by Alpha schools, with which we have had success in improving student performance. Criteria for selection are that programs:~~

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

~~Allow teachers to customize lessons.~~ This ensures teachers know exactly where their students are performing and can make appropriate changes to upcoming lessons. It also allows for staff to compare data, share best practices, and normalize on grading application. There are also three scheduled full professional development days for teachers to analyze Common Core-aligned exit tickets, interim assessments, and NWEA/MAP data. This ensures that there is strong alignment between teacher created assessments and national standards. If there are any discrepancies between data, teachers take a collaborative approach to increasing the rigor of their assessments and adapting the way they are teaching new content.

Sample PD Calendar	
July	Behavior Management 101
	Orientation to Alpha's Systems and Procedure
	Long Term Planning
	Building Lesson and Unit Plans
	Aligning Assessment and Instruction
	Classroom Management Role Plays
	Intro to the CCSS and Smarter Balance
	Building a Positive Class Culture
	Accommodating Students With Disabilities/IEPs 101
August	FOSS
	College Prep Math
	EL and SPED Modifications

September	Responding to Misbehavior
	Improving the Ratio of Positive to Negative Student Interactions
	Data Analysis (NWEA)
	What is Blended/Personalized Learning
October	Close Reading
	COST and Tier 2 Interventions
	Class Culture Building/Reset
	Intro Collaborative Teaching (FTLCs)
	CFUs
November	DBQ Best Practice
	Together Teacher/Organizational PD
	Classroom Management Plan Review
	Data Analysis (Interims)
December	Blended Learning Best Practices
	Intro to Culturally Relevant Teaching
January	Smarter Balance Follow Up
	Chronically Misbehaving Students/ COST
	Differentiation Through Personalization
	Data Analysis (NWEA)
	Supporting ELs
February	Smarter Balance Follow Up
	Data Analysis (Interims)

	Collaborative Teaching Best Practices
	Blended Learning Best Practices
March	Developing Rigorous Questioning Techniques
	Smarter Balance Follow Up
	Student Incentive Systems
	Analyzing Student Work
	Personalization Best Practices
April	Smarter Balance Follow Up
	Analyzing Blended Learning Data
	CFUs
May	Data Analysis (Interims)
	Analyzing Student Work
	Smarter Balance Follow Up

Special Populations

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

Professional Development

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

What It Means to Be a Successful Teacher at Alpha

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

Purpose of Education

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

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

Beliefs

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

Knowledge

The teacher...

1. Knows strategies to support literacy across all content areas they teach.
2. Knows the California Common Core Standards and/or content specific standards (e.g. Next Generation Science Standards) and the depth of learning they require.
3. Knows the pedagogy necessary to effectively teach the required content.
4. Understands child and adolescent development and its effects on learning; familiar with developmentally appropriate interventions and support.
5. Knows the domains of social-emotional learning; knows how to incorporate and develop SEL skills.
6. Recognizes and builds on community strengths.

Skills

The teacher...

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

Leadership Principles

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

- **One Team. One Purpose** – We have a clear North Star, and we all understand our responsibilities in helping Alpha achieve its mission. We feel a sense of belonging to the team, are committed to our work, and recognize and celebrate that we are part of something greater than ourselves.

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

Continuous Improvement

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

Summer Professional Development

Prior to the beginning of the school year, Alpha staff engage in multiple weeks of professional development to ensure they and their colleagues are fully prepared to meet the needs of our students. This starts with a week in July, in which all site and network leaders come together prior to other staff returning. Those leaders then facilitate four weeks of development for new educators and two or more weeks of development for returning staff and educators.

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

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

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

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

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

2024-25 Alpha Public Schools Summer Professional Development Schedule		
Week	Attendees	Focus Areas
1 (4 days)	School Leadership Team members	- Orientation (Goals, LCAP, Scorecards) and enablers

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

School Year Professional Development

The key to professional development at Alpha is that it focuses on continuous improvement. Therefore, weekly Wednesday sessions, Stepback Days, and an additional Winter Retreat are incorporated into the calendar to ensure ongoing reinforcement of summer learning and to provide for new inputs. This includes weekly professional development for all educators on

Wednesdays when students are released early, as well as standalone days dispersed in the school year. Approximately once per month, all network professional development brings together staff with job-alike functions. For example, teachers across the three TK - 8th grade schools are able to collaborate with a broader group of peers on curriculum internalization, data analysis, and instructional planning. Likewise, site leaders are able to receive targeted development in their coaching practices and teams such as those working within the multi-tiered system of supports and with multilingual learners have dedicated time to develop their job specific craft. Please see the table below for an example of this programming over the course of a school year.

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

Professional development is adjusted annually to account for any new legal requirements, as applicable. Please see **Appendix 4 – Professional Development** for examples of full year

schedules for both educators overall, as well as for leaders, the 2023-24 APS Teacher Professional Development Schedule and 2023-24 APS Leader Professional Development Schedule, which provide additional detail on schedule and topics.

Coaching

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

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

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

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

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

Family Involvement

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

Pillar	Impact	Examples
Programs and	The Alpha Parent Center provides families	<ul style="list-style-type: none"> ● Adult English classes

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

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

Supporting All Learners

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

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

Multi-Tiered System of Supports

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

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

To implement our MTSS system, Alpha teachers employ an instructional learning cycle for both Tier 1 and Tier 2 learning in classrooms. They draw from the embedded Tier 1 and Tier 2 supports provided in the adopted curriculum, then differentiate these to meet the specific needs of the student. The MTSS process is used to identify and evaluate the efficacy of these interventions and to determine the need to advance to Tier 3. Tier 2 and Tier 3 interventions can be provided on a push-in basis within the classroom, or on a pull-out basis to focus on specific needs. They may be provided individually or in small groups.

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



Tiers of Service

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

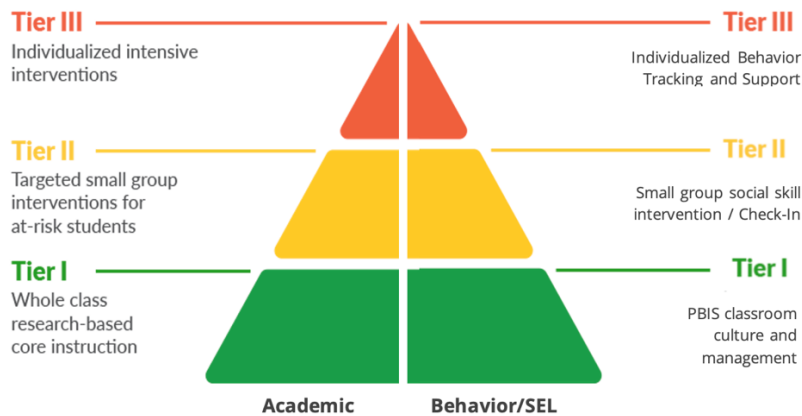
- **Tier 1 – Universal Support** (whole population)
 - Interventions and supports that are available and provided to 100% of the population served. This can include everything from core curricula to school-wide incentive systems.
 - Example – Start with a rigorous academic model that emphasizes built-in scaffolding and differentiation to increase all students' access to grade-level material.
 - When carried out with consistency and integrity, Tier 1 support should be sufficient for about 80% of the population to be successful without additional support.
 - All school-site staff are involved in providing Tier 1 support.
 - A common mistake is prematurely assigning students to needing *additional support* before making sure that Tier 1 supports are being implemented at a high level. In most cases, focusing on improvement of Tier 1 supports will lead to adequate progress and save unnecessary time and effort spent on Tier 2 supports.

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

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

Meeting Students Where They Are

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



Student Success Team

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

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

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

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

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

Academically Low-Achieving Students

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

Low-achieving students benefit from learning experiences that have clear and high expectations combined with a supportive learning environment. Additionally, low-achieving and at-risk students benefit greatly from placement in a classroom with students who achieve at different levels. Low-achieving students are thoroughly integrated into the entire student body at the Charter School and participate fully in all aspects of the curriculum. ~~Lastly, as discussed in a previous section, Alpha schools implement a full Response to Intervention (RtI) model, providing three levels of intervention for students in need of additional assistance.~~

The ~~following list provides examples of the methods by which Alpha serves its~~ central support system for students who are low-achieving/at-risk students:

~~After School Program—Alpha~~, is the full MTSS model discussed in partnership with Citizen Schools, operates the Program from 4-6 pm, Monday—Thursday, and 1-6 pm on Fridays. As outlined in a previous section, ~~teaching fellows also~~ providing three levels of intervention for students in need of additional assistance. In addition to the integrated supports, the REACH block and weekly office hours with teachers provide ~~intervention to~~ additional targeted support for students who are low-achieving students. The focus of the Program is on providing low-achieving students the support necessary to ensure rapid progress towards the mastery of core academic standards.

- ~~Power Hours—The purpose of Power Hour is to provide targeted instruction for students in order to address deficits in foundational skills so that students can master grade-level content standards. Students below grade level receive targeted intervention during Power Hour in Reading and Math. Students at or above grade level practice extension of grade-level standards (mastered by exit ticket data). School leaders use MAP assessments, diagnostic placement data, and exit ticket data to determine where students are and place them into appropriate groups. Power Hours happen 4 times a week for 1 hour each of those days.~~

Academically High-Achieving Students

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

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

Alpha’s academically high achieving students also have access to more advanced content when using online ~~blended~~ learning programs to ensure they continue to accelerate. These programs are adaptive and allow students to work at their own pace and move ahead if they have demonstrated mastery on specific standards. ~~Additionally, Alpha’s innovative PLT (Personalized Leadership Training) program allows high achieving students to demonstrate leadership with their peers during class by leading training exercises and coaching others.~~

Students Who Are English Learners

Overview

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

The majority of students currently enrolled in Alpha: José Hernández School are multi-language learners who speak a language other than English at home. Alpha supports all students in becoming proficient in academic English through a combination of Integrated and Designated ELD in accordance with California’s ELD roadmap.⁴⁵

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

~~Program Goals~~

- ~~A. Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.~~
- ~~B. Ensure that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students in the domains of listening, speaking, reading, and writing.~~
- ~~C. ELs are taught challenging academic content that enables them to meet performance standards in all content areas.~~

⁴⁵ California Department of Education. (2014, June 18). *The California English learner roadmap: Strengthening comprehensive educational policies, programs, and practices for English learners*. <https://www.cde.ca.gov/sp/ml/roadmap.asp>

- D. ~~ELs receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels.~~
- E. ~~ELs are evaluated with appropriate and valid assessments that are aligned to state and local standards and that take into account the language development stages and cultural backgrounds of the students.~~

~~Identification~~ (Principle 4: Alignment and Articulation Within ~~Referral for~~
~~Assessment/Evaluation~~

~~Alpha has established a procedure for the identification of ELL students, beginning with the completion of the or with the submission of a referral.~~

- A. ~~**Home Language Survey:** All families are asked to complete this survey at the time of registration regardless of the student's language, race, or ethnicity. Administration review the educational records of potential ELLs identified through the survey as well as the records of students with possible ESL needs. (See home language survey below)~~

**HOME LANGUAGE SURVEY
ENGLISH VERSION**

Name of Student: _____
Surname / Last Name First Given Name Second Given Name

School: _____ Age: _____ Grade Level: _____ Teacher Name: _____

Directions to Parents and Guardians:

The California ~~Education Code~~ contains legal ~~requirements which~~ direct schools to determine the language(s) spoken in the home of each student. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with this legal requirement. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered.

- ~~1. Which language did your child learn when he/she first began to talk?~~ _____
2. Which language does your child most frequently speak at home? _____
3. Which language do you (the parents or guardians) most frequently use when speaking with your child? _____
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults) _____

Please sign and date this form in the spaces provided below, then return this form to your child's teacher. Thank you for your cooperation.

Signature of Parent or Guardian

Date

Form HLS, Revised October 2005
California Department of Education

This survey is available in different languages in order for parents to fully understand what is being asked. If any of the responses to the first three questions is a language other than English, California Education Code requires that the child be assessed within 30 days of enrollment, using the state-designated assessment instrument, the California English Language Development Test (CELDT).

Alpha notifies parents of the school's responsibility to conduct CELDT testing and informs parents of CELDT testing results within 30 calendar days following receipt of test results. Parents or guardians are informed of their rights, and they are encouraged to participate in the reclassification process. As Alpha serves 21 or more EL students, an English Learner Advisory Council has been formed. Across Systems).

B. **Referral:** A student experiencing academic difficulty may be referred for ELL services by the classroom teacher or the parent. The referring individual completes the Informal Assessment of Primary Language Proficiency referral form and submits the form to administration to determine if there is a second language influence. If considered necessary, administration will refer the student for assessment/evaluation.

Informal Assessment of Primary Language Proficiency

Please use this form to acquire more information about English learners' primary language skills. This form may be completed by teacher/counselor in conference with parent or by the student.

The purpose of the Informal Assessment of Primary Language Proficiency is to provide additional information, along with the results of the California English Language Development Test (CELDT), to design appropriate instruction and support services.

Person completing form: ____ Parent/Guardian ____ Teacher ____ Counselor ____ Student

I. General Information

Student's Name: _____ School: _____
Primary Language: _____ Grade: _____ Date: ____/____/____

II. School Experience

List the country or countries where the student attended school and the grade levels that were completed.

Country	Grade	Completed
_____	_____	____ Yes ____ No
_____	_____	____ Yes ____ No

III. Oral Language

Check the box that best describes the student's ability to speak and understand the primary language.

A. The student uses the primary language at home:

- ☐ Never
☐ Sometimes
☒ Almost always

B. The student uses the primary language with siblings and/or friends:

- ☐ Never
☐ Sometimes
☐ Almost always

IV. Literacy

Place a check in the box that best describes the student's ability to read and write in the primary language.

A. How often does the student read in the primary language?

- ☐ Never (does not know how to read in primary language)
☐ Reads sometimes
☐ Almost always (prefers to read in primary language)

B. How often does the student write in the primary language?

- ☐ Never (does not know how to write in primary language)
☐ Writes sometimes
☐ Almost always (prefers to write in primary language)

V. Comments

Provide any comments that will give more information to the school about the student's primary language proficiency, academic background, and ability to function in school.

Assessment/Evaluation

~~The California English language Development Test (CELDT) is given as an initial assessment to newly enrolled students whose primary language is not English and as an annual assessment to English learners. It shall be administered to a student if he or she~~ The program for serving students who are ELs is outlined below and addresses the process for student identification, curriculum, assessments, reporting, and redesignation as well as professional development and teacher qualifications for working with students who are ELs.

Identification, Designation & Notification

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

English Language Proficiency Assessment

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

The ELPAC consists of two separate assessments:

- **Initial Assessment (IA)** — The ELPAC IA is used to identify students as either an English learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA is the official score. The IA is given to students in grades TK–12 whose primary language is not English to determine their English proficiency status.
- **Summative Assessment (SA)** — ELs take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

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

Testing times vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window is year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who **has not previously**

been identified as an English learner by a California public school or ~~if for whom~~ there is no record of ~~prior CELDT test results. CELDT testing takes place within 60 days prior to the start of the school year or~~ results from an administration of an English language proficiency test, is assessed for English language proficiency within 30 calendar days after the date of first enrollment ~~at Alpha and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient. Alpha maintains a record of all students who participate in each administration of the CELDT test and CELDT testing is used to fulfill the requirements for annual English proficiency testing and complies with the accountability requirements under Title III of the Elementary and Secondary Education Act. Alpha adheres to all legal requirements regarding oversight and administration of the CELDT test.~~

~~The CELDT is used to identify students who are limited English proficient, determine the level of English language proficiency of students who are limited English proficient, and assess the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English. Overall English proficiency on this test is identified in one of five categories:~~

- ~~1. — **ELD 1: Beginning:** The student will respond in English using gestures, simple words and phrases to demonstrate understanding while working with familiar situations and texts.~~
- ~~2. — **ELD 2: Early Intermediate:** The student will respond in English using expanded vocabulary in phrases and simple sentences to demonstrate understanding of story details and basic situations with increasing independence.~~
- ~~3. — **ELD 3: Intermediate:** The student will respond in English using expanded vocabulary and descriptive words for social and academic purposes with increased complexity and independence but with some inconsistencies.~~
- ~~4. — **ELD 4: Early Advanced:** The student will respond in English using complex vocabulary with greater accuracy; the student will also demonstrate detailed understanding of social and academic language and concepts with increased independence.~~
- ~~5. — **ELD 5: Advanced:** The student is required to respond in English using extended vocabulary in social and academic discourse to negotiate meaning and apply knowledge across the content areas.~~

~~The appropriate placement and educational program for each student is determined by this assessment. Parents are notified in writing of their child's test results, the recommended instructional program for their child based on the assessment results and their option for seeking parental exception waivers from those plans. If they need translation services to fully understand this information, one will be provided for them; these waivers require written informed consent on the part of the parent, an annual request for the waiver and in a personal visit to the school to apply for it. California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.~~

Once all steps in the identification process have been completed, the following criteria are used to determine eligibility:

- ~~A designation of less than “Fully English Proficient” based on information gathered from the Home Language Survey and the CELDT;~~

AND

- ~~Less than average progress towards mastery of content-area standards;~~

OR

- ~~Cannot fully access the curriculum due to their level of~~ The SA testing window is a four-month window after January 1 (February 1 - May 31). The English language proficiency;

OR

- ~~Scoring below the 50th percentile in ELA and Math on the NWEA/MAP assessment;~~

~~English Language Learner Reclassification Plan~~

-

The EL reclassification cycle occurs every fall and is initiated by Alpha administration. Newly of all currently enrolled English learners may be re-designated at any point throughout the year. is assessed by administering the test during the annual assessment window.

~~The school has established local reclassification policies and procedures based on the four criteria below:~~

Alpha notifies all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC is used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Ongoing Assessment, Monitoring, and Reclassification Procedures

Alpha complies with all applicable state and federal laws in regard to the testing and service requirements for English learners. Students who are identified as ELs take the ELPAC annually to determine growth in English language proficiency until they are reclassified. Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- ~~1.—Assessment of language proficiency~~ **Assessment of ELP** using an objective assessment instrument, ~~including, but not limited to, the ELD test that is developed or acquired pursuant to EC Section 60810 (i.e., the CELDT);~~
- ~~Teacher evaluation~~ including, but not limited to, ~~a review of the student’s curriculum mastery;~~ the ELPAC.
- ~~2.—Parental opinion and consultation; and~~

- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance ~~of the student~~ in basic skills against an empirically established range of performance ~~in~~ and basic skills based upon the performance of English proficient ~~students~~ pupils of the same age, that ~~demonstrates whether demonstrate to others that the student~~ pupil is sufficiently proficient in English to participate effectively in a curriculum designed for ~~students~~ pupils of the same age whose native language is English.

~~The local policy for reclassification requires that students:~~

- ~~1. Achieve a scaled score of "5" on the overall score of the CELDT test, with a score of 4 or 5 in each of the subcategories (Speaking, Reading, Listening, and Writing).~~
- ~~2. A designation of a "Bridging" proficiency level in 3-4 core skills (speaking skills, listening skills, writing skills, reading skills) for ELD standards;~~
- ~~3. Achieve a score on or above grade level on the NWEA/MAP assessment in reading OR show significant progress (+2 grade levels) towards on grade level status.⁴⁶~~
- ~~4. Achieve a grade of A or B in English on their Alpha report cards for all four quarters OR a gradual progression of growth to an A or B average across the four quarters~~
- ~~5. Evidence presented by the family and school at the EL reclassification meeting demonstrates proficiency in English.~~

~~Alpha staff meets with the English Learner's family to discuss and determine reclassification. If a student is reclassified, Alpha monitors the progress of English Learners after classification for a minimum of two years.~~

~~Strategies for English Language Learner Instruction and Intervention~~

⁴⁶ ~~The school currently uses NWEA MAP as its objective assessment of basic skills in English language arts. NWEA MAP has an empirically established range of performance in basic skills based on the performance of English proficient students of the same age and is suitable for comparison of student performance.~~

Academically, Alpha primarily meets the needs of its EL students through an inclusion model in which all students are instructed in English by subject area teachers who are specially trained in methods and strategies that promote rapid acquisition of English as well as academic knowledge in core subjects, e.g., using non-verbal and context clues to provide meaning for instruction, pre-teaching background knowledge and key vocabulary, and increasing interaction for EL students while creating a classroom climate that allows students to be comfortable taking risks. In addition, like all students at Alpha, all EL students are held to clearly articulated high expectations, provided access to the school's rigorous curriculum, and offered personalized support as needed. Though EL students may not be characterized as low-achieving, EL students are provided access to and benefit from the same resources outlined above for low-achieving students. These may include academic enrichment period activities to improve literacy and language development, Saturday school, and After School Academy.

English Learners are expected to meet school and state standards in all academic and non-academic areas of the instructional program. At Alpha, we believe that holding EL students to such high expectations will ensure that every student at our school is challenged to reach his or her highest potential.

In order to make sure that all English Learners have the ability to meet these expectations, all teachers at Alpha utilize pedagogical strategies that “shelter” and “scaffold” both content and skills in each discipline, and all teachers will receive training and support in the effective implementation of techniques such as Specially Designed Academic Instruction in English (SDAIE) and Scaffolding. Additional strategies may include the front-loading of language for content, language development focused on academic vocabulary, and the use of inquiry-based learning, heterogeneous cooperative grouping, culturally relevant pedagogy, and contrastive analysis.

English Learners are enrolled in regular classes and depending upon individual needs, may receive small group instruction, including designated ELD practice, during the school day. These students are also able to receive before and after school support as needed through Alpha's afterschool tutoring program. The goal is high-quality instructional programs and services for English Learners that allows them to achieve the same challenging academic and graduation standards as English-speaking students. Listening, speaking, reading, and writing skills are assessed daily through formal and informal assessments, class discussions, and small group workshops during academic enrichment periods and the After School Academy. In Alpha's model of ELD instruction students receive extensive exposures to literature through teachers reading aloud, daily silent reading time, weekly reading and writing circles and workshops, and direct literacy instruction via the mainstream Common Core English language arts curriculum. As they emerge into content reading and writing, extensive language and academic support is provided. To ensure English Learners' success on the Common Core State Standards, Alpha: José Hernández integrates a variety of resources into its professional development and instructional programs, including: exemplar lesson plans from the Stanford

~~Graduate School of Education's Understanding Language and the Framework for English Language Proficiency Development (ELPD) Standards corresponding to the Common Core State Standards and Next Generation Science Standards (NGSS). The ELPC CCSS and NGSS provide teachers a clear framework for unpacking the language demands of each standard, so that they can scaffold their instruction appropriately.~~

Alpha uses a variety of assessment tools, including those discussed above, to diagnose the needs of ~~our students who are~~ English learners (EL). Based on the ~~CELDT~~ annual ELPAC results, as well as the range of assessments administered to all ~~Alpha~~ students, students in need of additional support and/or challenge — including ~~EL~~ students ~~who are English learners~~ — are identified for differentiated instructional, acceleration, and/or support services. In addition, Alpha monitors the academic progress of reclassified students for four years.

~~In summary, Alpha utilizes an English Language Mainstream classroom setting for English learners. In addition to ELD instruction, English learners continue to receive additional and appropriate educational services (pull-out groups) in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers. The instructional practices and lesson design of our ESL supports include:~~

~~Classroom~~ **GLAD** Instruction and Intervention Strategies for **EL** Students Who Are ELs

- ~~○ Integrating language teaching with the teaching of curricular content~~
- ~~○ Customizing the learning environment to meet individual language needs~~
- ~~○ Providing explicit instruction in learning strategies and complex thinking skills~~
- ~~○ Providing research-based explicit instruction in reading comprehension~~
- Instructional Strategies geared toward ELL development
- Teaching the English Language Development (ELD) standards in correlation with Common Core State Standards (CCSS)
- Providing access to online programs dedicated to increasing English language proficiency through pull-out groups.

GLAD Strategies for EL Students

~~Alpha Public Schools uses and will continue to strengthen its use of effective, research-based instructional strategies to support our EL students. Specifically, this includes the following:~~

- Sheltered Instruction. Using sheltered instruction, teachers enable EL students to access grade level content and concepts as they continue to improve their language proficiency. This instructional approach integrates language and content while also infusing socio-cultural awareness. Teaching and learning is appropriately scaffolded to aid comprehension of content and objectives by adjusting delivery of instruction, modifying tasks, and providing students with appropriate background information and experiences.

- ~~Sheltered English Observation Protocol (SIOP). To effectively support all EL students at Alpha and strengthen our teachers' knowledge and skills in effectively meeting their needs, Alpha has begun to integrate the SIOP Model into our existing professional development and planning processes. Using this model, lessons will be evaluated to ensure they include three critical components: (1) preparation (determining content objectives, selecting concepts and vocabulary, and assembling supplementary materials to contextualize lessons for EL students); (2) instruction (using strategies such as activating and connecting background experiences and prior learning, modulating teacher speech, emphasizing vocabulary development, using multimodal techniques, promoting higher order thinking skills, grouping students appropriately for language and content development, and providing hands-on materials and experiences); and (3) review/assessment (conducting informal assessment of student comprehension and learning of lesson objectives).~~
- ~~Guided Language Acquisition Design (GLAD). GLAD strategies are used within instruction to support our EL population. These strategies include: (1) holding high expectations and standards for all EL students and providing authentic opportunities for use of academic language; (2) utilizing and integrating metacognitive strategies such as activating prior knowledge, charting, clustering, graphic organizers, "think alouds"; (3) utilizing and integrating second language acquisition methods such as including a student set purpose for learning, inclusion of cooperative activities and problem solving, and use of flexible grouping; (4) emphasizing reading and writing to, with, and by students such as conferencing and maintaining a language functional environment; (5) providing active participation in all components of a curricular unit; (6) fostering respect, identify, and voice; and (7) a use of ongoing assessment and evaluation to provide reflection on what has been learned, how it was learned, and what will be done with the information.~~
- ~~EL students receive additional in-class support in mathematics through the use of a variety of differentiated instruction strategies, including strategies designed to support language acquisition such as GLAD techniques, explicit vocabulary support/instruction, and/or other appropriate language acquisition strategies.~~
- ~~EL students who demonstrate difficulty with reading according to the NWEA MAP are grouped according to their instructional reading level and are provided small group guided reading instruction related to their areas of need. For reading groups that include English Language Learners, teachers employ additional instructional strategies, such as GLAD techniques, explicit vocabulary support and instruction, and/or other appropriate language acquisition strategies. In addition, teachers work with each student in order to assist him/her in selecting independent reading material that is appropriate for each student's independent reading level.~~

In addition to GLAD Training for staff, we send administrators and lead teachers to the Multilingual Education Services professional development opportunities offered by the Santa Clara County Office of Education, to include:

~~The~~ Given that the vast majority of Alpha: José Hernández students are ELs, Alpha's program is explicitly designed to provide these students with effective, research-based educational programs and practices for increased linguistic and academic attainment. The overall model for ELD at Alpha is the use of both Integrated and Designated ELD, aligned with the California ELD Standards and State implementation guide. These standards focus on ELs interacting in meaningful ways with the content, as well as learning about how English works.

All students who are ELs are enrolled and participate in a regular course of study along with all other students, which is designed to ensure that all students have access to grade level content and receive the appropriate scaffolds up to grade level rigor. Teachers are involved in the ongoing program development, and families are informed of the plan and provided opportunities for feedback through existing parent leadership structures. The EL program is overseen by the Principal and supported by Alpha's ELD specialist, with additional support from Alpha Public Schools' network team.

Integrated ELD

Integrated ELD is not a curriculum, but rather a set of instructional practices and scaffolds that support all students to develop the academic language needed to access the core content curriculum. Teachers need to understand the language demands of content standards and also have a set of instructional practices that support and scaffold students to meet those demands. English Language Development standards and instructional practices are integrated across all content areas, not just English Language Arts.

The most effective support that can be provided to English learners is strong Tier 1 instruction. Alpha: José Hernández has carefully curated high-quality instructional materials for all content areas that include appropriate supports and scaffolds for English learners. All teachers are supported through regular observation, weekly coaching meetings, and data review to ensure that the highest-leverage scaffolds are being implemented, and adjusted as needed. Other integrated strategies that should be seen in every classroom are: intentional vocabulary instruction, use of visuals (e.g., word walls and anchor charts), structured student talk routines, tasks that cross all language building domains: reading, writing, speaking and listening, and the introduction and ongoing reference of language functions with appropriate sentence stems to prompt students and overall, increase students' metalinguistic awareness. All staff are trained to ensure bilingualism is lifted as an asset, and translanguaging is encouraged.⁴⁷

⁴⁷ California Department of Education. (2020). *Improving Education for multilingual and English learner students: Research to practice*. <https://www.cde.ca.gov/sp/el/er/documents/mleleducation.pdf>

Designated ELD

Designated ELD is a specific instructional block where teachers use the California ELD standards to provide targeted instruction to all ELs. Alpha utilizes the Systematic ELD program from EL Achieve as its Designated ELD curriculum. Students are regrouped by language development level for 30 minutes daily of Designated ELD instruction.

EL students at Alpha are screened yearly to determine whether or not they are making adequate yearly progress in ELD. Students who are not making adequate yearly progress, as well as students who have gaps in their academic English language development, may receive additional support.

English Learner Advisory Committee

Alpha has an English Learner Advisory Committee (ELAC). All families have the opportunity to participate on the Charter School's ELAC, to advise the principal and staff on programs and services for students who are ELs, advise the Charter School Leadership on the development of the Local Control and Accountability Plan (LCAP), develop the Charter School's needs assessment, implement the Charter School's annual language census, and help make parents aware of the importance of regular school attendance.

Teacher Qualifications and Professional Development

~~Santa Clara County Summit on Educating Long Term English Learners and Newcomers, the ELA/ELD Framework 3-Day Series, the CELDT 2016-17 Pre-Administration Workshop, the Overview of CA-ELD Standards, as well as the Dr. Kate Kinsella Workshops on Tools to Prepare English Learners to Construct Competent CCSS-Aligned Responses and Helping English Learners Gain Control of Persistent Errors in Academic Speaking and Writing.~~

Key Instructional Strategies

~~Alpha's Academic Program for TK/Kindergarten–4th grade emphasizes Phonemic Awareness and Phonics, Vocabulary Instruction, and Accountable Talk as instructional strategies throughout all classrooms.~~

- ~~1. *Phonemic Awareness and Phonics* is the balanced literacy approach, which begins by teaching phonemic awareness and sound-letter correspondence and progresses to word and passage reading, vocabulary development, comprehension, and building oral reading fluency. After building a foundation, later lessons emphasize accurate and fluent decoding while teaching students the skills necessary to comprehend and learn from expository text. Lessons are fast-paced and interactive. Student instruction is differentiated as students are grouped by similar reading level, based on placement tests. In upper grades, literacy instruction makes the transition from emphasizing~~

phonics and phonemic awareness to intermediate grammar and novel reading. Students begin dissecting sentences and classifying various parts of speech, diagramming complex sentences and reading various prose and poetry (novels, plays, sonnets, poetry, speeches) with instructional supports in different subject areas across grade levels.

2. *Vocabulary Instruction:* Research has shown that low-income children hear two-thirds fewer words in the home each hour than children of more affluent families. This means that between the ages of zero and three, a low-income child is exposed to some 30 million fewer words than a high-income child. This lack of exposure has the average low-income child arriving at school on the first day of kindergarten with only half the vocabulary of his or her more affluent peers.⁴⁸

Embedded in each curriculum are strong vocabulary strands, and Alpha teachers use these as guides to build the vocabulary skills of our students through a strong compliment of independent reading and explicit vocabulary instruction. Students have independent reading time during the day and are expected to read at least 20-40 minutes at home. We utilize a leveled library system to ensure students are reading books at their appropriate reading levels. In a leveled library system, text analysis and language characteristics of a book are used to assign a letter or number to a set of books with similar characteristics. A student is then free to choose any book within that group and will be secure in selecting one that matches his reading ability. We utilize this practice within each subject area in each grade level.

3. *Accountable Talk:* is an instructional method that structures the discourse between students in classroom discussions. It enables students the opportunity to organize their thinking, hear how their thinking sounds out loud, listen to how others respond, and hear others add to or expand on their thinking. *Accountable Talk* creates classrooms that respond to and further develop what students are thinking and saying, demand knowledge that is accurate and relevant to the issue under discussion, and use evidence to support claims with established norms of good reasoning. *Accountable Talk* also incorporates speaking and listening skills essential to the success of mastering the CCSS. Students synthesize several sources of information, construct explanations, formulate conjectures and hypotheses, test their own understanding of concepts, and challenge the quality of each student's evidence and reasoning. Focusing on these skills also gives ELL students the structure to practice language skills with their entire classroom.

Alpha's Academic Program for 5th-8th grade emphasizes Close Reading, Accountable Talk, and Socratic Seminar as instructional strategies throughout all classrooms.

⁴⁸ Betty Hart and Todd R. Risely, *The Early Catastrophe: "The 30 Million Word Gap by Age 3," American Educator*, (Spring 2003).

1. *Close Reading*: is a central focus of the Common Core State Standards. It requires students to get truly involved with the text they are reading by teaching them to notice features and language used by the author. Students are required to think thoroughly and methodically about the details in the text. While this strategy is initially modeled and then guided by a teacher, over time the teacher releases the responsibility of close reading to the student. Teachers help students determine how a text is organized, and understand the effect of the author's word choice in a certain passage. Close Reading goes deeper than the text to mine what is under the surface of the words. Students then evaluate or critique what is written to gain that deeper understanding. Close Reading also provides ELLs with an opportunity to reread information and decipher the meaning of words in context and provides opportunities for discussion of all types of questions at all levels.
2. *Accountable Talk*: is an instructional method that structures the discourse between students in classroom discussions. It enables students the opportunity to organize their thinking, hear how their thinking sounds out loud, listen to how others respond, and hear others add to or expand on their thinking. *Accountable Talk* creates classrooms that respond to and further develop what students are thinking and saying, demand knowledge that is accurate and relevant to the issue under discussion, and use evidence to support claims with established norms of good reasoning. *Accountable Talk* also incorporates speaking and listening skills essential to the success of mastering the CCSS. Students synthesize several sources of information, construct explanations, formulate conjectures and hypotheses, test their own understanding of concepts, and challenge the quality of each student's evidence and reasoning. Focusing on these skills also gives ELL students the structure to practice language skills with their entire classroom.
3. *Socratic Seminar*: The Socratic method of teaching is based on Socrates' theory that it is more important to enable students to think for themselves than to merely fill their heads with "right" answers. Students are given opportunities to "examine" a common piece of text, whether it is in the form of a novel, poem, art print, or piece of music. After "reading" the common text open ended questions are posed. Open ended questions allow students to think critically, analyze multiple meanings in text, and express ideas with clarity and confidence. Dialogue is exploratory and involves the suspension of biases and prejudices. Discussion/debate is a transfer of information designed to win an argument and bring closure. Participants in a Socratic Seminar respond to one another with respect by carefully listening instead of interrupting. Students are encouraged to "paraphrase" essential elements of another's ideas before responding, either in support of or in disagreement. Members of the dialogue look each other in the "eyes" and use each other names. This simple act of socialization reinforces appropriate behaviors and promotes team building. ELL students benefit

from speaking practice and by hearing their peers using the academic language they are struggling to learn. Socratic Seminar allows ELLs to practice their answers in English and increase their success in academic discourse.

ELD Standards/CCSS

Alpha curriculum follows the Common Core State Standards (CCSS), which provide standards for reading, writing, speaking, listening, and language that make clear what students are to know and do. Aside from the CCSS Alpha teachers use the CA ELD standards to determine how to support their ELs in achieving the CA CCSS for ELA/Literacy and the content standards specific to each discipline. The CA ELD standards guide teachers to support their EL students to fully engage with the academic grade-level curricula that the CA CCSS for ELA/Literacy and other content standards call for while developing English in an accelerated time frame.

The CA CCSS for ELA and the CA ELD standards recognize the role that complex skills in literacy and language analysis and applications play across the curricula. The language arts are used in all content areas to acquire knowledge and inquiry skills (through reading, listening, viewing, and conversing) as well as convey knowledge in a variety of modes (writing, speaking, incorporating multimedia). Although presented separately in the CA CCSS for ELA, the strands of Reading, Writing, Speaking and Listening and Language are learned and used by students in an interrelated fashion. This relationship is made even more visible by the focus on literacy across the content areas in grades TK/K through eight.

Students in grades TK/K through first are expected to have rich exposure to and multiple opportunities to engage thoughtfully with a range of high-quality literary and informational texts. They understand and use increasingly varied vocabulary, grammatical structures, and discourse practices as they share with one another their understandings and ideas about texts and other learning experiences. They learn about the English-written system and acquire the foundational skills that enable them to interact independently with print as readers and writers in the years ahead.

Students in grades two and three are expected to build knowledge through content area instruction and through interactions with literary and informational texts, including history/social studies, science, and technical texts. They also engage in wide reading and research projects, both which contribute mightily to knowledge. They continue to gain skill in expressing themselves effectively as they participate in collaborative discussions about texts and topics and provide formal presentations of their knowledge to an audience.

Students in grades four and five learn to employ and further develop their literacy and language skills to comprehend, use, and produce increasingly sophisticated and complex texts as well as communicate effectively with others about a range of texts and topics. Importantly, they read widely and they read a great deal. They read to pursue knowledge (as when they engage in research) and they read for pleasure.

Students in grades six through eight are expected to comprehend literary works as well as informational and technical materials of increasing length and complexity, basing their analyses and inferences on explicit and relevant evidence from the texts. Similarly, the components of the CA ELD Standards—“Interacting in Meaningful Ways,” “Learning About How English Works,” and “Using Foundational Literacy Skills”—are integrated throughout the curriculum in classrooms with ELs, rather than being addressed exclusively during designated ELD time.

Given these interrelationships, all teachers from TK/K through grade eight become teachers of language—the language needed to understand, engage with, and communicate about written texts, digital formats, and oral discourse in each discipline.

EL Pullouts/Online Programs

Aside from providing the above supports, Alpha provides an additional ELD-specific pull-out each week for 90 minutes using ESL Reading Smart. This is an innovative, standards-based English language learning program for grades 4–12 and 30 minutes of ELD-specific pull-out using ESL Reading Smart for grades TK/K–3. ESL Reading Smart helps EL students face the formidable challenge of learning English while mastering content in academic subjects. It offers a unique program for newcomers who are beginning to learn English and includes 126 content-based reading selections written at all levels of English proficiency. The program provides a placement test that generates an individualized path for each student to follow. Aside from this path our Full-Time Learning Coaches can select a specific level for a class or individual student in order to focus on specific skills.

ESL Reading Smart includes a section called Newcomers, as well as a four-level Lexiled reading program based on multicultural, high-interest selections. The Newcomers section facilitates the introduction of basic vocabulary and sentence structure needed by beginning English language learners. The reading program includes Lexiled multi-cultural, multi-genre reading selections that incorporate vocabulary support, audio tracks, activities, and quizzes. The reading selections increase in complexity as students progress through the program.

The instructional pedagogy of ESL Reading Smart is balanced. Lessons for each unit in the program contain activities that support all four modalities of language learning: listening, speaking, reading, and writing. The lessons that support each unit offer vocabulary development, reading comprehension, grammar activities, and writing opportunities. Each instructional level is designed to provide a comprehensive sequence of learning activities.

Staffing

Alpha ~~Public Schools~~ is committed to hiring an instructional staff that can meet the needs of all students, including English Learners, by prioritizing the hiring of teachers who have already obtained CLAD certification. Alpha teachers are supported students who are ELs. As such, all teachers at Alpha meet requirements of the Elementary and Secondary Education Act and are

authorized to serve English learners, which is most frequently attained through a Cross-cultural, Language and Academic Development (CLAD) Certification.

Alpha supports all teachers in their ongoing growth and professional development in serving ~~EL students through professional development training and other resources to support the use of best practices to support the academic acceleration of our English Learner population~~ students who are ELs. Professional development is provided to all administrators and teachers on effective strategies for serving students who are ELs in both integrated and designated settings. Professional development is provided on site for teachers in these programs and strategies, as well as through ongoing coaching.

Please see **Appendix 11 – Organizational Team** for the ELD Specialist Job Description. Please see **Appendix 4 – Professional Development** for a sample ELD Professional Development Session supporting all teachers in developing their ELD practice.

Monitoring and Evaluation of Program Effectiveness

Alpha monitors and evaluates the effectiveness of the program by carefully monitoring and evaluating the instructional practices employed by our staff and the growth and achievement of the students we serve. For students who are ELs, the Charter School tracks progress toward academic, social, emotional, and behavioral goals in the same way it does for any student. In addition, the Charter School carefully tracks student progress toward fluency in English. Key assessments in measuring the progress of ELs include the SBAC, the ELPAC, the NWEA MAP, and classroom based assessments aligned with the CCSS.

The results from all the above assessments are used in the MTSS process to track student achievement. Teachers analyze these results every cycle to determine what re-teaching is necessary and to identify which students require targeted intervention. For students who are ELs, this explicitly includes looking at their language needs in alignment with their language level.

For students who exhibit the need for additional support, classroom-based interventions are implemented, along with supplementary instruction provided through targeted intervention. Alpha's small size and curricular approach enables greater personalization of instruction and improved identification of language needs, allowing for Integrated ELD supports and scaffolds as well as Designated ELD based on language level and need.

In addition to student-level data, the evaluation for the program effectiveness for students who are ELs in Alpha include:

- Adhering to Alpha-adopted academic benchmarks by language proficiency level and years in program to determine annual progress
- Monitoring of teacher qualifications
- Monitoring use of appropriate instructional strategies based on program design
- Monitoring of student identification and placement
- Monitoring of parental program choice options
- Monitoring of availability of adequate resources
- Gathering of qualitative data from students, parents, and teachers during the LCAP process, to gauge its effectiveness at providing instruction to students who are ELs

Alpha is committed to continuous improvement and will continue to refine and improve our measurement systems to monitor program effectiveness in response to student needs.

~~Alpha Public Schools complies with all applicable federal law in regard to services and the education of English Learner students. Alpha Public Schools has developed and implemented policies and procedures for the provision of services to EL students in accordance with guidelines published by the Office of Civil Rights of the U.S. Department of Education. At a minimum, these policies and procedures shall ensure the following:~~

- ~~● Identify students who need assistance (through CELDT and a Home Language Survey);~~
- ~~● Implement the Alpha program which, based on research by experts in the field, has a reasonable chance for success;~~
- ~~● Ensure that necessary staff, curricular materials, and facilities are in place and property used;~~
- ~~● Apply appropriate evaluation standards, including program exit criteria for measuring the progress of students, assess the success of the program and modify it where needed.~~

Special Education

Overview

~~The following provisions govern the application of special education to Alpha students:~~

- ~~● It is understood that all children will have access to Alpha and no student shall be denied admission due to disability.~~
- ~~● Alpha shall comply with the Individuals with Disabilities in Education Improvement Act of 2004 (“IDEIA” or “IDEA”), Section 504 of the Rehabilitation Act (“Section 504”) and the Americans with Disabilities (“ADA”).~~
- ~~● Alpha shall be solely responsible for compliance with Section 504 and the ADA.~~

- ~~Alpha agrees to implement a Student Study Team Process, a regular education function which shall monitor and guide referrals for Section 504 and special education services.~~

~~Alpha is a member of the El Dorado County Charter SELPA for provision of~~ Alpha leverages MTSS as its foundation in ensuring we serve all students in achieving their academic, social, emotional, and behavioral outcomes. The MTSS model is described in detail earlier in **Element A – Educational Program, Serving All Students**. In addition to supports through the MTSS structure, Alpha provides special education services to eligible students.

Assurances

Alpha recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with a Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. Alpha complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to the IDEA, Section 504, and any other civil rights law enforced by the U.S. Department of Education Office for Civil Rights (OCR). Alpha complies with all California laws pertaining to students with disabilities. Furthermore, Alpha complies with the chartering authority and SELPA guidelines pertaining to students with disabilities.

SELPA Affiliation

Alpha: José Hernández is its own local educational agency (LEA) for purposes of special education and participates as a member of the El Dorado County Charter SELPA in conformity with Education Code Section 47641(a). In the event Alpha seeks membership in a different state-approved SELPA, Alpha shall provide notice to the County, the SELPA, and the California Department of Education before February 1st of the year before services are to commence. As an LEA member of the SELPA, Alpha receives state and federal revenues directly, in accordance with the SELPA's allocation plan.

Alpha assumes full responsibility for providing ~~special education services~~ and related services to eligible charter school students across all disabilities and levels of severity, in accordance with state and federal law and regardless of students' district of residence.

Alpha follows policies and procedures of the SELPA in which it is a member and utilizes SELPA forms and information systems necessary to identify and serve students who qualify for special education. Alpha agrees to collaborate with the SELPA to respond to inquiries and requests and provide access to information and records, as needed, and is responsible for maintaining confidentiality of student records.

Alpha retains its right to operate as a public school of the authorizer within which it operates for purposes of special education, pursuant to Education Code Section 47641(a) ~~as of July 1, 2014. As an LEA, and a member of a SELPA, the charter school shall be solely responsible for compliance with the IDEIA~~(b). Should Alpha exercise this right, the specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding (MOU), delineating the respective responsibilities of Alpha and the County. The language that follows is not meant to preclude alternative arrangements between the County and Alpha as agreed upon in the MOU.

- ~~All special education services at shall be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEIA.~~

Section 504 of the Rehabilitation Act

Alpha recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of ~~Alpha. Any~~ the Charter School. A student, who has ~~an objectively identified disability~~ a physical or mental impairment that substantially limits ~~a one or more major life activity including but not limited to learning~~ activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for ~~accommodation by the School.~~ protections under Section 504. The Charter School assumes full responsibility for providing appropriate accommodations, modifications and services to address the needs of any student regardless of the student's district of residence.

A 504 team ~~will be~~ is assembled by the ~~Principal~~ 504 Coordinator and, ~~as appropriate, shall include~~ includes the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team ~~will review~~ reviews the student's existing records, including academic, social, and behavioral records, and is responsible for making a determination as to whether an evaluation for a 504 ~~services~~ Plan is appropriate. If the student has already been evaluated under the ~~IDEIA~~ IDEA but found ineligible for special education instruction or related services under the ~~IDEIA~~ IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation ~~shall be~~ is carried out by the 504 team, ~~who will evaluate~~ which evaluates the nature of the student's disability and the impact upon the student's education. This evaluation ~~will include~~ includes consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials ~~include~~including those tailored to assess specific areas of educational need, and not merely those ~~that~~which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If, during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the ~~IDEIA, the 504 team will make~~IDEA, a referral for assessment under the ~~IDEIA.~~—IDEA shall be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team ~~shall be~~is responsible for determining what, if any, accommodations or services are needed to ensure that the student receives ~~the~~a free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team ~~shall consider~~considers all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff. The 504 Plan ~~shall describe~~describes the Section 504 disability and any program accommodations, modifications or services that may be necessary. ~~The 504 plan can be found in Appendix O.~~

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and ~~learning coaches~~tutors, must have a copy of each student's 504 Plan. The ~~principal will ensure~~site administrator ensures that teachers include 504 Plans with lesson plans for short-term substitutes and that ~~he/she reviews~~they review the 504 Plan with a long-term substitute. A copy of the 504 Plan ~~shall be~~is maintained in the student's file. Each student's 504 Plan ~~will be~~is reviewed at least once per year to determine the appropriateness of the Plan, ~~and any~~ needed modifications to the plan, ~~and if any.~~ Each student's 504 Plan is reviewed every three years to determine continued eligibility.

Services for Students under IDEA

The following description regarding how special education and related services, including Designated Instruction and Services (DIS), shall be provided and funded is being proposed by Alpha for the ~~IDEA~~ sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition.

~~The charter school is a member of the El Dorado County Charter SELPA (commencing July 1, 2014). Any change in the charter school's SELPA affiliation or LEA status for purposes of special education shall require written notification to the SCCOE. If the charter school wishes to join the SCCOE SELPA, the charter school must send written notification to the SCCOE SELPA Director by March 15th for the coming school year.~~

~~The charter school~~Staffing

All special education services at Alpha are delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Alpha staff participates in Alpha, County, or SELPA in-service training relating to special education.

Alpha is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and education specialists. Alpha ensures that all special education staff hired or contracted by the Charter School are qualified pursuant to SELPA policies, as well as meet all legal requirements. Alpha is responsible for ~~ensuring~~ the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, counselors, and psychologists.

Please see **Appendix 11 – Organizational Team** for Job Descriptions for the Education Specialist, Speech and Language Pathologist, Mental Health Counselor, and Special Education Paraprofessional. Please see **Appendix 4 – Professional Development** for the APS Education Specialist Evaluation Rubric, which details expectations of these staff in serving students with special needs.

Notification and Coordination

Alpha follows SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The SELPA policy will be used for notification of students' home districts when they 1) enroll with an IEP or 504 plan in place, 2) disenroll with

an IEP or 504 plan in place, 3) become eligible for special education, 4) exit special education Alpha shall adopt and implement policies relating to all special education issues and referrals.

Identification

Alpha understands its responsibility to ensure that all children with disabilities ~~enrolled in the charter school receive~~ who need special education and related services ~~in~~ are identified, located, evaluated, and served regardless of the severity of the disability.

Alpha implements a multi-tiered instructional and support framework, often referred to as MTSS, prior to referring a child for an evaluation under IDEA. However, Alpha ensures that Child Find identification occurs in a timely manner ~~that~~ and that no procedures or practices result in delaying or denying this identification. A parent/guardian or Charter School staff member may request an initial evaluation at any time to determine if the child is ~~consistent with all applicable~~ a child with a disability, regardless of whether the child has participated in an MTSS process. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. Alpha may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. No assessment or evaluation are used for admission purposes.

As an independent LEA for special education purposes, Alpha is solely responsible for compliance with state and federal ~~law, regardless of students' home districts.~~

Child Find requirements. Alpha implements policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students who have or may have exceptional needs that qualify them to receive special education services.

Referral for Assessment

The term *assessments* shall have the same meaning as the term *evaluation* in the IDEA, as provided in Section 1414, Title 20 of the United States Code. Alpha determines what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. Alpha obtains parent/guardian consent to assess Charter School students.

Development and Implementation of Individualized Education Program (IEP)

Alpha arranges and notices the necessary IEP meetings. IEP team membership is in compliance with state and federal law.

Every student who is assessed for special education has an IEP that documents assessment results and eligibility determination for special education services.

As an LEA for special education, Alpha is solely responsible for ensuring that all aspects of the IEP and school site implementation are maintained. Alpha provides modifications and accommodations outlined within each individual's IEP and serves each student in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP development, implementation, and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are made by the IEP team. The IEP team includes all of the following members:

- The parent or guardian of the student
- The student, if appropriate
- The Principal or the Principal's designee
- At least one special education teacher
- A general education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment
- A SELPA representative, if appropriate
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results
- Others familiar with the student may be invited as needed

Alpha provides an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the Charter School ensures their participation using other methods, such as conferencing by telephone or video conference.

A copy of the IEP is given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP is implemented by Alpha. The IEP includes all required components and is written on SELPA forms.

Alpha understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education is the decision of the IEP team, pursuant to the IEP process. Programs, services and placements are provided to all eligible Charter School students in accordance with the policies, procedures, and requirements of the SELPA and State and Federal law.

IEP Review

The IEP team formally reviews the student's IEP at least once a year to determine how the IEP is meeting their needs. In accordance with IDEA regulations, the IEP team also conducts a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

As an LEA for special education, Alpha is responsible for conducting IEP reviews and determining necessary supports, services, and placements, in accordance with SELPA policies and all applicable laws.

Unless otherwise specified on the student's IEP, parents are informed of the student's progress toward meeting annual goals and whether the student is expected to meet their annual goals at least as frequently as report cards are provided for Alpha's non-special education students.





Alpha also provides all home-school coordination and information exchange. Alpha is also responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Special Education Strategies for Instruction and Services

As an independent LEA for special education purposes, Alpha offers a comprehensive inclusion-based program that includes scaffolded and differentiated learning in the core classroom, individual and small group instruction as part of the model, and daily intervention, extension, and enrichment to students based on need during the school day. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP are built around the student's needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, Alpha provides the necessary placement and/or services. The instruction outlined in each student's IEP is delivered by qualified personnel.

Special education programming at Alpha ensures that regardless of where students fall along the continuum of services, teachers use the following foundational programmatic pillars to serve as the base of their work at Alpha.

Special Education at Alpha

	Push-In Support	<p>Alpha Public Schools believes in inclusion, and supports teachers in planning and executing targeted, varied, and purposeful push-in support for students with special needs.</p>
	Pull-Out Support	<p>For students that require additional support, Alpha offers pull-out academic groups for students that require small group instruction in order to make academic progress. Pull-out support can be focused on access (e.g. supporting students in accessing grade level content) and/or intervention (e.g. supporting students in closing foundational skills gaps). The frequency and duration of this support falls across a wide spectrum depending on the needs of the student.</p>
	Related Services	<p>Alpha provides all related services that are indicated in the IEP, including speech, counseling, occupational therapy, adapted physical education, and any other service listed in the IEP.</p>
	Evaluation	<p>At Alpha, we strive to constantly improve our effectiveness. To this end, we carefully evaluate our teachers, programs, and student outcomes to ensure that we are providing our community with the best education possible.</p>

Interim and Initial Placements of New Charter School Students

Alpha complies with Education Code Section 56325 with regard to students transferring into Alpha within the academic school year.

As an independent LEA for special education purposes, Alpha provides transferring students with free and appropriate public education, including services comparable to those listed in the student's existing IEP.

For students transferring to Alpha from another school within the same SELPA, Alpha, pursuant to Education Code Section 56325(a)(2), continues, without delay, to provide services

comparable to those described in the existing approved IEP, unless parents/guardians and Alpha agree to develop, adopt, and implement a new IEP.

For students transferring to Alpha from another school within a different SELPA, Alpha, pursuant to Education Code Section 56325(a)(1), continues to provide services comparable to those described in the previously approved IEP for a period of up to thirty (30) days, by which time Alpha shall adopt the previously approved IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

For students transferring to Alpha from a school outside of California, Alpha provides the student with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parents, until Alpha conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by Alpha, and develops a new IEP, if appropriate, in accordance with federal and state law.

Non-Public Placements/Non-Public Agencies

Alpha shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of their disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School has adopted policies for responding to parental concerns or complaints related to special education services. The Charter School receives any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative investigates as necessary, responds to, and addresses the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or

advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it represents itself at all SELPA meetings.

Funding

The Charter School understands that it is subject to the allocation plan of the SELPA and that it is responsible for any legal fees relating to the application and assurances process.

The charter school's Special Education Responsibilities:

- ~~The charter school will work to identify students with special needs and refer students through the SST process who have or may have exceptional needs that qualify them to receive services under the Individuals with Disabilities Education Act (IDEA).~~
- ~~The charter school as an LEA is responsible to have a full continuum of services to address the needs of students with IEPs and provide a "free and appropriate education" (FAPE) as defined in the IDEA at no cost to the parent/student.~~
- ~~The charter school will obtain the cumulative files, prior and/or current individual education plan (IEP) and other special education information on any student enrolling.~~
- ~~The charter school will provide appropriate and timely interim placements for students who are new to the charter school and have IEPs. Students with an existing individualized education program (IEP) are entitled to receive a comparable program on a 30-day "interim placement" basis, unless the parent and the charter school agree otherwise or the charter school does not currently have a service or program specified on the transfer IEP. The interim placement is to begin as soon as the charter school verifies the student has an existing IEP and the parent completes the school enrollment process.~~
- ~~The charter school will participate in the evaluation and assessment processes to make certain that the appropriate services are provided on an individualized basis for every child with a disability.~~
- ~~The Education Specialist along with the IEP team will lead development of IEPs, manage IEPs, communicate plans for modifications and accommodations, and work with teachers and stakeholders to implement the IEP.~~

- ~~The charter school will develop, maintain and implement policies and procedures to ensure that all parents/guardians are fully informed of their rights and those families of Special Education students are given the most current version of the document, *Special Education Rights of Parents and Children: Notice of Procedural Safeguards*. The link for this document is <http://www.cde.ca.gov/sp/se/qa/documents/pseng.doc>~~

Special Education Program Structure

~~Case managers (“CMs”) are RSP teachers assigned to provide academic services and manage the IEPs of specific students. The ratio of CMs to students is 21:1, though that ratio drops to 15:1 including the teacher resident and paraprofessional who work with students with IEPs. CMs write and share an IEP At A Glance document with each student’s GenEd teacher, which includes information about all IEP goals (baselines, end goals, frequency of monitoring, and suggestions on measuring progress on the goal). In addition to this, GenEd teachers receive professional development on how to read and use these documents, as well as trainings on how to support CMs in updating progress on goals.~~

~~GenEd teachers also receive ongoing support throughout the year from CMs in how to work effectively with individual students (including goal support), and how to problem-solve challenges that arise (this collaboration is written into the IEP as an accommodation for all students).~~

~~CMs split academic time with each student into three categories; the percentage depends on individual student need. The categories include GenEd work support, corrective instruction for GenEd content, and work on IEP goals/remedial skills. In addition to having a binder with targeted IEP goal practice that students work on if they finish an assignment early, CMs spend 1-2 days per week working directly on IEP goals, depending on student need.~~

~~IEP goals are updated by CMs four times per IEP year. During these updates, CMs compile data both from their work with the student and from qualitative and quantitative reports from GenEd teachers, which are synthesized and included in the goal update. Goals are updated in the online IEP system, printed, and sent to teachers and home to parents. The school has purchased licenses for Goalbook, an online program with customizable goals that can be easily scaffolded based on student need. Additionally, as our SPED model is one of inclusion, we elicit feedback and suggestions from GenEd teachers when designing goals, as they have unique insight into what skills are truly holding back student performance in the GenEd classroom.~~

~~Please see Appendix P for the Alpha Public Schools K-12 Special Education Vision Document. This document outlines a long-term plan that will be fully realized during the next charter term and beyond. Certain components are being implemented currently, the foundation is being constructed for others, and some aspects will begin in one to two years. In addition, a special~~

education playbook is in development. The SPED Playbook will combine all of the resources and guidance that is provided the special education team in one place, and will serve not only as a tool to onboard new staff, but also as a resource for existing staff to reference in order to work efficiently toward student success.

Transportation

The school does not anticipate the need to make arrangements for transportation of the students, except as required by law for students with disabilities in accordance with a student's IEP which shall be handled in accordance with the MOU between the County and Alpha if the school operates as a public school of the County for special education purposes, but solely by Alpha in accordance with SELPA policy and the IDEIA as Alpha operates as an LEA and a member of a SELPA as intended by this charter.

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ELEMENT B — MEASURABLE PUPIL OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and aptitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).

Overview

Alpha designs backwards from its mission: We believe all children have a fundamental right to an excellent education. We ensure that all scholars develop the academic skills and leadership habits required to succeed in college and live with integrity. To achieve this mission, Alpha engages in a comprehensive planning process each year to determine the priorities, initiatives, and goals for the Charter School in order to achieve increases in pupil performance, both schoolwide and across all significant subgroups of pupils.

Goals, Actions, and Outcomes in Alignment with State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the Alpha: José Hernández LCAP provides a reasonably comprehensive description of the Charter School’s annual goals, actions, and measurable outcomes, both schoolwide and for numerically significant subgroups of pupils, which address and align to the Eight State Priorities identified in Education Code Section 52060(d), as well as the mission, curriculum, and assessments of the Charter School. The Charter School maintains the same goals, actions, and outcomes for all students, both schoolwide and for all numerically significant student subgroups, except where explicitly noted within the LCAP. The Charter School strongly believes that all students can achieve the goals it sets. Please see **Appendix 2 – Theory of Action** for the 2024-27 LCAP for Alpha: José Hernández.

To support authorizer review, the table below provides a crosswalk between the eight state priorities and the sections of the Charter School LCAP that contain the relevant goals, actions, measures, and applicable subgroups.

Goal 1 - Focused Subgroup Supports		
Goals	Metrics (Measurements)	3-Year Goal (Outcomes)
<p>Goal 1: All student groups will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math.</p> <p>This work is aligned to the following State Priorities:</p> <ul style="list-style-type: none"> ● State Priority 2: Implementation of State Standards ● State Priority 4: Student Achievement <p>This work is aligned to the following APS strategic priorities:</p> <ul style="list-style-type: none"> ● Clarify the Academic Program 	EL access to CCSS and ELD standards <i>Data source:</i> Local Indicator Priority 2 Survey (internal)	Maintain 4.0 or higher
	English Learner Progress Indicator <i>Data source:</i> California School Dashboard	56% (Green)
	Reclassification Rates <i>Data source:</i> Internal calculation	10%
	SBAC Distance from Standard (DFS) ELA, by all significant student groups <i>Data source:</i> California School Dashboard	EL: Orange 100 pts below SWD: Orange 137 pts below Hispanic: Orange 82 pts below SED: Orange 81 pts below
	SBAC Distance from Standard Math, by all significant student groups <i>Data source:</i> California School Dashboard	EL: Orange 129 pts below SWD: Orange 206 pts below Hispanic: Orange 117 pts below SED: Orange 116 pts below
Actions		
<p>The Charter School will engage in actions to support achievement of the goal, as set forth and subject to annual revision as defined in the school LCAP:</p> <ol style="list-style-type: none"> 1. Provide English Learner and Long-Term English Learner supports 2. Purchase and provide training for high quality ELD curriculum 3. Provide supports for Students with Disabilities 4. Staff Academic Interventionists 5. Provide supplemental literacy intervention 		

6. Strengthen Tier 1 instruction

Goal 2 - Academic Program		
Goals	Metrics (Measurements)	3-Year Goal (Outcomes)
<p>Goal 2: Support growth and achievement for all students through strong instructional practices, informed by our assessment and data strategy.</p> <p>This work is aligned to the following State Priorities:</p> <ul style="list-style-type: none">● State Priority 2: Implementation of State Standards● State Priority 4: Student Achievement● State Priority 7: Course Access● State Priority 8: Pupil Outcomes <p>This work is aligned to the following APS strategic priorities:</p> <ul style="list-style-type: none">● Clarify the Academic Program	Sufficient Access to Standards-Aligned Instructional Materials <i>Data source:</i> School Accountability Report Card (SARC)	100%
	Implementation of academic standards <i>Data source:</i> Local Indicator Priority 2 Survey (internal)	4.0 or higher
	SBAC Distance from Standard (DFS) ELA, all students <i>Data source:</i> California School Dashboard	Orange 78 pts below
	SBAC Distance from Standard (DFS) Math, all students <i>Data source:</i> California School Dashboard	Orange 110 pts below
	Other Pupil Outcomes: Fall to Spring NWEA Conditional Growth Index (CGI) ELA <i>Data source:</i> NWEA Assessment	>-.20
	Other Pupil Outcomes: Fall to Spring NWEA Conditional Growth Index (CGI) Math <i>Data source:</i> NWEA Assessment	>-.20
Actions		
<p>The Charter School will engage in actions to support achievement of the goal, as set forth and subject to annual revision as defined in the school LCAP:</p> <ol style="list-style-type: none">1. Strengthen instructional practices2. Execute on a standardized assessment strategy3. Leverage a high quality curriculum4. Implement a data strategy, supported by a robust data platform5. Provide online platforms and technology6. Staff Associate Teachers		

7. Offer a broad course of study

Goal 3 - Healthy & Thriving Environment		
Goals	Metrics (Measurements)	3-Year Goal (Outcomes)
<p>Goal 3: Develop and cultivate a healthy and thriving school environment that promotes the safety and belonging of all students.</p> <p>This work is aligned to the following State Priorities:</p> <ul style="list-style-type: none"> ● State Priority 1: Basic ● State Priority 5: Student Achievement ● State Priority 6: School Climate <p>This work is aligned to the following APS strategic priorities:</p> <ul style="list-style-type: none"> ● Clarify the Academic Program 	<p>Suspension Rate <i>Data source:</i> California School Dashboard</p>	<p>All: 2.7% (Green) EL: 2.6% (Green) Hispanic: 2.7% (Green) SED: 2.7% (Green) SWD: 2.7% (Green)</p>
	<p>Average Daily Attendance (ADA) <i>Data source:</i> CALPADS</p>	<p>≥95%</p>
	<p>Middle School Drop Out Rate <i>Data source:</i> Internal calculation</p>	<p>0%</p>
	<p>Chronic Absenteeism <i>Data source:</i> California School Dashboard</p>	<p>All: 28% (Yellow) EL: 30% (Yellow) Hispanic: 29% (Yellow) SED: 28% (Yellow) SWD: 30% (Yellow)</p>
	<p># of identified instances where facilities do not meet the <i>good repair</i> standard <i>Data source:</i> School Accountability Report Card (SARC)</p>	<p>Facility Rating of Good or Exemplary</p>
	<p>Expulsion Rate <i>Data source:</i> Internal calculation</p>	<p>0%</p>

	% of students who feel safe at school <i>Data source: Internal survey</i>	≥95%
	% of students who feel that there is at least one adult who cares about them <i>Data source: Internal survey</i>	≥95%
Actions		
<p>The Charter School will engage in actions to support achievement of the goal, as set forth and subject to annual revision as defined in the school LCAP:</p> <ol style="list-style-type: none"> 1. Monitor and respond to student culture and behavioral data 2. Select, implement, and train on a SEL curriculum 3. Incorporate restorative justice practices in response to student behaviors 4. Refine, train, and track accountability to attendance systems and protocols 5. Improve and maintain facilities 6. Provide various non-academic student experiences 7. Implement the Community Schools Program 8. Enhance expanded learning progress 9. Continue to strengthen implementation of the National Student Lunch Program (NSLP) 10. Monitor and assess implementation of the Positive Behavioral Interventions and Supports system 		

Goal 4 - Family Engagement		
Goals	Metrics (Measurements)	3-Year Goal (Outcomes)
Goal 4: Build and cultivate community and family engagement to support student achievement and wellness This work is aligned to the following State Priorities: <ul style="list-style-type: none"> ● State Priority 3: Parental Involvement and Family Engagement ● State Priority 6: School Climate 	% of families that feel a sense of belonging & connectedness to the school community <i>Data source: Internal survey</i>	≥95%
	% of families that agree that the school listens to family voice and input when making decisions <i>Data source: Internal survey</i>	≥95%
	% of families that are satisfied with the amount of opportunities provided to	≥95%

<p>This work is aligned to the following APS strategic priorities:</p> <ul style="list-style-type: none"> Strengthen Parent Engagement & Community Advocacy 	<p>families to participate in school activities and programs (by subgroups)</p> <p><i>Data source:</i> Internal survey</p>	
	<p>% of families that are satisfied with the level of physical and emotional safety</p> <p><i>Data source:</i> Internal survey</p>	≥95%
Actions		
<p>The Charter School will engage in actions to support achievement of the goal, as set forth and subject to annual revision as defined in the school LCAP:</p> <ol style="list-style-type: none"> 1. Strengthen family communication strategies 2. Create an execute on an annual scope and sequence for school community events and celebrations 3. Maintain and improve services from the Alpha Parent Learning Center 4. Expand parent school partnerships through parent volunteer opportunities 5. Develop parent power by providing parents with leadership opportunities 		

Goal 5 - Talent Retention		
Goals	Metrics (Measurements)	3-Year Goal (Outcomes)
<p>Goal 5: Hire, develop, value, and retain a high-quality faculty & staff</p> <p>This work is aligned to the following State Priorities:</p> <ul style="list-style-type: none"> State Priority 1: Basic <p>This work is aligned to the following APS strategic priorities:</p> <ul style="list-style-type: none"> Retain Alpha's Team 	<p>% of teachers appropriately assigned and credentialed</p> <p><i>Data source:</i> Internal calculation</p>	100%
	<p>Teacher perception on the spring TNTP question regarding Learning Environment</p> <p><i>Data source:</i> TNTP Insight Survey</p>	4.0
Actions		
<p>The Charter School will engage in actions to support achievement of the goal, as set forth and subject to annual revision as defined in the school LCAP:</p>		

1. Provide teachers with professional development and coaching
2. Facilitate robust professional development for new staff
3. Develop instructional excellence in instructional support staff
4. Offer leadership development opportunities to leaders
5. Foster a healthy and thriving school culture
6. Provide all teachers with certification / credential support
7. Use a variety of strategies to hire a diverse, highly-qualified, and appropriately credentialed teaching staff
8. Capture staff feedback to regularly reevaluate compensation and benefits

Local Control and Accountability Plan

In accordance with Education Code Section 47606.5, Alpha shall annually update and develop the LCAP to achieve the goals and actions in the State Priorities, using the LCAP template adopted by the State Board of Education. Alpha reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. Alpha shall submit the LCAP to SCCOE annually on or before July 1, as required by Education Code Section 47604.33. Alpha shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 each year at a regularly scheduled board meeting.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site. Please see **Appendix 2 – Theory of Action** for the Alpha: José Hernández LCAP.

MEASURABLE STUDENT OUTCOMES

The measurable pupil outcomes identified for use by the Charter School. "Pupil Outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated by the charter school." California Education Code Section 47605(b)(5)(B) All identified subgroups (EL and low income) will meet performance goals stated herein.

Goals and Actions Aligned with the Eight State Priorities

Alpha has clearly defined school-wide outcome goals in compliance with California Education code sections 47605(b)(5)(B) and 52060(d). Alpha will pursue the following schoolwide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards, including the Common Core State Standards, and reflect proficiency measures required by the CAASPP, as well as applicable state priorities detailed in California Education Code § 52060(d) that apply for the grade levels served, or the nature of the program operated, by the charter school:

As the State finalizes new standardized assessment tools (e.g., CAASPP and SBAC) and new school performance measures (e.g., API), Alpha will work with the County to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a “material revision to the charter” as defined in Education Code section 47607.

Below please find, in accordance with the Local Control **Funding** Formula (“LCFF”) requirements, a description, for the School, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Education Code Section 52052, to be achieved in the state priorities, as described in Education Code Section 52060(d) that apply for the grade levels served, or the nature of the program operated, by the School, and specific annual actions to achieve those goals. Relevant subgroups include English Learners and low-income students.

STATE PRIORITY #1—BASIC SERVICES
STATE PRIORITY #7—COURSE ACCESS
Goal 1: All students will receive high quality instruction in Common Core and NGSS standards from highly qualified teachers in 21st-Century classrooms at a safe, clean, welcoming facility.

<p><i>Expected Actions/Services</i></p> <p>Subpriorities:</p> <ul style="list-style-type: none"> ● Teachers ● Instructional Methods ● Facilities 	<p>1.1 All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; Alpha Public Schools Human Resources will annually review assignment and credential status.</p> <p>1.2 The school will support teachers in becoming highly qualified and in completing the Professional Clear credential through Beginning Teacher Support and Assessment program, subject matter examination, and advanced certification.</p> <p>1.3 Purchased instructional materials will be aligned to CA Common Core State Standards and/or with charter petition.</p> <p>1.4 The school will provide teachers with collaborative time to plan, create and share standards-based lessons.</p> <p>1.5 The school will conduct an annual assessment of course offerings and will determine whether to maintain or increase course offerings.</p> <p>1.6 Professional development based on CCSS and NGSS will be provided to all teachers.</p> <p>1.7 Regular custodial cleaning and facility inspections will occur.</p>
<p><i>Expected Annual Measurable Outcomes</i></p> <ul style="list-style-type: none"> ● 100% of core teachers will be appropriately assigned and will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing. ● 100% of pupils will have access to standards-aligned materials and additional instructional materials. ● The school will maintain or increase course offerings. ● 100% of teachers will receive CCSS and NGSS professional development. ● School leaders rate the facilities as “excellent” on 90% of inspections. 	
<p>STATE PRIORITY #2—IMPLEMENTATION OF COMMON CORE STATE STANDARDS</p> <p>STATE PRIORITY #4—STUDENT ACHIEVEMENT</p> <p>STATE PRIORITY #8—OTHER STUDENT OUTCOMES</p>	
<p>Goal 2: All students will make significant growth toward mastery of the Common Core State Standards in English Language Arts and Math; EL students will demonstrate growth in meeting EL standards.</p>	

<p><i>Expected Actions/Services:</i></p> <p>Subpriorities:</p> <ul style="list-style-type: none"> ● CCSS Implementation ● CA Assessment of Student Performance and Progress statewide assessment ● API ● EL students & academic content knowledge ● EL students and progress towards English language proficiency ● EL reclassification rates 	<p>2.1 Provide differentiated instruction through use of Learning Coaches.</p> <p>2.2 The school will provide teachers with collaborative time to plan, create, and share standards-based lessons that incorporate SDAIE.</p> <p>2.3 EL students participate in English Language Arts/Literacy instruction with targeted instructional support.</p> <p>2.4 All teachers will participate in professional development focusing on appropriate strategies of support and intervention and on ELD standards, and effective instruction through Integrated and Designated ELD.</p> <p>2.5 Teachers will closely monitor progress of EL students, providing support to accelerate academic achievement through the use of regular data analysis cycles.</p> <p>2.6 EL students will receive in-class instructional support, which includes 1-on-1 teacher support, small group work, usage of SDAIE and ELD instructional strategies, and additional EL instructional practices as outlined in the charter.</p> <p>2.7 Implementation of the CCSS-aligned curriculum and the school's core instructional strategies, monitored through classroom observation protocol using Alpha's teacher effectiveness tool.</p> <p>2.8 Implement COST process to address academic issues.</p> <p>2.9 Teachers will closely monitor progress of students towards grade-level proficiency through the use of regular data analysis cycles.</p>
<p><i>Expected Annual Measurable Outcomes</i></p> <ul style="list-style-type: none"> ● 50% of students demonstrate at least one year of growth towards grade-level proficiency in the areas of language arts and math on NWEA MAP. ● 50% of EL students will demonstrate increases in proficiency on NWEA MAP, demonstrating gains in academic content. ● 40% of EL students will advance one level in language proficiency on the CELDT after completing sixth and seventh grade at the school. ● 10% of students will be reclassified after three years of enrollment at the school. 	
<p>STATE PRIORITY #3— PARENTAL INVOLVEMENT</p> <p>STATE PRIORITY #5— STUDENT ENGAGEMENT</p> <p>STATE PRIORITY #6: SCHOOL CLIMATE</p>	
<p>Goal 3: Establish effective systems and a welcoming environment that allow staff, students and families to feel safe and included so that they can participate fully in student learning and the school community.</p>	

<p><i>Expected Actions/Services</i></p> <p>Sub Priorities:</p> <ul style="list-style-type: none"> ● School Attendance Rates ● Student absenteeism rates ● Middle school dropout rates ● Pupil expulsion rates ● Pupil suspension rates ● Other measures 	<p>3.1 Implementation of community and culture building events related to student attendance at school.</p> <p>3.2 The school will hold community meetings throughout the school year, including an annual orientation during which parents learn about the importance of attendance.</p> <p>3.3 The school will implement clear expectations for student conduct and protocols for developing constructive student conduct, including problem solving around behaviors that are inconsistent with school expectations, and will provide ongoing professional development for teachers on existing student conduct protocols.</p> <p>3.4 The school will implement a daily advising program that helps students build a close relationship with a trusted adult, who will monitor their academic standing and other factors related to middle school persistence, and intervene when appropriate.</p> <p>3.5. The school will hold monthly community meetings.</p> <p>3.6 The school will maintain structures such as the Parent Committee (SSC/ELAC), in which parents will be strongly encouraged to participate.</p> <p>3.7 The school will administer an annual survey, and will tabulate and share results.</p>
	<ul style="list-style-type: none"> ● At least 95% attendance as measured by ADA. ● No more than 15% of students will have more than 5 unexcused absences in any school year. ● The school will maintain an annual suspension rate of less than 10% as measured by the State. ● The school will maintain an annual expulsion rate of less than 2%. ● The school will maintain an annual dropout rate of less than 3%. ● At least 25% of families will volunteer three hours annually and will participate in Alpha community events.⁴⁹ ● At least 75% of responding parents indicate that the school environment is safe and supportive on an annual parent survey.

⁴⁹ ~~Volunteering is not required, only encouraged.~~

Measurable Student Outcomes

The school's outcomes are designed to align with the school's mission, curriculum, and assessments and the California State Standards for the courses offered at Alpha. Upon graduation from the School, students will have demonstrated the following, which indicate their ability to be self-motivated, competent, lifelong learners.

Academic Achievers who:

1. produce quality work across the curriculum
2. are proficient readers
3. compute and solve advanced math problems
4. are knowledgeable about educational pathways and career choices
5. are equipped with the necessary skills to succeed in high school

Effective Communicators who:

1. demonstrate excellent listening, speaking, writing skills
2. collaborate, work effectively, and manage interpersonal relationships within diverse groups
3. read and respond accurately and analytically to text questions
4. possess the academic vocabulary, confidence, and etiquette to thrive in the professional world

Critical Thinkers who:

1. know how to access information and integrate knowledge
2. identify and use resources effectively to gather, communicate, and evaluate information
3. demonstrate creative, logical, and critical thinking skills enhanced through art, science, and technology
4. are eager to synthesize and act upon new information
5. find, select, evaluate, organize, and use information from various sources and disciplines of thought, so that they are able to make logical, interdisciplinary connections

Life-long Learners who:

1. are curious about the world around them, leading them to be inquisitive and self-motivated
2. have confidence in adapting to a wide array of professional and cultural settings
3. are goal-oriented, understand the importance of hard work and continual goal setting
4. comprehend and use technology as a tool for learning and communication
5. are willing to take risks and to persevere when they encounter obstacles or failure

Socially Responsible Citizens who:

1. ~~are aware and understand the relevance of different cultures in society~~
2. ~~respect themselves, their classmates, their school, their families and their community at all times~~
3. ~~understand that actions have consequences, and who demonstrate personal responsibility and integrity~~
4. ~~value discipline, concentration, and healthy competition~~

Alpha will use the following clearly articulated measurable student outcomes to determine success:

Attendance Rate \geq 95%	Daily attendance reporting via Student management System	Calculated ADA rate
40% of EL students will advance one level in language proficiency on the CELDT after completing sixth and seventh grade at the school.	Formal and informal classroom assessments and bi-monthly interim assessments	CELDT Individual Student Score Reports
10% of students will be reclassified after three years of enrollment at the school.	Formal and informal classroom assessments and bi-monthly interim assessments	CELDT Individual Student Score Reports
50% of EL students will demonstrate increases in proficiency on NWEA MAP, demonstrating gains in academic content	Northwest Evaluation Association (NWEA) assessment administered four times per year	CAASPP/SBAC scores; state assessments are not currently as precise as NWEA in calculating student gains, but can be used to show quintile growth
50% of students demonstrate at least one year of growth towards grade-level proficiency in the areas of language arts, math, science, and social studies	Northwest Evaluation Association (NWEA) assessment administered four times per year, pre-post diagnostic assessments, curriculum-embedded benchmark assessments	CAASPP/SBAC scores; state assessments are not currently as precise as NWEA in calculating student gains, but can be used to show quintile growth

	aligned to standards, informal classroom-based assessments	
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~~Academic Performance Index~~

~~Should API be in effect in subsequent years, Alpha will meet or exceed the school's annual Academic Performance Index (API) growth target. In addition, Alpha will meet or exceed Adequate Yearly Progress (AYP). Alpha will incorporate the Content Standards for California Schools in the curriculum. Alpha will update all amended standards and will continue to incorporate them in the curriculum to enhance student performance.~~

ELEMENT C – METHODS TO ASSESS PUPIL PROGRESS TOWARD MEETING OUTCOMES

Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. ~~California Education Code Section 47605(b)(5)(C) The methods by which pupil progress in meeting outcomes shall be aligned with the measurable student outcomes.~~

Alpha uses a variety of assessment tools that are appropriate for the grade level, curriculum, subject matter, skills, knowledge, and attitudes being assessed. These assessments are aligned with ~~pupil~~ the Charter School's mission, academic program, State Standards, and academic outcomes, as identified in Elements A and B of this charter, which themselves are aligned with the Eight State Priorities. As such, the assessments selected provide targeted information about student progress towards meeting the above described pupil outcomes. Alpha uses objective means of assessment that are frequent and sufficiently detailed to determine whether students are making satisfactory progress. Assessments utilized, and the outcomes themselves, may be modified over time.

Types of Assessment Data

Alpha maintains a central data hub, ensuring data is readily accessible to staff to inform practice while adhering to FERPA. Data includes the following:

- Academic Data
 - CAASPP and California Alternate Assessments (CAA)
 - NWEA MAP
 - STAR Early Literacy
 - ELPAC
 - Curriculum Assessments
 - Grades
- Culture & Operations Data
 - Attendance
 - Discipline
 - Culture Survey
 - Student Demographics
 - Address Reports

- Scorecards & Combination Data
 - School Scorecards
 - Network Scorecards
 - Multilingual Learner Dashboard
 - Special Education Dashboard

Purpose & Frequency of Assessment

To support our focus on continuous improvement, Alpha gathers data annually, at each trimester, and on an ongoing basis within each classroom. As mandated by Education Code Section 47605(d)(1), Alpha annually administers assessment measures under the CAASPP or any equivalent statewide assessment system to all applicable students. The table below provides an overview of the assessment tools, purposes, applicable grades and subjects, frequency, analysis and use, and target performance levels.

State Assessments			
Data Tool & Purpose	Grade, Subject, & Frequency	Analysis & Use	Target Performance Level
Attendance and Discipline Data Indicators of a healthy, positive learning environment.	TK - 8 Ongoing	Determine interventions needed to maintain excellent attendance. Determine behavioral interventions for students. Determine professional development and coaching needs of staff.	95% Attendance
SBAC <i>(or CAA, as applicable)</i> Provide criterion-based data on mastery of grade level standards and growth over time.	3 - 8 ELA Math Annually	Data is used to guide curriculum design, determine intervention and enrichment groups, and support individualized learning. Data is analyzed overall and by subgroups to inform classroom, school, and network levels adjustments to practice.	Meets Standard
CAST <i>(or CAA and CAPA, as applicable)</i> Provide data on mastery of grade level standards.	5, 8 Science Annually	Data is used to guide curriculum design, determine intervention and enrichment groups, and support individualized learning. Data is analyzed overall and by subgroups to inform classroom, school, and network levels adjustments to practice.	Meets Standard

PFT Provide data on level of physical fitness.	5, 7 Physical Fitness Annually	Data is used to guide curriculum design, determine intervention and enrichment groups, and support individualized learning. Data is analyzed overall and by subgroups to inform classroom, school, and network levels adjustments to practice.	Physically fit in at least 4 of 6 areas
ELPAC Provide data on level of proficiency in English for English learners.	TK - 8 ELD Upon enrollment, then annually until exited	Determine ELD levels of English learners. Inform grouping for designated ELD instruction. Determine instructional needs and level of scaffolding required via integrated ELD to enable students to access and express understanding of core content.	Level 3 or 4, Early Advanced (4) Or meeting threshold for annual growth in English fluency
IEP Provide data on progress toward goals for students with special needs.	TK - 8 Annually	Identify unique needs and goals for students with identified special needs. Inform specialized instruction. Determine appropriate scaffolding to ensure students can access and understand core content.	Goal Met
Internal Assessments			
Data Tool & Purpose	Grade, Subject, & Frequency	Analysis & Use	Target Performance Level
In-Lesson Formative Assessments (e.g. observation, exit tickets) Provide data on the extent to which each student reached the lesson objective.	TK - 8 ELA Math Science Social Studies Electives Physical Education Designated ELD Ongoing	Determine instructional needs of students. Inform differentiated instruction for both remediation and acceleration. Guide curriculum design, including adjustment of pacing and instructional delivery as needed. Identify teacher coaching and professional development needs.	Meeting grade level standard
Projects & Products (e.g. research projects, essays,	TK - 8 ELA Math Science	Determine instructional needs of students. Inform differentiated instruction for both remediation and acceleration.	Meeting grade level standard

lab reports, homework, etc.) Provide data on student progress toward mastery of grade level standards.	Social Studies Art Spanish Physical Education Designated ELD Ongoing, and at the end of each unit of study	Guide curriculum design, including adjustment of pacing and instructional delivery as needed. Identify teacher coaching and professional development needs.	
Curriculum Embedded Formative & Summative Assessments Provide data on student progress toward mastery of grade level standards.	TK - 8 ELA Math Social Studies Science Ongoing and at the end of each unit of study	Determine instructional needs of students. Inform differentiated instruction for both remediation and acceleration. Guide curriculum design, including adjustment of pacing and instructional delivery as needed. Identify teacher coaching and professional development needs.	Meeting grade level standard
NWEA MAP Provide data on student incoming academic levels. Monitor student growth over time in math and reading.	K - 8 ELA Math Annually, in fall, winter, and spring	NWEA is vertically calibrated, so student academic levels in math and reading can be identified and then growth can be tracked as they progress across grade levels. Data is disaggregated by the same subgroups as CAASPP. Data is used to guide curriculum design, determine intervention and enrichment groups, and support individualized learning to ensure each student is college ready by the end of grade 12.	Meeting grade level standard High growth and/or High Proficiency, or on growth trajectory to reach proficiency by end of 12th grade
STAR Early Literacy Provide data on student incoming reading levels.	TK - 2 ELA Annually, in fall, winter, and spring	Analytic scoring completed by teachers, using locally designed rubrics that clearly define mastery of standards. Provide data that supports teachers in carefully planning instruction that meets students where they are and moves them forward.	Meeting grade level standard and CCSS mastery

Monitor student growth over time in ELA.			
Sown to Grow Provide data on student progress toward goals in competencies of character	TK - 8	Determine instructional and coaching needs of students. Inform differentiated instruction and coaching to support development.	Goal Met
Student Culture Survey (e.g. Internal Survey or California Healthy Kids Survey)	TK - 8	Determine the degree to which students feel safe, supported, and engaged in their learning and the school community.	≥95%
Family Culture Survey	TK - 8	Determine the degree to which families feel their child is safe, supported, and engaged in their learning and the school community. Determine the degree to which families feel welcomed and engaged in the school community.	≥95%
Grades	TK - 8	Provide families with regular reports on student progress and mastery of grade level standard.	Meeting grade level standard

Please see **Appendix 5 – Assessment** for the APS Grading Policy, which incorporates data from these assessments.

Assessments, Annually	Assessments, Each Trimester	Assessments, Ongoing
<ul style="list-style-type: none"> California SBAC State Assessments California English Language Development Test (CELDT) 7th Grade Test of Physical Fitness Cumulative Final and Diagnostic Exams 	<ul style="list-style-type: none"> Progress in coursework, including tests, quizzes, projects, homework, participation and other formal and informal assessments Progress toward achieving Individual Education Plan (IEP) goals NWEA MAP assessments 	<ul style="list-style-type: none"> Daily Exit Tickets Curriculum embedded interim standards-aligned assessments Assessments via Illuminate Provider assessments including those from Reading Plus and Accelerated Reader Benchmark Assessments via IlluminatED Informal classroom-based assessments Experiment design Homework

		<ul style="list-style-type: none"> • Student behavior/display of competencies of character • Research projects • Revision process • Class discussion • Essays • Lab reports
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Use and Reporting of Data

The primary tool used for capturing student data is [within-curriculum digital assessment platforms](#). Teachers and school leaders can access analyzed results specific to each curriculum within the built-in analysis tools. For curricula that do not have or do not have adequate built-in analysis tools, we use IlluminatED, a database designed specifically for school use. This system has the capability to record results for the tools described in the previous section and to aid in the analysis and reporting of data.

Collection

- All standardized assessment results are available electronically and are uploaded by the Principal ~~or his/her~~ [their](#) designee.
- All results from assessments given at school are inputted by faculty members.
- All information pertaining to student goals is inputted by faculty members ~~or RSP teachers.~~

Analysis

- Individual students, their families, and faculty members ~~will~~ analyze each student's individual performance through progress reports as well as report cards.
- The [Charter](#) School faculty ~~will~~ analyze data from all of the tools listed for individual students as well as school -wide, at least ~~4~~ [four](#) times per year.
- The Board ~~will review~~ [reviews](#) the data, and the faculty's analysis of it, ~~at least 2 times per year.~~ [regularly to monitor and improve the Charter School's educational program.](#)

Reporting

- Results from all of the tools listed above are available for each individual student and ~~his~~ [their](#) parents to view at all times via a secure web-based ~~IlluminatEd~~ platform that

can be accessed from any internet connection or on specially designated computers at the school during regular operating hours.

- ~~Beginning in year two and annually, the~~The Charter School will publish a ~~School Accountability Report Card (SARC)~~ that will be posted on the school's website and made available in the main office.
- On an as-needed basis, the Charter School will publish bulletins reporting general student or school performance data.

School Accountability Report Card

Alpha: José Hernández will compile data each academic year to publish a School Accountability Report Card. Student achievement data will be disaggregated annually to clearly identify the academic performance of students by subgroups (e.g., by ethnicity, gender, English learners, socio-economically disadvantaged students, and students with disabilities). This report will include required school data for the chartering authority, parents, Board of Directors, and community at large. The SARC will be posted on the Charter School's website and made available in the main office.

Continuous Improvement

Alpha is committed to using student performance data to refine and improve the educational program. **In order to drive instruction, teachers collect and analyze data on a regular basis.** ~~As outlined above, Alpha teachers, leaders, and~~ It is essential that staff understand **what students are learning and areas in which students need more assistance. Every week teachers participate in an hour of collaborative data analysis. This includes the analysis of exit tickets, quizzes, unit assessments, projects, and writing assignments.** ~~participate in bi-monthly professional development days dedicated to the analysis and interpretation of~~ This ensures teachers know exactly where their students are performing and can make appropriate changes to upcoming lessons. It also allows for staff to compare data, share best practices, and normalize on grading applications.

There are also scheduled *Stepback Days* where all staff analyze network and site-based data to inform future planning. This ensures that there is strong alignment between standards, instructional practice, curriculum, and student ~~data every eight weeks.~~ need.

Too often, schools accumulate data but fail to have a plan for analysis and action. These regularly scheduled ~~"data days"~~practices allow for professional development that focuses on effective uses of data, data analysis, and the development of school-wide action plans based

on student performance data. ~~Students, families, teachers, and leaders carefully analyze these and other data to identify the causes of academic strengths and weaknesses.~~

Please see **Appendix 5 – Assessment** for samples of APS Data Strategy Professional Development for Teachers, ~~through collaboration and consultation with one another and with instructional leaders, modify instruction based on the analysis of student data, effectively individualizing instruction for each student. The school community embraces a culture of data-driven instruction. NWEA MAP assessments provide detailed, actionable data about student performance. MAP questions adapt to a student’s responses; and for Leaders, as they take the test and answer~~ well as Data Meeting Guides, Agendas, and Worksheets for both.

County Visitation/Inspection

Alpha will comply with ~~a question correctly,~~ County requested visitation process to enable the ~~test presents a more challenging item. If a student misses a question, MAP provides a simpler item. In this way,~~ County to gather information needed to validate the Charter School’s performance and compliance with the terms of this charter. **Additionally, Alpha agrees to and submits to the right of the County to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.**

Response to Inquiries

~~test narrows in on a student’s learning level. MAP provides normative data, based on samples of at least 20,000 students per grade level. NWEA provides growth targets for students and allows teachers to analyze student growth in discrete areas within content areas, providing a powerful tool for reteaching and extended learning.~~

Pursuant to Education Code Section 47604.3 the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County Office of Education, County Board of Education, and the State Superintendent of Public Instruction.

ELEMENT D – GOVERNANCE STRUCTURE

Governing Law: The governance structure of the *charter* school, including, but not limited to, the process to be followed by the *charter* school to ensure parental involvement. ~~California~~ Education Code Section 47605-~~(b)(c)(5)(ED)~~

~~Legal Status~~

Overview

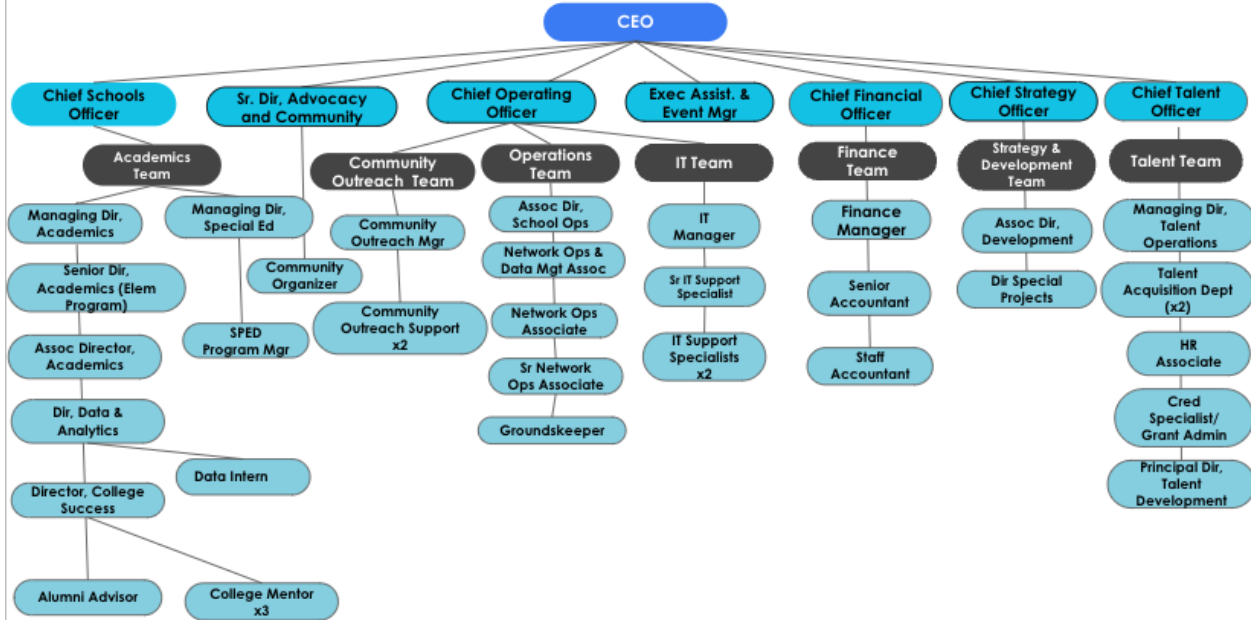
Alpha Public Schools believes that all children have a fundamental right to an excellent education. Alpha: José Hernández works in collaboration with families to ensure all scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

The governance structure of the Charter School, a California Nonprofit Public Benefit Corporation, has the following components:

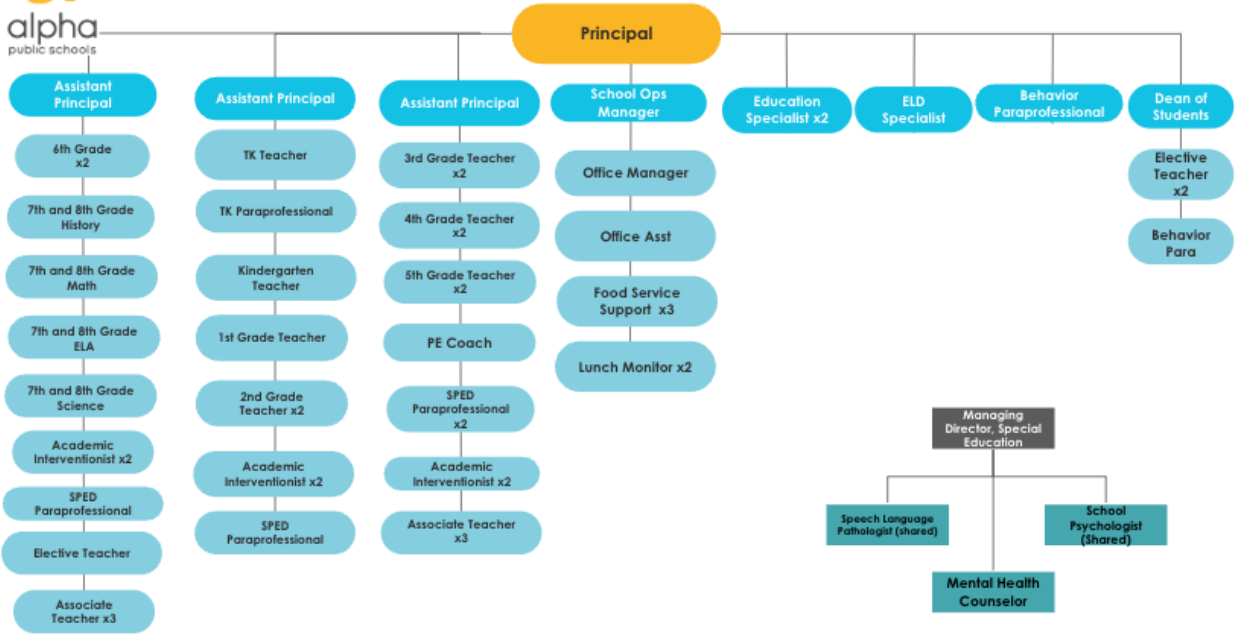
- Board of Directors
- Chief Executive Officer (CEO)
- Principal
- Parent Council
- English Learner Advisory Committee

The Organizational Charts for Alpha Public Schools and Alpha: José Hernández are as follows. Full page versions are available in **Appendix 7 – Governance**.

Alpha Public Schools Network Team Org Chart 24-25



Alpha: José Hernández School 24-25



Legal Status

Alpha Public Schools has constituted itself as a [tax-exempt 501\(c\)\(3\)](#) California nonprofit public benefit corporation pursuant to California [nonprofit public benefit corporation](#) law ~~that has 501(c)(3) tax-exempt status~~, as Alpha Public Schools, Inc.

~~The~~ Alpha: José Hernández ~~School~~ is a [direct funded charter school](#) operated by Alpha Public Schools in accordance with Education Code Section 47604(a). Alpha is governed pursuant to the corporate bylaws adopted by the Board of Directors of Alpha Public Schools, which are consistent with the terms of this charter, the Charter Schools Act, and all other applicable laws. Alpha [has adopted a Conflict of Interest Code that complies with Government Code Section 1090 et seq. as set forth in Education Code Section 47604.1, the Political Reform Act, and Corporations Code conflict of interest rules and which shall be updated with any charter school-specific conflict of interest laws or regulations.](#) All eligible filers will file Form 700 annually. The Corporate Bylaws and Conflict of Interest Code are brought to the Board for review, update, and approval on at least a bi-annual basis. The Board of Directors shall comply with the California Public ~~Schools'~~Records Act.

Alpha Public School's Articles of Incorporation, ~~approved by laws, 501(c)(3) tax-exempt letter, and other related documents~~ Corporate Bylaws, Conflict of Interest Code, and IRS Nonprofit Determination Letter are included in **Appendix ~~Q~~7 – Governance**.

Alpha: José Hernández shall operate autonomously from the ~~Santa Clara County Office of Education~~chartering authority with the exception of supervisory oversight as required by statute. To support SCCOE in its oversight, Alpha will provide documents that are requested by the authorizer and will provide reports that are requested of us via their annual report, following their annual visit. This report is inclusive of topics identified by SCCOE, which are provided to Alpha in writing no later than 30 days before the presentation date.

Pursuant to Education Code Section 47604(~~ed~~), the ~~Santa Clara County Office of Education~~Board shall not be liable for the debts and obligations of Alpha Public Schools, operated as a California ~~non-profit~~[nonprofit](#) public benefit corporation or for claims arising out of the performance of acts, errors or omissions by the [Charter](#) School, as long as the ~~Santa Clara County Office of Education~~Board has complied with all oversight responsibilities required by law.

Board of Directors

Alpha Public Schools is governed by a Board of Directors (hereinafter ~~“the Board”~~[”\) in accordance with its adopted bylaws](#). The Board shall be ultimately responsible for the

operation and activities of the ~~school~~-Charter School. The Board shall be governed in its operations and its actions by the corporate bylaws of the organization~~-that~~, which shall be consistent with the charter, the Charter Schools Act, and all other applicable laws. The primary methods for executing ~~their~~Board responsibilities are to create, adopt and monitor a long-term strategic plan and associated budget, and to employ and evaluate the CEO. Please see **Appendix 2 – Theory of Action** for the 2024-25 APS Strategic Plan.

Board Composition, Selection, and Term

In accordance with the Alpha Public Schools bylaws, the Board consists of at least five (5) members and should not exceed ~~thirteen~~fifteen (15) members. ~~Each Board member serves a three-year term. Terms are staggered to ensure that at any given time no more than one third of~~In accordance with Education Code Section 47604(c), the ~~members has less than one year of experience~~chartering authority shall be entitled to a single representative on the Board.~~All members of the board participate in annual training, which covers—at a minimum—conflicts of interest and the Brown Act. In addition, new Board members are partnered with experienced ones in order to further the new Board members’ effectiveness. Board members may not serve more than two consecutive terms.~~

~~Board members’ terms will expire according to the Board of Directors with Term Expiration Dates chart, included below.~~of the nonprofit public benefit corporation. If the chartering authority appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. With the exception of the potential authorizer appointed representative, Board members shall have experience in one or more areas critical to charter ~~schools~~school success:~~curriculum, instruction, assessment~~, including but not limited to: legal, human resources, real estate, academic knowledge, finance, ~~facilities, business management, organization~~community, involvement/connection, fundraising, governance, relationship building, nonprofit/school operations. In addition Alpha will seek out members with strong geographic relationships to San José (and ~~administration~~as appropriate, strong connection to East San José), that represent a good demographic mix, and that have strong board experience. No interested persons, as defined in the corporate bylaws, may serve on the Board.

All directors shall be designated by the existing Board, except for the chartering authority representative, if any. All directors shall have full voting rights, including any representative appointed by the chartering authority as consistent with Education Code Section 47604(c).

Under Alpha Public Schools current bylaws, each Board member, except as provided in the bylaws, shall hold office for three (3) years and until a successor director has been designated and qualified, with each term ending on June 30 of the third year, regardless of term start

date. Terms are staggered to help support continuity. Should the bylaws be amended to adjust length of term or term limits, a revised copy of the bylaws will be provided to the chartering authority and our understanding is that this shall not trigger requirements for a material revision.

Board member names, titles, positions on the Board, and term expirations, as of the time of charter submission, are included below and in **Appendix 7 – Governance**. The CEO or designee will provide a complete list of Board Members and Officers to the chartering authority by July 1 of each year.

Name	Title	Term Length	Board Term Ends
Peter MacDonald	Board Chair	3 years	June 30, 2025
Jennifer Wallner	Board Vice Chair	3 years	June 30, 2026
Silvia Mahan	Board Director	3 years	June 30, 2026
Adam Hendricks	Board Director	3 years	June 30, 2025
Elsa Retuta (Tenorio)	Board Director	3 years	June 30, 2027
Alicia Santillan (Parent Director)	Board Director	3 years	June 30, 2027
Lex Alvarez	Board Director	3 years	June 30, 2025
Cindy Wang	Board Director	3 years	June 30, 2025
Janine Ramirez	Board Director	3 years	June 30, 2027
Cheria Funches	Board Director	3 years	June 30, 2025
Mario Rosas	Board Director	3 years	June 30, 2026
Mary Anna Cazarez (Parent Director)	Board Director	3 years	June 30, 2026

Alejandrina Flores (Parent Director)	Board Director	3 years	June 30, 2027
Noreen Guevara (Parent Director)	Board Director	3 years	June 30, 2027

Board Meetings

The Board of Directors will meet regularly, approximately six to eight times per year. The Board may also hold special meetings. All meetings shall be called, held, and conducted in accordance with the Corporate Bylaws, the Brown Act, as may be modified by subsequent legislation, and Education Code Section 47604.1(c). This includes, but is not limited to, the following:

- Regular meeting agendas will be publicly posted 72 hours prior to each meeting in a physical location within Santa Clara County and also on the homepage of the APS website with a direct and prominent link to the agenda, to encourage community and family attendance.
- Special meeting agendas will be publicly posted 24 hours prior to each meeting in a physical location within Santa Clara County and also on the homepage of the APS website with a direct and prominent link to the agenda, to encourage community and family attendance
- Meetings shall generally be held at the principal office of the Corporation or at one of the Alpha Public Schools sites, in Santa Clara County. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of Santa Clara County, California, that has been designated in the notice of the meeting.
- Meetings will be open to the public and held at a place accessible to the public. In accordance with Education Code Section 47604.1(c)(3), a two-way teleconference location shall be established at each school site where an Alpha school operates.
- Meeting agendas will include time for community input.

The Board reserves the right to meet in closed session and discuss items for which closed sessions are permitted under the Brown Act. Actions taken in closed session will be reported in open session at the conclusion of the closed session.

The Board Chair will lead the meetings of the Board of Directors. In the event the Board Chair is not available, the Vice Chair will lead the meetings.

Board Committees

In accordance with the Corporate Bylaws, the Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors, to serve at the pleasure of the Board. Only committees comprised solely of directors may exercise delegated authority of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. Committees, if appointed, will meet in accordance with the Brown Act, if applicable.

Advisory Committees

The Board may also, in accordance with the Corporate Bylaws, create one or more advisory committees composed of directors and non-directors, including faculty, parents, community members or other members of the public with varying areas of expertise. The purpose of a committee is to provide advice, expertise, and resources as necessary related to charter schools, finances, facilities, and other areas relevant to the success of the Charter School. The Board of Directors will select the committees.

Board Professional Development

All members of the board participate in annual training that covers, at a minimum, ethics, Conflicts of Interest, the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and the Brown Act. **In addition, new Board members are partnered with experienced ones in order to further the new Board members' effectiveness.**

Member	Position	Term-Expiration-Date
Alison Elliott	Chair	June 30, 2018
Allison Putnam	Vice-Chair	June 30, 2019
Richard Garrett	Director	June 30, 2018
Frances Teso	Director	June 30, 2019
Ann Waterman Roy	Director	June 30, 2019
Valerie Faillace	Director	June 30, 2019
Jacqueline Guzman	Director	June 30, 2017

~~Summary of Necessary Background Critical to Charter School Success~~

	Curriculum	Instruction	Assessment	Finance	Facilities	Business Management	Organization	Governance	Administration
Alison Elliott									
Allison Putnam									
Richard Garrett									
Frances Teso									
Ann Waterman Roy									
Valerie Faillace									
Jacqueline Guzman									

~~Board and~~ Responsibilities

~~The APS Board meets quarterly for regular~~ Members are expected to contribute to the Board's work in each of the following ways:

- Commit to Alpha's mission and proudly evangelize on behalf of the organization, promoting support and belief in the work being done in our schools to their friends, families, and in public
- Serve as ambassadors, advocates, and community representatives of the organization
- Attend board meetings, ~~more often when special~~ (6-8 meetings ~~are needed. The~~ in a typical year), including one annual retreat, in person
- Review materials for and participate in all Board meetings
- Serve on at least one committee and/or participate in other key initiatives via ad hoc working group participation
- Visit the campus and/or attend other Alpha-hosted events at least once a year
- Respond to emails or calls on a timely basis
- Complete all mandatory compliance filings and trainings
- Complete an evaluation each year that covers each of self, committee and whole Board performance
- Contribute financially at a level that is personally meaningful

- Be curious, humble, open-minded, and inclusive; and consistently demonstrate integrity in both words and actions

Additional technical responsibilities of the Board include, but are not limited to~~;~~, the following:

- ~~Uphold the mission of the School~~
- Oversee the implementation of the charter
- Approve and monitor the Charter School budget, fiscal reports, and the Charter School's fiscal practices
- Act as a fiscal agent, including the receipt of state and federal funds, as well as grants and donations
- Contract with an external independent auditor to produce an annual financial audit, then review and approve independent annual financial audit
- Review and approve Local Control and Accountability Plan ~~(LCAP)~~
- Approve contracts and expenses
- ~~Receive and review the yearly independent financial audit~~
- Approve and monitor the Charter School's facility arrangements and plans
- ~~Oversee and Hire, oversee, evaluate and determine the CEO~~
- ~~Hire the Principal upon recommendation of the CEO~~
- ~~Hire Alpha employees upon recommendation~~ compensation of the CEO
- ~~Employee action upon recommendation of the CEO~~
- Approve and monitor implementation of Board Policies

~~The Board complies with all federal, state and local laws that are applicable to independent public charter schools, including but not limited to the Brown Act and the Political Reform Act. Alpha Public Schools has adopted a conflicts code, which is included in Appendix R. The organization retains its own legal counsel when necessary, and will purchase and maintain, as necessary, general liability, officers and directors', property, workers' compensation, and unemployment insurance policies.~~

- Participate in the dispute resolution procedure and complaint procedures when necessary
- Take action on recommended student expulsions

Alpha Public Schools may initiate and carry out any program or activity, or may otherwise act in any manner which is not in conflict with, or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which charter schools are established.

Board Delegation

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of Alpha Public Schools any of those duties with the exception of budget approval or revision, approval of the fiscal audits, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

~~The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of Alpha Public Schools any of those duties with the exception of budget approval or revision, approval of the fiscal audits, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:~~

- Be in writing,
- Specify the entity designated;
- **Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and**~~Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and~~
- Require an affirmative vote of a majority of Board members.

To the extent allowable by law, the Board of Directors may delegate the implementation of its duties to the employees of the organization or other responsible parties. At the current time, consistent with best practice, the Alpha Public Schools Board of Directors oversees operations but delegates day-to-day authority to the Chief Executive Officer, who is responsible for the day-to-day operations but may delegate certain responsibilities to other staff, including the Principal at the

~~The Board of Directors attends an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at a minimum Conflicts of Interest and the Brown Act.~~

~~To the extent allowable by law, the Board of Directors may delegate the implementation of its duties to the employees of the organization or other responsible parties. At the current time, consistent with best practice, the Alpha Public Schools Board of Directors oversees operations but delegates day-to-day authority to the Chief Executive Officer, who is responsible for the day-to-day operations but may delegate certain responsibilities to other staff, including the Principal at the~~ Charter School. The Principal may delegate ~~his or her~~their responsibilities

further to other school site staff such as the Assistant Principal, ~~office~~school operations manager, and/or teachers.

The Principal is the senior authority at the school site but the final management authority resides with the Chief Executive Officer and the ultimate overall organizational authority resides in the Board of Directors, as indicated above. This is separate from the oversight responsibilities of the charter authorizer under the Charter Schools Act.

~~The Principal is the senior authority at the school site but the final management authority resides with the Chief Executive Officer and the ultimate overall organizational authority resides in the Board of Directors, as indicated above. This is separate from the oversight responsibilities of the charter authorizer under the Charter Schools Act.~~

Key Network Personnel

Chief Executive Officer

The duties of the Chief Executive Officer with regard to the Board shall include, but not be limited to, the following, which may be completed by the CEO or their designee:

- Develop board meeting agendas in compliance with the Brown Act.
- Recommend policies to the Board for consideration to ensure the organization remains compliant with all applicable laws.
- Ensure the board receives progress updates on the organization's strategic plan and key initiatives.
- Ensure timely and accurate financial reports and presentations are given to the Board in order to facilitate the Board's responsibility for fiscal oversight.
- Ensure timely and accurate academic performance reports are given to the Board in order to facilitate the Board's responsibility for academic oversight.

Chief Operating Officer

The duties of the Chief Operating Officer (COO) with regard to the Board shall include, but not be limited to, the following, which may be completed by the COO or their designee:

- Monitor and report on operational expenditures and identify opportunities for cost savings and efficiency improvements.
- Collaborate with the Chief Financial Officer to align operational budgets with network financial goals.

- Develop and implement strategic plans for the network's operational functions, aligning them with the overall mission and goals.
- Provide visionary leadership to ensure the highest standards of operational efficiency, safety, and effectiveness.
- Manage, propose updates on, and finalize all student-related policies for board review.

Chief Schools Officer

The duties of the Chief Schools Officer (CSO) with regard to the Board shall include, but not be limited to, the following, which may be completed by the CSO or their designee:

- Monitor, analyze, and report on student achievement data to inform instructional practices and drive improvements in partnership with leaders across the network.
- Collaborate with network leaders to align operational practices with academic goals and priorities.
- Build strong relationships with parents, community members, board members, and external partners to support student success and school improvement efforts.
- Serve as a key spokesperson for the network on matters related to school performance and educational initiatives.

Chief Strategy Officer

The duties of the Chief Strategy Officer (CXO) with regard to the Board shall include, but not be limited to, the following, which may be completed by the CXO or their designee:

- Oversee the collection, analysis, and reporting of data to inform strategic decisions and improve student outcomes.
- Facilitate the strategic planning and annual planning processes.
- Identify and address potential challenges and opportunities related to strategic initiatives and provide actionable insights and recommendations to the CEO and executive leadership team based on data analysis.
- Work collaboratively with the CEO, Board, and executive leadership team to provide regular updates, facilitate cross-functional partnerships, and align strategic priorities and resources.

Chief Financial Officer

The duties of the Chief Financial Officer (CFO) with regard to the Board shall include, but not be limited to, the following, which may be completed by the CFO or their designee:

- Provide strategic financial guidance to the CEO, Board, and executive leadership team.
- Ensure financial sustainability through prudent fiscal management, long-range planning, and resource allocation.
- Communicate the network's financial status and strategies to the Board, Finance Committee, staff, parents, and the community, seeking and incorporating the input of each of these stakeholder groups.
- Oversee the preparation, presentation, and management of the annual budget, ensuring alignment with network priorities.

Chief Talent Officer

The duties of the Chief Talent Officer (CTO) with regard to the Board shall include, but not be limited to, the following, which may be completed by the CTO or their designee:

- Work collaboratively with the executive leadership team to align human capital strategies with network goals and priorities.
- Provide regular reports and updates to the CEO and Board on Talent initiatives and progress.
- In partnership with the board and CEO, develop and implement strategies to promote diversity, equity, and inclusion within the network's workforce.

Complete Job Descriptions for the Chief positions can be found in **Appendix 11 – Organizational Team**.

School Site Personnel

Principal

The Principal works full-time within the **Charter** School and communicates with and reports directly to the Chief Schools Officer or ~~his or her~~their designee. The Principal is the instructional leader and key person at the **Charter** School responsible for supervising the teachers and non-instructional staff at the school. The Principal is responsible for guiding the **Charter** School student achievement outcomes as outlined in the Educational Program.

The responsibilities of the Principal or ~~his/her~~their designee may include, but are not limited to, the following:

- Attend ~~County Administrative~~chartering authority meetings as necessary and stay in direct contact with the ~~County~~chartering authority regarding changes, progress, etc.
- ~~Assist CEO in developing Board meeting agendas in conjunction with the Board president in compliance with the Brown Act.~~
- Supervise all employees of the Charter School.
- Provide timely performance evaluations of all Charter School employees.
- Provide comments and recommendations regarding policies presented by others to the Board.
- ~~Communicate with School legal counsel and any outside consultants.~~
- Stay abreast of school laws and regulations.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Establish and execute enrollment procedures.
- Develop and administer the budget in accordance with generally accepted accounting principles.
- Provide assistance and coordination to the faculty in the development of curriculum.
- Oversee parent/student/teacher relations.
- Attend IEP meetings when necessary.
- Supervise student disciplinary matters.
- Coordinate the administration of Standardized Testing.
- Plan and coordinate student orientation.
- Attend Charter Board meetings and attend, as necessary, any ~~County Office of Education~~District meetings as the charter representative.
- Establish procedures designed to carry out Charter Board policies.

~~Board Committees~~

~~The Board may, in accordance with the Alpha bylaws, appoint one or more committees, comprised of faculty, parents, community members or other members of the public with varying areas of expertise. The purpose of a committee is to provide advice, expertise and resources as necessary related to charter schools, finances, facilities, and other areas relevant to the success of the school. The Board of Directors will select the committees.~~

~~Parent Participation~~

A complete Job Description for the Principal can be found in **Appendix 11 – Organizational Team**.

Family Involvement

As the school was established by parents to serve the needs of ~~its~~their families and ~~their~~ students, we believe it is imperative ~~that families are~~parents continue to be actively involved. ~~Further,~~engaged and have a seat at the table when decisions are being made. Alpha has a strong vision for parent leadership and ~~feels~~believes it plays a strong role in helping parents ~~to know~~realize their power to bring about change.

~~Alpha works with families to form a Parent Council which is established to facilitate communication between all members of the organization and to bring needed human resources to help meet the goals and objectives of the school.~~Procedurally, the Charter School has the following two family government bodies, consistent with the statutory requirements for each group with respect to composition and training:

- ~~The Parent Council~~~~Meetings are held, at a minimum, every other month. The school principal and his or her~~
- The English Learner Advisory Committee

Details on each group are provided below. Meeting agendas and minutes are posted on the Charter School's website, with the 2023-24 Parent Council Agendas and Meeting Minutes provided in **Appendix 6 – Family Involvement**.

Parent Council

~~Alpha works with families to form a Parent Council which is established to facilitate communication between all members of the organization and to bring needed human resources to help meet the goals and objectives of the school.~~ Meetings are held regularly and the Charter School principal and their designee actively participates ~~in Alpha's Parent Council~~. In this way, parents have direct and regular communication with the Charter School's leadership. Alpha parents ~~will~~ develop their organization based on the needs of their community.

~~Procedurally, the school initially forms two groups the Parent Council (SSC) and the English Learner Advisory Council ("ELAC"), consistent with the statutory requirements for each group with respect to composition and training. Should the ELAC agree, the group delegates its responsibilities, pursuant to law, to the SSC for up to two years, at which point The Parent Council functions as the ELAC.~~ The Parent Council also assists with the development and annual review of the Charter School's Local Control and Accountability Plan, as required by law.

English Learner Advisory Committee

Alpha: José Hernández has an English Learner Advisory Committee. All families have the opportunity to participate in the Charter School's ELAC, with parents of ELs comprising at least the same percentage of the ELAC membership as ELs constitute that of the total student population. The ELAC advises the CEO, Principal, and staff on programs and services for English learners, advise the Charter School Leadership on the development of the LCAP and LCAP Federal Addendum, develop the Charter School's needs assessment, implement the Charter School's annual language census, and help make parents aware of the importance of regular school attendance.

Parental Involvement

Families are encouraged to become actively involved in the Charter School and their child's education. Several opportunities for ~~parent~~family involvement exist and include:

- Parents are encouraged to attend the ~~several Parent Education Nights held~~cafecitos or parent workshops each year. ~~Evenings~~These meetings are planned by ~~the parent organization~~school leadership, in conjunction with ~~the school administration.~~ Meetings other educational partners, and address such topics as high school and college preparation, academic program, school ~~finances~~culture, and organizational planning.
- **Parents are invited to all school social functions.**
- **Parents are asked to complete a parent satisfaction survey each year.**
- ~~Parents can assist in a variety of on-site and at-home, short-term and ongoing, daytime and evening projects that help improve the school. These activities are organized and communicated by the APS~~Parent Council.
- ~~Parents are invited to all school social functions.~~
- ~~Parents are asked to complete a parent satisfaction survey each year.~~
- **Alpha** Board meetings are open to the public, and parents are encouraged to attend.
- ~~Parents are actively involved in the interview and hiring process for new staff.~~

Importantly, another decision-making body our parents are engaged with is the APS Board. We reserve four (4) board seats for APS parents to serve as board members, including a representative of Alpha: José Hernández. We value parent directors' experience and voices, and their input positively impacts the direction of Alpha.

Please see **Appendix 6 – Family Involvement** for the 2023-24 Family Involvement Calendar, to provide additional detail on how Alpha: José Hernández engages and involves its families. A

sample Cafecitos presentation is also provided in **Appendix 6 – Family Involvement**, as an example of programming provided in these regularly scheduled sessions.

Professional Development, Performance Monitoring, and Evaluation

Each faculty and staff member engages in Alpha’s performance management cycle, which begins with an individualized goal setting process early in each school year. The goals are developed by the employee with the input and approval of the Principal and/or School Leader. The plan asks the employee to identify a set of professional development goals rooted in the different areas that have been identified as the strands most pertinent to the success of an Alpha educator. For teachers these include Foundations; Planning; Environment and Relationships; Facilitating and Cultivating Learning; and Communication, Collaboration, and Community. The performance management cycle identifies the teacher’s present level of performance in each strand using a standard rubric. The plan indicates the teacher’s annual goals for growth in one or more strands, how the goals will be measured and what will define success. Additionally, a strategy for achieving the goals is designed, and subsequently supported by the school and its professional development activities throughout the year.

Please see **Element A – Educational Program, Professional Development**, for additional detail on Alpha professional development, monitoring, and evaluation practices. Please see **Appendix 4 – Professional Development** for the APS Teacher Rubric and APS Abridged Coach Rubric detailing criteria for success in each job function.

Salary & Benefits

At Alpha we care deeply about our scholars and staff. To support our team we offer:

- Competitive salary commensurate with experience.
- Health benefits plans for medical, vision, and dental insurance coverage for staff and their families
- Retirement matching options
- Paid time off for holidays and breaks (6 weeks throughout the school year in addition to 1 week during the summer)
- Tuition assistance in support of securing a bachelor’s degree and/or teaching credential at an accredited college/university
- Generous paternity/maternity leave benefits including 4 weeks of paid parental leave in addition to the state and federal leave allowances
- Employee Assistance Program that provides access to professional services for workplace, life, and wellbeing support and services

- Relocation assistance for teammates moving from 250+ miles away

Please see **Appendix 11 – Organizational Team** for a copy of the 2024-25 APS Teacher Salary Scale, 2024-25 APS Starting Salary Schedule (across all job functions), and an APS Overview of Benefits. Please see **Appendix 8 – Handbooks** for a copy of the APS Employee Handbook, which contains additional information on Employee Systems, Benefits, and Rights.

ELEMENT E – EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. ~~California~~ Education Code Section 47605(~~b~~~~c~~)(5)(E).

Qualifications ~~of School~~for All Employees

Alpha Qualifications

Alpha recruits and employs professional, effective, and qualified personnel for all administrative, instructional, and non-instructional support positions. ~~Alpha recruits and employs professional, effective, and qualified personnel for all administrative, instructional, and non-instructional support positions.~~ All These employees demonstrate a belief in the mission, program design, instructional philosophy, and curriculum documented in this charter. ~~All employees of the school are employees of Alpha Public Schools and subject to state and federal employment laws.~~

Alpha specifically seeks out employees who are:

- **Committed** – Employees who are committed to working with students in traditionally underserved communities. Approximately 80% of Alpha’s students are from under-resourced communities and will be the first in their families to go to college. The majority of students identify as Latino.
- **Focused on Growth** – Employees who exhibit a strong commitment not only to our students, but also to their own continuous professional development. Employees possess the ability to receive and implement feedback quickly.
- **Collaborative** – Employees who are team-oriented and are able to implement school-wide systems effectively and consistently.
- **Organized** – Employees who are self-motivated and reliable, with the ability to plan and execute tasks.
- **Experienced** – Employees who have taught in an under-resourced community, and/or have a background of shared experience with scholars.
- **Bilingual** – Employees who are conversational in Spanish or Vietnamese is a plus.

They are also expected to possess the personal characteristics, skills, knowledge, and experience required by their individual Job Description, as detailed further below.

Additional Legal Qualifications

In accordance with Education Code [Section 47605\(de\)\(1\)](#), Alpha [Public Schools](#) shall be nonsectarian in its employment practices and all other operations. Alpha: [José Hernández](#) shall not discriminate against any individual (employee or student) based upon the actual or perceived characteristics of race, color, religion, creed, sex and pregnancy, childbirth or related medical conditions, nationality, national origin, ancestry, ethnic group identification, genetic information, age, physical or mental disability, medical condition, family care status, military and veteran status, marital status, sexual orientation, gender, gender identity, gender expression, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation or prohibited by Education Code Section 220. All employees are subject to applicable state and federal employment laws.

In compliance with Education Code Section 44050 all employees must adhere to Alpha's adopted Professional Boundaries on employee interactions with students, which is provided on an annual basis at the beginning of the school year to all employees via the Employee Handbook and to all Students and Families via the Family Handbook. The APS Employee Handbook and APS Family Handbook are posted on the APS website and available in **Appendix 8 – Handbooks**.

All employees must comply with the Alpha employee processing policies and procedures, which are maintained at the central office and available for authorizer review:

- Teacher credentials, as required by assignment
- Documentation of TB risk assessment or examination
- Verification of state and federal criminal background check clearance
- Criminal background summaries, which will be maintained by Alpha in a confidential secured file, separated from personnel files, as required by law
- Documentation of legal employment status, most commonly in the form of an I-9 Employment Eligibility Verification form and acceptable forms of identification
- All other relevant employment documentation

For complete employment eligibility requirements, please see the APS Employee Handbook available in **Appendix 8 – Handbooks**. Additional detail on health and safety requirements is provided in **Element F – Health, Wellness, & Safety** of this petition.

Selection Process

Selection and appointment of employees at Alpha will be the exclusive prerogative of Alpha. As such, the Board of Directors shall set the terms and conditions of employment by establishing personnel policies. Decisions relative to the selection, employment, and release of the CEO rest with the Board of Directors. Decisions relative to the selection, employment, and release of the school leadership employees rest with the CEO, in consultation with the Board of Directors as needed. Decisions relative to the selection, employment, and release of all remaining employees rest with the Principal or the leader of the functional area, in consultation with the CEO and/or Board of Directors as needed. APS Human Resources processes and monitors credentials when required by a position. Network staff and school site staff are employees of APS.

To ensure the selection of the highest quality staff, Alpha implements a robust selection process. Dependent on the position, this may include all or a subset of the following:

1. Resume screening for qualifications
 2. Initial phone interview
 3. Phone interview with school site administrators
 4. In-person interview and live demo lesson and/or coaching demonstration. Video demo lessons can be requested for out of state candidates
 5. Reference Check as appropriate for specific roles (selection can be made pending positive reference checks)
 6. Offer sent by email or phone call
 - 1.7. Onboarding process, including background checks, TB, and licensure verification
- ~~All employees are expected to possess the personal characteristics, skills, knowledge and experience required by their job description as determined by the school. All employees must comply with the employee processing policies and procedures (to include, but not limited to, fingerprints, criminal records, proof of identity, right to work in the United States, and TB screening).~~

~~Specific Qualifications for All Staff~~

~~The Board of Directors shall define specific employee minimum qualifications that shall include, but not be limited to, the following:~~

- ~~Commitment of time, energy, and effort in developing Alpha's program~~
- ~~Belief in the basic philosophy of emphasizing the core curriculum~~
- ~~Commitment to working with parents as educational partners~~

- ~~Strong written and verbal communication skills~~
- ~~Knowledge of the developmental needs of students~~
- ~~Awareness of the social, emotional and academic needs of the students~~
- ~~Ability to plan cooperatively with other staff~~
- ~~Willingness to continue education through additional courses and training, workshops, seminars and staff development~~
- ~~Active participation in faculty meetings~~
- ~~Focus on working closely with the school faculty by providing any information regarding a student's behavior change, attitude and/or classroom performance~~
- ~~Take a leadership role in some aspect of Alpha's development~~

Key Network Personnel

Chief Executive Officer

The Chief Executive Officer serves as the superintendent of Alpha Public Schools, responsible for providing visionary leadership and strategic direction to ensure the highest quality of education for all students from Transitional Kindergarten (TK) through 12th grade and through college. This role entails overseeing all network operations, instructional programs, and staff, while fostering a culture of excellence, equity, and innovation. The Superintendent will work closely with the Board of Education, administrators, teachers, parents, and the community to promote student success and continuous improvement.

The CEO has the following competencies:

- Strong understanding of K-12 education, including curriculum development, instructional practices, and student assessment.
- Knowledge of charter school laws and regulations.
- Expertise in financial management and budget development.
- Excellent leadership, communication, and interpersonal skills.
- Ability to think strategically and implement long-term plans.
- Strong problem-solving and decision-making abilities.
- Proficiency with technology and data analysis tools.
- Commitment to the mission and vision of the charter school.

The CEO has the following qualifications:

- Master's degree in Education, Educational Administration, Business Administration, or a related field (Doctorate preferred).

- Five to ten years of leadership experience in an educational setting, preferably within a public charter school.
- Proven track record of success in school leadership, including academic and operational achievements.

Chief Schools Officer

The Chief Schools Officer for TK-12 Schools is a key member of the executive leadership team, responsible for the overall academic performance and management of all schools within Alpha Public Schools. This position requires a visionary leader who can drive educational excellence, equity, and innovation across all grade levels from TK through 12th grade. The CSO works collaboratively with executive team members, principals, teachers, staff, and the community to ensure that all students receive a high-quality education that prepares them for college, career, and life.

The CSO has the following competencies:

- Deep understanding of K-12 education, including curriculum, instruction, and assessment.
- Knowledge of charter school laws, regulations, and best practices.
- Strong leadership and management skills, with the ability to inspire and motivate others.
- Excellent communication and interpersonal skills.
- Ability to analyze data and use it to inform strategic decisions.
- Strong organizational and project management skills.
- Commitment to diversity, equity, and inclusion in education.

The CSO has the following qualifications:

- Bachelor's degree and/or Master's degree in Education, Educational Administration, or a related field
- A minimum of seven years of experience in school leadership, with significant experience in charter schools or urban education settings.
- Proven track record of improving academic outcomes and operational efficiency in schools.

Chief Operating Officer

The Chief Operating Officer for TK-12 Schools is a vital member of the executive leadership team, responsible for overseeing the operational functions of the school network to ensure an efficient and effective learning environment. This position requires a strategic and innovative leader with extensive experience in managing operations, facilities, transportation, and technology within an educational setting. The COO works collaboratively with the CEO, school leaders, and other stakeholders to support the network's mission of providing a high-quality education to all students.

The COO has the following competencies:

- Strong understanding of strategic planning processes and methodologies.
- Robust knowledge of school operations and the public education sector (preferred)
- Excellent analytical and problem-solving skills.
- Strong leadership and management skills, with the ability to inspire and motivate others.
- Excellent communication and interpersonal skills.

The COO has the following qualifications:

- Bachelor's degree (MBA or other graduate degree preferred)
- Minimum of 5-10 years of progressively increasing operational management experience in a growing organization.
- Demonstrated project management skills, including the ability to develop and optimize business systems and processes.

Chief Financial Officer

The Chief Financial Officer for TK-12 Schools is a critical member of the executive leadership team, responsible for overseeing all financial operations and ensuring the fiscal health of the school network. This role requires a strategic thinker with a strong background in financial management, budgeting, and compliance within the education sector. The CFO will work closely with the CEO, school leaders, and other stakeholders to align financial resources with the network's mission and goals, ensuring the efficient and effective use of funds to support student achievement and operational excellence.

The CFO has the following competencies:

- Comprehensive knowledge of accounting principles, financial management, and budgeting.
- Familiarity with federal, state, and local financial regulations applicable to public school districts.
- Proficiency in financial software and Microsoft Office Suite (Excel, Word, PowerPoint).
- Strong analytical and problem-solving skills.
- Excellent communication and interpersonal skills.
- Ability to work collaboratively with administrators, staff, and stakeholders.
- Strong organizational and time management skills.

The CFO has the following qualifications:

- Bachelor's degree (Master's degree or CPA preferred).
- Five to ten years of experience in financial management, preferably in a public school district or government entity.
- Experience with school finance, budgeting, and accounting practices.

Chief Talent Officer

The Chief Talent Officer for TK-12 Schools is a key member of the executive leadership team, responsible for developing and implementing comprehensive human capital strategies to attract, develop, and retain high-quality talent within the school network. This role requires a dynamic and visionary leader with a strong background in human resources, talent management, and organizational development. The CTO works collaboratively with the CEO, school leaders, and other stakeholders to build a highly effective and diverse workforce that supports the network's mission of providing an excellent education for all students.

The CTO has the following competencies:

- Deep understanding of HR principles, practices, and employment laws.
- Strong leadership and management skills, with the ability to inspire and develop staff.
- Excellent communication and interpersonal skills.
- Ability to develop and implement effective talent management strategies.
- Proficiency in HR software and data analysis tools.
- Strong organizational and project management skills.
- Commitment to diversity, equity, and inclusion in the workplace.

The CTO has the following qualifications:

- Bachelor's degree (Master's degree preferred).
- A minimum of seven years of experience in human resources, talent management, or a related field, with significant leadership experience.
- Experience in the education sector, particularly in charter schools or urban education settings, is highly desirable.
- Professional HR certification (e.g., SHRM-CP, SHRM-SCP, PHR, SPHR) is preferred.

Chief Strategy Officer

The Chief Strategy Officer for TK-12 Schools is a pivotal member of the executive leadership team, responsible for developing and executing the network's strategic initiatives to ensure academic excellence and operational efficiency. This role requires a visionary and strategic thinker with a strong background in educational leadership, strategic planning, and data-driven decision-making. The CXO works collaboratively with the CEO, school leaders, and other stakeholders to drive continuous improvement and innovation across all network functions.

The CXO has the following competencies:

- Strong understanding of strategic planning processes and methodologies.
- Excellent analytical and problem-solving skills.
- Strong leadership and management skills, with the ability to inspire and motivate others.
- Excellent communication and interpersonal skills.
- Ability to think strategically and implement long-term plans.
- Proficiency with data analysis and performance management tools.
- Strong organizational and project management skills.

The CXO has the following qualifications:

- Bachelor's degree (Master's degree preferred).
- A minimum of five years of experience in strategic planning, organizational development, or a related field, with significant leadership experience.
- Experience in the education sector, particularly in charter schools or urban education settings, is highly desirable.

Complete Job Descriptions for the APS Chief positions can be found in **Appendix 11 – Organizational Team**.

Qualifications for School Site Personnel

Administrators

Alpha instructional administrators should have demonstrated at least three years of successful teaching or school leadership experience.

~~Administrators~~

~~The Principal at Alpha shall possess leadership abilities and a comprehensive educational vision that is consistent with the school's mission and educational program. In addition, the Principal shall possess skills in hiring and supervising excellent teachers, and, where possible, business experience.~~

~~Alpha administrators should have demonstrated at least three years of successful teaching or school leadership experience. Alpha administrators will demonstrate proficiency on the California/Interstate School Leader Licensure Consortium's six Professional Standards for Educational Leaders. Alpha will give preference to administrative candidates who hold a valid California Administrative Services Credential or those who have met the California standard for passage of the School Leaders Licensure Assessment.~~

~~Principal~~

~~The Principal is the instructional leader at the School and is responsible for helping the School and students achieve the outcomes outlined in this charter petition. The Principal has the following qualifications:~~

~~Required knowledge, skills, and abilities:~~

- ~~● Superb communication and community building skills~~
- ~~● Deep knowledge of curriculum development and secondary program design~~
- ~~● A record of success in developing teachers~~
- ~~● Entrepreneurial passion~~

~~Assistant Principal~~

~~The Assistant Principal is the student culture leader, provides teachers support via coaching and will support operations at the School. The Assistant Principal is responsible for helping the School and students achieve the outcomes outlined in this charter petition. The school employs two Assistant Principals—one for lower grades and one for upper grades. The Assistant Principal has the following qualifications:~~

~~Required knowledge, skills, and abilities:~~

- ~~● Highly collaborative style~~

- Relationship builder with the flexibility and finesse to “manage by influence”
- Excellent project and process management skills
- Exceptional writing/editing and verbal communication skills
- Skilled at analyzing, interpreting, and using data to identify best practices and areas for improvement, and drive results
- Excellent decision making and problem solving skills

Office Manager

The School's Office Manager is responsible for overall front office activities, reports to the Principal, and works with students, parents, and outside parties. The Office Manager has the following qualifications:

Required knowledge, skills, and abilities:

- Strong organizational, time management, and multitasking skills
- Strong interpersonal and communication skills
- Expedience in office management capacity
- Ability to work independently as well as with a team
- Fluency in Spanish is highly desirable

Principal

The Principal at Alpha: José Hernández shall possess leadership abilities and a comprehensive educational vision that is consistent with the school's mission and educational program. In addition, the Principal shall possess skills in hiring and supervising excellent teachers, and, where possible, organizational leadership experience. The Principal is the instructional leader at the Charter School and is responsible for helping the Charter School and students achieve the outcomes outlined in this charter petition.

The Principal has the following competencies:

- Belief that all students from the community we serve have the capacity to go to and through college
- Ability to motivate a school community to take action to dramatically increase student results
- Demonstrated student achievement results from the teachers that the leader has managed or coached
- Ability to analyze and plan from student data and coach teachers and leaders to create excellent plans

The Principal has the following qualifications:

- Bachelor's Degree required, Masters Degree preferred
- 1-2 years of school leadership experience with proven results
- Valid teaching credential preferred
- CA administrative service credential preferred

Assistant Principals

Alpha's Assistant Principals provide teachers support via coaching and support operations at the Charter School. Assistant Principals are responsible for helping the Charter School and students achieve the outcomes outlined in this charter petition. Each Assistant Principal has the following qualifications:

The Assistant Principal has the following competencies:

- A record of success in developing teachers
- Highly collaborative style
- Relationship builder with the flexibility and finesse to *manage by influence*
- Excellent project and process management skills
- Exceptional writing/editing and verbal communication skills
- Skilled at analyzing, interpreting, and using data to identify best practices and areas for improvement, and drive results
- Excellent decision making and problem solving skills

The Assistant Principal has the following qualifications:

- A Bachelor's degree required
- Valid California teaching and/or administrative services credential (preferred)
- Instructional coaching experience required
- Performance management experience highly desired
- Conversational Spanish or Vietnamese preferred

School Operations Manager

The Charter School's School Operations Manager is responsible for overall front office activities, reports to the Principal, and works with students, parents, and outside parties. The School Operations Manager has the following qualifications:

The School Operations Manager has the following competencies:

- Strong organizational, time management, and multitasking skills
- Strong interpersonal and communication skills
- Expedience in office management capacity
- Ability to work independently as well as with a team

The School Operations Manager has the following qualifications:

- A high school diploma or GED
- 3+ years of work experience in operations management
- Bilingual in Spanish or Vietnamese preferred

Dean of Students

Alpha's Dean of Students is responsible for designing and maintaining systems for positive culture and community on campus, collaborating with other school leaders, staff, students, and parents to create and uphold school-wide systems and structures. The Dean analyzes and presents school culture data to school staff to support their development in promoting a healthy and thriving environment for Alpha's students.

The Dean has the following competencies:

- Experience working with youth and underserved communities
- Stellar interpersonal and communications skills
- Embodiment of Alpha values (Excellence, Integrity, Relationships, Leadership, and Joy)
- Coaching experience (teachers and/or youth) (highly preferred)
- Knowledge of MTSS and PBIS models and implementation of models in school settings (highly preferred)
- Knowledge of restorative justice (highly preferred)

The Dean has the following qualifications:

- High school diploma or GED required
- 5+ years of work experience in schools and/or with supporting school-aged children
- Bilingual in Spanish or Vietnamese (preferred)

Teachers

Teachers must hold the California Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment pursuant to Education Code Section 47605(I). Alpha may use local assignment options authorized in statute and

regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed at charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. Teachers of English learners will be required to hold an English learner authorization, such as ELA*, CLAD or BCLAD certification, or an equivalent recognized by the CTC. Teachers will only teach within the restrictions of their credentials. These credentialing documents shall be maintained on file at Alpha and shall be subject to periodic inspection by the authorizer.

Teachers are responsible for overseeing students’ academic progress, for monitoring grading, and for student advancement decisions as specified in Alpha’s operational policies.

In addition to the Alpha Qualifications for all employees detailed above, the minimum qualifications for teachers are:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher’s certificated assignment. (Education Code Section 47605(I)).

As required under Education Code Section 48000(g)(4) and subject to any future amendments, all teachers who are first assigned to a transitional kindergarten classroom after July 1, 2025, must possess, by August 1, 2025, at least one of the following:

- At least 24 units in early childhood education, or childhood development, or both.
- As determined by the Charter School, professional experience in a classroom setting with preschool age children that is comparable to 24 units of early childhood education, or childhood development.
- A child development teacher permit, or an early childhood education specialist credential, issued by the Commission on Teacher Credentialing.

The responsibilities of Alpha teachers include, but are not limited to, the following:

- **Lead** an academically rigorous classroom through activities such as:
 - Develop lesson plans and supplementary materials to teach their subject area
 - Teach curricula aligned to State Standards along with social and emotional skills
- **Assess** and analyze students’ performance and progress to ensure they are mastering developmental skills regularly, and responding to data to support all scholars in achieving academic success
- **Build Relationships** with scholars, passionate staff, and committed families
 - Maintain an open line of communication with families

- Work to maintain a positive culture on campus by building strong relationships with scholars and staff members
- Successfully strike a balance of warm and demanding in communication with scholars
- Establish and maintain standards of student behavior for a productive learning environment during class sessions
- **Grow Professionally**
 - Engage in professional development opportunities provided by Alpha
 - Receive and implement feedback from experienced educational coaches
 - Seek opportunities to collaborate with and learn from colleagues committed to growing teaching through independent study and research

Teachers

~~Instructional employees hold appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. Alpha complies with Section 47605(l), which states:~~

~~*“Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.”*~~

~~Alpha retains or employs teaching staff that holds appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. Additionally, core teachers, as defined by the No Child Left Behind Act (“NCLB”), shall meet the applicable definitions of “highly qualified.”~~

~~In addition to the specific qualifications expected of all Alpha staff members, the following qualifications are expected of all teachers:~~

- ~~Strong instructional leadership~~
- ~~Responsible for students and their academic success~~
- ~~Familiarity with or willingness to be trained in Alpha’s curriculum, instructional methodology, and procedural compliance~~
- ~~Demonstrable effectiveness in teaching, mentoring, and writing~~
- ~~Commitment to the philosophy of Alpha and its mission~~
- ~~Recognizing the family as a vital partner in the learning process~~
- ~~Working flexible schedules in order to accommodate the varying needs and schedules of enrolled students, parents and community~~
- ~~Deep commitment to student achievement~~

Responsibilities

- ~~Implement curricula and activities to meet academic standards.~~
- ~~Design and implement assessments that measure progress towards academic standards.~~
- ~~Use assessment data to refine curriculum and inform instructional practices.~~
- ~~Participate in collaborative curriculum development, grade-level activities, and school-wide functions.~~
- ~~Provide consistent rewards and/or consequences for student behavior.~~
- ~~Be accountable for students' mastery of academic standards.~~
- ~~Communicate effectively with students, families, and colleagues.~~
- ~~Participate in an annual three-week staff orientation and training.~~

~~See Appendix S for Teacher Performance Documents, including the Alpha Public Schools Evaluation Rubric.~~

Academic Interventionists

As part of Alpha's unique model, academic interventionists serve an integral role in ensuring students perform exceptionally well at Alpha. Academic interventionists may be employed in this non-certificated instructional support capacity in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Academic interventionists do not assign grades or approve students' work assignments. All non-instructional staff will possess experience and expertise appropriate for their position as determined by the Principal and Board of Directors.

Alpha's academic interventionists have high expectations for all students and work with them individually and in small groups, coaching students on all computer programs and performing targeted individual interventions during the school day and during the afterschool program. Learning coaches are very comfortable with technology, skilled at tracking student progress, and value communication with classroom teachers, collaborating effectively as part of a team. The specific responsibilities of Alpha academic interventionists include, but are not limited to, the following:

- **Schedule and execute** multiple small groups for learners in need of intervention throughout the day
 - Analyze data regularly to track student intervention progress and make informed decisions
- **Support** school leadership teams in varied capacities as needed

- Successfully strike a balance of warm and demanding in your communication with scholars
- Establish and maintain standards of student behavior for a productive learning environment
- **Build Relationships** with scholars, passionate staff, and committed families
 - Successfully work with multiple stakeholders such as students, staff, teachers, and families
 - Maintain an open line of communication with families
- **Grow Professionally**
 - Engage in professional development opportunities provided by Alpha
 - Receive and implement feedback from experienced educational coaches

Complete Job Descriptions for these core Alpha: José Hernández positions can be found in **Appendix 11 – Organizational Team**.

Services Provided via Contractors

Alpha: José Hernández receives services from employees of organizations outside Alpha Public Schools with which APS contracts. Additionally, Alpha: José Hernández receives financial, human resource, technology, leadership, facilities, and professional development services from Alpha Public Schools. Alpha ensures that the qualifications of the employees of contractors and Alpha Public Schools are consistent with the expectations for Alpha's employees.

Professional Development, Performance Monitoring, and Evaluation

Each faculty and staff member engages in Alpha Public School's performance management cycle, which begins with an individualized goal setting process early in each school year. The goals are developed by the employee with the input and approval of the Principal and/or School Leader. The plan asks the employee to identify a set of professional development goals rooted in the different areas that have been identified as the strands most pertinent to the success of an Alpha educator. For teachers these include Foundations; Planning; Environment and Relationships; Facilitating and Cultivating Learning; and Communication, Collaboration, and Community. The performance management cycle identifies the teacher's present level of performance in each strand using a standard rubric. The plan indicates the teacher's annual goals for growth in one or more strands, how the goals will be measured and what will define success. Additionally, a strategy for achieving the goals is designed, and subsequently supported by the school and its professional development activities throughout the year.

At APS, teachers learn the curricula through a comprehensive and structured approach that begins with summer professional development sessions. These sessions are crucial for onboarding new staff, providing instructional training, and fostering ongoing development during the academic year, and are offered to all instructional staff. During the summer PDs, teachers delve into the curricula, collaborating with colleagues to plan and internalize the material effectively. For those who need additional support, we offer internalization labs at the school site, where teachers can work closely with instructional coaches to deepen their understanding. Meanwhile, teachers already familiar with the curriculum continue their development through weekly coaching sessions and collaboration meetings with their teacher teams, ensuring continuous growth and alignment with instructional goals.

Professional Development

~~Each faculty and staff member has a Personalized Growth Plan (“PGP”). The plan is developed by the employee with the input and approval of the Principal using a template that will be finalized through a collaborative process that includes the school’s principal and teachers. The plan asks the employee to identify a set of professional development goals from seven different areas that have been identified as the strands most pertinent to the success of an Alpha educator. They include content, curriculum, instruction, assessment, mentoring, leadership, and knowing and understanding learners. The plan identifies the teacher’s present level of performance in each strand using a standard rubric. The plan indicates the teacher’s annual goals for growth in one or more strand, how the goals will be measured and what will define success. Additionally, a strategy for achieving the goals is designed, and subsequently supported by the school and its professional development activities throughout the year.~~

Please see **Element A – Educational Program, Professional Development**, for additional detail on Alpha professional development, monitoring, and evaluation practices. Please see **Appendix 4 – Professional Development** for the APS Teacher Rubric, APS Education Specialist Evaluation Rubric, and APS Abridged Coach Rubric detailing criteria for success in each job function.

Salary & Benefits

At Alpha we care deeply about our students and staff. To support our team we offer:

- Competitive salary commensurate with experience.
- Health benefits plans for medical, vision, and dental insurance coverage for staff and their families
- Retirement matching options
- Paid time off for holidays and breaks (6 weeks throughout the school year in addition to 1 week during the summer)

- Generous paternity/maternity leave benefits including 4 weeks of paid parental leave in addition to the state and federal leave allowances
- Employee Assistance Program that provides access to professional services for workplace, life, and wellbeing support and services
- Relocation assistance for teammates moving from 250+ miles away

Please see **Appendix 11 – Organizational Team** for a copy of the 2024-25 APS Teacher Salary Scale, 2024-25 APS Starting Salary Schedule (across all job functions), and an APS Overview of Benefits.

Learning Coaches

~~As part of Alpha’s unique blended model, learning coaches serve an integral role in ensuring students perform exceptionally well at Alpha. Alpha learning coaches have high expectations for all students and work with them individually and in small groups, coaching students on all computer programs and performing targeted individual interventions during school day and during the afterschool program. Learning coaches are very comfortable with technology, skilled at tracking student progress, and value communication with classroom teachers, collaborating effectively as part of a team. Learning coaches have the option to participate in the *Alpha Residency Program*, whereby individuals who wish to become teachers will have the benefit of spending significant time with students in an interventionist role, receiving meaningful professional development, and being paired with a mentor teacher, while independently pursuing a teaching credential.~~

~~Alpha may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve student work assignments without the approval of the teacher of record, except in non-core, non-college preparatory courses and activities. All non-instructional staff will possess experience and expertise appropriate for their position as determined by the Principal and Board of Directors.~~

Non-Core, Non-College Preparatory Staff

~~Alpha may also employ non-core, non-college prep staff. All non-instructional staff will possess experience and expertise appropriate for their position as determined by the Principal and Board of Directors. All non-core, non-college staff must meet the base level expectations listed below:~~

- ~~High school degree or GED equivalent~~
- ~~Ability to work independently as well as with a team~~
- ~~Commitment to the philosophy of Alpha and its mission~~

- ~~Willingness to work flexible schedules in order to accommodate the varying needs of students, parents, and community~~
- ~~Experience working with students is highly desirable~~

~~Services Provided via Contractors~~

~~Alpha receives service from employees of organizations with which Alpha contracts.~~

~~Additionally, Alpha receives financial, human resource, technology, leadership, facilities and professional development services from Alpha Public Schools. Alpha ensures that the qualifications of the employees of contractors and Alpha Public Schools are consistent with the expectations for Alpha's employees.~~

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ELEMENT F – HEALTH AND SAFETY PROCEDURES

~~The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. California Education Code Section 47605(b)(5)(F).~~

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
- (ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 3282. For schools serving pupils in any of grades 7 to 12 inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the Charter School. Education Code Section 47605(c)(5)(F).

A healthy and safe environment is imperative to productive teaching and learning. Alpha Public Schools has adopted and implemented a comprehensive set of health, safety, and risk management policies in consultation with APS' insurance carriers.

- **Health and Wellness Policies**, including immunizations, health screenings, administration of medication, emergency epinephrine auto-injectors, blood-borne pathogens, a drug free and tobacco free campus, and the role of staff as mandated child abuse reporters
- **A School Safety Plan**, including procedures for background checks, anti-discrimination and harassment policies, facility safety, and a disaster preparedness plan providing emergency procedures in case of fire, bomb threat, earthquake, flooding, crash, intrusion, or any other disaster

These policies will be reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff. The policies are incorporated as required and/or referenced into the Student and Family Handbook, Employee Handbook, and School Safety Plan. They are updated on an ongoing basis by the CEO or designee and adopted annually by the Board of Directors. ~~These policies will be reviewed and updated as required in response to any change in conditions or~~

~~operations that may affect the health and safety of students and staff. The policies are incorporated as appropriate into the Family and the Employee handbooks. The Board has adopted a set of Health and Safety Policies. The policies are contained in Appendix T.~~

~~The following summarizes the health and safety policies of Alpha:~~

Alpha shall ensure that staff are trained annually on the health and safety policies, including but not limited to training on emergency and first aid response (inclusive of bloodborne pathogens), and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

The following is a summary of these health, wellness, and safety policies. In addition, please see **Appendix 9 – Health, Wellness, & Safety** for the APS Student Wellness Policy, Staff-Student Interaction Policy, Suicide Prevention Policy, General Complaint Policy and Procedures, Uniform Complaint Policy and Procedures, Title IX, Harassment, Intimidation, Discrimination, and Anti-bullying Policy, and Alpha: José Hernández Safety Plan. Please see **Appendix 8 – Handbooks** for the APS Employee Handbook and APS Family Handbook, which are used as a means for required distribution of policies.

Health and Wellness

Immunizations

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075 as they are currently and as they may be amended in the future. This specifically includes removal of the personal belief exemption for immunization requirements. All rising 7th grade students must be immunized with the Tdap (Tetanus, Diphtheria, Pertussis) booster.

Upon a student's admission or advancement to the 6th grade, Alpha shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus (HPV) before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Tuberculosis Risk Assessment and Examination

Alpha shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment

and/or be examined (if necessary) and determined to be free of active tuberculosis (TB) within the period of 60 days prior to commencing employment/service and working with students, and for employees at least once each four years thereafter, or otherwise meet the requirements of Education Code section 49406. Alpha shall maintain TB clearance records and certificates on file.

Vision, Hearing, and Scoliosis

Alpha shall comply with all federal and state legal requirements, including but not limited to the requirements of Education Code Section 49450 et seq., as applicable to the grade levels served by Alpha, related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school as applicable to the grade levels served by Alpha: José Hernández. Alpha shall maintain student immunization, health examination, and health screening records on file.

Medication in School

Alpha will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

CPR/First Aid

Alpha will provide CPR and First Aid training to all applicable employees, annually. Applicable employees may include school leadership, operations team members, and athletics staff.

Blood Borne Pathogens

Alpha shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Alpha Public Schools Board has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other bodily fluids

through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Nutrition

Alpha is dedicated to promoting the health and wellness of its students. All students will have access to breakfast and lunch during the school day, with meals that are nutritious and meet all Federal Nutritional guidelines.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Diabetes

Alpha will make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. Alpha will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
- ~~1.~~2. A description of the risk factors and warning signs associated with type 2 diabetes.
- ~~2.~~3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Athletics

Alpha shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing

information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients. Alpha shall comply with the requirements of Education Code Section 49475 regarding concussions/head injuries, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Alpha shall comply with the requirements of Education Code Section 221.9 with respect to the posting and/or disclosure requirements regarding student participation in competitive athletics, and shall comply with the requirements of Education Code Section 33479 et seq. regarding recognition of signs of sudden cardiac arrest with respect to any athletic program that it offers. Further, Alpha's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products..

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Suicide Prevention

Alpha shall maintain a policy on pupil suicide prevention that specifically addresses needs of high-risk groups, in compliance with Education Code section 215 *et seq.* Alpha shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025 to incorporate best practices identified by the California Department of Education's model policy, as revised. The APS Suicide Prevention Plan is posted on the APS website and included in **Appendix 9 – Health, Wellness, & Saefy**.

Recess

As of the 2024-25 school year and except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

Alpha shall teach sexual health education and HIV prevention education to students in grades 7-8, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed

online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Prevention of Human Trafficking

Alpha shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

Bullying Prevention

Alpha shall adopt procedures for preventing acts of bullying, including cyberbullying. Alpha: José Hernández shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Supporting LGBTQ Students

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Drug, Alcohol, and Smoke-free Environment

Alpha shall function as a drug-, alcohol-, and smoke-free environment.

Role of Staff as Mandated Child Abuse Reporters

All classified and certificated staff will be mandated child abuse reporters and follow all applicable training and reporting laws. Alpha shall provide all employees, and other persons working on behalf of Alpha who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code Section 44691. Alpha will utilize an online training module to be provided by the State Department of Social Services, or an alternate source, for this training.

Safe Place to Learn Act

Alpha shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

Family Educational Rights and Privacy Act

Alpha, including its employees and officers, shall comply with FERPA and Education Code section 49060 et seq. at all times.

Safety

Procedures for Background Checks

Employees and contractors (if working directly with students) of Alpha shall be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California teaching credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Alpha shall not hire any person, in either a certificated or classified position, or any independent contractor, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Section 44830.1 and 45122.1. APS Human Resources shall monitor compliance with this policy and report to the APS Board of Directors as needed. The Board President or their Designee shall monitor the fingerprinting and background clearance of the CEO. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Comprehensive Anti-discrimination and Harassment Policies and Procedures

Alpha is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Misconduct of this nature is very serious and will be addressed in accordance with Alpha's discrimination and harassment policies.

Alpha maintains a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). Under the direction of the Board of Directors, the CEO or designee shall be responsible for investigation, remediation, and follow-

up on matters submitted to Alpha: José Hernández through this procedure. A copy of the policy shall be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Title IX, Harassment, Intimidation, Discrimination, and Anti-bullying Policy is annually distributed through the APS Employee Handbook and the APS Family Handbook, which are available in **Appendix 8 – Handbooks**.

Facility Safety

Alpha shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. Alpha: José Hernández agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. Alpha: José Hernández shall conduct fire drills in accordance with Education Code Section 32001.

As Alpha: José Hernández operates on a District facility, Alpha shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division and other District offices in the same manner as other District campuses and as set forth in the Memorandum of Understanding between Alpha Public Schools and the District.

Alpha affirms that it will comply with federal ADA access requirements and other applicable fire, health and structural safety requirements; will maintain on file readily accessible records documenting such compliance and facility inspection records; and that the site will be secured with an appropriate Certificate of Occupancy.

School Safety Plan

Alpha maintains a School Safety Plan, to be reviewed and updated by March 1 of every year, which includes identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address Alpha’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(L):

- Child abuse reporting procedures
- Routine and emergency disaster procedures

- Policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- A discrimination and harassment policy consistent with Education Code Section 200
- Provisions of any school-wide dress code that prohibits students from wearing *gang-related apparel*, if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning
- The rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- Procedures for conducting tactical responses to criminal incidents
- Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the Charter School, at an activity sponsored by the school, or on a school bus serving the school.
- A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose.

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the principal and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly.

The Alpha: José Hernández Safety Plan is posted on the APS website and available in **Appendix 9 – Health, Wellness, & Safety**.

Workplace Violence Prevention Plan

As of July 1, 2024, the Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Transportation Services

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

~~Procedures for Background Checks~~

~~Employees and contractors at Alpha will be required to submit to a criminal background check and furnish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of the school shall monitor compliance with this policy and report to the Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.~~

~~Role of Staff as Mandated Child Abuse Reporters~~

~~All classified and certificated staff will be mandated child abuse reporters and will follow all applicable training and reporting laws.⁵⁰~~

⁵⁰ ~~The school will comply with Education Code Section 44691; specifically, the school will train all applicable staff using an online training module to be provided by the State Department of Social Services, or an alternate source, and will comply with other provisions outlined in this section. All applicable policies and procedures will be updated to reflect this recent change.~~

~~TB Testing~~

~~Alpha will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.~~

~~Immunizations~~

~~Alpha will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.~~

~~CPR/First Aid Training~~

~~Alpha will provide CPR and First Aid training to all employees, annually.~~

~~Medication in School~~

~~Alpha will adhere to Education Code Section 49423 regarding administration of medication in school.~~

~~Epinephrine Auto-Injectors~~

~~Alpha will maintain emergency epinephrine auto-injectors for school nurses and/or trained personnel to provide emergency medical aid to persons suffering from an anaphylactic reaction, or another reaction warranting use of an epinephrine auto-injector, pursuant to Education Code Section 49414.⁵¹~~

~~Vision/Hearing/Scoliosis~~

~~Alpha shall adhere to Education Code Section 49450 et. seq. as applicable to the grade levels served by the School.~~

~~Diabetes~~

~~Alpha will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th-grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:~~

- ~~1. A description of type 2 diabetes.~~
- ~~2. A description of the risk factors and warning signs associated with type 2 diabetes.~~
- ~~3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.~~
- ~~4. A description of treatments and prevention of methods of type 2 diabetes.~~
- ~~5. A description of the different types of diabetes screening tests available.~~

~~Emergency Preparedness~~

⁵¹ ~~Health and Safety Policies and Procedures will be updated to reflect this recent change.~~

~~Alpha shall adhere to an Emergency Preparedness Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall, as appropriate. This plan shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility used prior as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating Alpha's plan.~~

~~Blood Borne Pathogens~~

~~Alpha shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Alpha Public Schools Board has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").~~

~~Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.~~

~~Facility Safety~~

~~Alpha shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. The School agrees to maintain visitor policies, test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills at in accordance with Title 5 California Code of Regulations Section 550.~~

~~Drug Free/Smoke Free Environment~~

~~Alpha shall maintain a drug and alcohol and smoke free environment.~~

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ELEMENT G – STUDENT POPULATION BALANCE

~~MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE~~

~~The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. — California Education Code Section 47605(b)(5)(G)~~

~~Alpha will make attempts to recruit a student population that will be reflective of the school age population of ARUSD. Alpha will engage in a variety of means and strategies to try to achieve a racially and ethnically diverse student population. These strategies will include:~~

- ~~● Enrollment timeline and process that allow for a broad-based recruiting and application process~~
- ~~● Outreach efforts via elementary schools, neighborhood groups, community organizations, churches, and local businesses~~
- ~~● Each year the School shall review its racial and ethnic balance and these policies to determine which policies and practices are the most effective in achieving a diverse student population~~

Governing Law: ~~The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(c)(5)(G).~~

Overview

Alpha Public Schools believes that all children have a fundamental right to an excellent education. Alpha is committed to recruiting in a way that will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils among its student body that is reflective of the general population residing within the territorial jurisdiction of the District.

Alpha strongly believes that a diverse cross section of students with a variety of life experiences adds to the learning experience for all students. As students prepare for a future in a diverse, ever-changing world, they need to have the opportunity to learn from others unlike themselves.

Current Student Demographics

Alpha: José Hernández serves a population of students and families who have been marginalized, and the Charter School exists to meet their specific needs. This includes students who are socio-economically disadvantaged, English learners, newcomers, Latino, and have identified special needs. The Charter School serves a significantly higher percentage of students who fall into one or more of these categories than the District and authorizer average, as seen in the unduplicated pupil count.

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

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

Recruitment Strategy

Alpha has a recruitment strategy designed to ensure students who are representative of Alpha's respective communities are recruited and feel welcome. This strategy includes, but is not necessarily limited to, the elements listed below which focus on achieving and maintaining a student population that has a balance of racial and ethnic students, special education students, and English learner students, including redesignated fluent English proficient students, which is reflective of the balance of the general population residing within the territorial jurisdiction of ARUSD.

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based application process
- The development and distribution of multilingual promotional and informational material that reaches out to students across race and ethnicities, who are English learners, and who have disabilities
- Ensuring diverse staff participation in the recruiting process that reflects the student body, including speakers of Spanish and Vietnamese
- Holding multiple forms of information sessions that go out into the community, as well as bringing the community into Alpha
- Encouraging referrals from community leaders and others seeking educational alternatives for their children

Alpha provides translation services for all promotional materials and any person-to-person interaction requiring translation services, particularly in Spanish and Vietnamese.

Outreach Plan

Within this strategic plan, Alpha develops a unique outreach plan for each school to ensure a diverse student body. This outreach plan, alongside student recruitment data, is reviewed and revisited weekly. Outreach activities to recruit a student body with a balance of students across race and ethnicities, who are English learners, and who have disabilities that is reflective of the balance of the general student population within the territorial jurisdiction of ARUSD, includes but are not limited to, the following:

- Development and distribution of multilingual materials:
 - Posting flyers and notices in local supermarkets, restaurants, businesses, churches, community centers, and apartment complexes in the community

- Canvassing neighborhoods to reach interested families, with a focus on local houses and apartment complexes (e.g. Lanai Apartments, San José Apartments, and Foxdale Apartments)
- Sending informational mailers to the surrounding community
- Placing advertisements in local newspapers and community organizations' newsletters
- As permitted, storefront canvassing (3-4 times/week) outside of local stores (e.g. Walmart, Lucky 7, and Cardenas)
- Multilingual information sessions that go out into the community, as well as bring the community into Alpha:
 - Phone outreach to prospective families
 - Virtual meetings for families (especially necessary during the pandemic)
 - Visiting and speaking about Alpha with local community-based organizations, such as daycares (e.g. Kidango at Foxdale Apartments, San Juan Bautista Child Development Center), libraries, churches (e.g. Our Lady of Guadalupe Parish), and community health clinics (e.g. Sacred Heart Community Service, Overfelt Neighborhood Health Clinic, Gardner Health Center)
 - Holding informational meetings with local Head Start and First Five programs
 - Partnering with feeder schools, such as leader coffee chats, tours, and special events like the Rocketship Middle School expo
 - Visiting with prospective students and families in their homes to discuss Alpha's program
 - Conducting parent information sessions on site, as permitted during the pandemic, to elaborate on the educational program of Alpha schools
 - As permitted, participation at local events and fairs such as Reid Hillview Community Day, Viva Parks, Emma Prusch Park, and Day by the Lake Multicultural Festival
- Specific outreach for students with special needs, including a specialized brochure, action plan, and tracker:
 - Holding annual training of recruitment team members regarding Special Education talking points, answers to FAQs, knowing local special education focused agencies, and when to loop in special education staff to answer detailed questions
 - Developing and distributing documents and fliers highlighting special education services

- Having a prominent link on the APS website to a dedicated special education section, which includes FAQs, process for requesting assessments, description of services and model, etc.
- Holding information sessions specific to special education at Alpha (philosophy, continuum of services, etc.)
- Ongoing monitoring of recruitment numbers for students with special needs

While by no means an exhaustive list, the Recruitment Strategy and Outreach Plan detailed above provide concrete examples of how Alpha is meeting both the spirit and the letter of the law. Additional supporting evidence is provided in **Appendix 10 – Recruitment, Admissions, & Enrollment**, including Multilingual Student Recruitment Brochures, a Special Education Recruitment Brochure, and a Sample Special Education Recruitment Tracker.

It should be noted that historically Alpha has not taken an aggressive approach to recruiting students from District schools. Alpha has not sent recruiters to District schools during pickup or dropoff; attended District community events, athletic contests, or performances for the purposes of recruiting; nor requested access to middle school information nights. Alpha has taken this approach out of respect for the District and in an effort to mitigate its financial impact it has on the District. In service of achieving a student body with a balance of racial and ethnic students, special education students, and English learner students, including redesignated fluent English proficient students that is better reflective of the balance of the general population within the territorial jurisdiction of ARUSD, Alpha would be willing to reconsider these strategic choices in the future, at the request of the County.

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ELEMENT H – ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision(e). Education Code Section 47605(c)(5)(H).

Assurances

Alpha Public Schools makes the following assurances regarding admissions to the Charter School:

- Alpha will enroll all pupils who wish to attend to the extent that space allows.
- Alpha will be an open enrollment, tuition-free public school with only the specific requirements for admission listed below (e.g., no minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code § 47605(d)(2)(A). No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School.
- Alpha will be nonsectarian in its programs, admission policies, and all other operations.
- Alpha shall consider students for admission without regard for and will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

~~ADMISSION REQUIREMENTS~~

~~*Governing Law—Admission Requirements, if applicable—California Education Code Section 47605(b)(5)(H)*~~

~~Overview~~

- ~~The Board of Directors shall~~ determine admission eligibility by the place of residence of a pupil or the pupil's parent or legal guardian within the state, except as otherwise required by law.
- In accordance with Education Code Section 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

- In accordance with Education Code Sections 47605(e)(4)(A), Alpha shall not discourage a pupil from enrolling or seeking to enroll in Alpha for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), Alpha shall not encourage a pupil currently attending the Charter School to disenroll from the school or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.
- Pursuant to Education Code Section 47605(e)(4)(D), Alpha shall post a notice developed by the CDE on Alpha’s website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents/guardians.

Alpha: José Hernández shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the authorizer upon request.

Overview

The Board of Directors shall determine all policies, processes, and procedures governing application, admission, and enrollment at Alpha. All students attending Alpha must follow the application, admission, and enrollment policies of the ~~school~~-Charter School. The application packet for admission to Alpha includes information that allows students and parents to be informed about the Charter School’s operation as a charter school, its educational programs, the academic and behavioral expectations of students, and the rights and responsibilities of students and parents who wish to become part of the Charter School. The application packet includes:

- An enrollment guide outlining the enrollment process at Alpha
- ~~Registration~~Application form which requests basic information about the prospective student, as follows:
 - Basic contact information
 - Grade level entering

- Eligibility for preferences, as detailed below
- Alpha [Student and Family Handbook](#)

The Board shall have the sole authority to determine the size and grade-level breakdown of the student body at Alpha. The determination of [Charter](#) School capacity shall be based on, among other things, the [Charter](#) School's academic program, the [Charter](#) School's fiscal viability, the educational needs of currently enrolled students, the capacity of the school site, and the level of interest shown by students who want to attend the [Charter](#) School.

Alpha ensures that all application materials will reference application deadlines and proposed lottery dates, as well as provide complete information regarding application procedures, key dates, and ~~admissions~~[admission](#) preferences and requirements consistent with [the](#) approved charter.

Admission Criteria

~~Alpha shall be open to all students at the appropriate grade levels who wish to attend within the minimum and maximum age requirements specified in applicable law. Alpha shall be open to all students without regard for the place of residence of students or parents within California except as provided in Education Code Section 47605(d)(2). The only admission requirement is that students wishing to attend Alpha must follow the Charter School's admission procedures with respect to completing application forms by the announced deadlines. Application deadlines, which will normally be in the winter for admission the following August, may be coordinated with local public schools to give students and their parents' opportunity to consider the full range of educational opportunities available to them.~~

If oversubscribed by the ~~application~~[open enrollment](#) deadline, admission to Alpha, except for existing students, shall be determined by a public random drawing in accordance with the preferences ~~given~~[established](#) in the next section.

~~The only enrollment requirement is that students wishing to attend Alpha must follow the school's admission procedures with respect to completing registration forms by the announced deadlines. Application deadlines, which will normally be in the winter for admission the following September, may be coordinated with local public schools to give students and their parents opportunity to consider the full range of educational opportunities available to them.~~

~~There shall be no admission testing or other evaluation required of any applicant. Alpha shall not charge an application fee nor shall it charge tuition [California Education Code Section 47605(d)(1)]. Alpha will neither solicit nor require parent contributions to help fund Alpha's~~

~~educational programs nor shall it require any monetary contribution as a condition for application, admission, enrollment, or participation in any of the school's required educational activities. Alpha will encourage parent participation but will not require it.~~

~~Alpha shall be nonsectarian in its admission and enrollment policies and shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Education Code Section 47605(d)(1)].~~

Public Random Drawing and Preferences

Alpha will annually establish ~~ana~~ publicly advertised open enrollment window and a deadline by which applications must be submitted ~~for admission in the following school year~~. If the number of students who apply to attend Alpha within each grade level by the ~~application~~open enrollment deadline exceeds the Charter School's capacity, attendance, ~~except for~~with the exception of existing students, who are guaranteed enrollment in the following year, shall be determined by a public random drawing (~~or lottery~~) for each grade level. Preference in the public random drawing shall be provided in the following order of descending priority:

1. ~~conducted in advance of the start of summer school. During any period of Public Charter School's Grant Program ("PCSGP") funding, the public random drawing shall be handled as a single weighted drawing. In accordance with Education Code Section 47605(d)(2), Siblings of currently enrolled students (During any PCSGP funding, siblings will be considered an "exception" admitted to or attending the single weighted drawing.)~~Charter School.
2. Children of APS staff or Board members, not to exceed 10 percent of total enrollment.
3. Students residing within the ~~boundaries of 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 ~~students who wish to attend the School~~applicants.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait-list according to their draw in the public random drawing. This wait-list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait-list carry over to the following school year. The order of admission of students at any time during

the year shall be based solely on the order of applicants on the admission wait-list. Applications received after the application deadline will be ~~added to the wait-list~~ held in ~~the order received~~. abeyance for a subsequent lottery, if needed.

~~Alpha and the County mutually agree that~~ The preferences in the public random drawing as listed above are consistent with Education Code Section 47605~~(de)(2) and~~ (B)(i)-(iv), applicable state and federal law ~~and~~, the California Constitution, and Education Code Section 200, as well as non-regulatory guidance; ~~however, should~~, and have been approved by the County in a public hearing. The preferences in no way will result in limiting access for students with disabilities, students who are academically low-achieving, English learners, neglected or delinquent pupils, homeless pupils, economically disadvantaged pupils, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Should preferences require modification, for example in order to meet requirements of ~~the PCSGP, or for other reasons, such modifications may be made at the Charter School's discretion without any need to materially revise the~~ a state or federal grant program, Alpha understands that this requires a material revision of the charter ~~as long as such modifications are consistent with the law and written~~.

Lottery Procedures

Public notice will be posted in public locations and the APS website regarding the date and time of the public drawing. The lottery will be conducted by a non-interested party who will execute the lottery and verify that lottery procedures are fairly executed. The lottery will be conducted at a time that enables interested parties to attend, typically late afternoon/early evening. Students who have lottery preference as stated above shall be drawn before names of children without preference are drawn.

Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place consecutively on the same day in a single location. During the course of the lottery, if a sibling (of any grade) is ~~provided by the Charter School~~ selected, their sibling will also be assigned the next available numerical ranking for the appropriate grade-level. If there is not a vacancy in the appropriate grade for the sibling, they will go to the ~~County~~ top of the waiting list for that grade, after any other siblings of current students who are already on the list.

Although the lottery is open to the public and families are encouraged to attend, families are not required to be present at the time of the drawing to be eligible for admission. Results are texted and emailed to all applicants and follow-up phone calls are made.

Admission to Alpha is offered to students according to their numerical ranking (based on preferences) until capacity is reached. All remaining names are placed on a waiting list in order according to their numerical rank. Families of students who are offered admission will have two weeks to confirm in writing their intent to enroll and submit an enrollment packet including proof of age, proof of address, immunization records. Any families who decline admission or who fail to confirm will lose their position to the next name on the waiting list. It is the responsibility of the family to ensure that up-to-date contact information is on file with Alpha and no exceptions to the two-week deadline will be made for families that fail to respond within the two-week period due to incorrect contact information.

Please see **Appendix 10 – Recruitment, Admissions, & Enrollment** for sample Multilingual Student Recruitment Brochures, the Admission and Lottery Policy, and the Complaint Form for families regarding admissions and enrollment.

Conditions of Enrollment

Conditions for enrollment at Alpha are communicated in writing to parents throughout the application and enrollment process.

After admission, students will be required to submit an enrollment packet, which shall include the following:

- Student enrollment form
- Proof of Immunization
- Proof of withdrawal from previous school (if applicable)

Home Language Survey

- Completion of Emergency Medical Information Form
- Proof of minimum age requirements
- Release of records⁵²

Please see **Appendix 10 – Recruitment, Admissions, & Enrollment** for the Registration Packet and Health Care Brochure.

The application and enrollment forms, as well as Handbooks, include an annual notice that volunteerism is not required for acceptance or continued enrollment at Alpha.

⁵² Alpha Public Schools and Alpha: José Hernández shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Alpha Public Schools or Alpha: José Hernández before enrollment.

ELEMENT I – FINANCIAL AUDIT

Governing Law: *The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.*

~~California~~ Education Code Section 47605(~~bc~~)(5)(~~l~~).

FISCAL AND PROGRAMMATIC

An annual independent fiscal audit of the books and records of Alpha is conducted as required ~~under the Charter Schools Act, section~~ by Education Code Sections 47605(~~bc~~)(5)(~~l~~) and 47605(m). The books and records of Alpha are kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. ~~The audit shall be conducted in accordance with applicable principles, and as required by applicable law and the audit will employ generally accepted accounting procedures.~~ The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State ~~Controllers~~Controller's K-12 Audit Guide.

~~An audit committee appointed by the Board of Alpha Public Schools~~The APS Board of Directors will appoint an Audit Committee, which will select an independent financial auditor and oversee audit requirements. This committee shall include no more than 50% of the members of the Finance Committee.

The Audit Committee selects an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and ~~be~~ approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in ~~the~~ applicable Office of Management and Budget Circulars.

~~It is anticipated that~~Upon the ~~annual audit is completed within four months~~conclusion of the ~~close of the~~ each fiscal year ~~and that a copy of the auditor's findings,~~ APS' finance staff will prepare its annual statement of receipts and expenditures for the prior fiscal year (Unaudited Actuals) for submission to its authorizer by the 15th of September of each year.

The annual audit will be completed and forwarded to the ~~County, the~~Santa Clara County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. ~~The Principal~~APS' CEO, along with the Audit Committee, ~~reviews~~will review any

audit exceptions or deficiencies and ~~meets with the County with regard to resolution of audit exception or deficiencies to the satisfaction of the County and shall~~ report to the APS Board of ~~Directors of Alpha Public Schools~~ with recommendations ~~on how to resolve them~~. The APS Board ~~submits~~ will submit a report to the ~~County~~ District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the ~~County~~ District along with an anticipated timeline for the same. The anticipated timeline will incorporate any recommendations from the auditor and shall reflect discussions with the District as to a reasonable timeline for resolution. Any ~~appeals~~ disputes regarding the resolution of audit exceptions and deficiencies will be ~~made~~ referred to the ~~Education Audit Appeals panel~~ dispute resolution process contained in ~~accordance with applicable law~~. the dispute resolution process outlined in this charter.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (EAAP) in accordance with applicable law.

The independent ~~fiscal~~ financial audit of Alpha is a public record to be provided to the public upon request. The 2023-24 APS Audit can be found in **Appendix 12 – Financial Documents**. As detailed in the Alpha: José Hernández Budget Narrative, also included in **Appendix 12 – Financial Documents**, resources are allocated in the annual and five-year budget to cover the cost of audits.

ELEMENT J – PUPIL SUSPENSION/EXPULSION

Governing Law: *The procedures by which pupils can be suspended or expelled—~~California~~ from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
 - (a) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
 - (b) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, in the native language of the pupil's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder,*

attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

- (iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

Education Code Section 47605-~~(b)(c)(5)(J)~~.

Overview

Alpha ~~has~~Public Schools leverages a comprehensive ~~set of suspension and expulsion policies, which are attached in Appendix U. Additionally, the school has a school-wide discipline~~PBIS system, ~~called Positive Behavioral Interventions and Supports (PBIS). See a sample playbook in Appendix V⁵³.~~ to support students in developing strong behavioral habits and goals. The ultimate goal is to reduce the need for suspension and expulsion as a disciplinary action. For more information on the PBIS model, please see **Element A – Educational Program, School Culture** of this charter.

Alpha recognizes that at times infractions may still result in suspension or expulsion, and has developed the following suspension and expulsion policy and procedures in alignment with Education Code to govern those instances.

The discipline system and policies are printed and distributed as part of Alpha's Student and Family Handbook and clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent or guardian is required to verify that they have reviewed and understand the policies prior to enrollment. These policies provide all students with an opportunity for due process and ~~will~~ conform to applicable federal and state law regarding students with exceptional needs. Alpha collects input from families, staff, and students on its discipline policy through surveys through the year targeted towards each group, as well as through various meetings (Parent Council,

⁵³ ~~The included PBIS Playbook is targeted to middle grades; an elementary version is in development.~~

Cafecitos, Teacher PD, Student Government, etc). Any feedback collected informs the discipline policy.

~~PBIS Documents~~

~~In the case of~~ The APS Family Handbook is available in **Appendix 8 – Handbooks**, which provides information on the APS approach to student behavior and discipline.

Suspension And Expulsion Policy And Procedures

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at Alpha. In creating this policy, Alpha has reviewed Education Code Section 48900 et seq., which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with ~~an IEP, or~~ the language of Education Code Section 48900 et seq. Alpha is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion in accordance with applicable law. Any revision to the procedures that exceed requirements to comply with existing laws or to reflect changes in Education Code Section 48900, shall require a ~~student who receives 504 accommodations, Alpha~~ material revision to the Charter.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as Alpha's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Alpha administration shall ensure that ~~it makes the necessary adjustments to comply with the mandates of State and federal laws, including~~ students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and

procedures.⁵⁴ The notice shall state that its Policy and Procedures are available on request at the Principal, CEO, or designee's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Alpha has a basis of knowledge of a suspected disability pursuant to the IDEA ~~and~~ or who is qualified for services under Section 504 of the Rehabilitation ~~Plan of 1973~~, Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Alpha will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom Alpha has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by Alpha for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student and the student's parent/guardian of the basis for which the student is being involuntarily removed and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian requests a hearing, Alpha shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian requests a hearing, the student shall remain enrolled and shall not be removed until Alpha issues a final decision. As used herein, *involuntarily removed* includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

⁵⁴ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term *parent/guardian* shall include these parties.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, *hazing* means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, *hazing* does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, *terroristic threat* shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, , which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive

- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) *Bullying* means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - b) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - c) Causing a reasonable student to experience substantial interference with their academic performance.
 - d) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by Alpha.
 - 2) *Electronic Act* means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - a) A message, text, sound, video, or image.
 - b) A post on a social network Internet Web site including, but not limited to:

- i. Posting to or creating a burn page. A *burn page* means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - ii. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. *Credible impersonation* means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. *False profile* means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- c) An act of cyber sexual bullying.
 - i. For purposes of this policy, cyber sexual bullying means dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - ii. For purposes of this policy, *cyber sexual bullying* does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to

have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to section (1)(a)-(b).

- v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, *hazing* means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, *hazing* does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, *terroristic threat* shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school

property, , which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) *Bullying* means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - b) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - c) Causing a reasonable student to experience substantial interference with their academic performance.
 - d) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by Alpha.

- 2) *Electronic Act* means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- a) A message, text, sound, video, or image.
 - b) A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. A *burn page* means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - ii. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. *Credible impersonation* means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. *False profile* means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - c) An act of cyber sexual bullying.
 - i. For purposes of this policy, *cyber sexual bullying* means dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - ii. For purposes of this policy, *cyber sexual bullying* does not include a depiction, portrayal, or image that has any serious literary,

artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- u. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Section 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

Alpha will use the following definitions:

1. The term *knife* means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3 ½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
2. The term *firearm* means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
3. The term *destructive device* means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal, CEO, or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal, CEO, or designee.

The conference may be omitted if the Principal, CEO, or designee determines that an emergency situation exists. An *emergency situation* involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the

suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone, in person, or by email. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding ~~the discipline of students with disabilities~~ matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal, CEO, or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when Alpha has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal, CEO, or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either

upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial APS Board following a hearing before it or by the APS Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a Board member of APS' governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal, CEO, or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;

2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Alpha's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Alpha to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Alpha may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by Alpha or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Alpha must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally

in school, if there is no good cause to take the testimony during other hours.

6. Prior to ~~recommending expulsion for a Section 504 student or a student with an IEP, Alpha's Principal convenes a manifestation hearing, which will include~~ a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, Alpha must present evidence that the witness' presence is both desired by the witness and will be helpful to Alpha. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student

commits any of the enumerated offenses listed above or violates any of Alpha's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Principal, CEO, or designee following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and the student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Alpha.

The Principal, CEO, or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

K. Disciplinary Records

Alpha shall maintain records of all student suspensions and expulsions at Alpha. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from Alpha as the APS Board's decision to expel shall be final.

M. Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. Alpha shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from Alpha shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to Alpha for readmission as well as a description of the procedure for readmission, reinstatement, and applying for expungement of the expulsion record.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Principal, CEO, or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The process will be completed in a timely manner at the conclusion of the expulsion period. The Principal, CEO, or designee shall make a recommendation to the Board following the meeting regarding the Principal, CEO, or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon Alpha's capacity at the time the student seeks readmission or admission to Alpha.

P. Notice to Teachers

Alpha shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

Alpha shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who Alpha or SELPA would be deemed to have knowledge that the student had a disability

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Alpha, the parent/guardian, and relevant members of the IEP ~~team, to determine 1)~~/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. ~~2)~~ If the conduct in question was the direct result of the ~~LEA's~~ local educational agency's failure to implement the IEP/504 Plan ~~or IEP~~.

If ~~it~~ Alpha, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined ~~that~~ to be a manifestation of the child's disability.

If Alpha, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that Alpha had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and Alpha agree to a change of placement as part of the modification of the behavioral intervention plan.

If Alpha, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's ~~misconduct~~ disability and that the conduct in question was not ~~caused by or had a~~ direct ~~and substantial relationship to the child's disability~~ ~~or the conduct in question was not a direct~~ result of the ~~LEA's~~ failure to implement the IEP/504 Plan ~~or IEP~~, then Alpha may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the ~~student may~~ same duration as the procedures would be ~~expelled~~ applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Alpha believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or Alpha, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent/guardian and Alpha agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if Alpha believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school

days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal, CEO, or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated Alpha's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Alpha had knowledge that the student was disabled before the behavior occurred.

Alpha shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.

- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If Alpha knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If Alpha had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Alpha shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Alpha pending the results of the evaluation.

Alpha shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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ELEMENT K – RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter ~~schools~~school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System or federal social security. ~~California~~Education Code Section 47605(~~bc~~)(5)(~~KJ~~).

The financial compensation for school employees includes a ~~base~~salary for exempt and non-exempt employees and hourly wage for non-salaried employees that is competitive with like jobs in other local public elementary and secondary schools~~and the opportunity to earn an annual achievement bonus. An achievement bonus may be awarded based upon the employee successfully achieving goals and objectives identified by the Board.~~

The CEO, or ~~his or her~~designee, oversees the arrangements for retirement coverage for all employees at Alpha. APS currently offers a 403(b) plan with a non-elective (employer-contributed) three percent contribution and up to a five percent match by APS. The plan vests immediately. All employees at Alpha participate in the federal Social Security System.

The Alpha Public Schools Board of Directors ~~will have~~retains the option to participate in the State Teachers Retirement System (STRS) or Public Employees Retirement System (PERS) or to implement any other retirement plan at its disposal. If Alpha Public Schools chooses to participate in the STRS/PERS program in the future, it will work to ensure that the program is implemented in compliance with Education Code Section 47611 and directly with the Santa Clara County Office of Education and STRS/PERS to provide the appropriate payroll information.

Alpha Public Schools provides mandatory benefits such as workers' compensation, unemployment insurance, Medicare, and social security. Alpha Public Schools ~~provides health~~offers medical, dental, and vision insurance benefits to each qualifying employee at Alpha.

Please see **Appendix 11 – Organizational Team** for the 2024-25 APS Teacher Salary Scale, 2024-25 APS Starting Salary Schedule (across all job functions), and an APS Overview of Benefits. The most recent copy of the APS Employee Handbook is included as **Appendix 8 – Handbooks**, which provides additional information on Employee Systems, Benefits, and Rights.

Please see **Element E – Employee Qualifications** for details on the process for recruiting, selecting, evaluating and terminating employees as well as the procedure for processing and monitoring credentials.

Please see **Element F – Health, Wellness, & Safety** for details on the Uniform Complaint Policy, which is used for resolving complaints and ensuring Due Process.

Alpha teachers are currently not unionized and therefore do not have a relationship with a bargaining unit. Additional details about the process for resolving complaints or grievances are provided in **Element N – Dispute Resolution**.

ELEMENT L – ATTENDANCE ALTERNATIVES

Governing Law: *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. —~~California~~ Education Code Section 47605(~~bc~~)(5)(L)*

No student shall be required to attend Alpha. Students who opt not to attend Alpha may attend **other public schools within their** school district of residence ~~schools~~ or pursue an inter- or intra-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents or guardians of each pupil enrolled in Alpha shall be informed **on admission forms** that the pupil(s) has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in Alpha, except to the extent that such a right is extended by the local education agency.

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ELEMENT M – RETURN RIGHTS OF EMPLOYEES

Governing Law: ~~A description of~~ The rights of any employee of the ~~county office school district~~ upon leaving the employment of the ~~county office school district~~ to work in a charter school, and of any rights of return to the ~~county office school district~~ after employment at a charter school. ~~California~~ Education Code Section 47605(~~bc~~)(5)(M).

All employees at Alpha Public Schools shall be considered the exclusive employees of Alpha Public Schools and not those of ~~any school district or~~ the Santa Clara County Office of Education unless otherwise mutually agreed in writing. ~~No District and/or County office employee shall~~ employees:

- Shall not be required to work at Alpha. ~~Employees of the County who resign from employment to work at Alpha Public Schools and who later wish to~~
- Shall have no automatic rights of return to the District or County ~~shall be treated the same as any~~ after employment by the Charter School unless specifically granted by the District or County through a leave of absence or other ~~former County employee seeking reemployment in accordance with County policy, applicable law, and applicable bargaining agreements. Alpha Public Schools shall not have any authority to confer any rights to return on County employees. Sick or vacation leave or years of service credit at the Santa Clara County Office of Education or any county office of education shall not be transferred to Alpha.~~ agreement.

~~A former employee of any county office of education~~ Shall have the following rights:

- any rights upon leaving the employment of a local education agency to work ~~in the charter school~~ at Alpha Public Schools that the local education agency may specify.
- Shall have any rights of return to employment in a local education agency after employment in the charter school as the local education agency may specify and shall not be conferred any rights to return by Alpha Public Schools.
- ~~Shall have any other applicable rights upon leaving employment to work in the charter school that are outlined in law.~~

~~Integrated Complaint and Investigation Procedure~~

- ~~The Board of Directors has adopted a comprehensive complaint and investigation procedure to centralize all complaints and concerns coming into~~ at Alpha. ~~These~~

~~procedures~~ Public Schools that the local education agency determines to be reasonable and not in conflict with any law.

The District or County's policies and procedures and applicable collective bargaining agreements shall govern any agreement made.

Sick or vacation leave or years of service credit at the District, the County, or any other school district will not be transferred to Alpha Public Schools. Employment by Alpha provides no rights of employment at any other entity, including any rights in the case of closure of the Alpha: José Hernández.

Additional information on employee rights regarding salary, terms of employment, and benefits can be found in ~~Appendix W~~.

~~Comprehensive Sexual Harassment Policies and Procedures~~

~~Alpha is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Alpha Public Schools has adopted a comprehensive policy to prevent~~Element E – Employee Qualifications and immediately remediate any concerns about sexual discrimination or harassment atElement K – Employee Retirement Systems. Employee rights are communicated through the ~~School~~ (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School policy included in theAPS Employee Handbook, which ~~can be found~~is included in ~~Appendix X~~. 8 – Handbooks.

~~Procedures~~

~~Alpha Public Schools on behalf of Alpha adopted procedures to implement the policy statements listed above.~~

ELEMENT N – DISPUTE RESOLUTION

Governing Law: *The procedures to be followed by the charter school and the ~~entity granting the charter~~ chartering authority to resolve disputes relating to provisions of the charter.*

~~California~~ Education Code Section 47605(~~bc~~)(5)(N)

Disputes Between the SCCOE and the Charter School

The Charter School and the SCCOE will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. All timelines and procedures in this section may be revised upon mutual written agreement of authorized representatives of the SCCOE and the Charter School. The Charter School agrees to follow SCCOE's preferred dispute resolution procedures, instead of those included below, in the event that they are different.

If either the Charter School or SCCOE determines that a violation of the Charter entered into between Alpha and SCCOE or any other applicable law may have occurred or a problem has arisen related to the operation of the Charter School and/or the SCCOE's oversight obligations, or a dispute otherwise arises between the SCCOE and the Charter School, the following procedures shall be followed to resolve the dispute:

(1) Should the either party determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and the SCCBOE may commence revocation proceedings immediately in accordance with Education Code Section 47607 and its implementing regulations or take action as it deems necessary.

(2) In the event that the SCCBOE believes that the dispute relates to an issue that could lead to revocation of the Charter under Education Code Section 46707, participation in the dispute resolution procedures outlined herein shall not be interpreted to impede or act as a prerequisite to the SCCBOE's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the SCCBOE may choose, in its sole discretion, to proceed directly with the revocation procedures as set forth in Education Code Section 47607 and its implementing regulations or may choose to participate in all or part of the dispute resolution procedures set forth below.

(3) If the violation or issue in question does not constitute a severe and imminent threat to the health and safety of pupils and the SCCBOE has not decided to commence

revocation procedures without following this dispute resolution procedure, either party will provide written notification of the violation or issue (the Dispute Statement) and refer the issue to the SCCBOE Superintendent and APS CEO, or their respective designees. The date that this written notice is orally provided or sent shall be the *Notice Date*. Upon issuance of this notice the Dispute Statement, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and the meeting shall be held within ten (10) calendar days after the Notice Date, or as mutually agreed upon by both parties. The SCCBOE representative at the meeting will be the Superintendent or the Superintendent's designee, and the Charter School representative will be the Charter School's Principal or the Principal's designee. If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon at this meeting, the parties will proceed to step 4. Any period of time agreed upon at the meeting for the Charter School to attempt to cure the issue shall be deemed and is agreed by the Charter School and the SCCBOE to constitute the "reasonable opportunity to remedy the violation" provided for in Education Code Section 47607(g) prior to revocation of the Charter may proceed to step 4 or take any other action they deem appropriate in response to the dispute.

(4) If the dispute is not resolved in accordance with the procedures through Step 3, either Party will have been deemed to have exhausted the administrative remedies within the Charter and may pursue any alternative legal options for resolution, including, the SCCOE may commence revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 or applicable law.

Internal Disputes

Alpha maintains a Uniform Complaint Policy that addresses complaints/disputes, other than those between SCCOE and the Charter School which are covered above. Alpha will not, at any time, refer complaints to the County.

The Uniform Complaint Policy and its procedures include clear information with respect to the response timeline of the Charter School, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures are clearly articulated in the Family Handbook and are available in the Charter School's office.

The SCCOE will refer all disputes or complaints it receives not related to a possible violation of the Charter, the law, or the SCCOE's oversight obligations to the Charter School's CEO for resolution according to the Charter School's internal dispute resolution process. The SCCOE may choose to submit disputes it receives that are related to possible violations of the Charter or the MOU, the law, or the SCCOE's oversight obligations to the Charter School's CEO for resolution according to the Charter School's internal dispute resolution process. Should the SCCOE receive a complaint regarding the Charter School that is referred to the Charter School for investigation and/or resolution, the Charter School shall provide the SCCOE with updates regarding the Charter School's investigation and resolution of the matter upon request from SCCOE and upon resolution of the complaint or issue. However, in no event shall the Charter School be required to disclose confidential personnel or student information. In the event that the Charter School's adopted policies and processes fail to resolve the dispute, the SCCOE agrees not to intervene in the dispute without the consent of the Charter School's Board unless the matter relates to a possible violation of the Charter, the law, or the SCCOE's oversight obligations.

Please see **Appendix 9 – Health, Wellness, and Safety** for the APS General Complaint Policy and Procedures and Uniform Complaint Policy and Procedures.

UCP, Title IX and Section 504 Complaints/Grievances

Alpha maintains a Uniform Complaint Policy and Title IX , Harassment, Intimidation, Discrimination, and Anti-bullying Policy that address complaints alleging discrimination or violations of federal or state laws or regulations. Alpha implements specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Alpha designates at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 including any investigation of any complaint filed with Alpha alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Alpha notifies its students and employees via its website of the name, office address, and telephone number of the designated employee or employees.

Alpha adopts and publishes grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Please see **Appendix 9 – Health, Wellness, and Safety** for the APS Uniform Complaint Policy Procedures and the APS Title IX , Harassment, Intimidation, Discrimination, and Anti-bullying Policy.

DISPUTE RESOLUTION

~~The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. California Education Code Section 47605(b)(5)(N)~~

~~Intent~~

~~The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the County, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters. Alpha understands that agreement to a dispute resolution process must be bilateral and that Alpha cannot unilaterally bind the County to a specific procedure. As such, the following represents Alpha's proposed process for resolving disputes between the County and Alpha. Alpha agrees that this process may be revised as agreed upon by the County and Charter School in a mutually agreed upon MOU.~~

~~Public Comments~~

~~The staff and Board and Santa Clara County Office of Education agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.~~

~~Disputes Arising from within Alpha~~

~~Disputes arising from within Alpha, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by the School. The Santa Clara County Office of Education shall not intervene in any such internal disputes without the consent of the Board of Directors and shall refer any complaints or reports regarding such disputes to the Board of Directors or the Principal for resolution in keeping with Alpha's policies. The County agrees not to intervene or become involved in the dispute unless the dispute has given the County reasonable cause to believe that a violation of the material provisions of the charter or related laws or agreements has occurred, or unless the Board of Directors has requested the County to intervene in the dispute.~~

~~Disputes between Alpha and the Santa Clara County Office of Education~~

~~Alpha and the County will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures.~~

- ~~Actions That Could Lead to Revocation: Charter School Due Process — In the event that the County determines that Alpha has engaged in an act that could lead to revocation of the charter, the County and Alpha shall have a face to face meeting within 10 days of the Superintendent's and/or designee's determination that a violation has occurred. Present in the face to face meeting shall be at least the Superintendent of the County or designee and Alpha's Principal. If after such meeting, the County Board determines that a violation has occurred which requires a cure, the County Board may act to send a formal written notification to Alpha outlining the alleged violation and demanding the violation be cured in accordance with Education Code Section 47607 and its implementing regulations. Alpha shall have a reasonable amount of time after the date such formal written notice was sent to cure the violation. If the violation cannot be cured within the time period specified by the County, the parties may agree to another predetermined time to commence to cure and diligently prosecute the cure to completion. Thereafter, if necessary, revocation of the charter may be commenced by the County Board of Education in accordance with Education Code Section 47607 and its implementing regulations.~~
- ~~Disputes not Leading to Revocation: Dispute Resolution — In the event that Alpha and the Santa Clara County Office of Education have disputes regarding the terms of this charter or any other issue regarding Alpha and the County's relationship, both parties agree to follow the process outlined below.~~
 - a. ~~In the event of a dispute between Alpha and the County Office, the staff and Board of Directors of Alpha and the County administration agree to first frame the issue in written format and refer the issue to the Superintendent of the County Office and the Principal of Alpha. The party initiating the dispute resolution process shall prepare and send to the other party a notice of dispute that shall include the following information: (1) the name, addresses and phone numbers of designated representatives of the party; (2) a statement of the facts of the dispute, including information regarding the parties attempts to resolve the dispute; (3) the specific sections of the charter, memorandum of understanding, law etc. that are in dispute; and (4) the specific resolution sought by the party. Within ten days from receipt of the notice of dispute the representatives from Alpha shall meet with representatives from the County in an informal setting to try to resolve the dispute.~~
 - b. ~~If the informal meeting fails to resolve the dispute the party initiating the dispute resolution process shall notify the other party (the responding party) in~~

~~writing that it intends to proceed to mediation of the dispute and shall request the State Mediation and Conciliation Service to appoint a mediator within seven days to assist the parties in resolving the dispute. The initiating party shall request appointment of a mediator who is available to meet as soon as possible but not later than 45 days after receipt of the request for appointment. If the State Mediation and Conciliations Service is not available the parties shall mutually agree upon a mediator. The party initiating the dispute shall forward a copy of the notice of the dispute to the appointed mediator. The responding party shall file a written response with the mediator and serve a copy on the initiating party within seven days of the first scheduled mediation. The mediation procedure shall be entirely informal in nature; however, copies of exhibits upon which either party bases its case shall be shared with the other party at least five (5) business days before the mediation. The relevant facts should be elicited in a narrative fashion to the extent possible, rather than through examination and cross examination of witnesses. The rules of evidence will not apply and no record of the proceedings will be made. If an agreement is reached, the agreement shall be reduced to writing and shall be signed by the County and Alpha. If the County and Alpha fail to meet within the specified time line, have not reached an agreement within 15 days from the first meeting held by the mediator, or if the mediator declares the parties at impasse, either party may terminate mediation and may pursue its dispute as otherwise allowed by law.~~

- ~~c.—All costs of the mediation, including but not limited to, the mediators' fees, per diem, travel, and subsistence expenses, and the costs, if any, of the location for mediation, shall be borne equally by the County and Alpha.~~
- ~~d.—All timelines and procedures for mediation as described herein may be revised by mutual agreement.~~

~~This dispute resolution procedure shall not apply to any request for equitable or injunctive relief prior to the mediation to preserve the status quo pending the completion of that process. Except for such an action to obtain equitable or injunctive relief, neither party may commence a civil action with respect to the matters submitted to dispute resolution until that process is complete.~~

Parent Complaints

Alpha maintains both a Uniform Complaint Policy that addresses complaints alleging discrimination or violations of law and a Local Complaint Policy that addresses complaints regarding other areas. Alpha will not, at any time, refer complaints to the County.

~~The complaint procedures include clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures are clearly articulated in the Family Handbook and are available in the school's office.~~

~~Alpha designates at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Alpha alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Alpha notifies its students and employees of the name, office address, and telephone number of the designated employee or employees.~~

~~Alpha adopts and publishes grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.~~

~~Alpha implements specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.~~

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ELEMENT O – CLOSURE PROTOCOL

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. ~~California~~ Education Code Section 47605(~~bc~~)(5)(~~PO~~)

The following procedures shall apply in the event the Charter School closes. The following procedures apply regardless of the reason for closure.

Closure of the Charter School shall be documented by official action of the Board of Alpha Public Schools. The action shall identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. ~~The Board of Directors will promptly notify parents and students of the School, the District, the Santa Clara County Office of Education, the School's SELPA, the retirement systems in which the School's employees participate and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and~~Each notice [KS1] required below shall include information on the responsible person and entity and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure.

- The APS Board shall provide written notification to the SCCOE of the determination of the Closure Action and of the effective date of the closure, and the contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; ~~the pupils' school districts of residence; and the manner in which parents and guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements~~ as a charter school within 72 hours of the Closure Action.
- The ~~Board~~ Charter School shall ~~ensure~~ provide written notification to the home districts of the list of returning students within 10 calendar days.
- The Charter School shall provide written notification of the Closure Action and the effective date of closure of Charter School to the California Department of Education, the Charter School's SELPA, and the retirement systems in which Charter School's employees participate by registered mail within 10 calendar days.
- On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

- The Charter School will provide notice to the parents and students ~~of the school provides information to assist parents and students in locating suitable alternative programs and the manner in which they can obtain a copy of their child(ren)'s~~ within 10 calendar days of the Closure Action. The written notification shall include information on assistance in transferring each student ~~record. This notice shall to~~ another appropriate school, and a process for the transfer of all student records. Parents/guardians will also be provided ~~promptly, within 10 business days following the Board's decision to close the~~ with student information that includes grade reports, discipline records, immunization records, and specific information on completed courses and credits that meet graduation requirements.
- The Charter School will provide parents, students and the receiving school ~~districts~~ with copies of all appropriate student records. All transfers of student records will be made in compliance with the FERPA. As permitted by each student's district of residence, the Charter School shall transfer all appropriate student records to the district of residence, or the district to which the student is transferring if requested by the parent/guardian. The Charter School will ask the SCCOE to store original records of Charter School students for which the district of residence/district of attendance is not known or will not accept the records. If the SCCOE will not or cannot do so, the Charter School will ask the SCCOE to determine a suitable alternative location for storage. All state assessment results, special education records, and personnel records will be transferred and maintained in accordance with applicable law.
- ~~Upon proper notification and request by a new school of attendance, student records will be transferred. During the closeout process, all pupil records shall be maintained by the "responsibility entity" designated by the Board. Alpha shall otherwise assist students in transferring to their next school. All transfers of student records shall be made in compliance with the~~ As soon as is reasonably practical, but no later than 90 days after the latter of the Closure Action or the effective date of the closure, the Charter School shall prepare final financial records. The Charter School's independent audit will be completed by an independent auditor who meets the qualifications to perform Charter School's annual audits, as soon as is reasonably practical, but in no case later than six months after closure, and will provide the audit report to the SCCOE promptly upon completion. The auditor and audit shall comply with all of the requirements for Charter School's annual audit as set forth in the Charter. Any costs for the audit incurred by the SCCOE shall remain a liability of Charter School until repaid in full. The final audit will delineate the disposition of all assets and liabilities. Any liability or debt incurred by Charter School shall be the responsibility of the Charter School and

not the SCCOE. The Charter School understands and acknowledges that the Charter School will cover the outstanding debts or liabilities of the Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source.

- For six calendar months from the latter of the Closure Action or the effective date of the closure, sufficient staff as deemed appropriate by the APS Board will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the Charter School and student transfers.
- In addition to the final audit, Charter School shall also submit any required year-end financial reports to the California Department of Education and the SCCOE in the form and timeframe required.
- If Alpha Public Schools does not operate any other charter school other than operation of the Charter School, and Alpha Public School chooses to dissolve upon closure of the Charter School, the corporation will be dissolved according to its Bylaws.

~~(“FERPA”), 20 U.S.C. §1232g.~~

~~Personnel records shall be maintained and transferred in accordance with applicable law by the “responsibility entity” designated by the Board.~~

~~The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure related activities.~~

~~Alpha will ask the County to store remaining original records of Alpha students. All records of the Alpha shall be transferred to the County upon closure. If the County will not or cannot store the records, Alpha shall work with the County Office of Education to determine a suitable alternative location for storage.~~

~~As soon as reasonably practical, Alpha shall prepare final financial records. The school shall also have an independent audit completed within six months after closure. Alpha shall pay for the final audit. The audit shall be prepared by a qualified CPA selected by the school and shall be provided to the County Office of Education, and California Department of Education promptly upon completion.~~

~~The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to Alpha.~~

~~Alpha will complete and file any annual reports required pursuant to Education Code section 47604.33.~~

On closure of the Charter School, all assets of the ~~school,~~ Charter School – including but not limited to all leaseholds, ~~tangible and intangible~~ personal property, intellectual property developed or acquired using state or federal funds, and all ADA apportionments and other revenues generated by students attending the ~~school, shall remain the sole property of Alpha Public Schools and shall be distributed in accordance with the corporation's Articles of Incorporation~~ Charter School – which have been determined to have been generated exclusively through state and federal apportionment funds for Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall remain the assets of the Alpha Public Schools corporation. Any assets acquired from the SCCOE or SCCOE property will be promptly returned to the SCCOE upon the ~~dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the County or County property will be promptly returned upon School closure to the County.~~ Charter School's closure. The distribution shall include ~~return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as~~ the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. All remaining assets of Charter School will be liquidated and all creditors will be paid first.

~~On closure, Alpha Public Schools shall remain responsible for satisfaction of all liabilities arising from the operation of the school.~~

~~As Alpha Public Schools is organized as a nonprofit public benefit corporation under California law, if Alpha Public Schools will dissolve along with Alpha, the Board shall follow the provisions set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and shall file all necessary filings with the appropriate state and federal agencies.~~

Upon the winding up and dissolution of the corporation, if applicable, after paying or adequately providing for the debts and obligations of the corporation (including any obligations requiring the return of grant funds on the dissolution of the corporation), any capital assets, including facilities or property, purchased in whole or part with public funds may be distributed to the SCCOE, Alpha Public Schools, or another California public school, school district, or county office of education, subject to applicable legal requirements and the

Articles of Incorporation. Any remaining assets of the corporation shall be distributed to either (i) such organization organized and operated exclusively for educational purposes which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or (ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes.

This Closure Protocol shall survive the revocation, expiration, termination, or cancellation of the Charter or any other act or event that would end the Charter School's right to operate as a charter school pursuant to the Charter or cause the Charter School to cease operation.

As specified by the Alpha: José Hernández Budget in **Appendix Y, ~~Alpha~~12 – Financial Documents** the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

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MISCELLANEOUS CHARTER PROVISIONS

Financial Planning, Reporting and Accountability

Governing Law: The petitioner or petitioners shall ~~also~~ be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. ~~—California~~ Education Code Section 47605(~~g~~)-~~h~~).

Budgets

Budget and Financial Plan

Alpha will ensure that it operates using a sound financial model. The Budget, ~~cash flow, and budget narrative~~ Narrative, Five Year Budget, Five Year Cash Flow, and ~~assumptions can be found~~ LCFF / FCMAT Calculator are included in **Appendix Y**.

~~The budget demonstrates that when Alpha is fully enrolled with 572 students, there will be no need for private funding. Alpha will operate its basic program on the general purpose entitlement, categorical block grant revenue~~ **12 – Financial Documents**, and Title funding amounts.

Financial Reporting

~~Alpha has drafted a complete set of~~ outline all key assumptions of funding and expenditures. APS maintains board-approved fiscal control policies and procedures ~~(See Appendix Z)~~ for ~~Alpha's~~ the operation ~~of APS and Alpha:~~ José Hernández.

Alpha shall ~~comply with all financial reporting requirements of~~ annually prepare and submit reports to the County in accordance with Education Code Section 47604.33 ~~and shall comply fully with~~ as follows:

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, an annual update to the LCAP required pursuant to Education Code Section ~~47604.3~~ 47606.5.
- By December 15, an interim financial report for the current fiscal year that reflects changes to the preliminary budget through October 31st. Additionally, on December 15, a copy of the Charter School's annual, independent fiscal audit report for the preceding fiscal year shall be delivered to the chartering authority, County Superintendent of Schools, State Controller, and California Department of Education.

- By March 15, a second interim financial report for the current fiscal year that reflects changes to the preliminary budget through January 31.
- By September 15, a final non-audited financial report for the prior full fiscal year. The report submitted to the County shall include an annual statement of all receipts and expenditures for the preceding fiscal year.

Insurance

Alpha will maintain commercial general liability, workers compensation, and other necessary insurance of the types and in the amounts and types required for an enterprise of its size and nature for the operation of the ~~school~~ Charter School and subject to the terms approved by the County's risk manager and APS' Board of Directors.

Throughout the life of this contract, Alpha shall pay for and maintain in full force and effect ~~with~~ insurance policies issued by an insurance company or companies admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A-/VII", ~~very low, in~~ by A.M. Best Insurance Rating Guide, or in the ~~following policies~~ case of self-insurance; with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage.

~~1. COMMERCIAL GENERAL LIABILITY~~ Alpha will submit documentation of adequate insurance, ~~which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage~~ including liability insurance, to the County on a schedule mutually agreed upon with ~~combined single limits of not less than \$3,000,000.00 per occurrence.~~

~~COMMERCIAL GENERAL LIABILITY~~ the County, and at any other time that a policy of insurance ~~that shall include~~ and/or memorandum of coverage is changed or a request is made by the County for ~~owned and non-owned autos, with bodily injury liability limits not less than \$3,000,000.00 per person, per occurrence and property damage liability limits of not less than \$500,000.00, per occurrences~~ such documents.

~~2.1. WORKERS' COMPENSATION INSURANCE, as required by the California Labor Code, with not less than statutory limits.~~

The Charter School agrees to indemnify, defend, and hold harmless the County for the actions of Alpha and its governing nonprofit public benefit corporation under this charter, to the fullest extent permitted by law and in a manner consistent with the County's risk management policies. Pursuant to the Education Code Section 47604(d), the County shall not be liable for

the debts and obligations of the Charter School, operated by a California nonprofit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the County has complied with all oversight responsibilities required by law.

~~ADMINISTRATIVE SERVICES~~

Administrative Services

Governing Law: *The manner in which administrative services of the School are to be provided.*
~~—California~~ Education Code Section 47605(~~g~~)-h).

With the exception of services performed by the County in providing oversight to Alpha as defined by Education Code Section 47604.32, all charter-requested services from the County will be on a ~~pay-for-service basis~~-fee-for-service basis. SCCOE may charge for the actual cost of supervisory oversight of the Charter School, up to any maximum permitted by law (currently described and limited in Education Code Section 47613). The Charter School acknowledges that the SCCOE's actual costs in conducting its oversight obligations will meet or exceed the maximum percentage permitted by law and the SCCOE shall not be required to submit documentation of its actual oversight costs.

~~The County may charge for the actual costs of supervisorial oversight of Alpha not to exceed 1% of the charter school's revenue, or the County may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if Alpha is able to obtain substantially rent free facilities from the County. Notwithstanding the foregoing, the County may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. For purposes of this charter, "revenue of the charter school" means the general purpose entitlement and categorical block grant, as defined in subdivisions (a) and (b) of Section 47632. Subject to availability, Alpha may request SCCOE services on a pay-for-service basis.~~

~~The school reports daily attendance requirements to the County in a format acceptable to the County and state. Required reports regarding daily attendance are completed and submitted to requesting agencies.~~

~~All other administrative services will be completed by Alpha employees or through contracted agreements with qualified outside agencies.~~

~~FACILITIES~~

All administrative services will be completed by APS employees or through contracted agreements with qualified outside agencies. The Charter School may opt to contract with

SCCOE for additional services for a fee, including Financial Services, STRS Enrollment and Report Preparation, Library Resources, Payroll Processing, Professional Development, Program Evaluation, School Plan, and Special Education Services. Whether to provide such services upon request shall be in the SCCOE's sole discretion. The SCCOE may charge for the actual cost of supervisory oversight of the Charter School, up to any maximum permitted by law (currently described and limited in Education Code Section 47613). The Charter School acknowledges that the SCCOE's actual costs in conducting its oversight obligations will meet or exceed the maximum percentage permitted by law and the SCCOE shall not be required to submit documentation of its actual oversight costs. The SCCOE will invoice the Charter School for the cost of general oversight and for any additional services on a quarterly basis.

Facilities

Governing Law: The facilities to be ~~utilized~~used by the ~~charter~~ school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. — ~~California~~ Education Code Section 47605(~~gh~~).

Alpha ~~will operate~~operates a single charter school within the ~~boundaries~~geographic jurisdiction of Alum Rock Union Elementary School District. Alpha: José Hernández currently has ~~secured a long-term Facility~~a facilities use agreement with ARUSD and intends to continue working with the District for the ongoing facility needs of the Charter School. Alpha currently operates at 1601 Cunningham Ave., San José, CA 95122. Alpha will not serve grade levels not served by ARUSD unless it serves all of the grade levels.

Alpha shall provide home-to-school transportation for any applicable students as may be required under the IDEA for students with disabilities as required by their IEP, under McKinney Vento, or as otherwise agreed upon by Alpha and the County.

Please see Appendix 7 – Governance for the MOU between Alpha: José Hernández and the Alum Rock Union Elementary School District, ~~which can be found in Appendix AA.~~ for use of the current facility.

Impact on the Charter Authorizer

Governing Law: Potential civil liability effects, if any, upon the *charter* school and upon the ~~District.~~ *school district*. Education Code Section 47605(~~g~~–*h*).

Potential Civil Liability Effects

Intent

This statement is intended to fulfill the terms of Education Code Section 47605(~~g~~*h*) and provides information regarding the proposed operation and potential effects of the Charter School on the County.

Civil Liability

Alpha shall be operated by a California ~~non-profit~~*nonprofit* public benefit corporation, Alpha Public Schools. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to the Education Code Section 47604(~~ed~~), the County shall not be liable for the debts and obligations of the Charter School, operated by a California ~~non-profit~~*nonprofit* benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the County has complied with all oversight responsibilities required by law. Alpha shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of Alpha.

~~Further, Alpha Public Schools and the County shall enter into a memorandum of understanding, wherein Alpha shall indemnify County for the actions of Alpha under this charter.~~

The corporate bylaws of Alpha Public Schools shall provide for indemnification of the *Charter* School's Board, officers, agents, and employees. The *Charter* School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

The County shall be named an additional insured on the general liability insurance that Alpha Public Schools maintains for the operation of Alpha.

The Board of Alpha Public Schools will maintain and implement appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

County Visitation/Inspection

~~Alpha will comply with a County requested visitation process to enable the County to gather information needed to validate the school's performance and compliance with the terms of this charter. Additionally, Alpha agrees to and submits to the right of the County to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.~~

Response to Inquiries

~~Pursuant to Education Code Section 47604.3 the School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records the County Office of Education, County Board of Education, and the State Superintendent of Public Instruction.~~

Public Record

Alpha acknowledges that ~~pursuant to~~ Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Alpha, to provide certain information in certain formats ~~and~~ in certain ways to the general public and specifically to parents of students at Alpha and of the County. Alpha further acknowledges that it has the obligation to provide all of such information to the County that is required by these referenced authorities in a timely manner so that the County may meet its obligations under those authorities as well. To the extent that there is information that the County has, but that Alpha does not have that Alpha needs in order to meet its obligations, the County shall provide the same to Alpha in a reasonably timely manner upon request.

Notification

~~Should this charter petition be granted, Alpha will provide written notice of its approval and a copy of the petition to the California Department of Education and the State Board of Education.~~

Attendance Accounting

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

CONCLUSION

~~California Legislature. Education Code Section 47601. It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:~~

By approving this charter, the Santa Clara County Office of Education will be fulfilling the intent of the [Charter Schools Act of 1992](#) to improve pupil learning.

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

~~Pursuant to Education Code §47605:~~

~~Charter law outlines the criteria governing the approval or denial of charter school petitions. The following excerpt is taken from the Charter Schools Act, Education Code §47605. This excerpt delineates charter approval and denial criteria:~~

~~A school district governing board shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:~~

~~-~~

- ~~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 the number of signatures required.~~

- ~~4) The petition does not contain an affirmation of each of the conditions described in Education Code §47605(d).~~
- ~~5) The petition does not contain reasonably comprehensive descriptions of the 16 required charter elements.~~

Approval of the charter shall be governed by the standards and criteria in Education Code Sections 47607 and 47607.2. Alpha pledges to work cooperatively with the County to answer any concerns over this document and to present the County with the strongest possible charter proposal requesting a ~~five-year term. Approval of the charter shall be governed by the standards and criteria in Education Code Section 476~~two-year term to renew operation.