Santa Clara County Office of Education

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.	■ YES ☐ 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.	■ YES ☐ 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.	■ YES ☐ 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.	■ YES ☐ NO

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

Name of Charter School:
Alpha: José Hernández

Name & Title of Lead Petitioner	DATE	Signature of Lead Petitioner
Shara Hegde, Chief Executive Officer	8/10/26	Shara Hegde

Name & Title of County Personnel Receiving Petition	DATE	Signature of County Personnel Receiving Petition
DIRECTOR	8/12/26	MICHELLE JOHNSON

Alpha: José Hernández

Charter Renewal Petition

Respectfully submitted to the:

Santa Clara County Board of Education
August 12, 2026

Renewal Term: July 1, 2027 – June 30, 2032



RECEIVED
AUG 12 2026
CHARTER SCHOOLS DEPARTMENT

Alpha: José Hernández

Charter Renewal Petition

Respectfully submitted to the:

Santa Clara County Board of Education
August 12, 2026

Renewal Term: July 1, 2027 – June 30, 2032



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Affirmations & Declaration

As the authorized lead petitioner, I, Shara Hegde, hereby certify that the information submitted in this petition for renewal of the California public charter school named Alpha: José Hernández ("Alpha," "AJH," or the "Charter School"), operated by Alpha Public Schools, a nonprofit public benefit corporation, located within the boundaries of the Alum Rock Union Elementary School District ("ARUSD," "Alum Rock," or the "District"), 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 is true to the best of my knowledge and belief; and further, I understand that if the charter is renewed, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Alpha Public Schools declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act ("EERA"). [Ref. Education Code Section 47605(c)(6)]. Alpha: José Hernández recognizes the employees' rights under the EERA provisions to organize for collective bargaining.
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth

in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities, including but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)(1)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D) including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or

student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents, legal guardians, and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq*. ("CPRA").
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq*. ("Brown Act").
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- 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").
- To the extent the Charter School provides independent study programs, the Charter School shall comply with Education Code Section 51744 *et seq*. and all implementing regulations.
- The Charter School shall comply with the financial audit requirements of Education Code Section 41020, as mandated by AB 126 (2026). [Ref. Education Code Section 47605(m)]

S Hegde

August 5, 2026

_____ _____

Shara Hegde, Chief Executive Officer
Lead Petitioner

Date

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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 one of the highest percentages of Unduplicated Pupils (97%) of any traditional elementary or charter elementary schools in the county, the Charter School is serving a community of students with a diverse and significant range of assets and needs — and we are serving them well.

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

Alpha: José Hernández was founded as a middle school in 2014. Building upon the successful practices of Alpha: Cornerstone Academy, a California Distinguished School founded with an intentional focus on elementary students, the school successfully expanded its program to include transitional kindergarten (TK) through 4th grade, 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 2025-26).[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 Charter

[1] CALPADS. (2026, January 21). *Alpha: José Hernández School: Primary and short-term enrollment count by subgroup*.

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, 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.



Alpha: José Hernández students pictured with astronaut and school namesake, José Hernández

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, the School of Arts and Culture at the Mexican Heritage

Plaza, Sacred Heart Community Service, HOPE, Second Harvest, and the Hispanic Foundation of Silicon Valley, 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 April 2026, we partnered with Mesa Verde through Sacred Heart Community Services to build a community garden at our school. The garden will directly benefit the families we serve, many of whom face limited access to healthy and affordable food options. This initiative not only provides fresh vegetables to our community but also creates meaningful learning opportunities for students to better understand agriculture, nutrition, sustainability, and the importance of healthy living. Through hands-on experiences in the garden, students also develop a deeper appreciation for the labor and dedication of the agricultural workers who help put food on our tables every day. This partnership reflects the Charter School's commitment to supporting the whole child and strengthening the well-being of the broader community we proudly serve.



Families from Alpha: José Hernández building the community garden.



Students from Alpha: José Hernández taking care of the community garden.

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

Implementation of the Board-Adopted Improvement Plan: Two-Year Overview

Purpose and Legal Framework

On October 16, 2024, the Santa Clara County Board of Education granted Alpha: José Hernández ("AJH" or "the Charter School") a two-year renewal term. Consistent with Education Code Section 47607.2(a)(4), the Charter School's governing body adopted a written improvement plan identifying the causes of low performance and the meaningful steps AJH would take to address them. This section documents implementation of that plan over the 2024-25 and 2025-26 school years and the measurable increases in academic achievement that resulted, consistent with Education Code Section 47607.2(a)(3)(B).

Monitoring and Accountability Structure

AJH built a formal monitoring system around the improvement plan and reported against that system on a fixed schedule throughout the term.

Improvement Plan Tracker
AJH maintained a structured tracker organizing every action in the improvement plan by California School Dashboard ("Dashboard") indicator and student group, with a named manager and a named person responsible for updates for each action. Each action is supported by specific evidence, such as professional development materials, data dashboards, meeting notes, or activity trackers. Status updates were entered in three windows each yearwith each entry requiring a narrative progress summary and time-bound supporting evidence.

Written Reports to the Santa Clara County Office of Education
AJH produced formal written academic updates on a recurring basis across the entire term: December 2024, March 2025, July 2025, November 2025, March 2026, and June 2026. Each update documented implementation bright spots, areas of continued opportunity, and a summary of impact against the four Dashboard indicators that drove the low-performing designation. NWEA Student Growth Summary Reports and the Improvement Plan Tracker were shared as supporting evidence to accompany these reports.

Progress Monitoring Meetings with the Santa Clara County Office of Education
The Charter School's staff met with the Santa Clara County Office of Education staff for ongoing progress monitoring meetings against the improvement plan. Meetings took place on December 18, 2024, March 26, 2025, July 21, 2025, November 17, 2025, March 11, 2026, and June 10, 2026. During these meetings, staff reviewed academic and school climate data and partnered in analyzing the implementation bright spots and opportunities that led to these results.

Underlying Causes of Low Performance Designation
Based on AJH's 2022 and 2023 Dashboard results, the improvement plan identified four underlying causes of the low performing designation: Chronic Absenteeism, Suspension Rate, English Language Arts ("ELA"), and Mathematics. AJH's performance status was Red or Orange on these indicators on the 2023 Dashboard, both overall and for numerically significant subgroups. Therefore, the improvement plan targeted movement to Yellow or better on school climate indicators and measurable gains in ELA and Mathematics.

Indicator	AJH 2022 Dashboard All Students	AJH 2023 Dashboard All Students	AJH 2023 Performance Status
Chronic Absenteeism	36.2%	37.3%	Red (Red for all numerically significant subgroups)
Suspension Rate	3.1%	6.2%	Red (Red for all numerically significant subgroups)
English Language Arts	80.3 points below standard	93.3 points below standard	Red (Red for all numerically significant subgroups)
Mathematics	129.5 points below standard	125 points below standard	Orange (Red for Hispanic students, Socioeconomically Disadvantaged Students, and Students with Disabilities)
English Learner Progress Indicator	37.2% making progress	48.0% making progress	Green

Performance colors were not available on the 2022 Dashboard.

Meaningful Steps to Address
A summary of the meaningful steps the Charter School took during the 2024-2025 and 2025-2026 school years to address the underlying causes of low performance is documented below by focus area of the improvement plan.

Chronic Absenteeism
AJH implemented the actions identified in the improvement plan to reduce chronic absenteeism for all students and subgroups, including:

- **Attendance Playbook:** The AJH Operations Team was trained on and executed the tiered approach to attendance interventions outlined in the Alpha Public Schools Attendance Playbook.
- **Attendance Case Manager:** AJH implemented an Attendance Case Manager role to identify and support at-risk students. The Attendance Case Manager followed a defined scope and sequence for their work and was supported through monthly network-wide meetings and weekly meetings with their manager.

- **EverydayLabs:** AJH partnered with EverydayLabs, an ESSA-approved evidence-based strategy for addressing absenteeism, to execute email and text nudge campaigns against a published calendar to support student attendance.
- **Teacher Early Warning System:** Teachers used an Early Warning System dashboard to contact families of chronically absent students in their homerooms and advisories on a bi-monthly cadence.
- **Positive Attendance Culture:** AJH created and executed a Positive Attendance Culture scope and sequence with weekly, monthly, and quarterly celebrations.
- **Home Visit Program:** AJH established a home visit protocol to use on an as-needed basis for Tier 3 students.
- **School Attendance Review Teams ("SART"):** AJH established a SART structure to use on an as-needed basis for Tier 3 students. AJH held SART meetings with identified families, established SART contracts, and provided ongoing support to these students.
- **Remove Barriers for Socioeconomically Disadvantaged Students:** AJH provided transit cards, uniform donations, referrals to the Alpha Public Schools Parent Learning Center, designated adult check-ins, and wake-up calls to remove barriers for high-need students and families to attend school.

Suspension Rate

AJH implemented the actions identified in the improvement plan to lower the suspension rate across all students and subgroups, including:

- **Social-Emotional Learning:** Sown to Grow, a comprehensive social-emotional learning program, was expanded to grades TK-8. The Dean of Students and Community Schools Coordinator jointly monitored implementation through the platform, meeting regularly with the Director of Culture and, at year end, with the full School Leadership Team to set the following year's social-emotional learning priorities.
- **Restorative Justice Practice:** Staff engaged in summer professional learning on restorative justice practice. During the school year, the Dean of Students joined grade-level meetings to align team responses to behavior and met with teachers and coaches after specific incidents to align on student supports.
- **Behavior and Culture Data Monitoring:** The Dean of Students monitored culture data using Alpha's Healthy and Thriving Dashboard, which collected data on the leading indicators of suspension rate, including social-emotional check-in data from Sown to Grow, bi-annual student culture survey results, and student referrals. The Dean of Students partnered with the School Leadership Team and teachers to analyze data and provide appropriate support to students.
- **Mental Health Counseling:** AJH staffed one full-time Mental Health Counselor and two part-time counseling interns through the Family Alliance for Counseling Tools and Resolution to provide counseling services to students.

ELA and Math, All Students

AJH implemented the actions identified in the improvement plan to improve academic outcomes for all students in ELA and Math, including:

- **Differentiated Professional Learning Opportunities:** Instructional staff participated in differentiated professional development throughout the school year focused on strengthening instructional practices. In addition, new to AJH teachers participated in Strong Start, an intensive program at the start of the school year to ensure teachers have a strong foundation for instruction and classroom culture.
- **Coaching & Observation Cycles:** AJH strengthened its coaching and observation cycle by improving the tools, platform, and accountability of these processes. AJH set a bi-weekly teacher observation target, and coaches input data into the Alpha Public Schools observation cycle dashboard, The Hubble, to analyze the fidelity and effectiveness of teacher planning, teacher facilitation of learning, and the quality of student work.
- **High-Quality Instructional Materials:** AJH purchased and trained staff to use CKLA and StudySync for ELA and Eureka Math. Teachers completed regular instructional planning protocols, and leaders monitored the use of curricular materials with fidelity through observations and coaching.
- **Assessment & Data Strategy:** AJH established a standardized assessment calendar and developed dashboards to monitor assessment administration and student performance against standards. Teachers, coaches, and leaders participated in recurring data meetings to analyze results and plan instructional responses.
- **Investments in Instructional Support Roles:** AJH created and staffed Math Instructional Specialist, Literacy Instructional Specialist, and Dean of Academic Interventions roles for the 2025-26 school year. The Math and Literacy Instructional Specialists were deployed in data-driven cycles that included coaching, classroom-based intervention, and targeted small-group instruction. The Dean of Academic Interventions coordinated Academic Interventionists, tutoring partners, and progress monitoring of results.
- **High Dosage Tutoring:** AJH implemented Ignite Reading in grades K-4 for early literacy intervention and Littera in grades 5–8 for literacy, math, and English Language Development ("ELD"). The Dean of Academic Interventions maintained standing checkpoints with both partners and worked across stakeholders to address attendance and engagement barriers.

ELA and Math, English Learners and Long-Term English Learners ("LTELs")
AJH implemented the actions identified in the improvement plan to improve academic outcomes for English Learners and Long-Term English Learners.

- **Professional Learning and Integrated ELD Monitoring:** AJH provided summer and school-year professional learning to instructional staff on strategies to support English Learners, and coaches monitored the implementation of EL support strategies through observations and coaching.

- **ELD Specialist:** AJH staffed the ELD Specialist role to support designated ELD instruction, teacher implementation of integrated ELD strategies, and push-in support for identified students.
- **Support for LTELs:** AJH analyzed chronic absenteeism data specific to LTEL students to more strategically support this subgroup with attendance. The ELD Specialist provided direct support for LTEL students, partnered with teachers to support planning for LTELs, and prioritized support for At-Risk LTEL students in 4th and 5th grade.
- **Monitoring EL Achieve Curriculum Implementation:** In Spring 2026, the Associate Director of ELD and Assistant Principals observed designated-ELD blocks across grades to identify strengths and priorities to improve implementation in the 26-27 academic year.

ELA and Math, Students with Disabilities ("SWDs")
AJH implemented the actions identified in the improvement plan to improve academic outcomes for Students with Disabilities.

- **General Education & Special Education Collaboration Structures:** AJH strengthened collaboration structures between general education and special education staff and across special education team members to support instructional planning, implementation of student accommodations, progress monitoring, and coordinated responses to student needs.
- **Special Education Local Plan Area ("SELPA") Consultation and Professional Learning:** AJH maintained strong involvement with the Charter School's SELPA, El Dorado County Office of Education, through consultation on complex cases, SELPA-led professional learning opportunities for staff, and regular participation by the Alpha Public Schools Managing Director of Special Education at CEO Council and SELPA monthly Professional Learning Network meetings to provide the most up-to-date information related to Students with Disabilities.

ELA and Math, Hispanic Students
AJH implemented the actions identified in the improvement plan to improve academic outcomes for Hispanic students.

- **Bilingual Family Communication:** AJH distributed family communications in English and Spanish, staffed a bilingual front-office, and provided oral and written translation for meetings and programs to increase access to school information and resources.
- **Family Partnerships:** AJH used Cafecitos (coffee with the principal), family conferences, bilingual surveys, and Padres Unidos (the parent association) to gather feedback, connect families to school leaders, and strengthen family voice in school decisions.
- **Los Dichos Family Volunteer Program:** AJH organized monthly parent volunteer read-alouds through the Los Dichos program, where families sign up to read an intentionally selected book in English and/or in Spanish that celebrates different cultures and lead a related activity in their students' class.

- **External Partnership Opportunities:** AJH partnered with the Hispanic Foundation of Silicon Valley, Girls Who Code, and the Parent Institute for Quality Education to provide student enrichment activities, digital-literacy opportunities, and workshops that equip families to support student success at home.

ELA and Math, Socioeconomically Disadvantaged Students ("SED")
AJH implemented the actions identified in the improvement plan to improve academic outcomes for SED students.

- **Technology and Online Learning Access:** AJH maintained one-to-one Chromebook access for all students, provided hotspots upon request, and provided grade-appropriate online learning tools to students.
- **At-Home Literacy Resources:** AJH maintained classroom libraries, partnered with Gordon Philanthropies to distribute books and school supplies, and expanded access to San José Public Library cards, literacy resources, and hotspots.
- **Nutrition and Basic Needs Support.** AJH provided free breakfast and lunch to all students, distributed extra fruit at arrival, and connected families to the Alpha Public Schools Parent Learning Center's monthly food bank.
- **Parent Learning Center Services:** AJH connected families to services through Alpha's Parent Learning Center, including adult English classes, food assistance, Know Your Rights workshops, and the Alpha Family Emergency Fund.

Measurable Results

2024-2025 School Year Results (Year One)
The 2025 California School Dashboard reflects the results of the first year of improvement plan implementation. AJH improved its overall results across all four indicators: Chronic Absenteeism, Suspension Rate, and Mathematics, and English Language Arts. While AJH saw similar improvement in results across most subgroups, LTEL students experienced declines across all indicators. The green shading below indicates the groups that demonstrated improvement from the 2023-24 school year to the 2024-25 school year.

Chronic Absenteeism						
Dashboard	**All**	**SWD**	**EL**	**LTEL**	**Hispanic**	**SED**
2024	35.8%	40.9%	33.9%	32.7%	36.3%	35.7%
2025	30.5%	30.4%	29.6%	34.9%	30.8%	30.8%
Differential	**–5.2 pp**	**–10.5 pp**	**–4.3 pp**	**+2.2 pp**	**–5.5 pp**	**–4.8 pp**

Suspension Rate						
Dashboard	**All**	**SWD**	**EL**	**LTEL**	**Hispanic**	**SED**
2024	5.4%	7.6%	5.6%	16.1%	5.6%	5.4%
2025	4.2%	9.9%	5.6%	26.1%	4.1%	4.5%
Differential	**−1.2 pp**	**+2.3 pp**	**−0.0 pp**	**+10 pp**	**−1.5 pp**	**−0.9 pp**

English Language Arts						
Dashboard	**All**	**SWD**	**EL**	**LTEL**	**Hispanic**	**SED**
2024	−109.3 DFS	−162 DFS	−119.4 DFS	−118.3 DFS	−113 DFS	−110.5 DFS
2025	−98.8 DFS	−146.9 DFS	−109.7 DFS	−121.1 DFS	−102.1 DFS	−104.9 DFS
Differential	**+10.5 pts**	**+15.1 pts**	**+9.7 pts**	**−2.8 pts**	**+10.9 pts**	**+5.7 pts**

Mathematics						
Dashboard	**All**	**SWD**	**EL**	**LTEL**	**Hispanic**	**SED**
2024	−127.3 DFS	−170.4 DFS	−135.5 DFS	−177.4 DFS	−131.3 DFS	−128.0 DFS
2025	−120.0 DFS	−157.3 DFS	−129.6 DFS	−188.5 DFS	−123.5 DFS	−123.5 DFS
Differential	**+7.3 pts**	**+13.1 pts**	**+5.9 pts**	**−11.1 pts**	**+7.8 pts**	**+4.4 pts**

2025-2026 School Year Results (Year Two)

At the time of submission, the 2026 California School Dashboard has not been published. However, internal data from the 2025-2026 school year projects continued improvement across all four indicators identified as an underlying cause of low performance. The green shading below indicates the groups that are projected to demonstrate improvement from the 2024-25 school year to the 2025-26 school year.

Chronic Absenteeism						
	All	SWD	EL	LTEL	Hispanic	SED
2025 Results (Dashboard)	30.5%	30.4%	29.6%	34.9%	30.8%	30.8%
2026 Results (Internal)	25.4%	20.0%	24.0%	23.1%	25.6%	26.1%
Differential	**-5.1 pp**	**-10.4 pp**	**-5.6 pp**	**-11.8 pp**	**-5.2 pp**	**-4.7 pp**

Suspension Rate						
	All	SWD	EL	LTEL	Hispanic	SED
2025 Results (Dashboard)	4.2%	9.9%	5.6%	26.1%	4.1%	4.5%
2026 Results (Internal)	3.6%	7.5%	4.4%	12.8%	3.5%	2.3%
Differential	**-0.6 pp**	**-2.4 pp**	**-1.2 pp**	**-13.3 pp**	**-0.6 pp**	**-2.2 pp**

At the time of submission, all student results on the 2025-26 school year California Assessment of Student Performance and Progress English Language Arts and Math assessments have not been published. Therefore, AJH used NWEA MAP Growth Data as an interim measure of academic growth. NWEA identifies the Conditional Growth Index (CGI) as an aggregate growth measure that can be used to show growth for a group of students.

According to NWEA guidance in using MAP Growth Data for AB1505: "For both the student and school CGI values, a CGI range of –0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more) in a subject and indicates that the growth observed is generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure."

The green shading below indicates the groups that made "one year's growth" each year. AJH met the annual growth threshold schoolwide and for all reported student groups in both Reading and Math in the 2024-25 and 2025-26 school years.

NWEA MAP Math Conditional Growth Index					
	All	SWD	EL	Hispanic	SED
2025 Results (Internal: Fall '24 - Spring '25)	0.2	0.1	0.1	0.1	0.1

NWEA MAP Math Conditional Growth Index					
	All	SWD	EL	Hispanic	SED
2026 Results (Internal: Fall '25 - Spring '26)	0.0	0.1	-0.1	-0.1	0.0

NWEA MAP Reading Conditional Growth Index					
	All	SWD	EL	Hispanic	SED
2025 Results (Internal: Fall '24 - Spring '25)	-0.1	-0.2	-0.2	-0.1	-0.1
2026 Results (Internal: Fall '25 - Spring '26)	-0.2	-0.2	-0.2	-0.2	-0.2

Conclusion

Across the two-year renewal term, AJH implemented the systems, staffing investments, instructional supports, and monitoring structures set forth in its improvement plan and achieved measurable progress against the four indicators that led to its previous low-performing designation. As a result of these actions, AJH has experienced measurable growth in the Chronic Absenteeism, Suspension Rate, Mathematics, and English Language Arts Dashboard indicators, and the Charter School has moved from a low-performing to a middle-performing designation over the two-year renewal term.

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CHARTER RENEWAL CRITERIA

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 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 deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are 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 – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of the students, evaluated using the Dashboard and Education Code Section 47607.2(b).

The CDE has published a list of high-, middle-, and low-performing charter schools. Alpha: José Hernández is pleased to have been deemed a middle-performing school by the CDE and is thus entitled to a default renewal standard, for a five-year term.

The state indicators applying to AJH include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade eight
- English Learner Progress: grades one through eight
- English Language Arts/Literacy: grades three through eight
- Mathematics: grades three through eight
- Sciences: grades five and eight

Alpha: José Hernández merits the middle performing category, as determined by law and the California Department of Education, and is thus eligible, as clearly demonstrated by the evidence for meeting the criteria for charter renewal as shown below, for a term of 5 years.

For middle-performing charter schools, Education Code Section 47607.2(b) mandates that the charter authorizer considers the performance, schoolwide and for all numerically significant student subgroups, of the Charter School on the state and local indicators on

the Dashboard. The charter authorizer shall provide greater weight to measurements of academic performance, which include the California Assessment of Student Performance and Progress ("CAASPP") ELA and math assessments, the California Science Test ("CAST"), and the English Learner Progress indicator ("ELPI").

Alpha: José Hernández documents its performance, in support of approval of its charter renewal petition, below:

CA School Dashboard State and Local Indicators

The following charts reflect Alpha: José Hernández's 2024 and 2025 Dashboard performance indicator colors for all students and, for comparison purposes, the District's and the State's.

Alpha: José Hernández has had a mix of indicator colors for the past two years, with the Suspension Rate indicator remaining at yellow while all other indicators had a higher color in 2025 compared to 2024.

2024 and 2025 Dashboard Performance Indicator Colors

Indicator	AJH		Alum Rock Union		State	
	2024	2025	2024	2025	2024	2025
ELA (academic)	Red	Orange	Yellow	Yellow	Orange	Yellow
Math (academic)	Red	Orange	Yellow	Orange	Orange	Yellow
ELPI (academic)	Red	Green	Green	Orange	Orange	Yellow
Science (academic)	*	Orange		Orange		Yellow
Chronic Absenteeism	Orange	Yellow	Red	Yellow	Yellow	Yellow
Suspension Rate	Yellow	Yellow	Green	Yellow	Green	Green

Dashboard indicator colors for All Students from 2024 and 2025 compared to District and State

AJH demonstrates neither high-performing nor low-performing status by criterion one for renewal, which requires all colors to be either red and orange or blue and green for two years. As such, AJH's performance category is determined by criterion two: comparison to state schoolwide and by student group for academic indicators.

The following charts reflect Alpha: José Hernández's 2024 and 2025 Dashboard indicator status scores for all students and student groups that perform below the state's All Students average on the academic indicators: English Language Arts ("ELA") Distance from Standard ("DFS"), Mathematics DFS, Science points earned, and English Learner Progress Indicator ("ELPI") percentage making progress.

Instances where Alpha: José Hernández exceeded the statewide average are shaded in green. Only numerically significant student groups with at least 30 students are shown, following criteria listed for determining performance category for renewal. The following student subgroups are represented: English Learners ("EL"), Long-Term English Learners ("LTEL"), Socioeconomically Disadvantaged students ("SED"), Students with Disabilities ("SWD"), and Hispanic students. By having a mix of indicators above and below the state level, Alpha José Hernández demonstrates its middle-performing category for renewal by criterion two.

2024 & 2025 Dashboard Scores for Academic Indicators compared to the State

	ELA		Math		Science	ELPI	
	2024	2025	2024	2025	2025	2024	2025
All	-109.3 DFS (96.1 pts lower)	-98.8 DFS (90.7 pts lower)	-127.3 DFS (79.7 pts lower)	-120 DFS (77.6 pts lower)	35.0 Pts (17.6 pts lower)		
EL	-119.4 DFS (51.8 pts lower)	-109.7 DFS (49.8 pts lower)	-135.5 DFS (42.1 pts lower)	-129.6 DFS (43.5 pts lower)	31.6 Pts (9.5 pts lower)	33% (12.7% lower)	47% (0.6% higher)
LTEL	-118.3 DFS (8.7 pts lower)	-121.1 DFS (16.6 pts lower)	-177.4 DFS (13.9 pts lower)	-188.5 DFS (29.6 pts lower)	28.9 Pts (5.1 pts lower)	61% (15.2% higher)	55.6% (6.5% higher)
SED	-110.5 DFS (69.6 pts lower)	-104.9 DFS (69.6 pts lower)	-128 DFS (49.8 pts lower)	-123.5 DFS (50.6 pts lower)	34.5 pts (12.6 pts lower)		
SWD	-162 DFS (66.4 pts lower)	-146.9 DFS (57.5 pts lower)	-170.4 DFS (46.1 pts lower)	-157.3 DFS (36.6 pts lower)			
Hispanic	-113 DFS (73.7 pts lower)	-102.1 DFS (68.4 pts lower)	-131.3 DFS (52.1 pts lower)	-123.5 DFS (49.9 pts lower)	34.2 pts (12.9 pts lower)		

CA School Dashboard status scores for All Students and significant student groups in 2024 and 2025 with comparison to State score in parentheses

Alpha: José Hernández also met all its local indicators on the Dashboard in both 2024 and 2025.

Indicators	2024 Dashboard	2025 Dashboard
Basics: Teachers, Instructional Materials, Facilities	STANDARD MET	STANDARD MET
Implementation of Academic Standards	STANDARD MET	STANDARD MET
Parent and Family Engagement	STANDARD MET	STANDARD MET
Local Climate Survey	STANDARD MET	STANDARD MET
Access to a Broad Course of Study	STANDARD MET	STANDARD MET

Dashboard Local Indicators: 2024 and 2025

Verified Data: MAP Growth by NWEA

NWEA identifies the Conditional Growth Index ("CGI") as an aggregate growth measure that can be used to show growth for a group of students. NWEA provides the School Conditional Growth Index for each grade level with at least 10 students tested in its Student Growth Summary Report. Since the Student Growth Summary Report only provides CGI scores split by grade level, many of the student group results are redacted. NWEA also provides student-level CGI scores in its data exports. Based on guidance from NWEA researchers, we utilized the Student CGI value to calculate the student group averages.

According to NWEA guidance in using MAP Growth Data for AB1505: "For both the student and school CGI values, a CGI range of –0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more) in a subject and indicates that the growth observed is generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure."

The tables below show the School Conditional Growth Index by grade level and the average Student CGI for each significant student group at Alpha: José Hernández for:

- Fall '22 to Spring '23
- Fall '23 to Spring '24
- Fall '24 to Spring '25
- Fall '25 to Spring '26

The green shading below indicates the groups that made "one year's growth" each year. NWEA's Student Growth Summary report does not provide a schoolwide average, so the schoolwide score below is the average of Student CGI values for all students tested following guidance from NWEA. In July 2025, new norms were released from NWEA Map. Data prior to the 2026 school year uses norms released in 2020; data for 2025-26 uses norms released in 2025.

In 2025 and 2026, Alpha: José Hernández met the growth target schoolwide and for all significant student groups in both math and reading. In the year prior, Alpha: José Hernández met the growth target schoolwide and for three of four student groups. The strong growth measures achieved by Alpha: José Hernández demonstrate that students are consistently growing at least one year's worth every year.

NWEA MAP MATH CONDITIONAL GROWTH INDEX				
Student Grade / Group	**Fall '22 – Spring '23**	**Fall '23 – Spring '24**	**Fall '24 – Spring '25**	**Fall '25 – Spring '26**
All Students Tested	**-0.3**	**0.0**	**0.2**	**0.0**
K	0.94	0.10	2.13	1.38
1st	2.51	0.93	0.34	-0.57
2nd	0.98	-0.45	-0.98	-0.38
3rd	-0.22	1.14	1.52	0.95
4th		2.28	5.49	0.47
5th	-1.24	-4.18	0.62	0.04
6th	-3.27	-0.03	1.47	0.14
7th	-1.37	0.52	-0.70	-0.96
8th	-2.82	1.73	-0.37	-0.52
English Learners	*-0.3*	*-0.1*	*0.1*	*-0.1*
Socioeconomically Disadvantaged	*-0.3*	*0.0*	*0.1*	*0.0*
Students with Disabilities	*-0.6*	*-0.4*	*0.1*	*0.0*
Hispanic	*-0.3*	*0.0*	*0.1*	*-0.1*
NWEA READING CONDITIONAL GROWTH INDEX				
Student Grade / Group	**Fall '22 – Spring '23**	**Fall '23 – Spring '24**	**Fall '24 – Spring '25**	**Fall '25 – Spring '26**
All Students Tested	**-0.4**	**-0.1**	**-0.1**	**-0.2**
K	-1.79	-2.16	3.02	0.71
1st	2.56	0.11	0.21	-0.18
2nd	-0.21	-0.25	-0.77	-0.12
3rd	-0.37	0.81	0.88	0.49
4th		0.19	-0.55	-0.75
5th	-1.19	-1.80	-0.05	-0.64
6th	-2.62	-0.45	0.34	0.16
7th	0.04	2.44	-0.19	-0.59
8th	-2.75	2.83	-0.49	-0.19

English Learners	*-0.4*	*-0.1*	*-0.2*	*-0.2*
Socioeconomically Disadvantaged	*-0.4*	*-0.1*	*-0.1*	*-0.2*
Students with Disabilities	*-0.6*	*-0.4*	*-0.2*	*-0.2*
Hispanic	*-0.4*	*-0.1*	*-0.1*	*-0.2*

NWEA MAP School Conditional Growth Index by grade level from Student Growth Summary Report; schoolwide and student group averages from Data Export Combined Data File matched to CALPADS 8.1 Student Profile report

The table below summarizes the number of student groups that met the one year's growth target of -0.2 to 0.2 CGI. The years and subjects where 50% or more of the student groups met the target are shaded in green.

NWEA MAP Fraction of Student Groups Tested Meeting One Year's Growth				
	Fall '22 – Spring '23	**Fall '23 – Spring '24**	**Fall '24 – Spring '25**	**Fall '25 – Spring '26**
Math	0/4 Student Groups	3/4 Student Groups and Schoolwide	4/4 Student Groups and Schoolwide	4/4 Student Groups and Schoolwide
Reading	0/4 Student Groups	3/4 Students Groups and Schoolwide	4/4 Student Groups and Schoolwide	4/4 Student Groups and Schoolwide

Count of student groups meeting the annual growth target of the grade levels with at least 10 students with growth scores

Through AB 126 (2026), the Legislature reinstituted verified data as a factor for middle- and low-performing charter schools. The CDE explains:

> To be eligible for inclusion as verified data, a data source (assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. In the case of academic progress information, the charter school must demonstrate that it has administered the assessment to, and included the results of, at least 95 percent of pupils for whom the assessment is appropriate. To put data in context, the charter school's enrollment must be included (by grade, if appropriate). In addition, the number of missing (in the postsecondary data) or non-tested students must be identified.[2]

The tables below show the count of students with growth scores and the count of students enrolled from Fall to Spring, according to CALPADS end-of-year reporting. Those counts were used to produce the participation rate for growth below.

The green shading below indicates the years the Charter School met the 95% participation rate criteria schoolwide.

NWEA MATH: PARTICIPATION RATE

[2] https://www.cde.ca.gov/sp/ch/verifdatacrit.asp

Student Grade / Group	2022-2023		2023-2024		2024-2025		2025-2026	
	#	%	#	%	#	%	#	%
All Grades	**394 / 412**	**96%**	**417 / 418**	**100%**	**380 / 393**	**97%**	**403 / 404**	**100%**
K	47 / 49	96%	29 / 29	100%	26 / 28	93%	30 / 30	100%
1st	46 / 48	96%	59 / 60	98%	25 / 27	93%	28 / 28	100%
2nd	50 / 52	96%	55 / 55	100%	56 / 58	97%	29 / 29	100%
3rd	52 / 56	93%	53 / 53	100%	52 / 52	100%	52 / 52	100%
4th			58 / 58	100%	49 / 50	98%	59 / 59	100%
5th	26 / 27	96%	24 / 24	100%	54 / 54	100%	54 / 54	100%
6th	56 / 59	95%	30 / 30	100%	46 / 49	94%	63 / 64	98%
7th	60 / 62	97%	56 / 56	100%	27 / 27	100%	57 / 57	100%
8th	57 / 59	97%	53 / 53	100%	45 / 48	94%	31 / 31	100%
English Learners	256 / 272	94%	273 / 274	100%	252 / 261	97%	*259 / 260*	*100%*
Socioeconomically Disadvantaged	384 / 402	96%	407 / 408	100%	364 / 377	97%	*386 / 387*	*100%*
Students with Disabilities	50 / 53	94%	60 / 60	100%	61 / 63	97%	*68 / 68*	*100%*
Hispanic	374 / 391	96%	404 / 405	100%	366 / 379	97%	*386 / 387*	*100%*

NWEA READING: PARTICIPATION RATE

Student Grade / Group	2022-2023		2023-2024		2024-2025		2025-2026	
	#	%	#	%	#	%	#	%
All Grades	**401 / 412**	**97%**	**414 / 418**	**99%**	**373 / 393**	**95%**	**388 / 404**	**96%**
K	48 / 49	98%	29 / 29	100%	26 / 28	93%	21 / 30	70%
1st	48 / 48	100%	59 / 60	98%	26 / 27	96%	27 / 28	96%
2nd	51 / 52	98%	55 / 55	100%	55 / 58	95%	28 / 29	97%
3rd	53 / 56	95%	53 / 53	100%	50 / 52	96%	51 / 52	98%
4th			56 / 58	97%	48 / 50	96%	57 / 59	97%
5th	26 / 27	96%	24 / 24	100%	53 / 54	98%	54 / 54	100%
6th	58 / 59	98%	30 / 30	100%	45 / 49	92%	64 / 64	100%
7th	61 / 62	98%	55 / 56	98%	27 / 27	100%	56 / 57	98%
8th	56 / 59	95%	53 / 53	100%	43 / 48	90%	30 / 31	97%
English Learners	262 / 272	96%	270 / 274	99%	245 / 261	94%	244 / 260	94%

Socioeconomically Disadvantaged	391 / 402	97%	404 / 408	99%	358 / 377	95%	371 / 387	96%
Students with Disabilities	50 / 53	94%	60 / 60	100%	62 / 63	98%	66 / 68	97%
Hispanic	381 / 391	97%	401 / 405	99%	359 / 379	95%	371 / 387	96%

NWEA growth participation rate based on students with growth scores divided by the count of students enrolled from Fall to Spring

Comparisons to Local Schools

To demonstrate how Alpha: José Hernández serves its community well, it can also be compared to local schools with similar demographics. The comparison schools of Aptitud Community Academy at Goss and O.S. Hubbard Elementary were chosen as those where AJH students would have otherwise attended in Alum Rock Union Elementary School District, following Santa Clara County Office of Education guidance in the 2024 Alpha: José Hernández Charter School Staff Analysis.

Alpha: José Hernández is listed in the table below alongside its comparison schools with each school's key demographic groups by percentage of the total student body in 2025. Key demographic groups are SED, EL, SWD, Hispanic, and unduplicated pupil percentage ("UPP"). SED, EL, SWD, and Hispanic student data are from the 2025 Dashboard, UPP data is from DataQuest's 2025 CALPADS UPC Source File. Among its comparison schools, Alpha: José Hernández has the highest percentage of SED, EL, and UPP students and comparable rates of SWD and Hispanic students.

School	SED %	EL %	SWD %	Hispanic %	UPP %
Alpha: José Hernández	92.7	67.0	12.3	96.8	96.4
Aptitud Community Academy at Goss	89.4	53.9	13.2	87.0	91.5
O. S. Hubbard Elementary	85.7	47.3	10.1	88.5	89.2

Alpha: José Hernández and Comparison Schools Demographics, according to the 2025Dashboard and CALPADS UPC Source File

Academic Performance Across Comparison Schools: English Language Arts and Math

Academic performance at Alpha: José Hernández and its comparison schools is demonstrated with the Dashboard measure of Distance from Standard, which evaluates performance on the CAASPP exams by average the difference between each student's score from the score required for an achievement level of "Standard Met" on the ELA and Math exams. The table below shows 2025 data by student group, alongside the change in average DFS (represented by "Δ") at each school from 2024 to 2025. Text in red indicates instances where Alpha: José Hernández had a higher 2025 DFS score, or showed higher increase from 2024, than the given comparison.

Dashboard ELA: 2025 Score and Change from 2024													
	School	All		EL		LTEL		SED		SWD		Hisp	
		2025	Δ	2025	Δ	2025	Δ	2025	Δ	2025	Δ	2025	Δ
K-8	**Alpha:** José Hernández	**-98.8**	**10.5**	**-109.7**	**9.7**	**-121.1**	**-2.8**	**-104.9**	**5.6**	**-146.9**	**15.1**	**-102.1**	**10.9**
K-8	Aptitud Community Academy at Goss	-59.5	0.0	-74.7	9.1	-89.7	4.7	-63.3	1.3	-142.9	-11.0	-69.6	0.4
	O. S. Hubbard Elementary	-93.2	-4.6	-122.5	5.8	-144.1	20.7	-102.4	-5.1	-144.6	23.8	-104.9	-8.9
Dashboard Math: 2025 Score and Change from 2024													
	School	**All**		**EL**		**LTEL**		**SED**		**SWD**		**Hisp**	
		2025	Δ	2025	Δ	2025	Δ	2025	Δ	2025	Δ	2025	Δ
K-8	**Alpha:** José Hernández	**-120**	**7.3**	**-129.6**	**5.9**	**-188.5**	**-11.1**	**-123.5**	**4.5**	**-157.3**	**13.1**	**-123.5**	**7.8**
K-8	Aptitud Community Academy at Goss	-81	-4.2	-93.5	-4.0	-171.9	-30.8	-85.1	-2.4	-157.4	0.9	-94.5	-5.0
	O. S. Hubbard Elementary	-116.3	-4.9	-133.8	-0.3	-174.8	23.7	-124.5	-2.6	-163.3	29.4	-129.1	-6.3

Dashboard Distance from Standard and Change in DFS from 2024 to 2025 schoolwide and by student group for Alpha: José Hernández and comparison schools

Alpha: José Hernández had stronger performance than one of its two comparison schools in both ELA and Math for at least three of its five significant student groups. In Math, Alpha: José Hernández also performed above both of its comparison schools for Students with Disabilities. Comparing growth between 2024 and 2025, AJH had better growth than both comparison schools schoolwide and for three of five student groups in ELA and Math.

While Alpha: José Hernández had lower scores schoolwide than its comparison schools in ELA and Math, its demographics show that it serves a higher needs population than its comparison schools. Additionally, the growth Alpha: José Hernández demonstrated from 2024 to 2025 proves a continued effort to increase its performance and serve its students well.

Academic Performance across Comparison Schools: English Learner Progress Indicator

The Dashboard uses the ELPI to report progress towards proficiency of English learners by measuring the percentage of English learners either making progress on the English Language Proficiency Assessments for California ("ELPAC") or maintaining the highest proficiency level. ELPI data from the last five years is shown in the table below for Alpha: José Hernández and its comparison schools. Instances where comparison schools performed below Alpha: José Hernández in the given school year are indicated in red. Over the past few years, Alpha: José Hernández has had a large range of ELPI scores, with an average of 43% of students making progress, and has performed above both its comparison schools in two of the past five years with Dashboard data, including 2025.

2019-2025 Dashboard % English Learners Making Progress						
	School	**2019**	**2022**	**2023**	**2024**	**2025**
K-8	**Alpha:** José Hernández	**49.0**	**37.2**	**48.0**	**33.0**	**47.0**
K-8	Aptitud Community Academy at Goss	39.2	38.1	54.8	47.0	41.1
	O. S. Hubbard Elementary	32.3	53.4	36.7	38.4	40.9

Dashboard English Learner Progress Indicator from 2019-2025 (years with reported data) for Alpha: José Hernández and comparison schools

DataQuest Stability Rate

DataQuest releases schoolwide reports on stability rate, identifying the percentage of students receiving a full year of learning in the same school in a given school year. Over the past five years, Alpha: José Hernández has maintained a consistent stability rate, averaging 89%. In the most recent four years, Alpha: José Hernández has been above one or both of its comparison schools every year, being above both in 2022, 2023, and 2025. The high stability rate at AJH relative to its comparison schools is indicative of a positive culture at the Charter School. The past five years of data is shown in the table below, with red text indicating instances where a comparison school had a lower stability rate than Alpha: José Hernández.

2021-2025 DataQuest Stability Rate (%)						
	School	**2021**	**2022**	**2023**	**2024**	**2025**
K-8	**Alpha:** José Hernández	90	90	91	86	86
K-8	Aptitud Community Academy at Goss	91	81	82	86	85
	O. S. Hubbard Elementary	92	85	81	84	83

DataQuest Stability Rate from 2021-2025 for Alpha: José Hernández and comparison schools

Renewal Requirements Met

A charter petition renewed pursuant to Section 47607.2(b) (middle performing) shall be granted a renewal term of 5 years. As clearly demonstrated by the evidence above, AJH meets this renewal criterion, and should be granted a renewal term of 5 years.

ELEMENT A. EDUCATIONAL PROGRAM

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

"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

Mission: 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.

Vision: 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 ("APS") 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 love and appreciation for our students, families, and each other.

Targeted Student Population

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

Age, Grade Levels, and Student Enrollment

Alpha: José Hernández provides a TK through 8th grade continuum, with a target enrollment of 560 students.

The anticipated enrollment plan for the next charter term is detailed below and will be followed as adequate facilities and family demands allow. Alpha also serves a highly mobile population of students and families and continues to enroll additional students at each grade level as seats become available through at least December of each school year.

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

Number of Students per Classroom									
TK	K	1st	2nd	3rd	4th	5th	6th	7th	8th
20	30	30	30	30	30	30	30	30	30

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 Alum Rock Union Elementary School District, Santa Clara County, and the State of California as a whole. This includes students who are socioeconomically disadvantaged, English learners, and those with identified special needs. Finally, it primarily serves the Latino community – one that is furthest from opportunity across metrics in East San José.

2025-26 Student Demographics *Source: Dataquest*				
Subgroups	AJH	Alum Rock	Santa Clara County	State
Socioeconomically Disadvantaged	95.2%	76.2%	40.1%	63.1%
English Learner	64.7%	40.7%	20.5%	16.2%
Special Education	15%	14.8%	12.8%	14.8%
Latino	95.7%	79.1%	40.4%	56%
African American	0.2%	0.7%	1.6%	4.8%
Asian	0.7%	12.1%	31.4%	10.3%
Filipino	1.8%	4.2%	3.5%	2.2%
Pacific Islander	0.2%	0.3%	0.4%	0.4%
White	0.7%	1.5%	14.9%	19.7%
Two or More Races	0.7%	1.8%	6.1%	4.9%

Community Need

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

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

These are also the neighborhoods that were hit hardest by the Covid-19 pandemic. The vast majority of families held jobs as essential workers, and therefore were more exposed to health risks. It also meant that their children were attempting to learn at home, often alone. Adding to this, as 76%[3] of students are or have been English Learners, the extended time away from schools placed them in linguistic isolation. The impact on these neighborhoods

[3] Source: DataQuest 25-26 Ever EL Report

was devastating – 30 of the first 100 deaths in San José happened in Mayfair alone. Our students and families are still working to heal the harm on their health, their welfare, and their children's education.

Despite 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.

Attendance

Alpha: José Hernández is a single-site school offering, at a minimum, the annual number of minutes of instruction set forth in Education Code Section 47612.5(a)(1) 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 Title 5, California Code of Regulations, Section 11960.

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. AJH 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 schoolwide Average Daily Attendance has steadily increased year over year, and our chronic absenteeism rate has decreased year over year. This has been achieved through such strategies as: developing and executing on an Alpha Attendance Playbook of procedures and strategies, increasing our touchpoints to families and students around attendance, and installing attendance case managers for our Tier 2 and Tier 3 chronically absent students.

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 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 County 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 promotes overall academic achievement.

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

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

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

School Day

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

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

Academic 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 very 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 51744, *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 —** Classrooms have an average of 30 students, with two teachers playing a role as the primary adults in a student's life at the Charter School. These two teachers collaborate around the data progress process, family communication, and other activities in which the student is engaged. Students are assigned to one of their two teachers as an advisor, and this teacher continues to provide a single point of contact for families. Providing a single point of contact is of significant benefit to families, who are able to develop a relationship with a single teacher who provides specific information about a child's performance in each core area, and can also provide an overview of both academic growth and character development.
- **7th - 8th Grade —** Classrooms have an average of 30 students, and these grades follow the departmentalized model, with four teachers playing a role teaching the core subjects (English Language Arts, Math, Science, and History/Social Studies) to students. Each student is also assigned to an advisor, who knows the student well and supports their growth plan.

Remote Learning Contingency Plan

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

Educational Philosophy

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

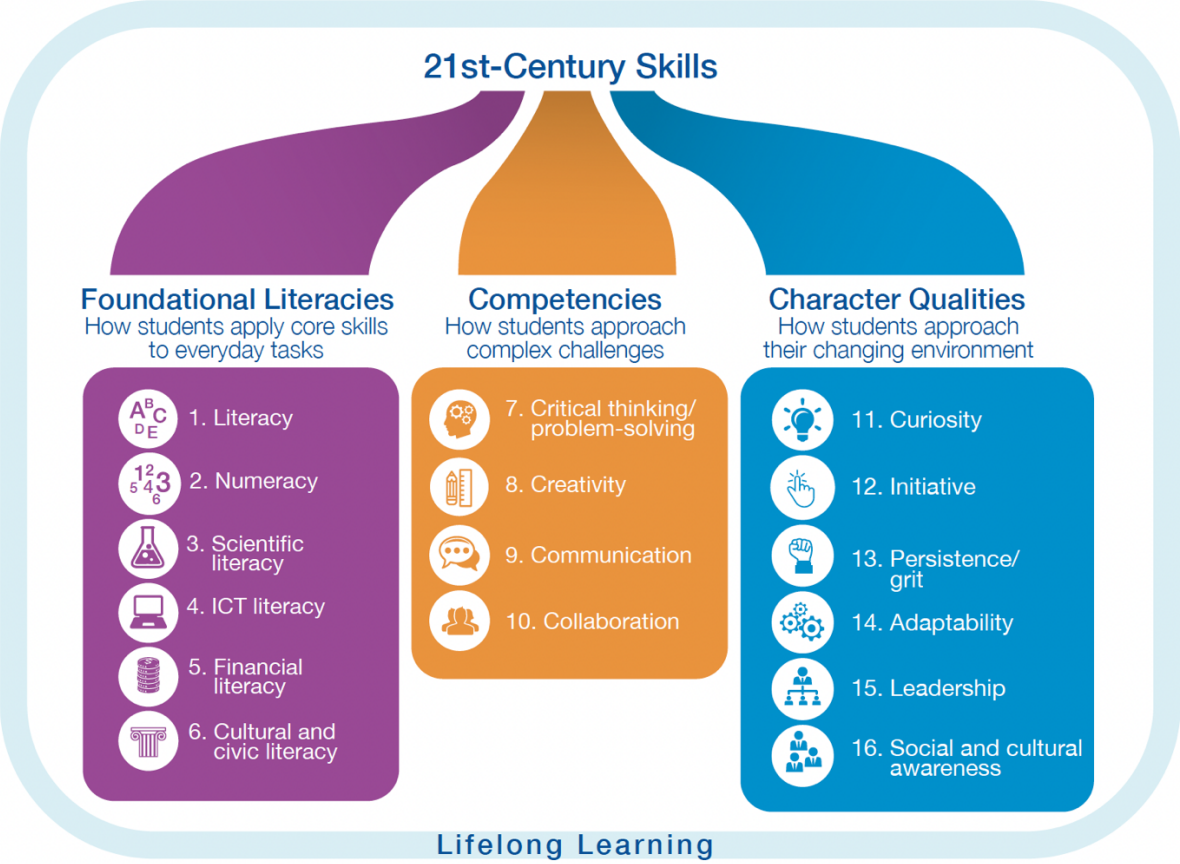
Further, we believe it is our collective responsibility to create a healthy, thriving environment where every student can become the best version of themselves and access an excellent education. We lead with empathy, recognizing that every behavior is a person's best attempt to get a need met. This mindset guides how we support, challenge, and hold

one another accountable with care. By fostering safety, trust, belonging, joy and pride, we help students build confidence, resilience, and purpose needed to thrive in school and beyond.

This educational philosophy drives our instructional program, including how we believe learning best occurs as well as our instructional practices and selection of curriculum.

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. We believe all children have a fundamental right to an excellent education that prepares them for success in college and to live with integrity. Alpha works diligently to impart the foundational literacies, competencies, and character qualities detailed in the figure below by the time a student has completed middle school. Alpha aims to support its students to become self-motivated, competent, lifelong learners.



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.

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 Charter School community focuses its attention on several key areas. This research includes the Education Trust's *Dispelling the Myth*, Fordham Institute's *Needles in a Haystack*, Nellie Mae Education Foundation's *Advancing Racial Equity in Public Education,* and Zaretta Hammond's *Culturally Responsive Teaching and the Brain*.

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. 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.

Standards-aligned

The instructional program at AJH is grounded in the rigor of the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, English Language Development ("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 State 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 professional development, collaborative planning time, and coaching ensure proper implementation.

Brain-based

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

Internalized

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

Data Driven

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

All teachers engage in collaborative data analysis with their coach and team of teachers, examining student work such as exit tickets, quizzes, unit assessments, projects, and writing assignments. This collaboration ensures teachers know exactly where their students are performing and can make appropriate changes to upcoming lessons. It also allows staff to compare data, share best practices, and normalize grading applications. Specifically, this process helps support student groups such as English learners and students with disabilities by identifying specific learning needs and implementing specialized strategies to address them.

Additionally, scheduled *Launch and Data Days* enable all staff to analyze network and site-based data to inform future planning, ensuring strong alignment between State 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.

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 their knowledge and understanding of content. Instruction properly integrated with technology allows more individualized and differentiated delivery of the curriculum.

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 social-emotional learning ("SEL") curriculum that is implemented throughout the school year. In addition to professional development centered on fostering a healthy and thriving student culture, teachers participate in activities and discussions that encourage the development of a positive and productive staff culture.

Family Empowered

Family involvement is encouraged at many levels, from parent advocate, to volunteer, to family leader. Families are both encouraged and supported in helping to improve the academic outcomes for their children, as well as the efficacy of the Charter School's 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 Charter 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 Charter 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 José 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, local educational agencies ("LEA") 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 charter authorizer 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. Designated 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.

The Charter School shall comply with the classroom size, adult to student ratio, and teacher qualification requirements, as set forth in Education Code Section 48000(g), for its TK classrooms.

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

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. The program combines knowledge-building and research-based foundational skills to develop strong readers, writers, and thinkers. Amplify CKLA receives the highest rating of *Meets Expectations* on all indicators by EdReports, 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 particularly effective for students from low-income areas, whose growth outperformed both the control group and students from high- and middle- income areas.

- **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.

Alpha also utilizes the following supplemental curricula:

- **Lalilo, TK - 3rd** – From Renaissance Learning, Lalilo is an online tool for K, 1st,2nd, and 3rd grade teachers and students. It provides personalized, adaptive exercises in phonics, word recognition, and comprehension.

Together, these core and supplementary curricula support both prioritization and mastery of the CCSS.

All incoming kindergarten students receive universal screening for reading difficulties, including dyslexia, utilizing state approved assessment tools. This screening continues, annually, for all students through the second grade.

Instructional Practice

ELA receives additional time and focus within the AJH 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, 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 State Standards.
Text-Based Learning	Students engage with a variety of literary and informational texts aligned with State Standards. These texts are carefully selected to build vocabulary, comprehension, and critical thinking skills.
Close Reading and Analysis	Students participate in close reading activities where they analyze texts deeply for meaning, author's purpose, and literary devices. This encourages students to cite evidence from the text to support their interpretations.
SyncBlasts	Students explore non-fiction articles (SyncBlasts) that cover a range of topics across disciplines. These articles help students build content knowledge, critical thinking skills, and the ability to evaluate sources.
Writing Instruction	Students receive explicit instruction in writing through scaffolded assignments that guide them through the writing process—from

	brainstorming and drafting to revising and editing. They may also engage in peer review activities to provide and receive constructive feedback.
Skill Development	Students participate in lessons that focus on language and grammar skills essential for effective communication. These lessons cover topics such as vocabulary development, sentence structure, punctuation, and literary analysis.
Digital Resources	Students access a digital library that includes multimedia elements such as audio recordings, videos, and interactive activities. These resources support differentiated instruction and engage students through varied modalities.
Collaborative Learning	Students may collaborate with peers on discussions, projects, or peer review activities facilitated by StudySync's platform. This fosters communication skills, teamwork, and deeper understanding of content.

Assessments

The core and supplementary curricula in both CKLA and StudySync are anchored in curriculum-embedded assessments. While students receive grade-level instruction aligned with the Common Core State Standards in English Language Arts, assessments tailored to individual student levels enable targeted support and opportunities for acceleration. CKLA employs a range of formal and informal assessments, such as comprehension checks, fluency assessments, writing prompts, and phonics assessments, ensuring mastery of content and skills while guiding instructional planning. StudySync integrates formative and summative assessments including quizzes, writing assignments, performance tasks, and automated scoring tools, providing ongoing feedback to guide instructional decisions and support student progress effectively. Additionally, all students in grades K-3 take the DIBELS assessment to monitor progress of foundational literacy skills and all students in grades 4-8 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 Math^2 curriculum as its core curriculum in TK - 8th grade.

- **Eureka Math^2, TK-8th** – Eureka Math^2 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. Differentiation and intervention supports are built into the Eureka Math^2 program, providing scaffolding as needed and necessary to support all students in accessing grade-level mathematics. Eureka Math^2 is aligned to the CCSS in Mathematics. The curriculum receives the highest rating by EdReports of *Meets Expectations* for grades K-8 across all categories: Focus & Coherence, Rigor & Mathematical Practices, and Usability.

Alpha also utilizes the following supplemental curricula:

- **IXL, 4th-8th** – IXL is an online tool that grades 4-8 utilize to provide personalized additional practice with standards-aligned skills in Math.

Instructional Practice

The Eureka Math^2 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. 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 Math^2 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.
Math Fluency Activities	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 Math^2 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 to monitor 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 the Charter School offers grade-level, State 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 State 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 concepts through 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. Amplify Science reflects state-of-the-art practices in science teaching and learning and receives the highest rating by EdReports of *Meets Expectations* across all categories for both TK/K through 5th grade and 6th 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. In addition, all students in grades 5 and 8 participate in the California Science Test that is administered once per year.

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. 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.

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.

Instructional Practices

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

Assessment

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

Physical Education & Personal Leadership Training

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

Core Curriculum

Curriculum for Physical Education is backwards designed from State 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 State 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' English Language Development from one proficiency level to the next, Systematic ELD builds a solid foundation in English by:
    - Utilizing a developmental continuum of language skills that is researched-based.
    - Focusing content around essential oral and written communication that is grade-appropriate and relevant to the student experience inside and outside of the classroom.
    - Allowing students to practice a variety of foundational English skills to develop their rhythm and cadence, vocabulary, understanding colloquial expressions, discourse norms, and the different forms of register.
    - Emphasizing oral language development by providing multiple opportunities in every lesson to develop student confidence, accuracy, and fluency.
    - Providing opportunities to reflect and increase student awareness of how English works.

- Understanding and providing appropriate explicit oral and written language instruction and practice.

Instructional Practices

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

At the Charter 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, the Charter School ensures that ELs receive tailored support to enhance both their academic and language development, fostering a supportive learning environment conducive to their success.

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 the 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

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	• Recognize own emotions and their influence on behavior • Accurately assess own strengths and limitations • Well-grounded sense of confidence and purpose
Self-Management	• 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	• 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	• Communicate and cooperate/negotiate conflict situations • Establish and maintain healthy and supportive relationships • Effectively navigate settings with diverse individuals and groups
Responsible Decision-Making	• 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-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.

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. Alpha's selection of instructional materials reflects a deliberate balance between analog (hands-on, physical, and paper-based) and digital (screen-mediated) learning experiences. This balance is grounded in research on student outcomes and the science of learning, which indicates that certain foundational skills develop most effectively through direct, physical engagement: writing by hand strengthens memory and retention, printed text supports deeper reading and comprehension, and concrete manipulatives build conceptual understanding before students move to abstract representation. National and international assessment data (NAEP and PISA) further suggest that students who experience an intentional mix of analog and digital learning tend to outperform those in heavily digital-only environments. Accordingly, Alpha treats technology as a purposeful tool rather than the default mode for all tasks. The guiding question is not *whether* to use technology, but *when* and *for what purpose*.

Instructional materials include, but are not limited to, the following:

- Textbooks and printed novels
- Student workbooks and consumables
- Math manipulatives (e.g., base-10 blocks, fraction tiles, measurement tools)
- Computers and projection devices
- Software programs
- Laboratory science materials
- Test preparation guides
- Internet connectivity
- Research and reading library materials
- Maps and atlases
- Dictionaries and thesauruses
- California Physical Fitness Test equipment

The proportion of analog to digital learning is calibrated by grade band. In the earliest grades (TK-2), instruction is analog-heavy, emphasizing phonics tiles, counting objects, pencil-and-paper writing, read-alouds, and handwriting practice, with brief and purposeful digital use under direct teacher guidance. In grades 3-5, analog work remains dominant (e.g., workbooks, manipulatives, printed texts, and written responses) complemented by targeted adaptive practice and scaffolded digital research. In grades 6-8, the balance broadens to include print annotation, written analysis, and physical science labs alongside digital research, multimedia projects, and collaboration tools. Balance is understood not as a fixed daily ratio, but as intentional sequencing across units, weeks, and grade bands.

The scope-and-sequence maps in Alpha's adopted curricula specify when print-based tasks, hands-on tools, and digital resources are each appropriate, and the analog components are structural rather than optional.

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

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. Include embedded assessments

Digital tools are adopted when they accelerate access, practice, or differentiation in ways that analog approaches cannot, and are deployed with intention so that screen-based work complements, rather than displaces, the hands-on and paper-based experiences shown to support durable learning.

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 approach, guided by an underlying principle: that developing excellent coaches enables them to develop excellent educators, which in turn results in improved student outcomes.

Alpha establishes development priorities annually. Using qualitative and quantitative data, we identify specific focus areas for both leaders and teachers. These focus areas are: (1) aligned with our role-specific rubrics; (2) tailored to the needs of our returning cohort; and (3) designed to improve student outcomes through a deliberate chain of development, building a specific skill in school leaders so they can help teachers grow in a corresponding skill, which in turn helps students learn more.

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, 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 skills:

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 State 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 APS community and interaction norms.

The beliefs, knowledge, and skills in the Vision of Excellent Teaching form the basis for other tools, including the APS Teacher Rubric.

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 our vision for adult learning, including the learning design for specific sessions. Sessions are designed and evaluated against the APS Session Planning and Facilitation Criteria for Success.

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. Network leaders then facilitate four total weeks of development for school staff; participation in those four weeks depends on both role and tenure.

While the specifics of the summer professional development schedule 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 belief that adult learning is a key driver for accelerating student learning. The table below provides an example of the typical summer professional development schedule.

Alpha Public Schools Summer Professional Development Schedule		
Week	**Attendees**	**Focus Areas**
1 (4 days)	School Leadership Team members Executive Team Academic Team	• Orientation (Goals, LCAP, Scorecards) • People management • Instructional leadership • Healthy and thriving environment • Role-specific learning
2 (3 days)	All new APS staff	• Orientation to APS • HR / Payroll / Tech • Mandatory trainings (e.g. mandated reporter) • Healthy and thriving environment • Supporting students with disabilities • Supporting multilingual learners • Performance management
3 (4 days)	All new instructional staff	• Academic model • Curriculum training • Planning and internalization • Data analysis
4 (2 days)	All APS instructional staff	• Academic model • Curriculum training • Planning and internalization • Grade level collaboration • Healthy and thriving environment • Restorative practices • Classroom management • Supporting multilingual learners • Social-emotional learning
5 (6 days)	Alpha: José Hernández staff	• Charter 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, data days, and an all-staff event 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 throughout the school year. Approximately once per month, network-wide professional development brings together instructional staff with similar job functions. For example, teachers across APS's 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. Please see the table below for an example of this programming over the course of a school year.

Alpha Public Schools Professional Development by Role			
Role	**Skills or Focus**	**Learning Opportunity**	**Frequency**
Teachers + Instructional Support Staff	Site-specific policies Grade band and content area meetings	Site PD	1-2 Wednesdays / month
	Instructional methodologies (aligned with multi-year strategy)	APS PD	6 Wednesdays / year
New teachers / new-to-Alpha Public Schools teachers	Classroom management	Strong Year (Strong Start + APS PD strand)	9 Wednesdays / year
Assistant Principals and instructional deans	Instructional methodologies (aligned with multi-year strategy)	Coach Development Meeting	6 Wednesdays / year
	Coaching	Coaching Seminar	2 times / year

Deans and School Operations Managers	Data analysis and response	Coach Development Meeting	6 Wednesdays / year
Principals	Instructional methodologies (aligned with multi-year strategy)	Coaching Development Meeting	6 Wednesdays / year
	Coaching	Coaching Seminar	2 times / year
	Data analysis and response	School Outcomes Council	Every four weeks
All instructional staff	Data analysis and response Grade band and content area collaboration (across sites)	Data days	2 times / year

Evaluation of Professional Learning

Ultimately, we measure the impact of our professional learning by how it improves student outcomes. Our program evaluation framework draws on Thomas Guskey's work on evaluating the impact of professional development and lays out several levels from the input (adult learning) to the goal (improved student outcomes). First, we must create a positive learning experience that participants experience as useful, clear, and well-organized. At the end of each professional learning session, we ask participants to rate the following statements on a four-point scale, where 1 = Strongly Disagree and 4 = Strongly Agree. Statements:

- The facilitator communicated at least one clear learning objective in each session.
- We met the objective of the session.
- The facilitator effectively responded to participant learning, questions, and misconceptions throughout the session.
- There was time for processing and application of learning throughout the session.
- The facilitator's tone, volume, pace, and presence supported learning.
- I am satisfied with the logistics, facilities, and communication for today's session.

Our target for quantitative statements is that the average for every learning opportunity is 95% Agree / Strongly Agree. Three open-ended responses invite participants to tell us more about what was effective or ineffective about the learning experience.

Once we create a useful, clear, and well-organized learning experience, we must also ensure that participants learn the intended knowledge and skills during the session. Every

learning opportunity includes practice or application, which enables us to collect data and artifacts to assess participant learning during the session. On the end of session survey, we ask participants to explain the core ideas in their own words and respond to 1-2 open-ended, content-specific questions that allow us to assess learning.

The next levels of the framework involve implementation of new knowledge and skill. Structures such as the observation cycle (including coaching conversations) and walkthroughs allow us to monitor implementation. We analyze student work samples and curricular assessment data to ensure that implementation has the intended effect on student learning.

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 Playbook which outlines the expectations for what instructional coaching looks like at Alpha. There are three areas of practice that we expect to appear in every instructional coaching conversation:

- **Coaching conversation components** - Success Analysis, Deep Dive, Close Out, Evidence-Based Reflection & Feedback, and Skill Focus;
- **Coaching moves** - Ask clear, effective questions, identify and deliver high leverage feedback effectively, lead with perspective and expertise, practice and maintain emotional agility, communicate effectively, ground conversations in work artifacts, balance accountability and support to ensure growth;
- **Conversation content** - Alignment with our multi-year strategy initiatives and the focus areas of our Alpha Public Schools-wide professional learning.

The cadence of coaching support at Alpha depends on role and tenure:

- **New Educators** - Biweekly coaching focused on healthy and thriving environment
- **Classroom Teachers** - Biweekly to quarterly, depending on grade band / content area alignment with multi-year strategy
- **All others** - incorporated into check-ins with their manager; cadence varies

Evaluation of Coaching

Like the overarching professional learning system, instructional coaching is intended to improve student outcomes. Before we apply the program evaluation framework to coaching, the first step is to ensure fidelity to our coaching playbook. Coaches participate in observation cycles, where network team members review videos of their coaching and score it on the Alpha Coaching Conversation Rubric, a tool that measures the level of proficiency on the coaching conversation components, coaching moves, and conversation content.

We evaluate the participant experience through in-the-moment feedback as well as a Coaching Impact Survey, administered twice a year. Coaches assess in-the-moment learning through the success of the practice and application. Additionally, the degree to which the participant is able to clearly articulate the next step (including rationale and implementation) gives insight into their newly developed understanding.

Structures such as the observation cycle (including coaching conversations) and walkthroughs allow us to monitor implementation. We analyze student work samples and curricular assessment data to ensure that implementation has the intended effect on student learning.

Family Involvement

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

Pillar	Impact	Examples
Programs and Services (Parent Learning Center)	The Alpha Parent Center provides families with educational, career, and wellness programs to champion their agency in the community.	• Adult English classes • Community food bank • Support with social resources • Folklórico classes • Los Dichos program (family multicultural literacy)
School Community	Events and convenings bring together students, families, and staff to build and celebrate community.	• 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.	• 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	• Parent Council • English Learner Advisory Committee • Alpha Board membership • Parent associations • Community organizing trainings • Parent leader committees

	are available in person and remotely, increasing opportunities for participation.	• Research meetings • Voter education • Candidate forums

The images below provide an example of the typical family engagement calendar for the Charter School.

alpha
josé hernández

2026-2027 FAMILY ENGAGEMENT CALENDAR

Mark your calendars for a fun-filled year!

** All Dates Are Subject To Change **

July

23: New Family -Cookies & Connections @ 12-3PM



August

04: 7th/8th Family MANDATORY Meeting @ 4-5:30PM
05: TK/K Academy & Parent Meeting @ 8-10AM
07: Welcome Night @ 4:30-6:30PM
11: First Day of School
27: Padres Unidos @ 5PM



September

01: Cafecito @ 8:30AM
10: Back To School @ 5 PM
16: Los Dichos (TK-4) @ 8:30AM
24: School Picture Day
24: SSC #1 @ 4:15PM
30: ELAC Meeting @ TBD



October

16: Fall Festival 4:30-6:30 PM
22: SSC #2 @ 4:15-5:15PM
26-30: Q1 Conferences + Award
31: Pepe's Fall Parade



November

02: Picture Makeups
10: Cafecito @ 8:30-9:30AM
18: Los Dichos (TK-4) @ 8:30AM



December

08: Cafecito @ 8:30-9:30AM
14-18: Theme Week
16: Los Dichos (TK-4) 8:30 AM



January

07: Padres Unidos @ 5pm
14: SSC #3 @ 4:15PM
15: AJH Winter Festival @ 5-6:30PM
21: ELAC #2 @ TBD



February

08-12: Candy Grams Sale
10: Family Conferences
22-26: Kindness Week
24: Family Conferences
24: Los Dichos (TK-4) @ 8:30 AM
25: SSC #4 @ 4:15PM



March

01-05: Read Across America
02: Cafecito @ 8:30AM
09: 8th Grade Promotion Meeting @ 5:00PM
17: Los Dichos (TK-4) @ 8:30AM
18: SSC #5 @ 4:15PM
24: Spring Egg Hunt



April

09: 8th Grade Promotion Photo
09: Spring Elementary Dance
15: Spring Open House
20: ELAC # 3
22: SSC #6 @ 4:15PM
26-30: Conferences & Q3 Awards
26-30: Themed Week



May

06: Padres Unidos Game Night @ 5-6:30 PM
12: Los Dichos (TK-4) @ 8:30AM
13: 8th Promotion Family Meeting
28: Last Day of School
TBD: 8th Grade Promotion
TBD: Kinder Promotion



June



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2026-2027 Calendario de Participación Familiar

¡Marquen sus calendarios para un año lleno de diversión!

** Todas las fechas están sujetas a cambios **

Julio

24: Nuevas familias: Galletas y conexiones @ 12-3PM



Agosto

04: Reunión de padres y de la Academia TK/K @ 8-10AM

04: Reunión obligatoria para familias de 7.º y 8.º, de 4:00 a 5:30 PM

07: Noche de bienvenida @ 4:30-6:30PM

11: Primer Día de Clases

27: Padres Unidos @ 5PM



Septiembre

01: Cafecito @ 8:30AM

10: Noche de Regreso a Clases @ 5PM

16: Los Dichos (TK-4) @ 8:30AM

24: Día de la Foto Escolar

24: SSC #1 @ 4:15PM

30: Reunión del ELAC @ TBD



Octubre

16: Festival de Otoño @ 4:30-6:30PM

22: SSC #2 @ 4:15-5:15PM

26-30: Conferencias y Premios del Primer Trimestre

31: El desfile de otoño de Pepe



Noviembre

02: Repetición de fotos

10: Cafecito @ 8:30-9:30AM

18: Los Dichos (TK-4) @ 8:30AM



Diciembre

08: Cafecito @ 8:30-9:30AM

14-18: Semana Temática

16: Los Dichos (TK-4) 8:30 AM



Enero

07: Padres Unidos @ 5pm

14: SSC #3 @ 4:15PM

15: Festival de Invierno @ 5-6:30PM

21: ELAC #2 @ TBD



Febrero

08-12: Venta de Candy Grams

10: Conferencias Familiares

22-26: Semana de la Amabilidad

24: Conferencias Familiares

24: Los Dichos (TK-4) @ 8:30 AM

25: SSC #4 @ 4:15PM



Marzo

01-05: Leer en todo Estados Unidos

02: Cafecito @ 8:30AM

09: Reunión de promoción de 8.º grado @ 5:00PM

17: Los Dichos (TK-4) @ 8:30AM

18: SSC #5 @ 4:15PM

24: Búsqueda de huevos de primavera



Abril

09: Foto de graduación de 8.º grado

09: Baile de primavera de la escuela primaria

20: ELAC # 3

22: SSC #6 @ 4:15PM

26-30: Conferencias y premios del tercer trimestre

26-30: Semana temática



Mayo

06: Noche de juegos de Padres Unidos @ 5-6:30PM

12: Los Dichos (TK-4) @ 8:30AM

13: Reunión familiar de la 8.º promoción

28: Último día de clases

Por determinar: Promoción de 8.º grado

Por determinar: Promoción de Kinder



Junio



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 demonstrating high levels of academic achievement, students demonstrating low levels of academic achievement, and students with special needs.

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.

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 the Charter 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), and 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 (minimal) or level two (developing) on the SBAC state assessments, those who earn one or more grades of "C-" or lower per grading period, or those who score below proficiency level on interim benchmark assessments. Students designated as low-achieving may or may not qualify for special education services (as discussed below). Additionally, students designated as low-achieving require holistic support that goes beyond academic interventions, which are addressed through the robust MTSS model described above.

Low-achieving students benefit from learning experiences that have clear and high expectations combined with a supportive learning environment. Additionally, low-achieving and at-risk students benefit greatly from placement in a classroom with students who achieve at different levels. Low-achieving students are thoroughly integrated into the entire student body at the Charter School and participate fully in all aspects of the curriculum. The central support system for students who are low-achieving is the full MTSS model discussed in the previous section, providing three levels of intervention for students in need of additional assistance. In addition to the integrated supports, the REACH block and weekly office hours with teachers provide additional targeted support for students who are low-achieving.

Academically High-Achieving Students

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

In addition to ensuring that the needs of high-achieving students are met inside the classrooms, Alpha takes steps to support high-achieving students outside of core instruction. This includes providing access to novels and supplemental literature activities that are appropriate for each student's reading level. An example of this may include listening to a podcast and holding a Socratic seminar based on that content, or utilizing project-based learning to incorporate ELA and Social Studies State Standards. Alpha's academically high-achieving students also have access to more advanced content when using online learning programs to ensure they continue to accelerate. These programs are adaptive and allow students to work at their own pace and move ahead if they have demonstrated mastery on specific standards.

Students Who Are English Learners

Overview

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

The majority of students currently enrolled in Alpha: José Hernández 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.

Alpha provides appropriate English Learner services and meets all applicable legal requirements for students who are ELs, including long-term English learners or English learners at risk of becoming long-term English learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing. Alpha implements policies to ensure proper placement and evaluation (Principle 1: Assets-Oriented and Needs-Responsive School), strong and supportive environment and instructional programming (Principle 2: Intellectual Quality of Instruction and Meaningful Access and Principle 3: System Conditions that Support Effectiveness) and

communication regarding ELs and the rights of students and parents (Principle 4: Alignment and Articulation Within and Across Systems).

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

Identification, Designation & Notification

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

English Language Proficiency Assessment

All students who indicate that their home language is 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: beginning to develop) 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 for whom there is no record of results from an administration of an English language proficiency test, is assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window is a four-month window after January 1 (February 1 - May 31). The English language proficiency of all currently enrolled English learners is assessed by administering the test during the annual assessment window.

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

Ongoing Assessment, Monitoring, and Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Alpha uses a variety of assessment tools, including those discussed above, to diagnose the needs of students who are English Learners. Based on the annual ELPAC results, as well as the range of assessments administered to all students, students in need of additional support and/or challenge — including students who are English learners — are identified

for differentiated instructional, acceleration, and/or support services. In addition, Alpha monitors the academic progress of reclassified students for four years.

Instruction and Intervention Strategies for Students Who Are ELs

Given that the vast majority of Alpha: José Hernández students are ELs, Alpha's program is explicitly designed to provide these students with effective, research-based educational programs and practices for increased linguistic and academic attainment. The overall model for ELD at Alpha is the use of both Integrated and Designated ELD, aligned with the 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 State 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, utilization of curriculum-suggested leveled supports based on proficiency, 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 viewed as an asset, and translanguaging is encouraged.

Designated ELD

Designated ELD is a specific instructional block where teachers use the 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 annual progress in ELD. Students who are not making adequate yearly progress, as well as students who have gaps in their academic English language development, may receive additional support.

English Learner Advisory Committee

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

Teacher Qualifications and Professional Development

Alpha is committed to hiring an instructional staff that can meet the needs of all students, including students who are ELs. As such, all teachers at AJH 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 or other CTC-recognized EL Authorization.

Alpha supports all teachers in their ongoing growth and professional development in serving students who are ELs. Professional development is provided to all administrators and teachers on effective strategies for serving students who are ELs in both integrated and designated settings. Professional development is provided on site for teachers in these programs and strategies, as well as through ongoing coaching.

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 State Standards.

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

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

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

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

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

Special Education

Alpha leverages MTSS as its foundation in ensuring we serve all students in achieving their academic, social, emotional, and behavioral outcomes. The MTSS model is described in detail earlier in **Element A – Educational Program, Serving All Students**. In addition to supports through the MTSS structure, AJH 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 appropriate education ("FAPE") 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, ADA, Section 504, and any other civil rights laws 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 County and SELPA guidelines pertaining to students with disabilities.

SELPA Affiliation

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

Alpha assumes full responsibility for providing special education and related services to eligible Charter School students across all disabilities and levels of severity, in accordance with state and federal law and regardless of students' district of residence.
Alpha follows policies and procedures of the SELPA in which it is a member and utilizes SELPA forms and information systems necessary to identify and serve students who qualify for special education. Alpha agrees to collaborate with the SELPA to respond to inquiries and requests and provide access to information and records, as needed, and is responsible for maintaining confidentiality of student records.

Alpha retains its right to operate as a public school of the County within which it operates for purposes of special education, pursuant to Education Code Section 47641(b). Should Alpha exercise this right, the specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of Alpha and the County. The language that follows is not meant to preclude alternative arrangements between the County and Alpha as agreed upon in the MOU.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

Alpha recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504. The Charter School assumes full responsibility for providing appropriate accommodations, modifications and services to address the needs of any student regardless of the student's district of residence.

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

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

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team is responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free appropriate public education. In developing the 504

Plan, the 504 team considers all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff. The 504 Plan describes the Section 504 disability and any program accommodations, modifications or services that may be necessary.

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

Services for Students under the IDEA

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

Staffing

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

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

Notification and Coordination

Alpha follows SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The SELPA policy will be used for notification of students' home districts when they 1) enroll with an IEP or 504 plan in place, 2) disenroll with an IEP or 504 plan in place, 3) become eligible for special education, 4) exit

special education. Alpha shall adopt and implement policies relating to all special education issues and referrals.

Identification

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

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

As an independent LEA for special education purposes, Alpha is solely responsible for compliance with state and federal Child Find requirements. Alpha implements policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students who have or may have exceptional needs that qualify them to receive special education services.

Referral for Assessment

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

Development and Implementation of Individualized Education Program

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 (including alternative curriculum, when appropriate), 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	AJH believes in inclusion, and supports teachers in planning and executing targeted, varied, and purposeful push-in support for students with special needs.
	Pull-Out Support	For students that require additional support, Alpha offers pull-out academic groups for students that require small group instruction in order to make academic progress. Pull-out support can be focused on access (e.g. supporting students in accessing grade level content) and/or intervention (e.g.

		supporting students in closing foundational skills gaps). The frequency and duration of this support falls across a wide spectrum depending on the needs of the student.
	Center for Learning and Inclusive Practices ("CLIP") - 1601 Campus*	Driven by student need, the CLIP Program serves students with significant disabilities, providing them with the intensive support they need while also fostering inclusion in our school communities. The program centers around a small staff to student ratio, modified and alternative curriculums, and functional communication and academic support.
	Related Services	Alpha provides all related services that are indicated in the IEP, including speech, counseling, occupational therapy, adapted physical education, and any other service listed in the IEP.
	Evaluation	At Alpha, we strive to constantly improve our effectiveness. To this end, we carefully evaluate our teachers, programs, and student outcomes to ensure that we are providing our community with the best education possible.

**The running of this program, plus decisions around the size and scope, is contingent on the number of students requiring this type of support.*

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 during the same academic year, 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.

LCFF/LCAP Annual Goals and Annual Actions to Achieve Goals for Subgroups in EC 52025

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of AJH's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in AJH's LCAP (Appendix 2). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help AJH to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

ELEMENT B. 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 charter school demonstrate that they have attained the skills, knowledge, and attitudes 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 numerically significant subgroups of pupils.

Exit Outcomes

Alpha has identified a concise set of exit outcomes, including the academic and non-academic skills, knowledge, and aptitudes that every Alpha student is expected to demonstrate by the time they complete the Charter School's TK/Kindergarten through 8th grade program. These exit outcomes operationalize Alpha's mission, that all scholars develop the academic skills and leadership habits required to succeed in college and live with integrity, and are drawn directly from Alpha's definition of what it means to be an educated person in the 21st century, as set forth in Element A: its Foundational Literacies, Competencies, and Character Qualities, together with the social-emotional competencies of the CASEL framework. They are deliberately specific, rather than aspirational generalities, so that progress toward them can be taught, assessed, and reported at the classroom level.

Academic Exit Outcomes

By the time a student completes 8th grade at Alpha, the student will be able to:

- Read, comprehend, and analyze complex grade-level texts across genres, and cite textual evidence to support inferences and claims (Literacy).
- Write clear, organized, and well-reasoned arguments, narratives, and explanatory pieces for a range of audiences and purposes (Literacy).
- Reason quantitatively, model and solve multi-step problems, and justify mathematical thinking using grade-level concepts and procedures (Numeracy).

- Apply the practices of scientific inquiry – asking questions, analyzing data, and constructing evidence-based explanations – to understand natural phenomena (Scientific Literacy).
- Locate, evaluate, and ethically use information and digital tools to research, create, and communicate (Information, Communication, and Technology Literacy).

Non-Academic Exit Outcomes (Leadership Habits and Character)

By the time a student completes 8th grade at Alpha, the student will be able to:

- Think critically and solve problems by analyzing information, weighing options, and reaching reasoned conclusions.
- Generate original ideas and approaches, demonstrating creativity in academic and real-world tasks.
- Communicate effectively in speaking, writing, and listening across academic and social settings.
- Collaborate productively with peers and adults, contributing to and learning from a team.
- Demonstrate the CASEL social-emotional competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Benchmark and Classroom-Level Skill Development

Alpha affirms that these exit outcomes are developed through, and supported by, grade-level benchmark skills and specific classroom-level skills. Alpha's curriculum and scope-and-sequence maps identify, for each grade and subject, the benchmark skills students must master to remain on track toward the exit outcomes. Teachers, in turn, translate those benchmark skills into specific, measurable classroom-level learning objectives and daily instruction, so that a student's progress toward the exit outcomes can be monitored continuously – not only at the point of exit. This progression from classroom-level objective to grade-level benchmark to TK-8 exit outcome ensures vertical coherence across the program and allows teachers and leaders to identify and respond to learning gaps in real time.

Alignment of Exit Outcomes to Mission, Curriculum, and Assessments

Alpha's exit outcomes are intentionally aligned to the Charter School's mission, curriculum, and assessments. The exit outcomes are derived from Alpha's mission and its educational philosophy as articulated in Element A, ensuring that what students are expected to demonstrate at exit is the same vision the Charter School was founded to deliver. Alpha's adopted, standards-aligned curriculum is designed to build the benchmark and classroom-level skills that ladder up to each exit outcome. Finally, the assessments described in Element C, including State assessments, interim growth assessments, and classroom and performance-based measures, are selected specifically to provide evidence of student progress toward these exit outcomes and the State Standards to which

they are aligned. In this way, mission, curriculum, instruction, and assessment form a single coherent system.

School-Wide Student Performance Goals

Alpha has established school-wide student performance goals, both schoolwide and for each numerically significant subgroup, to be achieved over the term of the charter. These goals, set forth in detail in the Pupil Outcomes section and in the Charter School's LCAP, include annual academic-growth and achievement targets (e.g., one year or more of growth on the fall-to-spring NWEA assessments in ELA and mathematics, and annual improvement in SBAC Distance from Standard), English-learner progress and reclassification targets, and engagement and climate targets. Because Alpha serves grades TK-8, its engagement goals address attendance and persistence rather than high-school graduation: Alpha projects average daily attendance at or above 95%, a middle-school dropout rate of 0%, and continued reduction of chronic absenteeism, ensuring students exit 8th grade prepared to enter and succeed in high school. Suspension and expulsion targets and student safety and belonging targets round out the school-wide goals.

Alpha acknowledges that these exit outcomes and performance goals are growth-oriented and may need to be refined, updated, or modified over time as the State Standards, statewide assessments, Dashboard methodology, and the needs of Alpha's students evolve. Consistent with the LCAP provisions below and Element C, any such modification to the outcomes, targets, or methods of measurement shall not be considered a material revision to the charter.

Pupil Achievement Measurements

Consistent with Education Code Section 52060(d) and the pupil-achievement priority, AJH affirms that its measurements of pupil achievement shall include all of the following elements, as applicable to the grade levels served by the Charter School (TK-8):

(A) Statewide assessments. Results on the assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33, or any subsequent assessment certified by the State Board – for Alpha, CAASPP) including the Smarter Balanced summative assessments in ELA and mathematics and the California Science Test ("CAST").

(B) Dashboard indicators / alternative academic performance data. The California School Dashboard indicators described in Section 52052, including the Academic Indicator (Distance from Standard in ELA and mathematics), and any applicable alternative academic performance data.

(C) UC/CSU (A-G) and career technical education completion. The percentage of pupils who successfully complete courses satisfying University of California and California State

University entrance requirements, or state board-approved CTE sequences or programs of study. As a TK-8 school, Alpha does not enroll students in grades 9-12; this measure therefore applies to Alpha's responsibility to ensure students exit 8th grade prepared to enter and succeed in A-G and CTE pathways in high school, and is not directly measured at the grade levels Alpha serves.

(D) English learner progress toward proficiency. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California or any subsequent assessment of English proficiency, as certified by the State Board, as reflected in the English Learner Progress Indicator.

(E) English learner reclassification rate. The rate at which English learner pupils are reclassified as fluent English proficient.

(F) Advanced Placement examination results. The percentage of pupils who pass an Advanced Placement examination with a score of 3 or higher. AP examinations are a high-school measure; this element applies to the grade levels served and is not applicable to Alpha's TK-8 program.

(G) Early Assessment Program / college preparedness. The percentage of pupils who participate in, and demonstrate college preparedness under, the Early Assessment Program (EAP). The EAP is administered in grade 11; this element applies to the grade levels served and is not applicable to Alpha's TK-8 program.

How the Charter Addresses the Eight State Priorities

The pupil outcomes and goals identified in this Element B, together with the LCAP referenced below, address and align to the Eight State Priorities identified in Education Code Section 52060(d) that apply to the grade levels Alpha serves, as summarized below:

#	State Priority	How Alpha Addresses It
1	**Basic Services (Conditions of Learning)**	Alpha provides appropriately assigned and credentialed teachers, sufficient access to State Standards-aligned instructional materials, and safe, well-maintained facilities. Measured by teacher misassignment rates, the Williams sufficiency of materials review, and facility inspections.
2	**Implementation of State Standards**	Alpha implements the California Common Core State Standards (ELA/literacy and Mathematics), NGSS, ELD, and all other State Standards through its adopted curriculum and instructional design. Measured by internal local-indicator surveys and curriculum-implementation reviews.

3	**Parental Involvement**	Alpha seeks and incorporates parent input through its Parent Council, English Learner Advisory Committee, family conferences, and surveys, and promotes participation of families of unduplicated and exceptional-needs pupils. Measured by participation rates and the local parent-engagement indicator.
4	**Pupil Achievement**	Alpha measures academic achievement through the statewide and local assessments detailed in the Pupil Achievement Measurements section below, including CAASPP/SBAC results, Dashboard indicators, EL progress and reclassification, and growth on interim assessments.
5	**Pupil Engagement**	Alpha monitors attendance, chronic absenteeism, and middle-school dropout to ensure students are engaged and present. Targets include average daily attendance at or above 95% and a middle-school dropout rate of 0%.
6	**School Climate**	Alpha cultivates a healthy and thriving environment promoting safety and belonging. Measured by suspension and expulsion rates, and by school-climate survey results on student safety and connectedness to a caring adult.
7	**Course Access**	Alpha ensures all students, including unduplicated pupils and students with disabilities, have access to and enroll in the broad course of study described in Element A across all grade levels served (TK/K–8). Measured by master-schedule and enrollment review.
8	**Other Pupil Outcomes**	Alpha tracks pupil outcomes in the subject areas of the broad course of study — including science, social studies, physical education, and the arts — through interim assessments, performance tasks, and report-card data aligned to its exit outcomes.

Because Alpha serves grades TK-8, Priorities 7 (Course Access) and 8 (Other Pupil Outcomes) are addressed through the broad course of study described in Element A rather than through high-school course-completion measures. A reasonably comprehensive description of Alpha's annual goals, specific actions, and expected measurable outcomes for each applicable state priority – both schoolwide and for each numerically significant subgroup – is provided in the Charter School's LCAP and in Element 1.

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ELEMENT C. METHODS TO ASSESS PUPIL PROGRESS TOWARD MEETING OUTCOMES

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." - Education Code Section 47605(c)(5)(C).

Alpha uses a variety of assessment tools that are appropriate for the grade level, curriculum, subject matter, skills, knowledge, and attitudes being assessed. These assessments are aligned with the Charter School's mission, academic program, the 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
    - Dynamic Indicators of Basic Early Literacy Skills ("DIBELS")
    - ELPAC
    - Curriculum Assessments
    - Grades
- Culture & Operations Data
    - Attendance
    - Discipline
    - Culture Survey
    - Student Demographics
    - Address Reports
- Scorecards & Combination Data
    - School Scorecards
    - Network Scorecards

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 ***(or CAA, as applicable)*** Provide criterion-based data on mastery of grade level State 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 student subgroups to inform classroom, school, and network levels adjustments to practice.	Proficient or Advanced
CAST ***(or CAA and California Alternate Performance Assessment ("CAPA"), as applicable)*** Provide data on mastery of grade level State 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 student subgroups to inform classroom, school, and network levels adjustments to practice.	Proficient or Advanced
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	Level 3 or 4, Early Advanced (4) Or meeting threshold for annual

		integrated ELD to enable students to access and express understanding of core content.	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
Desired Results Developmental Profile ("DRDP") Monitors development of age-appropriate progress as defined by the California Preschool Learning Foundations.	TK; Kinder with an IEP and age 5 throughout SY 3x per year	Teachers collect weekly evidence to track learning and developmental progress and inform support.	N/A
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 State Standards
Projects & Products (e.g. research projects, essays, lab reports, homework, etc.) Provide data on student progress toward mastery of grade level State Standards.	TK - 8 ELA, Math, Science, Social Studies, Art, Spanish, Physical Education, & Designated ELD	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 State Standards

	Ongoing, and at the end of each unit of study		
Curriculum Embedded Formative & Summative Assessments Provide data on student progress toward mastery of grade level State 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 State Standard
NWEA MAP Provide data on students' incoming academic levels. Monitor student growth over time in math and reading.	K - 8 Math 4 - 8 ELA 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 State Standards High growth and/or High Proficiency, or on growth trajectory to reach proficiency by end of 12th grade
DIBELS DIBELS monitors progress of foundational literacy skills.	K - 3 ELA Annually, in the fall, winter, and spring	Provides progress towards grade-level benchmarks and identifies specific skills to target in support of student progress towards the benchmark	Benchmark scores provided by DIBELS
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.	≥95%

		Determine the degree to which families feel welcomed and engaged in the school community.	
Grades	TK - 8	Provide families with regular reports on student progress and mastery of grade level State Standards.	Meeting grade level State Standards

Grading Policy

Alpha Public Schools employs a consistent, network-wide grading policy, including at AJH, that translates the assessment data described above into clear, regular reports of each student's progress toward mastery of grade-level State Standards. Grading is grounded in the Charter School's mission — ensuring all scholars develop the academic skills required to succeed in college and beyond — and in a developmental philosophy in which students are given scaffolds, feedback, and multiple opportunities to demonstrate mastery. Toward that end, teachers and leaders provide review sessions before major summative assessments, study guides that build the study skills students will need in college, opportunities to retake major summative assessments, structured acceptance of late work (which may be mildly penalized), and conferencing with students whose grades reflect missing work.

Grade Categories

Student grades are organized into two categories that, together, communicate both academic mastery and the college-readiness behaviors that support it:

Mastery Grades are assigned after the teacher has taught specific content or skills and students have had the opportunity to practice them. Their purpose is to measure whether a student has mastered a particular skill, concept, or standard.

College-Readiness Grades provide the student and family with information on college-readiness skills, including preparedness for class, organized materials, working well independently, collaborating well in group activities, engaging in whole-class learning, and meeting deadlines.

Gradebook Requirements by Grade Band

The minimum required assignments and category weights for each grade band are summarized below. English Language Development is a core content class graded on the same basis and reported as Pass / No Pass; REACH is likewise reported as Pass / No Pass.

Transitional Kindergarten (DRDP-Based)

In Transitional Kindergarten, progress is monitored against the eight developmental domains of the Desired Results Developmental Profile.

Category	Assignment Type	Required Minimum / Quarter
8 Domain Measures (DRDP)	Observations: 2–3 of the 8 domains per week (rotating)	Weekly
8 Domain Measures (DRDP)	Work Samples (ELA / Math): 1 per week, per subject	Weekly
College-Readiness Grades	Independent Practice	2 per week
College-Readiness Grades	Participation	Weekly

Grades K-4

Category	Assignment Type	Required Min. / Qtr.	Weight
Mastery Grades	Assessments / Tests (ELA, Math)	Per pacing guide	40%
Mastery Grades	Projects (Social Studies, Science); Exit Tickets	1 project; 1 exit ticket / week	20%
College-Readiness Grades	Independent Practice	2 per week	25%
College-Readiness Grades	Participation	Weekly	15%

Grades 5-8

Category	Assignment Type	Required Min. / Qtr.	Weight
Mastery Grades	Assessments / Tests	Per pacing guide	30%
Mastery Grades	Projects / Essays	1	20%
Mastery Grades	Exit Tickets, etc.	1 per week	20%
College-Readiness Grades	Independent Practice	2 per week	25%
College-Readiness Grades	Participation	Weekly	5%

Electives (Grades 1-8)

Elective courses are reported as Pass / Not Pass in grades 1-4 and as letter grades in grades 5-8.

Category	Assignment Type	Required Min. / Qtr.	Weight
Mastery Grades	Final Project	1 per quarter	40%
Mastery Grades	Portfolios, Essays, Exit Tickets	1 per 2 weeks	25%

Category	Assignment Type	Required Min. / Qtr.	Weight
College-Readiness Grades	Independent Practice	2 per week	15%
College-Readiness Grades	Participation	Weekly	20%

Grading Scales

Quarter and semester grades are reported on the following scales:

Mark (Grades K-4)	Percentage
4	95% and above
3	75% and above
2	61% and above
1	Below 61%

Letter Grade (Grades 5-8)	Percentage
A	89.5 – 100
B	79.5 – 89.4
C	69.5 – 79.4
D	59.5 – 69.4 (no credit)
F	50 – 59.4 (no credit)

Opportunities to Demonstrate Mastery

Consistent with its developmental philosophy, the Charter School provides students multiple opportunities to demonstrate mastery. Students may retake mastery assignments (other than end-of-term or semester finals) after engaging in corrective learning activities such as test corrections, practice work, or office hours, and the highest mastery score earned is recorded in the gradebook. Because a score of zero has a disproportionate effect on a student's overall grade, the lowest score a student may earn on a mastery assignment is 50%, except in cases of academic dishonesty, which are addressed under the Charter School's cheating policy. Students receive at least two college-readiness grades and one mastery grade each week.

Late Work and Extra Credit

As a developmental school that provides students with multiple opportunities for feedback, practice, and learning from mistakes, the Charter School maintains a late-work and extra-credit policy that may mildly penalize late work while still allowing students to

demonstrate mastery. Under the network guidelines, missing assignments may be submitted up to one week before grades are due for at least 50% credit; at least one extra-credit opportunity is offered each quarter, upon request, to any student who wishes to improve a grade but does not have multiple missing assignments depressing the average; and test corrections are offered on assessments.

Gradebook Accountability

Coaches and school leaders are responsible for regular gradebook audits, which review the timeliness of grade submission and any skewed distribution of failing or passing grades. Coaches and school leaders partner with the teacher to determine appropriate next steps, ensuring grading practices remain accurate, timely, and equitable across classrooms.

Grading for Students with Disabilities

Students with disabilities make progress on their Individualized Education Program goals, which is reported each quarter in an IEP progress report. These students also receive grades in the classes in which they are enrolled, based on the grading practices described above. Where specified in a student's IEP, modified work and modified grading expectations are provided; the parameters of any such modification are agreed upon on a case-by-case basis by the IEP team. Students are not assigned an incomplete or a score of zero for assignments given while they are receiving pull-out special education services, and they receive feedback on work completed during those services both in the moment and through quarterly progress reports.

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.

Collection

- All standardized assessment results are available electronically and are uploaded by the Principal or their designee.
- All results from assessments given at the Charter School are inputted by faculty members.
- All information pertaining to student goals is inputted by faculty members.

Analysis

- Individual students, their families, and faculty members analyze each student's individual performance through progress reports as well as report cards.
- The Charter School faculty analyze data from all of the tools listed for individual students as well as schoolwide, at least four times per year.

- The Board reviews the data, and the faculty's analysis of it, regularly to monitor and improve the Charter School's educational program.

Reporting

- Results from all of the tools listed above are available for each individual student and their parents to view at all times via a secure web-based platform that can be accessed from any internet connection or on specially designated computers at the Charter School during regular operating hours.
- The Charter School will publish a School Accountability Report Card ("SARC") that will be posted on the Charter 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 numerically significant 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 County, parents, Board of Directors, and community at large. The SARC will be posted on the Charter School's website and made available in the main office.

Continuous Improvement

Alpha is committed to using student performance data to refine and improve the educational program. In order to drive instruction, teachers collect and analyze data on a regular basis. It is essential that staff understand what students are learning and areas in which students need more assistance. Teachers participate regularly in collaborative data analysis to inform instructional planning and student support. This includes the analysis of exit tickets, quizzes, unit assessments, projects, and writing assignments. This ensures teachers know exactly where their students are performing and can make appropriate changes to upcoming lessons. It also allows for staff to compare data, share best practices, and normalize on grading applications.

There are also scheduled *Data Days* where all staff analyze network and site-based data to inform future planning. This ensures that there is strong alignment between State Standards, instructional practice, curriculum, and student need.

Too often, schools accumulate data but fail to have a plan for analysis and action. These regularly scheduled practices allow for professional development that focuses on effective uses of data, data analysis, and the development of school-wide action plans based on student performance data.

County Visitation/Inspection

Alpha will comply with a County requested visitation process to enable the County to gather information needed to validate the Charter School's performance and compliance with the terms of this charter. Additionally, Alpha agrees to and submits to the right of the County to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.

Response to Inquiries

Pursuant to Education Code Section 47604.3 the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County and the State Superintendent of Public Instruction.

ELEMENT D. GOVERNANCE STRUCTURE

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." - Education Code Section 47605(c)(5)(D).

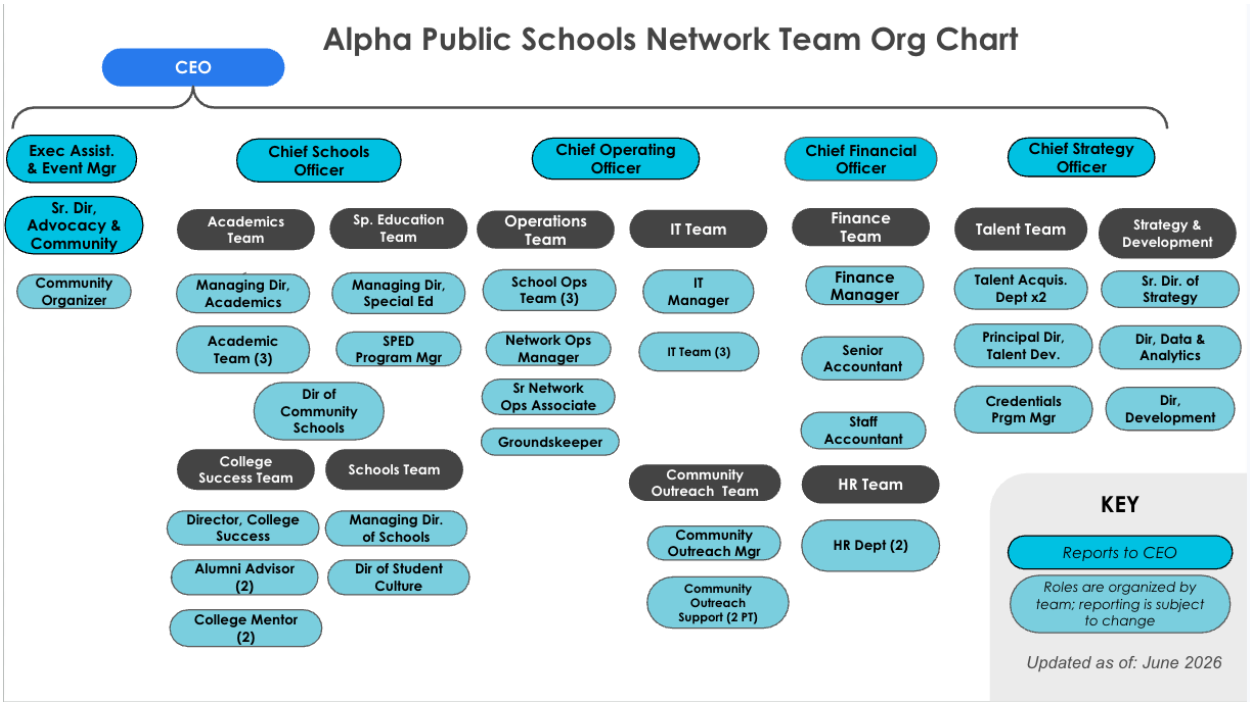
Overview

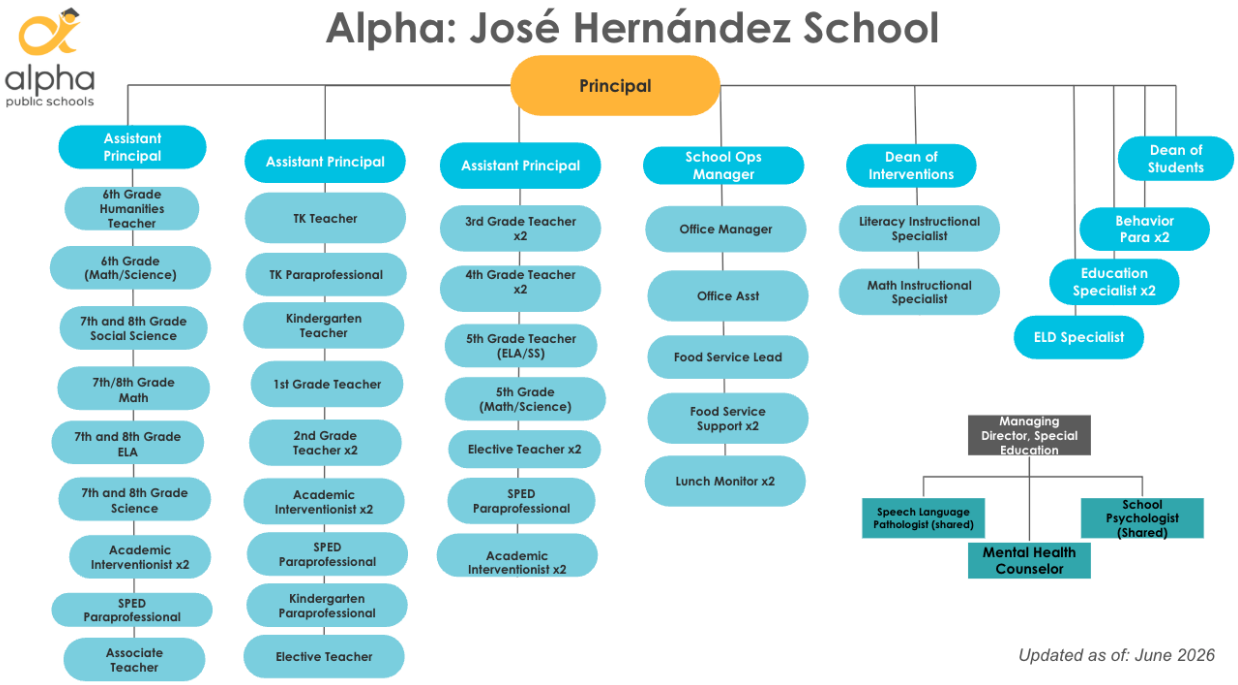
Alpha Public Schools believes that all children have a fundamental right to an excellent education. Alpha: José Hernández works in collaboration with families to ensure all scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

The governance structure of the Charter School, operated by 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.





Non-Profit Public Benefit Corporation

Alpha Public Schools has constituted itself as a tax-exempt 501(c)(3) California non-profit public benefit corporation pursuant to California nonprofit public benefit corporation law, as Alpha Public Schools, Inc.

Alpha: José Hernández is a direct funded charter school operated by Alpha Public Schools in accordance with Education Code Section 47604(a). Alpha is governed pursuant to the corporate bylaws adopted by the Board of Directors of Alpha Public Schools, which are consistent with the terms of this charter, the Charter Schools Act, and all other applicable laws. Alpha has adopted a Conflict of Interest Code that complies with Government Code Section 1090 *et seq*. as set forth in Education Code Section 47604.1, the Political Reform Act, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. All eligible filers file Form 700 annually. The Board of Directors shall comply with the California Public Records Act.

Alpha Public School's Articles of Incorporation, Corporate Bylaws, Conflict of Interest Code, and IRS Nonprofit Determination Letter are included in Appendix 3.

Alpha: José Hernández shall operate autonomously from the County with the exception of supervisory oversight as required by statute.

Pursuant to Education Code Section 47604(d), the County Board shall not be liable for the debts and obligations of Alpha Public Schools, operated as a California non-profit public

benefit corporation or for claims arising out of the performance of acts, errors or omissions by the Charter School, as long as the County Board has complied with all oversight responsibilities required by law.

Board of Directors

Alpha Public Schools is governed by a Board of Directors ("Board" or "Board of Directors") in accordance with its adopted bylaws, which shall be consistent with the terms of this charter. The Board shall be ultimately responsible for the operation and activities of the Charter School. The Board shall be governed in its operations and its actions by the corporate bylaws of the organization, which shall be consistent with the charter, the Charter Schools Act, and all other applicable laws. The primary Board responsibilities are to create, adopt and monitor a long-term strategic plan and associated budget, and to employ and evaluate the CEO.

Board Composition, Selection, and Term

In accordance with the Alpha Public Schools bylaws, the Board consists of no fewer than five (5) members and no more than fifteen (15) members. In accordance with Education Code Section 47604(c), the County shall be entitled to a single representative on the Board of Directors of the non-profit public benefit corporation. If the County appoints a representative to serve on the Board of Directors, APS may appoint an additional director to ensure an odd number of Board members. With the exception of the potential County-appointed representative, Board members shall have experience in one or more areas critical to charter school success, including but not limited to: legal, human resources, real estate, academic knowledge, finance, community, involvement/connection, fundraising, governance, relationship building, nonprofit/school operations. In addition, Alpha Public Schools will seek out members with strong geographic relationships to San José (and, as appropriate, strong connection to East San José), that represent a good demographic mix, and that have strong board experience. No interested persons, as defined in the corporate bylaws, may serve on the Board.

All directors shall be designated by the existing Board, except for the County Board representative, if any. All directors shall have full voting rights, including any representative appointed by the County Board 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 County 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. The CEO or their designee will provide a complete list of Board Members and Officers to the County by July 1 of each year.

Name	Title	Term Length	Board Term Ends
Peter MacDonald	Board Chair	3 years	June 30, 2028
Jennifer Wallner	Board Vice Chair	3 years	June 30, 2029
Adam Hendricks	Board Director	3 years	June 30, 2028
Cindy Wang	Board Director	3 years	June 30, 2028
Janine Ramirez	Board Director	3 years	June 30, 2027
Noreen Guevara	Board Director	3 years	June 30, 2027
Ines Valenzuela	Board Director	3 years	June 30, 2028
Michael White (Parent Director)	Board Director	3 years	June 30, 2028
Rohit Nayak	Board Director	3 years	June 30, 2028
Rosa Benitez (Parent Director)	Board Director	3 years	June 30, 2027
Maureen Israel	Board Director	3 years	June 30, 2029
Kanika Radhakrishnan	Board Director	3 years	June 30, 2029

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 APS 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 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 APS 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 composed solely of directors may exercise delegated authority of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. Committees, if appointed, will meet in accordance with the Brown Act, if applicable.

Advisory Committees

The Board may also, in accordance with the Corporate Bylaws, create one or more advisory committees composed of directors and non-directors, including faculty, parents, community members or other members of the public with varying areas of expertise. The purpose of a committee is to provide advice, expertise, and resources as necessary related to charter schools, finances, facilities, and other areas relevant to the success of the Charter School. The Board of Directors will select the committees.

Board Professional Development

All members of the board participate in annual training that covers, at a minimum, ethics, Conflicts of Interest, the Political Reform Act, Government Code Section 1090, *et seq.,* as set forth in Education Code Section 47604.1, and the Brown Act. In addition, new Board members are partnered with experienced ones in order to further the new Board members' effectiveness.

Board Responsibilities

APS Board Members are expected to contribute to the Board's work in each of the following ways:

- Commit to Alpha Public Schools's mission and proudly evangelize on behalf of the organization, promoting support and belief in the work being done in our schools to their friends, families, and in public
- Serve as ambassadors, advocates, and community representatives of the organization
- Attend board meetings (6-8 meetings in a typical year), including one annual retreat, in person
- Review materials for and participate in all Board meetings
- Serve on at least one committee and/or participate in other key initiatives via ad hoc working group participation
- Visit the campus and/or attend other Alpha-hosted events at least once a year
- Respond to emails or calls on a timely basis
- Complete all mandatory compliance filings and trainings
- Complete an evaluation each year that covers each of self, committee and whole Board performance
- Contribute financially at a level that is personally meaningful
- Be curious, humble, open-minded, and inclusive; and consistently demonstrate integrity in both words and actions

Additional technical responsibilities of the Board include, but are not limited to, the following:

- Oversee the implementation of the charter
- Approve and monitor the Charter School budget, fiscal reports, and the Charter School's fiscal practices
- Act as a fiscal agent, including the receipt of state and federal funds, as well as grants and donations
- Contract with an external independent auditor to produce an annual financial audit, then review and approve independent annual financial audit
- Review and approve Local Control and Accountability Plan
- Approve contracts and expenses exceeding $100,000, in accordance with Education Code Section 47605(e)(6)
- Approve and monitor the Charter School's facility arrangements and plans
- Hire, oversee, evaluate, dismiss, and determine the compensation of the CEO
- Approve and monitor implementation of Board Policies
- Participate in the dispute resolution procedure and complaint procedures when necessary
- Take action on recommended student expulsions

Alpha Public Schools may initiate and carry out any program or activity, or may otherwise act in any manner which is not in conflict with, or inconsistent with, or preempted by, any law and which is not in conflict with this charter or 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 audit(s), and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Charter School Board of Directors will attend an in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics (AB 2158), conflicts of interest, the Brown Act, and public school finance (AB 640).

To the extent allowable by law, the Board of Directors may delegate the implementation of its duties to the employees of the organization or other responsible parties. At the current time, consistent with best practice, the Alpha Public Schools Board of Directors oversees operations but delegates day-to-day authority to the Chief Executive Officer, who is responsible for the day-to-day operations but may delegate certain responsibilities to other staff, including the Principal at the Charter School. The Principal may delegate their responsibilities further to other school site staff such as the Assistant Principal, the 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 County under the Charter Schools Act.

Key Network Personnel

Alpha Public Schools's executive leadership team consists of individuals with strong expertise in the key functional areas of running a Charter Management Organization ("CMO"). These positions may include those listed below.

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.
- 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.

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.
- Oversee the effective administration of Alpha Public School's Human Resources functions

Family Involvement

As the Charter School was established by parents to serve the needs of their families and students, we believe it is imperative parents continue to be actively engaged and have a seat at the table when decisions are being made. Alpha has a strong vision for parent leadership and believes it plays a strong role in helping parents realize their power to bring about change.

Procedurally, the Charter School has the following two family government bodies, consistent with the statutory requirements for each group with respect to composition and training:

- The Parent Council
- The English Learner Advisory Committee

Details on each group are provided below. Meeting agendas and minutes are posted on the Charter School's website.

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 or their designee actively participates. In this way, parents have direct and regular communication with the Charter School's leadership. Alpha parents develop their organization based on the needs of their community.

The Parent Council also assists with the development and annual review of the Charter School's Local Control and Accountability Plan, as required by law.

English Learner Advisory Committee

Alpha: José Hernández has an English Learner Advisory Committee ("ELAC"). All families have the opportunity to participate in the Charter School's ELAC, with parents of ELs comprising at least the same percentage of the ELAC membership as ELs constitute that of the total student population. The ELAC advises the CEO, Principal, and staff on programs and services for English learners, advise the Charter School Leadership on the development of the LCAP and LCAP Federal Addendum, develop the Charter School's needs assessment, implement the Charter School's annual language census, and help make parents aware of the importance of regular school attendance.

Parental Involvement

Families are encouraged to become actively involved in the Charter School and their child's education. Several opportunities for family involvement exist and include:

- Parents are encouraged to attend the *cafecitos* or parent workshops each year. These meetings are planned by school leadership, in conjunction with other educational partners, and address such topics as high school and college preparation, academic program, school culture, and organizational planning.
- Parents are invited to all school social functions.
- Parents are asked to complete a parent satisfaction survey each year.
- APS Board meetings are open to the public, and parents are encouraged to attend.

Importantly, another decision-making body our parents are engaged with is the APS Board. We reserve four (4) board seats for APS parents to serve as Board members, including a representative of Alpha: José Hernández. We value parent directors' experience and voices, and their input positively impacts the direction of Alpha Public Schools.

Professional Development, Performance Monitoring, and Evaluation

Each faculty and staff member engages in APS'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 Assistant Principal. 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 APS 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 Charter School and its professional development activities throughout the year.

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ELEMENT E. EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the charter school."- Education Code Section 47605(c)(5)(E).

Qualifications for All Employees

Alpha Qualifications

Alpha recruits and employs professional, effective, and qualified personnel for all administrative, instructional, and non-instructional support positions. These employees demonstrate a belief in the mission, program design, instructional philosophy, and curriculum documented in this charter.

Alpha specifically seeks out employees who are:

- **Committed** – Employees who are committed to working with students in traditionally underserved communities. Approximately 80% of Alpha's students are from under-resourced communities and will be the first in their families to go to college. The majority of students identify as Latino.
- **Focused on Growth** – Employees who exhibit a strong commitment not only to our students, but also to their own continuous professional development. Employees possess the ability to receive and implement feedback quickly.
- **Collaborative** – Employees who are team-oriented and are able to implement school-wide systems effectively and consistently.
- **Organized** – Employees who are self-motivated and reliable, with the ability to plan and execute tasks.
- **Experienced** – Employees who have taught in an under-resourced community, and/or have a background of shared experience with scholars.
- **Bilingual** – Employees who are conversational in Spanish or Vietnamese (preferred).

They are also expected to possess the personal characteristics, skills, knowledge, and experience required by their individual Job Description, as detailed further below.

Additional Legal Qualifications

In accordance with Education Code Section 47605(e)(1), Alpha Public Schools shall be nonsectarian in its employment practices and all other operations. Alpha: José Hernández shall not discriminate against any individual (employee or student) based upon the actual or perceived characteristics of race, color, religion, creed, sex and pregnancy, childbirth or related medical conditions, nationality, national origin, ancestry, ethnic group identification, genetic information, age, physical or mental disability, medical condition, family care status, military and veteran status, marital status, sexual orientation, gender, gender identity, gender expression, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or

perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation or prohibited by Education Code Section 220. All employees are subject to applicable state and federal employment laws.

In compliance with Education Code Section 44050 all employees must adhere to Alpha's adopted Professional Boundaries on employee interactions with students, which is provided on an annual basis at the beginning of the school year to all employees via the Employee Handbook and to all students and families via the Family Handbook.

All employees must comply with the Alpha employee processing policies and procedures, which are maintained at the APS central office and available for County 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 APS 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

Additional detail on health and safety requirements is provided in **Element F – Health and Safety Procedures** of this petition.

Selection Process

Selection and appointment of employees at APS will be the exclusive prerogative of APS. 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 network talent development team process and monitor 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, APS implements a robust selection process. Depending 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 and/or virtual interview and live demo lesson, performance task, and/or coaching demonstration. Video demo lessons can be requested for out-of-state candidates

5. Reference Check as appropriate for specific roles (selection can be made pending positive reference checks)
6. Offer sent by email or phone call
7. Onboarding process, including background checks, TB, and licensure verification

Key Network Personnel

Chief Executive Officer
The Chief Executive Officer serves as the superintendent of Alpha Public Schools, responsible for providing visionary leadership and strategic direction to ensure the highest quality of education for all students from TK through 12th grade and through college. This role entails overseeing all network operations, instructional programs, and staff, while fostering a culture of excellence, equity, and innovation. The CEO will work closely with the Board of Directors, administrators, teachers, parents, and the community to promote student success and continuous improvement.

The CEO has the following competencies:

- Strong understanding of TK-12 education, including curriculum development, instructional practices, and student assessment.
- Knowledge of charter school laws and regulations.
- Expertise in financial management and budget development.
- Excellent leadership, communication, and interpersonal skills.
- Ability to think strategically and implement long-term plans.
- Strong problem-solving and decision-making abilities.
- Proficiency with technology and data analysis tools.
- Commitment to the mission and vision of the Charter School.

The CEO has the following qualifications:

- Master's degree in Education, Educational Administration, Business Administration, or a related field.
- 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 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 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 is a critical member of the executive leadership team, responsible for overseeing all financial operations and ensuring the fiscal health of the school network, and oversight of Human Resources. 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 Strategy Officer

The Chief Strategy Officer 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. The CXO is also 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 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, CFO, 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.
- Ability to develop and implement effective talent management strategies.
- 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.

Qualifications for School Site Personnel

Administrators

Alpha instructional administrators should have demonstrated at least three years of successful teaching or school leadership experience.

Principal

The Principal at Alpha: José Hernández shall possess leadership abilities and a comprehensive educational vision that is consistent with the Charter 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 services credential (preferred)
- Conversational Spanish or Vietnamese (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 competencies:

- A record of success in developing teachers
- Highly collaborative style
- Relationship builder with the flexibility and finesse to lead others to strong outcomes
- 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

Each Assistant Principal has the following qualifications:

- A Bachelor's degree
- Valid California teaching and/or administrative services credential (preferred)
- Instructional coaching experience
- Performance management experience (preferred)
- 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 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 of Students 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 Positive Behavioral Intervention and Supports ("PBIS") models and implementation of models in school settings (highly preferred)
- Knowledge of restorative justice (highly preferred)

The Dean of Students 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)

Dean of Academic Interventions

The Dean of Academic Interventions utilizes data to drive instruction, small group support, and targeted interventions, bridging the gap between data analysis, direct instructional support, and impactful professional development. By coaching and managing an instructional support team, the Dean of Academic Interventions ensures access to instruction for all students, addressing socio-emotional needs, promoting literacy development across all content areas, using culturally responsive strategies, and accommodating individual learning differences.

The Dean of Academic Interventions has the following competencies:

- Analysis of student data and targeted action planning and response
- Experience (formally or informally) coaching instructional staff (support staff and/or teachers)

The Dean of Academic Interventions has the following qualifications:

- A Bachelor's degree required
- Valid California teaching and/or administrative services credential (preferred)
- K-12 teaching experience with a track record of improving student outcomes

Teachers

Teachers must hold the California Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment pursuant to Education Code Section 47605(l). Alpha may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers of English learners will be required to hold an English Learner Authorization, such as CLAD or BCLAD certification, or an equivalent EL Authorization recognized by the CTC. Teachers will 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 County.

Teachers are responsible for overseeing students' academic progress, for monitoring grading, and for student advancement decisions as specified in Alpha's operational policies.

The teacher role is inclusive of teachers of core content, elective teachers, education specialists, and ELD specialists. In addition to the APS qualifications for all employees detailed above, the minimum qualifications for teachers are:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher's certificated assignment. (Education Code Section 47605(l)).

As required under Education Code Section 48000(g)(4) and subject to any future amendments, all TK teachers must possess at least one of the following:

- At least 24 units in early childhood education, 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-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

Math / Literacy Instructional Specialists

Instructional Specialists lead and support efforts to improve mathematics or literacy instruction and student achievement. This role involves direct instruction, facilitating curriculum adoption, providing professional development, coaching teachers, and analyzing student data to implement research-based instructional strategies. Core responsibilities include developing lesson plans and supplementary materials to teach standards-based curricula for a portion of the day, and demonstrating exemplary, research-based instruction through modeling, coaching, collaborative lesson planning, and co-teaching.

Instructional Specialists have the following qualifications:

- A Bachelor's degree
- A valid California single subject teaching credential in the assigned content area
- Subject matter expertise on pedagogy aligned to the assigned content area, curriculum, and assessments demonstrated by their teaching experience

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. Academic interventionists do not assign grades or approve students' work assignments. All staff will possess experience and expertise appropriate for their position as determined by the Principal.

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. Academic interventionists are 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 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

Academic Interventionists have the following qualifications:

- High school diploma or GED
- High behavioral expectations and academic expectations for all students
- Knowledge of child development and educational practices
- Experience working with students and classroom management

Special Education Paraprofessional

Special Education Paraprofessionals plan and deliver lessons to individuals and small groups of scholars (with special needs and without) that target remedial skill needs, IEP goals, and general education content. They provide in-the-moment behavior support and coaching and respond to crisis behavior as necessary. Special Education Paraprofessionals analyze data and conduct assessments to track student progress on IEP goals and assist education specialist(s) in the completion of quarterly progress reports and build relationships by collaborating with special education teachers, Managing Director of Special Education, general education teachers, school leadership team, and families regarding student needs and progress.

Special Education Paraprofessionals have the following qualifications:

- High school diploma or GED
- High behavioral expectations and academic expectations for all students
- Knowledge of child development and educational practices
- Experience working with students and classroom management

Behavior Paraprofessional

Behavior Paraprofessionals are familiar with students' behavior habits and known antecedents in order to provide proactive coaching and support prior to behavior challenges arising. They support class teams in implementing individual and classroom behavior structures, addressing off-task behaviors and acts of defiance. They provide in-the-moment behavior support and coaching, and respond to crisis behavior as necessary. Behavior Paraprofessionals analyze data and conduct assessments to track student progress on IEP goals and assist education specialist(s) in the completion of quarterly progress reports.

Behavior Paraprofessionals have the following qualifications:

- High school diploma or GED
- High behavioral expectations and academic expectations for all students
- Knowledge of child development and educational practices
- Experience working with students and classroom management

Office Manager

The Office Manager is responsible for managing key front office operations and administrative systems, maintaining an efficient office and welcoming school

environment. The Office Manager plays a critical role in supporting educators, students, and families while helping ensure the school runs smoothly in service of Alpha's mission. Core responsibilities include supporting the daily operations of the school by coordinating attendance systems, managing front office logistics, and ensuring smooth communication between students, families, and staff; managing student data and records by ensuring that filing and data entry meet compliance requirements; identifying and reporting day-to-day facilities issues and coordinate with the appropriate staff to ensure timely resolution; and building strong relationships with scholars, families, and staff to support with family engagement.

The Office Manager has the following qualifications:

- High school diploma
- 3+ years of office experience, ideally in a school setting (preferred)
- Proficiency in Microsoft Excel, PowerPoint, Word and Google applications
- Bilingual in Spanish/English (preferred)

Office Assistant

Core responsibilities of the Office Assistant include supporting the school by executing on administrative duties and all day-to-day office responsibilities in a timely and efficient manner; managing student data and records by ensuring that filing and data entry meet compliance requirements; building strong relationships with scholars, families, and Alpha staff to support with family engagement; and embodying the mission, vision and core beliefs of Alpha.

The Office Assistant has the following qualifications:

- High school diploma
- Bilingual Spanish/English (preferred)
- Proficiency in Microsoft Excel, PowerPoint, Word and Google applications

Lunch Monitor

Lunch Monitors support the school by executing lunch duties, such as serving lunch to scholars, cleaning up the lunch space, monitoring students to maintain a safe and respectful environment during lunch, and maintaining a safe and healthy campus environment.

Lunch Monitors have the following qualifications:

- Embody the mission, vision and core beliefs of Alpha
- Team-oriented and are able to implement school-wide systems effectively and consistently

Other Special Education Roles

AJH may employ a range of roles that focus on meeting the needs of its exceptional learners. These positions may include Speech-Language Pathologist, School Psychologist, Behavior Intervention Specialist, Program Specialist, and Managing Director of Special

Education. Full-time equivalent allocations of these positions may vary from year-to-year to meet the needs of AJH's population of students with disabilities. Minimum qualifications vary by role; however, each requires a minimum of a Bachelor's or Master's degree (depending on the role) and meets any licensure or certification requirements set forth by the State of California.

Services Provided via Contractors

Alpha: José Hernández receives services from 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 organizations providing contracted services are consistent with the expectations for Alpha's employees.

Professional Development, Performance Monitoring, and Evaluation

At APS, including at AJH, 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 their curricula, collaborating with colleagues to plan and internalize the material effectively, and our healthy & thriving framework. Ongoing support throughout the year includes Alpha-wide learning sessions and 1:1 coaching for all teachers, with options for additional support for teachers struggling with certain aspects of their practice. Thus, we ensure continuous growth and alignment with instructional goals.

Please see **Element A – Educational Program, Professional Development**, for additional detail on Alpha professional development, monitoring, and evaluation practices.

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ELEMENT F. HEALTH AND SAFETY PROCEDURES

"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) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3." - 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 smoke free campus, and the role of staff as mandated child abuse reporters.
- **A School Safety Plan**, including procedures for background checks, anti-discrimination and harassment policies, facility safety, and a disaster preparedness plan providing emergency procedures in case of fire, bomb threat, earthquake, flooding, crash, intrusion, or any other disaster.

These policies will be reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff. The policies are incorporated as required and/or referenced into the Student and Family Handbook, Employee Handbook, and School Safety Plan. They are updated on an ongoing basis by the CEO or designee and adopted annually by the Board of Directors.

Alpha shall ensure that staff are trained annually on the health and safety policies, including but not limited to training on emergency and first aid response (inclusive of bloodborne pathogens), and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

The following is a summary of these health, wellness, and safety policies.

Immunizations

All enrolled students who receive classroom-based instruction 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. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Upon a student's admission or advancement to the 6th grade, Alpha shall submit to the student and their parent or guardian a notification that advises students to adhere to

current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Tuberculosis Risk Assessment and Examination
Alpha shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined (if necessary) and determined to be free of active tuberculosis (TB) within the period of 60 days prior to commencing employment/service and working with students, and for employees at least once each four years thereafter, or otherwise meet the requirements of Education Code section 49406. Alpha shall maintain TB clearance records and certificates on file.

Vision, Hearing, and Scoliosis
Alpha shall comply with all federal and state legal requirements, including but not limited to the requirements of Education Code Section 49450 *et seq*., as applicable to the grade levels served by Alpha, related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school as applicable to the grade levels served by Alpha: José Hernández. Alpha shall maintain student immunization, health examination, and health screening records on file.

Medication in School
Alpha will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

CPR/First Aid
Alpha will provide CPR and First Aid training to all applicable employees, annually. Applicable employees may include school leadership, operations team members, and athletics staff.

Blood-Borne Pathogens
Alpha shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Alpha Public Schools Board has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human

immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Nutrition
Alpha is dedicated to promoting the health and wellness of its students. All students will have access to breakfast and lunch during the school day, with meals that are nutritious and meet all federal nutritional guidelines.

School Meals
The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Diabetes
Alpha will make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. Alpha will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Athletics
Alpha shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients. Alpha shall comply with the requirements of Education Code Section 49475 regarding concussions/head injuries, with respect to any athletic program (as defined in Education Code Section 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. 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

The Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites 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 Policy

Alpha shall maintain a policy on student suicide prevention in accordance 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 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.

Recess

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
Through the 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.

SAFETY ACT
Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Drug, Alcohol, and Smoke-free Environment
Alpha shall function as a drug-, alcohol-, and smoke-free environment.

Mandated Child Abuse and Neglect Reporting and Training
All employees, volunteers, contractors (whose duties require contact with or supervision of students), and governing board members of the Charter School will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by school districts. For purposes of this requirement, volunteers are defined as individuals who are over 18 years of age and interact with students outside of the immediate supervision and control of the student's parent or guardian or a Charter School employee. The Charter School shall provide training to all mandated reporters in accordance with Education Code Section 44691.

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.

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. Applicants for employment 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 Sections 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 Chair 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
AJH is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment 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 policy, as well as the Harassment, Intimidation, Discrimination, and Anti-bullying Policy is annually distributed through the APS Employee Handbook and the APS Family Handbook.

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.

Referral Protocols for Addressing Student Behavioral Health Concerns

The Board shall adopt, at a regularly scheduled meeting, a policy on referral protocols for addressing student behavioral health concerns in grades 7 to 8, inclusive. The policy shall meet the requirements of Education Code Section 49428.2, and shall be developed in consultation with Charter School and community stakeholders and Charter School-linked

behavioral health professionals, and shall, at a minimum, address procedures relating to referrals to behavioral health professionals and support services.

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)-(O):

a) Child abuse reporting procedures
b) Routine and emergency disaster procedures
c) 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
d) Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
e) A discrimination and harassment policy consistent with Education Code Section 200
f) Provisions of any school-wide dress code that prohibits students from wearing "gang-related apparel," if applicable
g) Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
h) A safe and orderly environment conducive to learning
i) The rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
j) Procedures for conducting tactical responses to criminal incidents
k) Procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
l) 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.
m) Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
n) Procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite
o) 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.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan
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 annually, 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
The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks, testing, and other requirements for individuals and entities providing transportation services for students.

Extreme Weather Policy
The Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

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ELEMENT G. MEANS TO ACHIEVE A REFLECTIVE RACIAL AND ETHNIC, SPECIAL EDUCATION AND ENGLISH LEARNER BALANCE

"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, Latino, and have identified special needs. The Charter School serves a significantly higher percentage of students who fall into one or more of these categories than the District and County averages, as seen in the unduplicated pupil count.

2025-26 Student Demographics
Source: Dataquest

Subgroups	AJH	Alum Rock	Santa Clara County	State
Socioeconomically Disadvantaged	95.2%	76.2%	40.1%	63.1%
English Learner	64.7%	40.7%	20.5%	16.2%
Special Education	15%	14.8%	12.8%	14.8%
Latino	95.7%	79.1%	40.4%	56%
African American	0.2%	0.7%	1.6%	4.8%
Asian	0.7%	12.1%	31.4%	10.3%
Filipino	1.8%	4.2%	3.5%	2.2%

Pacific Islander	0.2%	0.3%	0.4%	0.4%
White	0.7%	1.5%	14.9%	19.7%
Two or More Races	0.7%	1.8%	6.1%	4.9%

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 Public Schools develops a unique outreach plan for each school, including AJH, to ensure a diverse student body. This outreach plan, alongside student recruitment data, is reviewed and revisited bi-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
    - 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 Public Schools
    - As permitted, participation at local events and fairs such as Reid Hillview Community Day, Viva Parks, Emma Prusch Park, and Day by the Lake Multi-cultural Festival
- Specific outreach for students with special needs, including a specialized brochure, action plan, and tracker:
    - Holding annual training of recruitment team members regarding Special Education talking points, answers to FAQs, knowing local special education focused agencies, and when to loop in special education staff to answer detailed questions
    - Developing and distributing documents and fliers highlighting special education services
    - Having a prominent link on the APS website to a dedicated special education section, which includes FAQs, process for requesting assessments, description of services and model, etc.
    - Holding information sessions specific to special education at Alpha (philosophy, continuum of services, etc.)
    - Ongoing monitoring of recruitment numbers for students with special needs

While by no means an exhaustive list, the Recruitment Strategy and Outreach Plan detailed above provide concrete examples of how Alpha is meeting both the spirit and the letter of the law.

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.

ELEMENT H. ADMISSIONS POLICIES AND PROCEDURES

"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 Section 47605(e)(2)(A). No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School.
- Alpha will be nonsectarian in its programs, admission policies, and all other operations.
- Alpha shall consider students for admission without regard for and will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).
- Alpha shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Alpha may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admission preferences set forth in this Charter.
- Alpha shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.
- Alpha shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Alpha shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and

regional center meetings, that notifies parents that the Charter School is open to enroll and provide services for all students.

- Alpha shall comply with all applicable state laws regarding admission and enrollment of homeless and foster youth. Alpha shall annually review its Uniform Complaint Procedure to account for changes in law.
- Alpha will comply with all laws establishing minimum and maximum age for public school attendance.
- Alpha will ensure that all application materials provide complete information regarding application procedures, key dates, and admission preferences and requirements consistent with the approved charter.
- Alpha will not determine admission eligibility by the place of residence of a pupil or the pupil's parent or legal guardian within the state, except as otherwise required by law.
- In accordance with Education Code Sections 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 Section 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 County upon request.

Overview

The Board of Directors shall determine all policies, processes, and procedures governing application, admission, and enrollment at Alpha. All students attending Alpha must follow the application, admission, and enrollment policies of the Charter School. The application

packet for admission to Alpha includes information that allows students and parents to be informed about the Charter School's operation as a charter school, its educational programs, the academic and behavioral expectations of students, and the rights and responsibilities of students and parents who wish to become part of the Charter School. The application packet includes:

- An enrollment guide outlining the enrollment process at Alpha
- Application form which requests basic information about the prospective student, as follows:
    - Basic contact information
    - Grade level entering
    - Eligibility for preferences, as detailed below
- Alpha Student and Family Handbook

The Board shall have the sole authority to determine the size and grade-level breakdown of the student body at Alpha. The determination of Charter School capacity shall be based on, among other things, the Charter School's academic program, the Charter School's fiscal viability, the educational needs of currently enrolled students, the capacity of the school site, and the level of interest shown by students who want to attend the Charter School.

Alpha ensures that all application materials will reference application deadlines and proposed lottery dates, as well as provide complete information regarding application procedures, key dates, and admission preferences and requirements consistent with the approved charter.

Admission Criteria

The only admission requirement is that students wishing to attend Alpha must follow the Charter School's admission procedures with respect to completing application forms by the announced deadlines. Application deadlines, which will normally be in the winter for admission the following August, may be coordinated with local public schools to give students and their parents' opportunity to consider the full range of educational opportunities available to them.

If oversubscribed by the open enrollment deadline, admission to Alpha, except for existing students, shall be determined by a public random drawing in accordance with the preferences established in the next section.

Public Random Drawing and Preferences

Alpha will annually establish a publicly advertised open enrollment window and a deadline by which applications must be submitted for admission in the following school year. If the number of students who apply to attend Alpha within each grade level by the open enrollment deadline exceeds the Charter School's capacity, attendance, with the exception

of existing students, who are guaranteed enrollment in the following year, shall be determined by a public random drawing (or "lottery") for each grade level. Preference in the public random drawing shall be provided in the following order of descending priority:

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

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait-list according to their draw in the public random drawing. This wait-list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait-list carry over to the following school year. The order of admission of students at any time during the year shall be based solely on the order of applicants on the admission wait-list. Applications received after the application deadline will be held in abeyance for a subsequent lottery, if needed.

The preferences in the public random drawing as listed above are consistent with Education Code Section 47605(e)(2)(B)(i)-(iv), applicable state and federal law, the California Constitution, and Education Code Section 200, as well as non-regulatory guidance, and have been approved by the County in a public hearing. The preferences in no way will result in limiting access for students with disabilities, students who are academically low-achieving, English learners, neglected or delinquent pupils, homeless pupils, socioeconomically disadvantaged pupils, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Should preferences require modification, for example in order to meet requirements of a state or federal grant program, Alpha understands that this requires a material revision of the charter.

Lottery Procedures

Public notice will be posted in public locations and the APS website regarding the date and time of the public drawing. The lottery will be conducted by a non-interested party who will execute the lottery and verify that lottery procedures are fairly executed. The lottery will be conducted at a time that enables interested parties to attend, typically late afternoon/early evening. Students who have lottery preference as stated above shall be drawn before names of children without preference are drawn.

Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place consecutively on the same day in a single location. During the course of the lottery, if a sibling (of any grade) is selected, their sibling will also be assigned the next available numerical ranking for the

appropriate grade-level. If there is not a vacancy in the appropriate grade for the sibling, they will go to the top of the waiting list for that grade, after any other siblings of current students who are already on the list.

Although the lottery is open to the public and families are encouraged to attend, families are not required to be present at the time of the drawing to be eligible for admission. Results are texted and emailed to all applicants and follow-up phone calls are made.

Admission to Alpha is offered to students according to their numerical ranking (based on preferences) until capacity is reached. All remaining names are placed on a waiting list in order according to their numerical rank. Families of students who are offered admission will have one week 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.

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 records[4]

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.

[4] In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

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ELEMENT I. PUPIL SUSPENSION AND EXPULSION PROCEDURES

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are 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:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) 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 schooldays 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 homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).
(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information." - Education Code Section 47605(c)(5)(I)

Overview

Alpha Public Schools leverages a comprehensive PBIS system to support students in developing strong behavioral habits and goals. The ultimate goal is to reduce the need for suspension and expulsion as a disciplinary action. For more information on the PBIS model, please see **Element A – Educational Program, School Culture** of this charter. Alpha recognizes that at times infractions may still result in suspension or expulsion, and has developed the following suspension and expulsion policy and procedures in alignment with Education Code to govern those instances.

The discipline system and policies are printed and distributed as part of Alpha's Student and Family Handbook and clearly describe the Charter School's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and their parent or guardian is required to verify that they have reviewed and understand the policies prior to enrollment. These policies provide all students with an opportunity for due process and conform to applicable federal and state law regarding students with exceptional needs. Alpha collects input from families, staff, and students on its discipline policy through surveys through the year targeted towards each group, as well as through various meetings (Parent Council, Cafecitos, Teacher PD, Student Government, etc.). Any feedback collected informs the discipline policy.

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. Although charter schools are exempt from school district procedures and process for suspensions and expulsions, in creating these procedures, Alpha has reviewed Education Code Section 48900 et seq., which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of the Education Code. Alpha is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals and may modify the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal, and the procedures thereto so long as not materially different from this charter petition.

Consistent with this Policy and Procedures, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as Alpha's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the

Student Handbook which will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Alpha administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. 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 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires 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. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study written agreement pursuant to Education Code Section 51747(g).

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 extortions
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:

i. 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.
ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
iii. Causing a reasonable student to experience substantial interference with their academic performance.
iv. 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:
    i. A message, text, sound, video, or image.
    ii. A post on a social network Internet Web site including, but not limited to:
        1. 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.
        2. 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.
        3. 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.
    iii. An act of cyber sexual bullying.
        1. 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.

2. 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.

iv. 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:
        i. 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.
        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
        iii. Causing a reasonable student to experience substantial interference with their academic performance.
        iv. 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:
    i. A message, text, sound, video, or image.
    ii. A post on a social network Internet Web site including, but not limited to:
        1. 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.
        2. 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.
        3. 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.
    iii. An act of cyber sexual bullying.
        1. 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.
        2. 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.
    iv. 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.

3. 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).
4. 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 practicable, 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. 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/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone, in person, or by email. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal, CEO, or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when Alpha has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal, CEO, or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

Students recommended for expulsion are entitled to a hearing adjudicated by a neutral hearing officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing.

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 via email or other means at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served. 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. An explanation of 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. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing;
8. An explanation of 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

The hearing officer or Administrative Panel 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 AJH the hearing officer or the Administrative Panel. 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 their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Alpha must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, Alpha must present evidence that the witness' presence is both desired by the witness and will be helpful to Alpha. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room 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 record 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 determination 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 AJH'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 County. 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 County 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 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 the SELPA would be deemed to have knowledge that the student had a disability

2. Services During Suspension
Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination
Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Alpha, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If Alpha, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Alpha, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that Alpha had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent/guardian and Alpha agree to a change of placement as part of the modification of the behavioral intervention plan.

If Alpha, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then Alpha may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Alpha believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or Alpha, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent/guardian and Alpha agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if Alpha believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal, CEO, or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting
The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services
A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated Alpha's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Alpha had knowledge that the student was disabled before the behavior occurred.

Alpha shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If Alpha knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If Alpha had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Alpha shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Alpha pending the results of the evaluation.

Alpha shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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ELEMENT J. EMPLOYEE RETIREMENT SYSTEMS

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System or federal social security." - Education Code Section 47605(c)(5)(J).

The financial compensation for Charter School employees includes a salary for exempt and non-exempt employees and hourly wage for non-salaried employees that is competitive with like jobs in other local public elementary and secondary schools.

The CEO or designee oversees the arrangements for retirement coverage for all employees at Alpha. APS currently offers a 403(b) plan with a non-elective (employer-contributed) three percent contribution and up to a five percent match by APS. The plan vests immediately. All employees at Alpha: José Hernández participate in the federal Social Security System.

The Alpha Public Schools Board of Directors retains the option to participate in the State Teachers' Retirement System ("STRS") or Public Employees' Retirement System ("PERS") or to implement any other retirement plan at its disposal. If Alpha Public Schools chooses to participate in the STRS/PERS program in the future, it will work to ensure that the program is implemented in compliance with Education Code Section 47611 and directly with the Santa Clara County Office of Education and STRS/PERS to provide the appropriate payroll information.

Alpha Public Schools provides mandatory benefits such as workers' compensation, unemployment insurance, Medicare, and social security. Alpha Public Schools offers medical, dental, and vision insurance benefits to each qualifying employee at Alpha.

Please see **Element M – Dispute Resolution** for details on the Uniform Complaint Policy, which is used for resolving complaints and ensuring due process.

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ELEMENT K. ATTENDANCE ALTERNATIVES

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools" - Education Code Section 47605(c)(5)(K).

No student shall be required to attend Alpha. Students who opt not to attend Alpha may attend other public schools within their school district of residence or pursue an inter- or intra-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents or guardians of each pupil enrolled in Alpha shall be informed on admission forms that the pupil(s) has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in Alpha, except to the extent that such a right is extended by the local educational agency.

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ELEMENT L. EMPLOYEE RETURN RIGHTS

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school" - Education Code Section 47605(c)(5)(L).

All employees at Alpha Public Schools shall be considered the exclusive employees of Alpha Public Schools and not those of the Santa Clara County Office of Education unless otherwise mutually agreed in writing. District and/or County office employees:

- Shall not be required to work at Alpha.
- Shall have no automatic rights of return to the District or County after employment by the Charter School unless specifically granted by the District or County through a leave of absence or other agreement.
- Shall have any rights upon leaving the employment of a local education agency to work at Alpha Public Schools that the local education agency may specify.
- Shall have any rights of return to employment in a local education agency after employment in the charter school as the local education agency may specify and shall not be conferred any rights to return by Alpha Public Schools.
- Shall have any other applicable rights upon leaving employment to work at Alpha Public Schools that the local education agency determines to be reasonable and not in conflict with any law.

The District or County's policies and procedures and applicable collective bargaining agreements shall govern any agreement made.

Sick or vacation leave or years of service credit at the District, the County, or any other school district will not be transferred to Alpha Public Schools. Employment by Alpha provides no rights of employment at any other entity, including any rights in the case of closure of the Alpha: José Hernández.

Additional information on employee rights regarding salary, terms of employment, and benefits can be found in **Element E – Employee Qualifications** and **Element J – Employee Retirement Systems**. Employee rights are communicated through the APS Employee Handbook.

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ELEMENT M. DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(M).

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 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.

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.

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ELEMENT N. CHARTER SCHOOL CLOSURE PROCEDURES

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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 pupil records." –Education Code Section 47605(c)(5)(N).

The following procedures shall apply in the event the Charter School closes. The following procedures apply regardless of the reason for closure.
Closure of the Charter School shall be documented by official action of the Board of Alpha Public Schools. The action shall identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. Each notice required below shall include information on the responsible person and entity and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure.

- The APS Board shall provide written notification to the SCCOE of the determination of the Closure Action and of the effective date of the closure, and the contact information for the person(s) to whom reasonable inquiries may be made regarding the closure as a charter school within 72 hours of the Closure Action.
- The Charter School shall provide written notification to the home districts of the list of returning students within 10 calendar days.
- The Charter School shall provide written notification of the Closure Action and the effective date of closure of Charter School to the California Department of Education, the Charter School's SELPA, and the retirement systems in which Charter School's employees participate by registered mail within 10 calendar days.
- On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.
- The Charter School will provide notice to the parents and students within 10 calendar days of the Closure Action. The written notification shall include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records. Parents/guardians will also be provided with student information that includes grade reports, discipline records, immunization records, and specific information on completed courses and credits that meet graduation requirements.
- The Charter School will provide parents, students and the receiving school districts with copies of all appropriate student records. All transfers of student records will be made in compliance with the FERPA. As permitted by each student's district of residence, the Charter School shall transfer all appropriate student records to the district of residence, or the district to which the student is transferring if requested by the parent/guardian. The Charter School will ask the SCCOE to store original records of Charter School students for which the district of residence/district of attendance is not known or will not accept the records. If the SCCOE will not or cannot do so, the Charter School will ask the SCCOE to determine a suitable alternative location for storage. All state assessment results, special education

records, and personnel records will be transferred and maintained in accordance with applicable law.

- As soon as is reasonably practical, but no later than 90 days after the latter of the Closure Action or the effective date of the closure, the Charter School shall prepare final financial records. The Charter School's independent audit will be completed by an independent auditor who meets the qualifications to perform Charter School's annual audits, as soon as is reasonably practical, but in no case later than six months after closure, and will provide the audit report to the SCCOE promptly upon completion. The auditor and audit shall comply with all of the requirements for Charter School's annual audit as set forth in the Charter. Any costs for the audit incurred by the SCCOE shall remain a liability of Charter School until repaid in full. The final audit will delineate the disposition of all assets and liabilities. Any liability or debt incurred by Charter School shall be the responsibility of the Charter School and not the SCCOE. The Charter School understands and acknowledges that the Charter School will cover the outstanding debts or liabilities of the Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source.
- For six calendar months from the latter of the Closure Action or the effective date of the closure, sufficient staff as deemed appropriate by the APS Board will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the Charter School and student transfers.
- In addition to the final audit, Charter School shall also submit any required year-end financial reports to the California Department of Education and the SCCOE in the form and timeframe required.
- If Alpha Public Schools does not operate any other charter school other than operation of the Charter School, and Alpha Public School chooses to dissolve upon closure of the Charter School, the corporation will be dissolved according to its Bylaws.

On closure of the Charter School, all assets of the Charter School – including but not limited to all leaseholds, personal property, intellectual property developed or acquired using state or federal funds, and all ADA apportionments and other revenues generated by students attending the Charter School – which have been determined to have been generated exclusively through state and federal apportionment funds for Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall remain the assets of the Alpha Public Schools corporation. Any assets acquired from the SCCOE or SCCOE property will be promptly returned to the SCCOE upon the Charter School's closure. The distribution shall include the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. All remaining assets of Charter School will be liquidated and all creditors will be paid first.

Upon the winding up and dissolution of the corporation, if applicable, after paying or adequately providing for the debts and obligations of the corporation (including any

obligations requiring the return of grant funds on the dissolution of the corporation), any capital assets, including facilities or property, purchased in whole or part with public funds may be distributed to the SCCOE, Alpha Public Schools, or another California public school, school district, or county office of education, subject to applicable legal requirements and the Articles of Incorporation. Any remaining assets of the corporation shall be distributed to either (i) such organization organized and operated exclusively for educational purposes which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or (ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes.

This Closure Protocol shall survive the revocation, expiration, termination, or cancellation of the Charter or any other act or event that would end the Charter School's right to operate as a charter school pursuant to the Charter or cause the Charter School to cease operation.

As specified by the Alpha: José Hernández Budget in Appendix 4, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

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MISCELLANEOUS PROVISIONS

BUDGETS

"The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation." - Education Code Section 47605(h).

Budget and Financial Plan

Alpha will ensure that AJH operates using a sound financial model. The Budget Narrative, Five Year Budget, Five Year Cash Flow, and LCFF / FCMAT Calculator are included in Appendix 4 and outline all key assumptions of funding and expenditures. APS maintains board-approved fiscal control policies and procedures for the operation of APS and Alpha: José Hernández.

Financial Reporting

Alpha shall annually prepare and submit reports to the County in accordance with Education Code Section 47604.33 as follows:

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, an annual update to the LCAP required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year that reflects changes to the preliminary budget through October 31st. Additionally, by January 31, a copy of the Charter School's annual, independent fiscal audit report for the preceding fiscal year shall be delivered to the 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 for AJH commercial general liability, workers' compensation, and other necessary insurance of the types and in the amounts and types required for an enterprise of its size and nature for the operation of the Charter School and subject to the terms approved by the County's risk manager and APS' Board of Directors.

Throughout the life of this contract, Alpha shall pay for and maintain in full force and effect insurance policies issued by an insurance company or companies admitted by the California Insurance Commissioner to do business in the State of California and rated not

less than *A-/Vll* by A.M. Best Insurance Rating Guide, or in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage.

Alpha will submit documentation of adequate insurance coverage, including liability insurance, to the County on a schedule mutually agreed upon with the County, and at any other time that a policy of insurance and/or memorandum of coverage is changed or a request is made by the County for such documents.

The Charter School agrees to indemnify, defend, and hold harmless the County for the actions of Alpha and its governing nonprofit public benefit corporation under this charter, to the fullest extent permitted by law and in a manner consistent with the County's risk management policies. Pursuant to the Education Code Section 47604(d), the County shall not be liable for the debts and obligations of the Charter School, operated by a California nonprofit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the County has complied with all oversight responsibilities required by law.

ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

With the exception of services performed by the County in providing oversight to Alpha as defined by Education Code Section 47604.32, all charter-requested services from the County will be on a fee-for-service basis. SCCOE may charge for the actual cost of supervisory oversight of the Charter School, up to any maximum permitted by law (currently described and limited in Education Code Section 47613). The Charter School acknowledges that the SCCOE's actual costs in conducting its oversight obligations will meet or exceed the maximum percentage permitted by law and the SCCOE shall not be required to submit documentation of its actual oversight costs.

All administrative services will be completed by APS employees or through contracted agreements with qualified outside agencies. The Charter School may opt to contract with SCCOE for additional services for a fee, including Financial Services, STRS Enrollment and Report Preparation, Library Resources, Payroll Processing, Professional Development, Program Evaluation, School Plan, and Special Education Services. Whether to provide such services upon request shall be in the SCCOE's sole discretion. The SCCOE may charge for the actual cost of supervisory oversight of the Charter School, up to any maximum permitted by law (currently described and limited in Education Code Section 47613). The Charter School acknowledges that the SCCOE's actual costs in conducting its oversight obligations will meet or exceed the maximum percentage permitted by law and the SCCOE shall not be required to submit documentation of its actual oversight costs. The SCCOE will

invoice the Charter School for the cost of general oversight and for any additional services on a quarterly basis.

FACILITIES

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(h).

Alpha operates a single charter school within the geographic jurisdiction of Alum Rock Union Elementary School District. Alpha: José Hernández currently has a facilities use agreement with ARUSD and intends to continue working with the District for the ongoing facility needs of the Charter School. Alpha currently operates at 1601 Cunningham Ave., San José, CA 95122. Alpha will not serve grade levels not served by ARUSD unless it serves all of the grade levels served by ARUSD.

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 4 for the MOU between Alpha: José Hernández and the Alum Rock Union Elementary School District for use of the current facility.

IMPACT ON CHARTER AUTHORIZER

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

Potential Civil Liability Effects

Intent

This statement is intended to fulfill the terms of Education Code Section 47605(h) and provides information regarding the proposed operation and potential effects of the Charter School on the County.

Civil Liability

Alpha shall be operated by a California nonprofit public benefit corporation, Alpha Public Schools. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to 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. AJH shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of Alpha.

The corporate bylaws of Alpha Public Schools shall provide for indemnification of the Charter School's Board, officers, agents, and employees. The Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

The County shall be named an additional insured on the general liability insurance that Alpha Public Schools maintains for the operation of Alpha.

The Board of Alpha Public Schools will maintain and implement appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Public Record

Alpha acknowledges that Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Alpha, to provide certain information in certain formats and in certain ways to the general public and specifically to parents of students at Alpha and of the County. Alpha further acknowledges that it has the obligation to provide all of such information to the County that is required by these referenced authorities in a timely manner so that the County may meet its obligations under those authorities as well. To the extent that there is information that the County has, but that Alpha does not have that Alpha needs in order to meet its obligations, the County shall provide the same to Alpha in a reasonably timely manner upon request.

Appendix 1

Letters of Support

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CITY OF SAN JOSE
CAPITAL OF SILICON VALLEY

Office of Councilmember Peter Ortiz

East San José, District 5

June 12th, 2026

Dear Santa Clara County Board of Education,

As the Councilmember representing the diverse neighborhoods of East San José, It is my pleasure to offer support for Alpha Public Schools' request for charter re-authorization for Alpha: Jose Hernandez School. I believe Alpha Public Schools' stated mission of ensuring all scholars develop the academic skills and leadership habits required to succeed in college and live with integrity serves to uplift the East San Jose community. I want to see more students from underserved communities graduating from college and returning as leaders in the community and Alpha has demonstrated a commitment to doing that.

This year, our office has partnered with Alpha to support families and strengthen community connections in East San José. We were proud to collaborate with your team during the Christmas Tree Giveaway, Viva Calles, and the Cinco de Mayo Parade, where our folklórico group had the opportunity to perform and celebrate our culture with the community. These partnerships have helped bring meaningful resources, traditions, and opportunities directly to East Side families.

We are grateful for Alpha's continued commitment to our community and strongly support its efforts to expand access to programs and services that uplift local families.

Alpha: José Hernández School serves the most underserved populations in Santa Clara County as is evidenced by them having one of the highest percentages of unduplicated students in the county. Renewing their charter allows them to continue providing a good education and support for those students and their families. It also allows for our partnership to continue providing families in East San Jose with resources and experiences that enrich their lives and empower their community.

Sincerely,

The Honorable Peter Ortiz
San José City Councilmember | District 5

200 E. Santa Clara St., 18th Floor-Council, San José, CA 95113 ***tel*** (408) 535-4905 district5@sanjoseca.gov www.sanjoseca.gov

SECOND HARVEST of SILICON VALLEY

Curtner Center
750 Curtner Avenue
San Jose, CA 95125
408-266-8866

Cypress Center
4001 North First Street
San Jose, CA 95134
408-266-8866

Bing Center
1051 Bing Street
San Carlos, CA 94070
650-610-0800

shfb.org

Date: June 16th, 2026

Dear Santa Clara County Board of Education

On behalf of Second Harvest of Silicon Valley, I am pleased to offer support for Alpha Public Schools' request for charter re-authorization for Alpha: Jose Hernandez School. I believe Alpha Public Schools's stated mission of ensuring all scholars develop the academic skills and leadership habits required to succeed in college and live with integrity serves to uplift the East San Jose community. I want to see more students from underserved communities graduating from college and returning as leaders in the community and Alpha has demonstrated a commitment to doing that.

Second Harvest of Silicon Valley is the hub of the local charitable food system, serving more than 500,000 individuals each month through a network of more than 400 nonprofit organizations at 900 locations. For the last 11 years and 3 months, Second Harvest of Silicon Valley has partnered with Alpha School to provide free and healthy food to families in East San Jose. Alpha School has been a great partner and to ensure we provide food to the community before, during and after the pandemic. Alpha School provides free nutritious groceries and fresh produce to an average of 360 households a month. We would like for Alpha Jose Hernandez School to continue to be open so we can continue with the partnership and serve clients in need in our community.

Alpha: Jose Hernandez School serves some of the most underserved populations in Santa Clara County. Renewing their charter allows them to continue providing a good education and support for those students and their families. It also allows for our partnership to continue providing families in East San Jose with resources and experiences that enrich their lives and empower their community.

Sincerely,

Tracy Huynh

Regional Program Manager

Second Harvest of Silicon Valley

PARTNER FOOD BANK OF FEEDING AMERICA

Date: 6/9/2026

From: La Mesa Verde/Sacred Heart Community Service

Dear Santa Clara County Board of Education,

Sacred Heart Community Service, as an organization, and La Mesa Verde, as a program, believe that poverty is not inevitable. It is a result of a lack of commitment to build a just society and economy that ensures everyone has what they need. Our vision is a community united to ensure that every child and adult is free from poverty. That is why we are writing this letter to support Alpha Public Schools, because we believe they share our mission and values. If we work together, we can truly build a better world for these kids and families. But to get there, we have to make sure they have the essentials first, especially reliable food and a great educational place to learn and grow.

It is my pleasure to offer support for Alpha Public Schools' request for charter re-authorization for Alpha: Jose Hernandez School. I believe Alpha Public Schools' stated mission of ensuring all scholars develop the academic skills and leadership habits required to succeed in college and live with integrity serves to uplift the East San Jose community. I want to see more students from underserved communities graduating from college and returning as leaders in the community, and Alpha has demonstrated a commitment to doing that.

For the last 2-3 months, La Mesa Verde SHCS has partnered with Alpha to provide vegetable gardens to the Jose Hernandez families in East San Jose. Our collaboration with the Alpha: Jose Hernandez consisted of the creation of the Jose Hernandez Middle School vegetable garden. This garden serves as a vital community resource for growing seasonal, culturally relevant vegetables. Beyond providing fresh food, it acts as a sanctuary for emotional health and family bonding. It is a place of wonder and discovery where families connect, and the neighborhood grows stronger together. In addition, this is an educational space where children and parents learn about gardening and, more importantly, how food grows.

Alpha: José Hernández School serves the most underserved populations in Santa Clara County as is evidenced by them having one of the highest percentages of unduplicated students in the county. Renewing their charter allows them to continue providing a good education and support for those students and their families. It also allows for our partnership to continue providing families in East San Jose with resources and experiences that enrich their lives and provides them with fresh food and an opportunity to connect with one another through gardening.

Sincerely,

Lucia Garcia

Manager, La Mesa Verde SHCS

June 16, 2026

Anthony Quihuis
1608 Las Plumas Avenue
San José, CA 95133

Dear Santa Clara County Board of Education,

On behalf of my San José Works team, it is my pleasure to offer support for Alpha Public Schools' request for charter re-authorization for Alpha: Jose Hernandez School. We believe Alpha Public School's stated mission of ensuring all scholars develop the academic skills and leadership habits required to succeed in college, lead with integrity, and serve to uplift the East San Jose community. We want to continue seeing Alpha Public School's students from our underserved communities receive quality academic support as they prepare for a successful college endeavor.

For the last two summers, San José Works has partnered with Alpha Public Schools, to provide approximately five students, each summer, the opportunity to participate in our annual Summer Work Experience Program. During the summer program, students implement academic skills as workforce skills, such as verbal and written communication, time management, and task organizational methods. As a result, students improve their current skill set, acquire new workforce skills, and earn an income. More importantly, students realize their efforts at higher levels of academic performance will benefit their future college and career ambitions.

Alpha: José Hernández School respectfully serves our most underserved populations in Santa Clara County as evidenced by recording some of the highest percentages of unduplicated students in the county. Renewing their charter will allow teachers, faculty, and staff to continue providing a good education and support for students and their families. It also allows for our partnership to continue providing future students in East San Jose with resources and experiences that enrich their lives and empower their community.

Sincerely,
A Quihuis
Anthony Quihuis
Workforce and Business Development
San José Works
City of San José – Office of Economic Development

info@ourcityca.org
Tax ID: 88-0828713

May 1st, 2026
To: Santa Clara County Board of Education
Subject: Support for Alpha Jose Hernandez's Charter Re-Authorization

Dear Esteemed Board Members,

Our nonprofit organization is honored to support Alpha Public Schools' request for charter re-authorization for Alpha: Jose Hernandez School. We believe Alpha Public Schools's stated mission of ensuring all scholars develop the academic skills and leadership habits required to succeed in college and live with integrity serves to uplift the East San Jose community.

Our City is a 501c3 nonprofit organization dedicated to strengthening our underserved communities in Santa Clara County and community-building through educational and beautification projects to improve the quality of life of all residents. We aspire to see more students from underserved communities graduating from college and returning as leaders in the community, and Alpha has demonstrated a commitment to doing that.

For the last few months, Our City has partnered with Alpha Jose Hernandez school to provide their 6th-grade class the opportunity to design and paint a utility box in the area, exposing them to the benefits of art, the city council process, and building their advocacy and leadership skills to express and represent their school and neighborhood. We are also securing funds to bring a financial literacy camp to Jose Hernandez students. Enhancing the well-being and academic success of our local children and youth is central to the work Our City does, and we are grateful for Jose Hernandez School and the administration's partnership.

Our City is proud to support Alpha Public Schools charter re-authorization for Alpha: Jose Hernandez School. We look forward to continued collaboration in service of East San José families, and the well-being and academic success of our local children and youth.

Sincerely,
Patricia Mendoza, Executive Director
Patricia@OurCityCa.Org

Follow Us on Instagram, Facebook & LinkedIn

Docusign Envelope ID: BCA1AEE5-8AF0-8C5E-8316-3C8CDDE4DDBA

Date: June 15, 2026

Dear Santa Clara County Board of Education,

This is written in support of Alpha Public Schools' request for charter re-authorization for Alpha: Jose Hernandez School. We believe Alpha Public Schools's stated mission of ensuring all scholars develop the academic skills and leadership habits required to succeed in college and live with integrity serves to uplift the East San Jose community. We want to see more students from underserved communities graduating from college and returning as leaders in the community and Alpha has demonstrated a commitment to doing that.

For the past several years, our organization has partnered with Alpha to provide parent outreach support and we have served its students as scholars in our College Success Program, providing support through the first two years of college including career counseling. We have also partnered with their High School to provide their students with college and career readiness support through our College and Career Exploration Program.

Alpha: José Hernández School serves the most underserved populations in Santa Clara County as is evidenced by them having one of the highest percentages of unduplicated students in the county. Renewing their charter allows them to continue providing a good education and support for those students and their families. It also allows for our partnership to continue providing families in East San Jose with resources and experiences that enrich their lives and empower their community.

Sincerely

Signed by:
Ed Alvarez
5EC6BE35206B401...

Edward Alvarez

President

Latino Education Advancement Foundation

Appendix 2

Theory of Action:

LCAP

School Improvement Plan

Improvement Plan Tracker

24-25 & 25-26 Student Growth Reports

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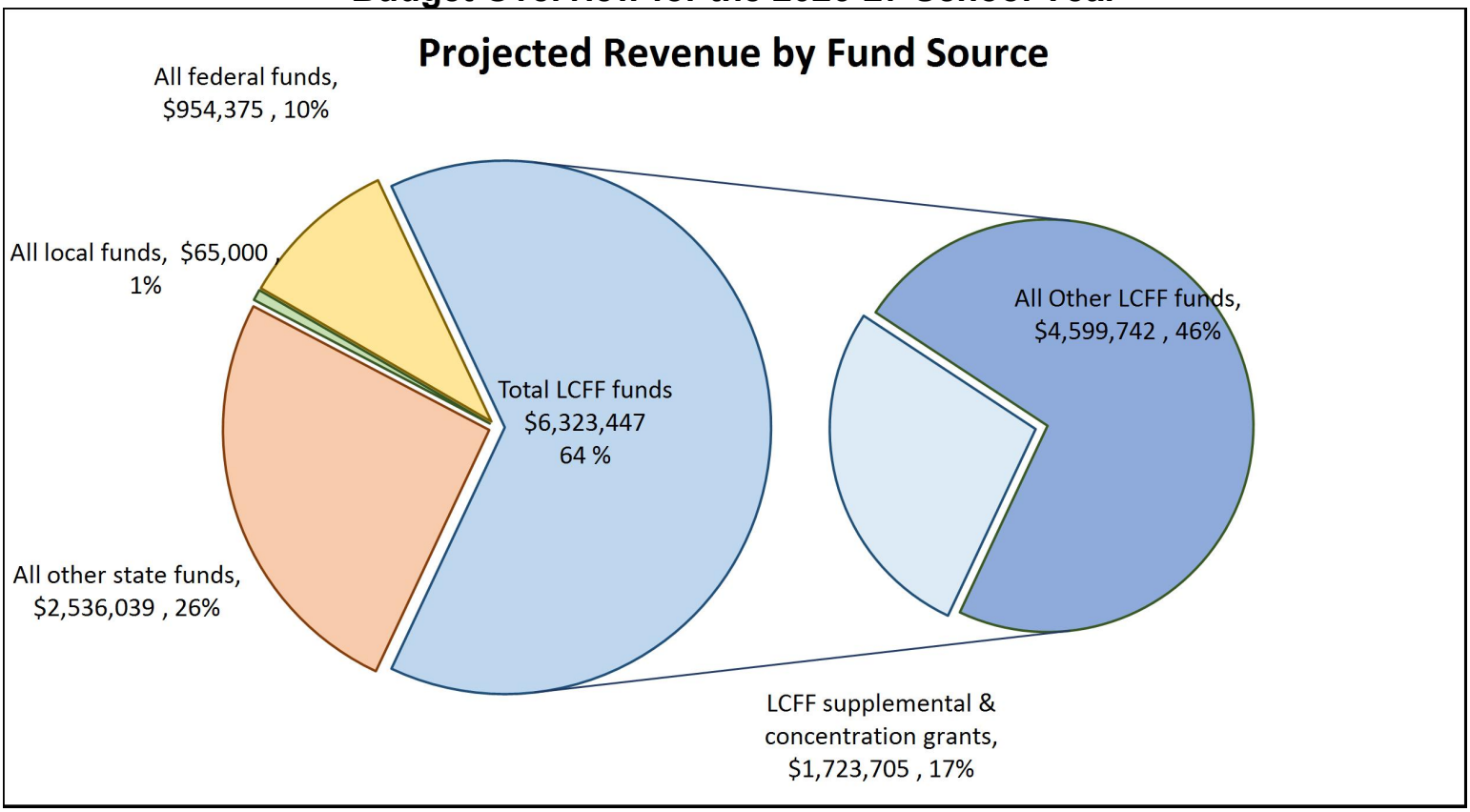
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alpha: José Hernández School
CDS Code: 43104390129213
School Year: 2026-27
LEA contact information:
Julianna Parra
Principal

408-209-7982

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

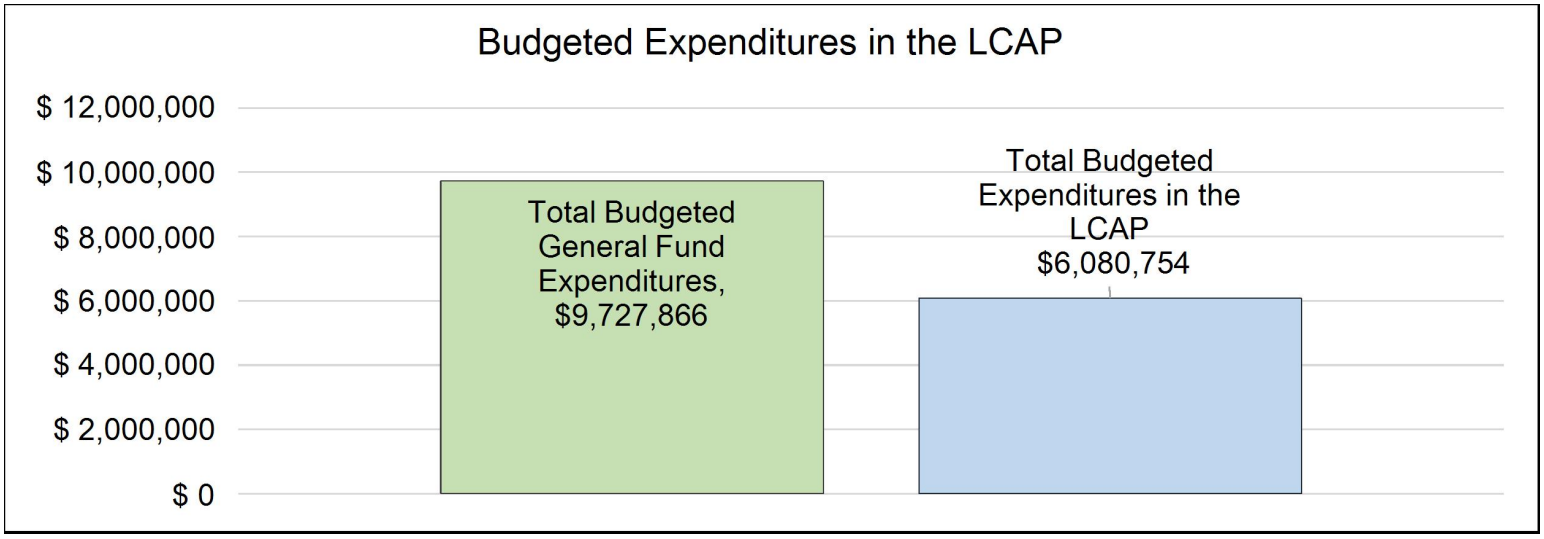


This chart shows the total general purpose revenue Alpha: José Hernández School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alpha: José Hernández School is $9,878,861, of which $6,323,447 is Local Control Funding Formula (LCFF), $2,536,039 is other state funds, $65,000 is local funds, and $954,375 is federal funds. Of the $6,323,447 in LCFF Funds, $1,723,705 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Alpha: José Hernández School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Alpha: José Hernández School plans to spend $9,727,866 for the 2026-27 school year. Of that amount, $6,080,754 is tied to actions/services in the LCAP and $3,647,112 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

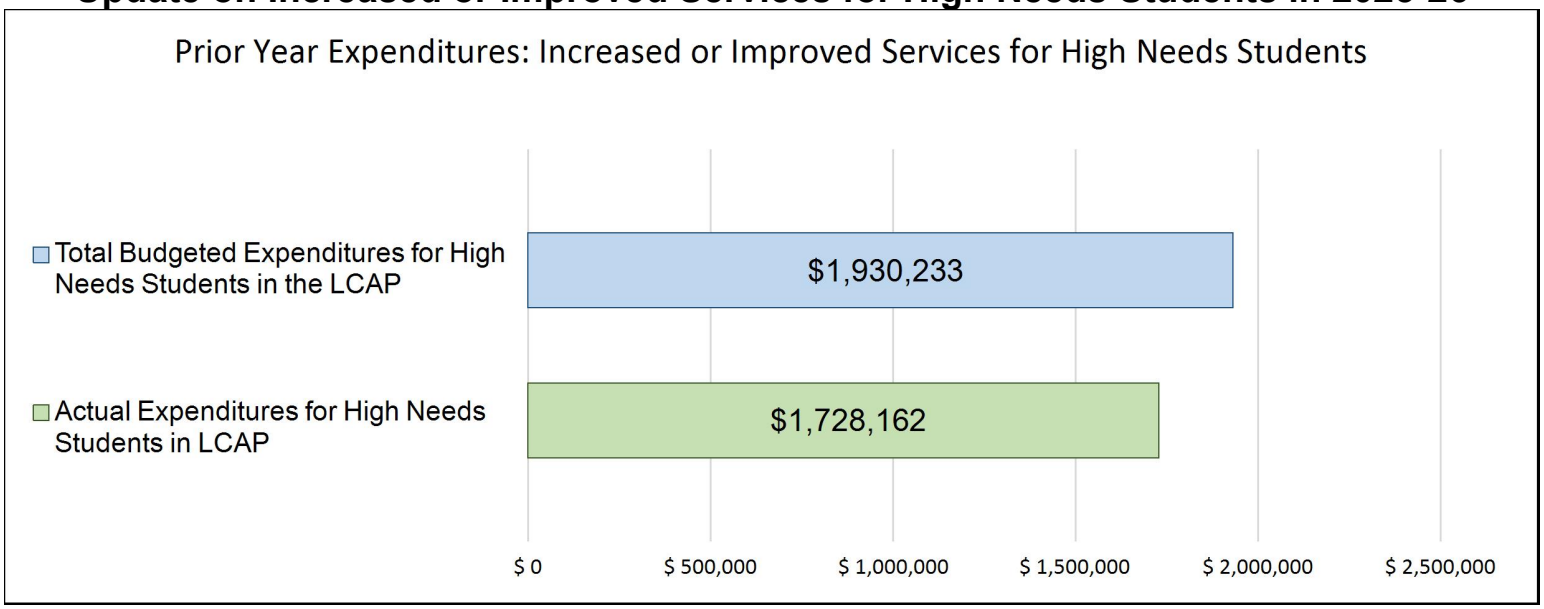
Within the school's General Fund Budgeted Expenditures, there are some core services that are not included within the LCAP. This includes services such as Core Teachers and Administrators and operational expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Alpha: José Hernández School is projecting it will receive $1,723,705 based on the enrollment of foster youth, English learner, and low-income students. Alpha: José Hernández School must describe how it intends to increase or improve services for high needs students in the LCAP. Alpha: José Hernández School plans to spend $1,938,361 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Alpha: José Hernández School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Alpha: José Hernández School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Alpha: José Hernández School's LCAP budgeted $1,930,233 for planned actions to increase or improve services for high needs students. Alpha: José Hernández School actually spent $1,728,162.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $202,071 had the following impact on Alpha: José Hernández School’s ability to increase or improve services for high needs students:

School enrollment was lower than originally budgeted, impacting available revenues. Actions and Services were adjusted in accordance with that revenue change.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alpha: José Hernández School	Julianna Parra Principal	jparra@alphapublicschools.org 408-209-7982

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Alpha: José Hernández School (AJH) is part of the Alpha Public Schools network, whose mission is: We believe that all children have a fundamental right to an excellent education. Alpha Public Schools will ensure that all of our scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

Led by principal Julianna Parra and staffed by a talented and energetic staff, AJH is a safe and tuition-free community school serving students in grades TK-8. The school is co-located with Alpha: Blanca Alvarado School and is authorized by the Santa Clara County Office of Education. AJH develops students into lifelong learners who will enter high school with the academic skills, strength of character, and passion for learning to succeed in and graduate from college.

In the 25-26 SY, AJH served approximately 439 students, 95.2% of which are socioeconomically disadvantaged. The school's demographic profile was 95.7% Hispanic or Latino, 1.7% Filipino, and less than 1% White, Black, Asian, Pacific Islander, and Two or More Races. The school serves a student body that is 64.7% English Learner and 15% Students with Disabilities (Source: 25-26 Dataquest).

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

As we reflect on our annual performance using the California School Dashboard and local data, we recognize both areas of progress and areas requiring continued focus at Alpha: José Hernández (AJH). Notably, the 2025 Dashboard reflects that our school has exited Comprehensive Support and Improvement (CSI) status after two years of identification, demonstrating meaningful progress in key areas and the impact of targeted supports and interventions. The Dashboard results also show continued improvement in English Learner progress, Math, ELA, and student culture. At the same time, academic proficiency and subgroup performance, in particular for Long-Term English Learners, on school climate indicators remain areas requiring ongoing attention for our school.

- Growth in English Learner Progress: The English Learner Progress Indicator increased by 13.9%, with 47.0% of English Learners making progress toward English language proficiency, resulting in a Green performance level. AJH outperformed the State, where 46.4% of students made progress. In addition, 55.6% of AJH Long-Term English Learners (LTELs) made progress, compared to 49.1% of LTELs across the State. This growth reflects the impact of designated and integrated English Language Development support for AJH's significant population of English Learners.
- Improvement in English Language Arts: All Student results in ELA improved 10.5 points to 98.8 points below standard, resulting in an Orange performance level. Several student groups also demonstrated strong improvement, including English Learners increasing 9.7 points, Hispanic students increasing 10.9 points, and Students with Disabilities increasing 15.1 points, indicating strong positive progress towards improving student outcomes in ELA.
- Improvement in Mathematics Performance: All Student results in Mathematics improved 7.3 points to 120.0 points below standard, resulting in an Orange performance level. Student groups also demonstrated improvement, including Hispanic students increasing 7.8 points, English Learners increasing 5.9 points, and Students with Disabilities increasing 13.1 points, suggesting that AJH's instructional strategies are resulting in improvements in Math achievement.
- Declining Chronic Absenteeism: Chronic Absenteeism for All Students improved by 5.2 points, declining to 30.5% and receiving a Yellow performance level. Student groups also demonstrated improvement, including Students with Disabilities results improving by 10.5 points to 30.4%, English Learners improving by 4.3 points to 29.6%, Hispanic students improving by 5.5 points to 30.8%, and Socioeconomically Disadvantaged students improving by 4.8 points to 30.8%. This improvement reflects AJH's continued focus on fostering a healthy and thriving school environment for students.
- Declining Suspension Rate: The Suspension Rate for All Students improved by 1.2 points to 4.2%, resulting in a Yellow performance level. Student groups also demonstrated improvement, with results for Hispanic students improving by 1.5 points to 4.1% and Socioeconomically Disadvantaged students improving by 0.9 points to 4.5%, reflecting AJH's work in restorative justice practices, social-emotional learning, and building a positive student culture.

We are encouraged by the across the board improvement reflected in our 2025 CA School Dashboard results. We have also identified key areas of continued focus as we work to improve outcomes for all students and close achievement gaps among student groups.

- Academic Achievement Gaps: Despite improvement, ELA remains 98.8 points below standard and Mathematics remains 120.0 points below standard. In ELA, Students with Disabilities are 164.2 points below standard (Red), Long-Term English Learners are 148.2 points below standard (Orange), and English Learners are 119.6 points below standard (Orange). In Mathematics, Long-Term English Learners are 183.7 points below standard (Red) and Students with Disabilities are 179.2 points below standard (Orange). AJH is committed to continuing its work in providing rigorous instruction with access for all students in order to close achievement gaps that exist within our student population.

- Chronic Absenteeism for Long-Term English Learners: While the overall Chronic Absenteeism rate improved by 5.2 points to 30.5%, Long-Term English Learners saw a slight increase (2.2 points) in results to 34.9%. This year, AJH has been focused on providing proactive support to LTEL students when their average daily attendance begins to fall to 90-95%, which has led to projected improvement in LTEL chronic absenteeism rates.
- Suspension Rate for Long-Term English Learners and Students with Disabilities: While the overall Suspension Rate declined to 4.2% (Yellow), Long-Term English Learners saw their rate increase significantly to 26.1% (a 10.0-point increase), which resulted in a Red performance level. Students with Disabilities also received a Red performance level at 9.9%, increasing 2.3 points. AJH has been committed to monitoring and taking early action on student culture data, differentiated by subgroup, and training staff on restorative practices. LTEL and SWD suspension rate results in the 2025-2026 school year are projected to improve as a result of these actions.

Alpha José is not an Equity Multiplier School.

Learning Recovery and Emergency Block Grant: Alpha Jose has unexpended LREBG funds for the 2026-27 school year. LREBG funded actions may be found in Goal 1, Actions 4. See action descriptions for an explanation of the rationale for choosing the selected actions.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Alpha: José Hernández (AJH) was identified for Differentiated Assistance (DA) based on the performance of Long-Term English Learners (LTELs) in the areas of chronic absenteeism and suspension on the 2025 California School Dashboard. While these indicators initially identified the school for DA support, the school and Placer County Office of Education (PCOE) recognized that improving long-term outcomes for LTEL students required a broader and comprehensive systems approach that also addressed academic achievement, language development, instructional quality, and early intervention practices.

Throughout the 2025–26 school year, AJH engaged in an ongoing cycle of collaboration, reflection, classroom observations, and systems analysis with the PCOE Differentiated Assistance team in order to strengthen instructional practices, improve student outcomes, and refine systems of support for LTELs. Meetings and support sessions took place throughout fall 2025 and winter/spring 2026. Early in the process, PCOE and school leadership identified several key areas of opportunity impacting LTEL student outcomes, including implementation inconsistencies of integrated and designated ELD practices, limited teacher clarity around explicit language objectives and academic language development, uneven coaching and monitoring systems, and a need for stronger structures to proactively identify and support students at risk of becoming LTELs. School leadership recognized that while systems and expectations existed, greater consistency in implementation, monitoring, and communication across teams was needed in order to improve outcomes for multilingual learners.

In response to these identified needs, the school began implementing more intentional systems and structures focused on both instructional improvement and student support. Leadership worked to strengthen walkthrough and coaching systems, clarify expectations for high-quality instruction and language development, and expand professional learning focused on integrated and designated ELD practices. The school also began restructuring intervention systems to focus more proactively on grades 3–5 and students identified as at-risk of becoming LTELs through ELPAC analysis, EL Achieve data, and ongoing progress monitoring. As part of this work, AJH developed a comprehensive intervention framework outlining the roles of instructional leaders, ELD specialists, interventionists, coaches, and administrators in monitoring

student progress, supporting teacher practice, and coordinating Tier 1, Tier 2, and Tier 3 interventions for multi-language learners and LTEL students.

The collaboration with PCOE also focused heavily on improving attendance and behavioral systems for LTEL students through more consistent attendance monitoring, family communication systems, student check-ins and attendance celebrations, counseling supports, restorative practices, and data meetings. As a result of these strengthened systems and targeted interventions, the school saw meaningful improvements in LTEL student outcomes during the 2025–26 school year. As of May 26, 2026, LTEL chronic absenteeism decreased significantly from 34% on the 2025 California School Dashboard to 23%, while LTEL suspension rates decreased from 26% to 12.8%. These improvements reflect the school's growing capacity to build coordinated systems of support, strengthen instructional practices, and respond more proactively to the academic, behavioral, and engagement needs of LTEL students.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
All educational partners (administrators, teachers, non-instructional staff members, students, SSC (PAC) members, ELAC members, SELPA, and other parents of our students)	During the 2025-26 school year, Alpha Public Schools undertook a robust and inclusive engagement process with all educational partners: administrators, teachers, non-instructional staff members, students, School Site Council members, English Learner Advisory Committee members, and families. Please see below for the various ways that stakeholders have been engaged:
Families	• Family Survey: This survey is administered to families two times per year, in Fall and Spring. The survey included statements for families to provide their input on the school's engagement efforts and their perspectives on student experience. Questions centered on school safety, belonging, efforts to include family voice in school decision making, and satisfaction with instruction and levels of preparedness for their students. • SSC and ELAC Meetings: Our SSC and ELAC met quarterly this past year and parents had the opportunity to discuss student growth, successes, and challenges. Parents shared what was and was not working about our program and Actions. Our SSC serves as our LCAP Advisory Committee and spends additional meeting time providing LCAP input and reviewing draft and final LCAPs. • Cafecitos: These meetings took place monthly this past year, providing families with the opportunity to give input on the work happening at the school and progress being made toward our goals

Educational Partner(s)	Process for Engagement
	• Padres Unidos: Our Parent Association, Padres Unidos, meets regularly to identify and plan parent-led school events and community engagement activities, based on opportunities they identify at our school.
Staff	• Teacher & Staff Engagement Survey: These surveys were administered to all teachers and to all staff members two times per year in Fall and Spring and gave an opportunity for staff to share feedback on their experience at Alpha. • Lead Team Meetings: The lead team met bi-monthly to plan for the leading of professional learning communities for staff, driving decisions around academic, attendance and social emotional supports and needs. • Leadership LCAP Meetings: Principals met with network-wide leadership to discuss the successes and challenges of the 25-26 action implementation.
Students	Annual Student Survey: Student Culture Surveys were administered two times a year in Fall and Spring. Questions centered on school safety, belonging, and student experience in school.
SELPA	Our LCAP was sent to our El Dorado County SELPA for review and comment in June 2026.
Board of Directors	We held a public hearing prior to the official approval of our LCAP to provide the public an opportunity to review and comment on our LCAP Draft on June 10, 2026 and the LCAP was approved at the board meeting on June 10, 2026.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Educational partner feedback gathered through surveys, community engagement, meetings, and data reflection processes played an important role in shaping the development of the 2026–27 LCAP. Overall, educational partners expressed satisfaction with the school's current goals, actions, and the progress being made toward improving student outcomes, school culture, and family engagement. Feedback from students, families, and staff reflected a strong sense of community and support across the school.

Student and family survey results demonstrated positive perceptions of school climate and engagement. In the spring of the 2025–26 school year, 86.9% of students reported feeling safe at school, while 87.36% of students reported feeling a sense of belonging. Family feedback also reflected strong positive perceptions, with 96.88% of families reporting a sense of belonging within the school community, 93.55% reporting that the school values and uses family voice in decision-making processes, and 93.76% reporting that the school provides a safe environment for students and families.

Across stakeholder groups, educational partners highlighted the school's strong sense of community and supportive culture. Students shared positive feedback about expanded field trips, clubs, sports, and the afterschool program, noting that these opportunities increased engagement and connection to school. Students also expressed appreciation that school leaders actively listen to and respond to student feedback. Teachers provided positive feedback regarding the implementation of the new curriculum, sharing that it feels more integrated, aligned, and supportive of instruction.

While educational partners expressed overall satisfaction with the school's direction, feedback and data analysis also identified key areas for continued growth and refinement within the 2026–27 LCAP. As a result, several updates were incorporated into the adopted plan.

Under Goal 1, the school will sharpen its focus on Long-Term English Learners (LTELs) through Action 1.1, since LTELs continue to represent the greatest area of academic need and remain in the Red performance level on the California School Dashboard in key performance areas. In response, the school is shifting toward a more proactive model of support by focusing on students who are in their fourth or fifth year of English Learner status in order to prevent students from becoming Long-Term English Learners. The ELD Specialist will expand partnerships and instructional support within the 3-5 grade span, where there is an opportunity to provide more early intervention. Co-observations of the designated ELD Block have taken place in Spring 2026 to identify opportunities to strengthen instruction in these spaces for the 26-27 SY. In addition, Supports for Students with Disabilities (Action 1.3) will also remain a priority through the continued implementation of the Center for Learning Inclusion Pathways (CLIP) program, which provides a structured and supportive environment for students with extensive needs while maintaining integration within the broader school community.

Under Goal 2, the school will continue strengthening instructional quality through enhanced observation and coaching cycles focused on weekly lesson planning, lesson internalization, implementation of high-quality instructional materials with fidelity, and adherence to the school's assessment strategy. Action 2.2 (Assessment Strategy) was refined to include the use of DIBELS in the school's assessment strategy for grades K-3 to strengthen early literacy screening, foundational reading data collection three times per year, and progress monitoring practices. Educational partners emphasized the importance of early intervention and more actionable literacy data to support instructional planning and earlier identification of student needs.

Under Goal 3, the school will maintain and continue refining the systems and strategies that have contributed to positive outcomes in reducing chronic absenteeism and suspension rates. Ongoing focus will be placed on monitoring and addressing suspension rates among Long-Term English Learners (Action 3.4). Strong data tracking will allow the school to monitor early warning signals of LTEL students that are at risk for chronic absenteeism and take proactive action to avoid chronic absenteeism.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Focused Subgroup Supports: All student groups will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The rationale for establishing the academic goal focused on our subgroups, particularly in English Language Arts (ELA) and Math, is grounded in our commitment to equity and the urgent need to address the educational disparities exacerbated by the pandemic. The pandemic's impact on education has been profound and uneven. Our subgroups - English Learners, Students with Disabilities, Socio-Economically Disadvantaged students, and Hispanic students - have faced significant challenges that have resulted in disproportionate academic outcomes compared to statewide averages. As a result, on the 2023 CA Dashboard, our subgroups had the following results:

- English Learners: Red in ELA; Orange in Math
- Students with Disabilities: Red in ELA and Math
- Socio-Economically Disadvantaged: Red in ELA and Math
- Hispanic: Red in ELA and Math

Notably, AJH’s performance on the English Learner Progress indicator was “Green" on the 2023 dashboard, with performance roughly in line with that of the state. Given our significant population of English Learners, we are proud of these results and are working to maintain and accelerate our progress on this indicator.

Our decision to prioritize this goal is in direct response to feedback from our educational partners, including teachers, staff, and parents, who have consistently emphasized the necessity of improving academic outcomes for these subgroups. The collective insights gathered through the LCAP engagement process highlighted a shared understanding that targeted efforts are needed to ensure all students have equitable opportunities to succeed.

To address these disparities, we are committed to implementing comprehensive strategies that include enhancing our Tier 1 instructional practices to ensure a strong foundation of quality teaching and learning for all students. We recognize the importance of specialized intervention programs that provide additional support to students who are not meeting standards. Our approach includes strengthening English Language Development (ELD) support to better assist English Learners in achieving proficiency in ELA, and enhancing academic and behavioral supports for students with special education needs. These targeted interventions are designed to address the specific learning gaps and challenges faced by these students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	EL access to CCSS and ELD standards Data Source: Local Indicator Priority 2 Survey	3.3 (Average score on the Priority 2 Self-Reflection Survey for EL students Accessing CCSS and ELD Standards)	SY 24-25: 4 out of 5	SY 25-26: 4 out of 5	4 or higher	+.7
1.2	ELPI Data Source: CA School Dashboard	2023 CA School Dashboard: 48% (Green)	2024 CA School Dashboard: 33% (Red)	2025 CA School Dashboard: 47% (Green)	2026 CA School Dashboard: 56% (Green)	-1 percentage points
1.3	Reclassification Rates Data Source: Internal Calculations	2023-2024: 8.6%	SY 24-25: 3%	SY 25-26: 4.5%	2026-2027: 10%	-3.9 percentage points
1.4	SBAC Distance From Standard (DFS) ELA Data Source: CA School Dashboard	2023 CA School Dashboard EL: Red 115.3 pts below SWD: Red 151.5 pts below Hispanic: Red 96.9 pts below SED: Red 95.8 pts below	2024 CA School Dashboard: EL: Red -119.4 (-4.1) LTEL: Orange -118.3 (+8) Hispanic: Red -113 (-16) SED: Red -110.5 (-14.8) SWD: Red -162 (-10.5)	2025 CA School Dashboard: EL: Orange -109.7 LTEL: Red -121.1 Hispanic: Orange -102.1 SED: Orange -104.9 SWD: Orange -146.9	2026 CA School Dashboard: EL: Orange 100 pts below SWD: Orange 137 pts below Hispanic: Orange 82 pts below SED: Orange 81 pts below	EL: +5.6 points SWD: +4.6 points Hispanic: -5.2 points SED: -9.1 points LTEL: N/A — no baseline listed
1.5	SBAC Distance From Standard (DFS) Math Data Source: CA School Dashboard	2023 CA School Dashboard EL: Orange 144 pts below SWD: Red 221.1 pts below Hispanic: Red 131.6pts below	2024 CA School Dashboard: EL: Orange -135.5 (+8.5) LTEL: Red -177.4 (+0.6) Hispanic: Red -131.3 (-0.2)	2025 CA School Dashboard: EL: Orange -129.6 LTEL: Red -188.5 Hispanic: Orange -123.5 SED: Orange -123.5	2026 CA School Dashboard: EL: Orange 129 pts below SWD: Orange 206 pts below Hispanic: Orange 117 pts below	EL: +14.4 points SWD: +63.8 points Hispanic: +8.1 points SED: +3.0 points LTEL: N/A — no baseline listed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: Red 126.5 pts below	SED: Red -128 (-1.5) SWD: Orange -170.4 (+50.7)	SWD: Orange -157.3	SED: Orange 116 pts below	

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025–26 school year, the majority of actions under Goal 1 were implemented as planned, with some strategic adjustments made to better respond to student data, particularly to address the needs of Long-Term English Learners (LTELs) and Students with Disabilities (SWDs). Overall, the school maintained a strong focus on supporting student subgroup growth in English Language Arts and Mathematics through aligned systems of student supports, tiered intervention, and Tier 1 instruction with access.

A key shift in implementation this year was the prioritization of LTEL students in response to prior year Dashboard results. The school refined its English Learner supports (Actions 1.1 and 1.2) by strategically reallocating ELD Specialist capacity to focus more intensively on At-Risk LTEL students in grades 3-5. This shift included embedding a stronger emphasis on essential language development and integrated ELD strategies within grade-level team planning. In addition, the school strengthened monitoring systems in Spring 2026 through co-observations of designated ELD instruction across grade levels, led in partnership with network leadership. These observations focused on ensuring appropriate instructional time, clear routines and procedures, and improved systems for tracking mastery of ELD standards through unit assessments, and key takeaways will be implemented in the 26-27 SY. Collaboration between teachers and the ELD Specialist was also strengthened to support more consistent progress monitoring and instructional alignment.

Support for Students with Disabilities (Action 1.3) continues to be a high priority for AJH. As a result of an increased population of students with high needs, Alpha implemented the Center for Learning and Inclusive Pathways (CLIP) Program, which focuses on serving students with extensive needs by providing them with a structured, supportive, and specialized learning environment. This program has allowed AJH to better serve these students on-site, reducing the need for them to travel to other schools for services. The goal is to create a sense of belonging for all students and integrate them into the school community as much as possible. In addition, the AJH SPED team has implemented the Barton system to strengthen literacy pull out services for students struggling to decode words, as well as partnered with the network SPED team to pilot the Wilson Reading System. These programs demonstrate AJH’s commitment to providing all students with access to a high quality education at our school.

Intervention systems (Actions 1.4 and 1.5) were implemented with a continued focus on providing targeted interventions to students based on student data and needs. The school continued to invest in high dosage tutoring programs: Ignite for early literacy, with a focus on grades K-3 and Littera for math, reading, and ELD, with a focus on grades 5-8. Moving forward, the school has made the strategic choice to continue to use Ignite for early literacy support, but will only utilize Littera as a summer tutoring program, instead of during the school year. In addition,

Academic Interventionists continued to provide small group support, with clearer role alignment established during the year. The Dean of Academic Interventions (Action 1.7) has overseen the implementation of high dosage tutoring programs and will take on coaching responsibilities for AIs and the ELD Specialist in the 26-27 SY, creating stronger alignment across the school's intervention systems.

Tier 1 instructional practices (Action 1.6) were implemented with increased strength and consistency. The Alpha Network Team strengthened the teacher observation cycle, which was used to regularly calibrate expectations, provide feedback, and ensure alignment to the school's instructional vision. These structures created more frequent and intentional opportunities for collaboration between site leadership and the network academic team. This reinforced strong messaging and focus on the implementation of adopted instructional materials with fidelity, particularly in the elementary grades.

Overall, implementation of Goal 1 actions was strong and consistent across the school as it works to continue to build systems that support improved outcomes for all student groups. Key successes include the implementation of the CLIP program for AJH students with extensive needs, continued strengthening of our ELD program and monitoring, and the ongoing investment in high dosage tutoring programs to provide targeted, individual support to students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences between budgeted and estimated expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 1 have been largely effective in driving improved outcomes for student groups in English Language Arts (ELA), Mathematics, and English Learner Progress, as evidenced by 2025 California School Dashboard results. Most notably, the school demonstrated significant progress in English Learner Progress Indicator (ELPI), increasing to Green with 47.0% of English Learners making progress (+13.9%), reflecting strong growth and movement out of prior lower performance levels. In addition, 55.6% of Long-Term English Learners made progress on the English Learner Progress Indicator, outperforming the State of California results (49.1%). This improvement highlights the effectiveness of English Learner supports (Actions 1.1 and 1.2), including the focused work of the ELD Specialist, strengthened designated and integrated ELD practices, and increased monitoring of language development through co-observations and data tracking systems.

In ELA and Mathematics, nearly all student groups demonstrated growth in Distance From Standard, indicating that the intervention strategies, high dosage tutoring programs, and focus on strong Tier 1 instruction (Actions 1.3 - 1.6) are supporting improved student outcomes. In ELA, student groups including English Learners (9.7 point increase), Hispanic students (10.9 point increase), Socioeconomically Disadvantaged students (5.7 point increase), and Students with Disabilities (15.1 point increase) all showed meaningful gains and moved out of the Red performance level. Similarly, in Mathematics, these same student groups demonstrated improvement, including English Learners (+5.9 points), Hispanic students (+7.8 points), Socioeconomically Disadvantaged students (+4.4 points), and Students with Disabilities (+13.1 points). These gains reflect the effectiveness of targeted small group intervention and high dosage tutoring

programs (Actions 1.4 and 1.5), strengthened Tier 1 instructional practices (Action 1.6), and increased alignment between general education and specialized supports (Action 1.3).

A particularly notable success is the continued progress of Students with Disabilities, who demonstrated strong gains in both ELA and Math and are no longer in the Red performance level in either subject, marking the first time in multiple years this subgroup has exited Red status for ELA. This progress underscores the impact of strengthened inclusion supports, targeted intervention, and improved collaboration between general education and special education staff (Action 1.3). In addition, the introduction of the Center for Inclusive Learning Pathways (CLIP) program has enabled AJH to provide students with extensive needs a specialized learning environment that best supports them.

While overall subgroup trends are positive, Long-Term English Learners (LTELs) remain an area of need. LTELs remained in the Red performance level in both ELA (121.1 points below standard, minimal growth) and Mathematics (188.5 points below standard, decline of 11.1 points), indicating that current strategies have not yet fully accelerated outcomes for this group. In response, the school has focused on strengthening targeted LTEL strategies, including increased focus on language development in upper grades and earlier intervention for At-Risk LTEL students.

Overall, the data indicate that the majority of Goal 1 actions have been effective in improving outcomes for key student groups, particularly English Learners and Students with Disabilities. Continued focus on LTEL-specific strategies will be critical to ensuring that all student groups experience similar levels of growth moving forward.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Following a year of positive growth across English Language Arts and Mathematics for multiple student groups, as well as achieving a Green performance level on the English Learner Progress Indicator (ELPI), the school will maintain the overall Goal 1 focus, metrics, target outcomes, and actions for the coming year. The majority of student groups moved out of the Red performance level in both ELA and Math, indicating that current strategies are effectively supporting improved student outcomes and that the school is moving in the right direction. The school will continue to build on the progress made through its partnership with Placer County as part of Differentiated Assistance, which has supported stronger systems for data analysis, targeted instruction, and intervention for subgroups.

The only refinement for the upcoming year is a targeted update to Action 1.4, which will be renamed “Academic Intervention Model”. The updated action adds coaching, professional learning, and data-driven cycles of inquiry to improve the delivery of tiered interventions and inform targeted intervention plans across grade levels.

While the overall goal and actions will remain consistent, with the small adjustment named above, the school will sharpen its focus on Long-Term English Learners (LTELs), who continue to represent the greatest area of need and remain in the Red performance level. This includes strengthening targeted supports, differentiated instruction, and progress monitoring to better address the needs of this subgroup. This focus reflects a commitment to sustaining successful practices while intensifying efforts in key areas of need to ensure continued growth for all student groups.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	English Learner Supports	At AJH, we serve a significant population of English Learners and Long Term English Learners. With a Red Performance Level on the ELPI for the 2024 Dashboard, our focus and supports for English Learners will include: • Continue to staff an English Language Development specialist to provide designated instruction and teacher support for integrated ELD. • Conduct professional development for instructional staff over the summer and during the school year on strategies to support English Learners. • ELD Specialist, in partnership with coaches, monitors implementation of strategies to support English Learners throughout the school year through coaching, walkthroughs, and observations. Our supports for Long Term English Learners will include: • ELD Specialist partner with teachers on planning and providing integrated supports to LTEL students • Utilize formative and summative assessments to monitor LTEL students' progress in language proficiency and academic achievement. • Adjust instructional strategies based on data to meet students' evolving needs. • Provide differentiated instruction to meet the specific needs of LTELs. • Deliver ongoing PD for teachers on effective strategies for teaching LTELs. • Focus early intervention support of ELD Specialist on At-Risk LTEL students.	$135,159.00	Yes
1.2	High Quality ELD Curriculum	With a Red Performance Level on the ELPI for the 2024 Dashboard, we will provide focused attention to the following actions in support of	$39,119.00	Yes

Action #	Title	Description	Total Funds	Contributing
		improving outcomes for our English Learners and Long-Term English Learners: • Purchase and provide training for standards aligned, high quality ELD curriculum, such as EL Achieve. • Use standardized assessments to identify, monitor, and adjust supports for implementation of ELD curricula and ELA strategies • Provide ongoing professional development focused on learning design, a culturally responsive teaching approach, and on internalization practices to maximize effective implementation of the curriculum. • Monitor implementation of curriculum through 1:1 coaching and observation and feedback cycles.		
1.3	Students with Disabilities Supports	• Provide strong Specialized Academic Instruction to students within the general education setting focusing on supporting grade level access. • Conduct targeted ELA and Math intervention in small groups using high quality instructional materials. • Provide ELA and Math-specific instructional support for Special Education staff on how to run effective intervention groups. • Provide targeted SEL supports and interventions for students that are not meeting academic targets. • Maintain Behavior Paraprofessionals to provide students with individual behavior and academic supports. • Maintain structured collaborative spaces between General Education and Special Education staff that focus on data analysis and student accommodations. • Continue involvement with our SELPA - El Dorado County Office of Education (i.e. continued support and consultation with Program Specialist around programming for students with disabilities) • Special Education teachers participate in SELPA led professional development. • Continue to attend the CEO council and our SELPA monthly Professional Learning Network meetings to ensure we are taking steps to ensure the most accurate and up-to-date information related to students with disabilities.	$663,466.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Academic Intervention Model	• Staff AIs to support a tiered approach to intervention, with a focus on ELA and Math interventions. • Execute small groups for learners in need of intervention with a focus on our student groups receiving a Red on the CA School Dashboard in ELA and Math (LTEL students) • Analyze and respond to data regularly Learning Recovery Block Grant: • We will utilize Learning Recovery Emergency Block Grant (LREBG) funds to expand capacity by staffing additional Academic Interventionists, paraprofessionals, and other instructional support roles to deliver small group instruction and targeted interventions. • This action is aligned with EC Section 32526(c)(2)(B), which allows for the implementation and expansion of evidence-based learning supports, such as one-on-one or small group tutoring and interventions designed to accelerate pupil academic proficiency. • Based on our needs assessment, which identifies ongoing academic gaps between all students and our significant student groups (including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students), this expanded support is essential to providing differentiated, data-informed instruction that targets unfinished learning and accelerates progress. • Internal assessment data shows that students receiving increased Academic Interventionist or paraprofessional support demonstrate higher rates of growth on measures such as NWEA MAP, ELPAC, and CAASPP SBAC ELA and Math summative assessment. Therefore, this action is expected to directly address achievement gaps and support our most underserved learners.	$364,771.00	Yes
1.5	Supplemental Intervention	Partner with external high dosage tutoring providers to provide supplemental small group and individual interventions in foundational literacy and math skills. These intervention programs will be designed to		No

Action #	Title	Description	Total Funds	Contributing
		accelerate learning for students who are performing below grade level, with a specific focus on our significant student groups, including, but not limited to, English Learners, low-income students, and students with disabilities.		
1.6	Tier 1 Strategy	At AJH, where nearly all students are part of one or more identified subgroups, and our EL, socioeconomically disadvantaged, Hispanic, and Students with Disabilities were all Red in ELA and Math (with the exception of our EL students who were Orange in Math) on the 2023 CA School Dashboard, we recognize the importance of strengthening our Tier 1 instruction. By doing this, we will elevate educational outcomes for all student groups, with a dedicated focus on bringing our subgroups out of the Red. Our action plan includes the following components: • Providing AJH staff with ongoing professional development focused on learning design, a culturally responsive teaching approach, and on internalization practices to maximize effective implementation of the curriculum. This utilizes an assets-based approach, and our curriculum represents a variety of voices and experiences to reflect our students' identities. • Focusing on strengthening teacher skill in the delivery of standards-aligned, rigorous Tier 1 instruction with access through professional development and coaching on integrated strategies and scaffolds. • Building teacher skill in planning from data specific to subgroups (Hispanic, ELs, SWDs, and SED), identifying curriculum scaffolds and supports for students, and collecting data on the results to further inform instruction.		No
1.7	Dean of Academic Interventions	• Hire a Dean of Academic Interventions to lead the design, implementation, and progress monitoring of Tier 2 and Tier 3 academic supports, with a focus on improving outcomes for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged • Collaborate with school leaders, teachers, and academic interventionists to ensure data-informed intervention grouping and progress tracking, using tools such as NWEA MAP and summative assessments to measure student growth.	$114,200.00	No

Action #	Title	Description	Total Funds	Contributing
		• Facilitate cross-departmental coordination (ELD, SPED, Literacy/Math teams) to ensure consistent and coherent academic supports for students facing persistent opportunity gaps.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Support growth and achievement for all students through strong instructional practices, informed by our assessment and data strategy	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Alpha is committed to supporting the growth and achievement for all students through strong instructional practices, informed by our assessment and data strategy. This goal underscores our dedication to providing a high-quality, comprehensive education that is tailored to the needs of our diverse student population, ensuring every student has the opportunity to excel.

Our 2023 CA School Dashboard ELA and Math outcomes for all students highlight the need to create this goal. In ELA, our overall performance was Red, and 93.3 pts below standard. In Math, our overall performance was Orange, and 125 pts below standard.

By focusing on strong instructional practices, we are committed to delivering a rigorous, standards-aligned curriculum. Our assessment and data strategy will give us a structured process to gather meaningful data about student learning, which informs instructional decision-making and allows for targeted interventions when necessary. This data-driven approach enables us to identify gaps in learning, monitor progress, and adjust our teaching strategies to better meet the needs of each student.

Lastly, offering a broad course of study is fundamental to providing a holistic academic experience that prepares students for future success. This means going beyond the core subjects to include subjects such as the arts, sciences, technology, and other areas of study that foster a well-rounded education. By providing a diverse range of learning opportunities, we not only cater to the varied interests and talents of our students but also help them develop critical thinking, creativity, and other essential skills that are vital in today's world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Sufficient Access to Standards-Aligned Instructional Materials Data Source: School Accountability Report Card (SARC)	22-23 SARC: 100% of students have access to standard aligned materials	2023-24 SARC: 100%	2024-25 SARC: 100%	100%	No Difference
2.2	Implementation of academic standards Data Source: Local Indicator Priority 2 Survey	2023-2024 Survey: 3.5 (Average score on the Local Indicator Priority 2 Implementation of Academic Standards Survey)	SY 2024-25: 4 out of 5	SY 25-26: 4.25 out of 5	4 or higher	+.75
2.3	Distance from Standard (DFS): ELA Data Source: SBAC	2023 CA School Dashboard: All Students: Red 93.3 pts below	2024 CA School Dashboard All: Red -109.3 (-16 pts)	2025 CA School Dashboard All: Orange -98.8 (+10.5)	2026 CA School Dashboard: All: Orange 78 pts below	-5.5 pts
2.4	Distance from Standard (DFS): Math Data Source: SBAC	2023 CA School Dashboard All Students: Orange 125 pts below	2024 CA School Dashboard All: Red -127.3 (-2.3 pts)	2025 CA School Dashboard All: Orange -120 (+7.3)	2026 CA School Dashboard: All: Orange 110 pts below	+5 pts
2.6	Other Pupil Outcomes: Math Data Source: NWEA Assessment	Fall 2023 to Spring 2024 School CGI 0.59	Fall '24 - Spring '25: 1.11	Fall 2025 to Winter 2026: 0.16	>-.20	-.43
2.7	Other Pupil Outcomes: ELA Data Source: NWEA Assessment	Fall 2023 to Spring 2024 School CGI 0.51	Fall '24 - Spring '25: .12	Fall 2025 to Winter 2026: 0.12	>-.20	-.39

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025–26 school year, the actions outlined under Goal 2 were implemented largely as planned, with a few minor adjustments made in response to staffing and instructional needs. Overall, the school successfully strengthened execution of this goal compared to the prior year, driven by more coherent Alpha-wide systems, clearer instructional expectations, and increased consistency in the cycle of lesson planning, observations, and feedback for teacher practice.

A key area of success was the refinement and consistency of instructional coaching and observation systems to support the use of high quality instructional materials with fidelity (Actions 2.1 and 2.3). Teachers engaged in differentiated professional learning aligned to Alpha's Teacher Rubric and Vision of Excellent Teaching, with a strong emphasis on lesson planning, assessment alignment, and meeting the needs of diverse student groups. This work was reinforced through a structured observation and coaching cycle, in which each teacher participated in biweekly coaching cycles across core content areas. Teachers submitted lesson plans, received targeted feedback, were observed in practice, and then engaged in follow-up coaching conversations. This cycle allowed instructional leaders to closely monitor implementation of our high quality instructional materials and provide highly specific, actionable feedback, representing a key success in strengthening instructional quality. AJH had strong compliance and implementation fidelity with the observation cycle, resulting in noticeable growth in teacher practice. With a strong foundation in practice, moving forward AJH is focused on continuing to strengthen the quality of Tier 1 instruction and differentiation to student needs.

The assessment and data strategy (Actions 2.2 and 2.4) was also a strength this year. The school set tiered growth goals for students using Fall NWEA MAP data and implemented systems for ongoing student goal-setting and progress monitoring. These efforts were reinforced through student check-ins, schoolwide MAP "Pump-Up" events, family engagement sessions, and celebrations of student achievement. As a result, 57% of students met their Fall to Winter Reading NWEA growth goals and 55% met their Fall to Winter Math NWEA growth goals, demonstrating the impact of a more intentional and student-centered data culture.

There were minor implementation challenges related to staffing and program delivery. The site did not maintain an Associate Teacher for the full school year (Action 2.6), and there have historically been challenges in staffing an array of electives positions (Action 2.7), which limited the range of offerings during the school day. In response, the school has expanded after-school opportunities to ensure students have access to enrichment beyond core academics, and they have built strong relationships with long-term substitute teachers to provide classroom coverage as needed.

Finally, the 2025-2026 school year was the first year of Math and Literacy Specialist roles at AJH (Action 2.8). These roles evolved throughout the year to align with instructional priorities and student data. Specialists worked with specific classrooms and teachers in cycles to provide targeted supports to students based on proficiency scores and unit assessment data. Moving forward, AJH will continue to strengthen the structure and implementation of the specialist roles by assigning specialists to specific grade bands and having them serve as dedicated coaches for a longer time frame, allowing for deeper, more impactful support.

Overall, implementation of Goal 2 actions was strong, with key successes in accountability around the observation cycle and the use of our high quality instructional materials with fidelity. With these systems in place, AJH will focus on continuing to deepen the quality of implementation to ensure these efforts translate into sharp increases in student academic achievement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences between budgeted and estimated expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 2 have been effective in improving overall student outcomes in both English Language Arts and Mathematics, as evidenced by 2025 California School Dashboard results. For All Students, the school demonstrated growth in both ELA and Math and successfully moved out of the Red performance level in both indicators, reflecting meaningful progress toward meeting state standards. These improvements indicate that the school's focus on strengthening instructional practices, implementing high-quality instructional materials with fidelity, and administering and responding to assessment data, is having a positive impact on student achievement.

The observed growth in ELA and Math is closely tied to the strengthened implementation of instructional coaching and observation systems (Action 2.1), which provided teachers with consistent, actionable feedback aligned to standards-based instruction. The clarity and consistency of weekly walkthroughs, structured coaching cycles, and aligned professional development contributed to improved instructional quality across classrooms. Additionally, the emphasis on data-informed instruction (Actions 2.2 and 2.4), including the use of curricular assessments and NWEA MAP results to set student growth goals and monitor progress, has supported responsive and targeted instructional practices.

The school's commitment to the implementation of its high quality instructional materials with fidelity (Action 2.3) also contributed to improved outcomes, ensuring that all students had access to rigorous, standards-aligned instruction. This is further reflected in the metric that 100% of students had sufficient access to standards-aligned instructional materials, supporting equitable learning opportunities across all classrooms.

Finally, the Math and Literacy Specialist roles (Action 2.8) have provided targeted student support and teacher coaching. By taking a data-informed approach to where these specialists have focused, AJH has been able to effectively use this additional staff capacity to support student academic growth in ELA and Math.

Overall, the data indicate that Goal 2 actions have been effective in driving improved academic outcomes for All Students, with clear evidence of growth and movement out of the lowest performance level. AJH will continue to focus on strengthening the implementation of the school's academic model in order to turn gains in student growth into meaningful improvements in academic proficiency.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Following a year of measurable improvement in both English Language Arts and Mathematics, the school will maintain the overall Goal 2 focus, metrics, target outcomes, and actions for the coming year. While student performance remains below standard, the data reflects positive movement in the right direction. In ELA, All Students improved from Red (-109.3) to Orange (-120, +7.3 points), and in Math from Red (-127.3) to Orange (-98.8, +10.5 points). These gains indicate that current instructional practices, assessment systems, and data-driven strategies are beginning to accelerate student learning. Educational partner input and internal reflection confirm that this current focus on implementing high quality instructional materials with fidelity remains the right focus to support student academic outcomes.

One refinement for the upcoming year is an enhancement to Action 2.2 (Assessment Strategy). The school will incorporate the DIBELS assessment for grades K-3, three times per year, to strengthen early literacy data collection and progress monitoring. This addition will provide more granular insight into foundational reading skills, allowing for more targeted instructional adjustments and earlier identification of student needs.

In addition, Action 2.6 has been revised from ‘Associate Teachers’ to ‘Additional Classroom Support and Coverage’ to better reflect the evolving staffing model and operational needs of the school. AJH will leverage external partner organizations to provide classroom support and substitute coverage as needed. This adjustment is intended to maintain continuity of instruction, minimize disruptions to student learning, and ensure classrooms continue to receive consistent support throughout the school year.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Strengthen Instructional Practices	• Engage all instructional staff in differentiated PD that is aligned to Alpha's Teacher Rubric. The Teacher Rubric is inspired by the 5D+ Rubric for Instructional Growth and Teacher Evaluation (among other teacher assessment tools) and is rooted in Alpha’s stated Vision of Excellent Teaching. • Coaches engage in a consistent, weekly cycle of 1:1 coaching, walkthroughs, and observations to monitor the implementation of PD skills for the teachers they coach. • Launch differentiated PD tracks for AJH staff based on level of experience and performance on the Teacher Rubric. • Launch Strong Start Program for new to AJH teachers and returning AJH staff who are transitioning into teacher of record roles. This program will provide AJH staff with intensive PD and	$255,595.00	No

Action #	Title	Description	Total Funds	Contributing
		coaching on fundamentals of planning and internalization and classroom management.		
2.2	Assessment Strategy	• Continue to execute on a standardized assessment structure for all grades (CAASPP, NWEA MAP, DIBELS, curricular assessments), with a focus on ELA and Math. • Implement curricular assessments for high-quality instructional materials and monitor to ensure assessments are taken within the required cadence. • Monitor student data captured from regular assessments and use this data to identify strategies to support student growth.	$45,904.00	No
2.3	High Quality Curriculum	• Purchase and provide training for high quality curriculum, including Amplify (Science), CKLA and StudySync (ELA), Eureka (Math), and National Geographic (Social Studies), EL Achieve (ELD). • Continue to strengthen the implementation and fidelity of use of these high quality curricular resources through internalization practices. • Monitor implementation of curriculum through regular cycles of weekly 1:1 coaching and regular observations and feedback. • To support our socioeconomically disadvantaged students and our Hispanic students, we intentionally select culturally inclusive curricula in ELA: StudySync and CKLA. By rigorously implementing curricula that students see themselves reflected in, we are supporting stronger student outcomes. • CKLA's curriculum focuses on content building in social studies and science, in order to address the primary claim of the Knowledge Gap, or "the failure of most elementary schools, and especially those serving low-income children, to systematically build knowledge of the world" (The Knowledge Gap, Wexler, 2019) • StudySync updates its bank of texts monthly to include greater representation	$102,720.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Data Strategy	• Continue to build and iterate on data analysis tools to effectively gather, monitor, and use data to inform instruction. • Strengthen data literacy to support use of data during individual coaching sessions, leadership team meetings, and department meetings • Execute a consistent cadence of data analysis, collaborative SLT and Teacher data meetings, and observations, focused on ELA and Math.	$66,975.00	Yes
2.5	Online Platforms & Technology	To support our socioeconomically disadvantaged students, who make up over 90% of the student population, we provide the following resources to students: • Provide iPads/chromebooks in a 1:1 environment for all students, and hotspots as requested, in order to reinforce classroom instruction and support our socioeconomically disadvantaged students with technology access. Providing these tools helps bridge the digital divide and ensures that all students can benefit from technology-enhanced learning both in and out of the classroom. • Provide a wide range of free online programming to students, with unlimited access at home, to scaffold class instruction and provide additional learning and practice outside of class. • Provide full classroom libraries where students can borrow books in order to access at home. • Leverage resources from ¡Colorín Colorado!, a bilingual site for educators and families, to offer families free, additional at home activities for their children. • Partner with Gordon Philanthropies to expand access to books at home, with a focus on summer reading.	$107,503.00	Yes
2.6	Additional Classroom Support and Coverage	Work with external partners to provide additional classroom support and work with small groups of students to support Tier 2 strategies. Provide coverage for teachers who are absent to ensure smooth transition and less disruption to student learning.	$79,155.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Broad Course of Study	In order to support student achievement in all content areas and provide a broad course of study to all students, inclusive of our unduplicated population and students with disabilities, Alpha is focused on providing high-quality instruction in the following areas outside of our core program (ELA, Math, Science, Social Science), including: Physical Education, and array of visual and performing arts. In addition, we also ensure that English learners receive the necessary language acquisition support to achieve English proficiency within five years while making continuous progress in core academic programs. This includes providing English learners at all proficiency levels with full access to all core academic programs through: • Integrated English Language Development (ELD): Support for academic language development within core content courses. • Designated ELD: Designated instruction tailored to address specific language learning needs. We will employ or contract with certificated education specialists to provide services for students with disabilities which shall include providing instruction and services to students whose needs have been identified in an IEP developed by the IEP team and who are assigned to general education classroom teachers for a majority of the school day. Students shall not be enrolled in a specialized academic instruction program for the majority of the school day without approval of the IEP team.	$378,523.00	Yes
2.8	Math and Literacy Specialist	In response to our Red in Math on the 2024 CA School Dashboard and ensuring we are building a more robust intervention program to support our student's math and literacy outcomes, we have added a Math and Literacy Specialist to conduct the following: • Provide direct, small-group instruction and intervention to students in Grades 3–8 who are performing below grade level. • Provide ongoing instructional coaching and co-teaching opportunities for ELA and Math teachers to improve Tier 1 instructional strategies and strengthen core content delivery • Lead data-driven cycles of inquiry by facilitating regular analysis of NWEA MAP and curricular assessments to adjust instruction and inform targeted intervention plans across grade levels.	$265,755.00	No

Action #	Title	Description	Total Funds	Contributing
		• Support implementation of high-quality, standards-aligned curriculum through collaborative planning, modeling, and professional learning sessions.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Develop and cultivate a healthy and thriving school environment that promotes the safety and belonging of all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In light of the lingering effects of the pandemic, our commitment to cultivating a healthy and thriving school environment is critical. The pandemic and its aftermath have highlighted the need for robust support systems that cater to the holistic needs of our students, encompassing their academic, social, and emotional well-being. Our approach must include evidence-based interventions and proactive strategies to reduce absenteeism and suspensions, thereby ensuring every student feels a sense of belonging and safety in our school community. This is evident as the 2023 CA School Dashboard was Red for Chronic Absenteeism, both overall (37.3%), and for our subgroups: EL (38.8%), Hispanic (37.8%), SED (37.3%), SWD (39.3%). In addition, our Suspension Rate was Red for all students (6.2%) and for our subgroups: EL (6.1%), Hispanic (6.5%), SED (6.3%), SWD (13.8%).

By focusing on these areas, we not only adhere to our educational mission but also lay the groundwork for our students to succeed in a post-pandemic world. This goal encapsulates our dedication to creating a resilient, supportive, and inclusive school environment that empowers every student to achieve their fullest potential.

Our educational partners continue to emphasize the importance of the work toward maintaining a school environment where students feel safe and a sense of belonging. Throughout this new LCAP cycle, we will put resources, time, and development toward key initiatives, including restorative justice practices, positive behavioral interventions and supports (PBIS) systems, response to student culture and behavioral data, an SEL curriculum, and a robust attendance tracking system, among other actions highlighted throughout this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate	2023 CA School Dashboard: All: 6.2% (Red)	2024 CA School Dashboard: All: 5.4% (Yellow)	2025 CA School Dashboard: All: 4.2% (Yellow)	2026 CA School Dashboard: All: 2.7% (Green)	All: -2.0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA School Dashboard	EL: 6.1% (Red) Hispanic: 6.5% (Red) SED: 6.3% (Red) SWD: 13.8% (Red)	LTEL: 16.1% (Orange) EL: 5.6% (Yellow) Hispanic: 5.6% (Yellow) SED: 5.4% (Yellow) SWD: 7.6% (Yellow)	LTEL: 26.1% (Red) EL: 5.6% (Orange) Hispanic: 4.1% (Yellow) SED: 4.5% (Yellow) SWD: 9.9% (Red)	EL: 2.6% (Green) Hispanic: 2.7% (Green) SED: 2.7% (Green) SWD: 2.7% (Green)	EL: -0.5 percentage points Hispanic: -2.4 percentage points SED: -1.8 percentage points SWD: -3.9 percentage points LTEL: N/A — no baseline listed
3.2	Average Daily Attendance (ADA) Data Source: CALPADS	2023-2024: 90.46% as of P2	2024-25: 91.7% as of P2	SY 2025-26 P2 ADA: 92.85%	95%	+2.39 percentage points
3.3	Middle School Drop Out Rate Data Source: Internal Calculation	2023-2024: 0%	2024-25: 0%	2025-2026: 0%	0%	No difference
3.4	Chronic Absenteeism Data Source: CA School Dashboard	2023 CA School Dashboard: All Students: 37.3% (Red) EL: 38.8% (Red) Hispanic: 37.8% (Red) SED: 37.3% (Red) SWD: 39.3% (Red)	2024 CA School Dashboard: All: 35.8% (Orange) LTEL: 32.7% (Red EL: 33.9% (Yellow) Hispanic: 36.3% (Orange) SED: 35.7% (Orange) SWD: 40.9% (Red)	2025 CA School Dashboard: All: 30.5% (Yellow) LTEL: 34.9% (Red) EL: 29.6% (Yellow) Hispanic: 30.8% (Yellow) SED: 30.8% (Yellow) SWD: 30.4% (Orange)	2026 CA School Dashboard: All: 28% (Yellow) EL: 30% (Yellow) Hispanic: 29% (Yellow) SED: 28% (Yellow) SWD: 30% (Yellow)	All Students: -6.8 percentage points EL: -9.2 percentage points Hispanic: -7.0 percentage points SED: -6.5 percentage points SWD: -8.9 percentage points LTEL: N/A — no baseline listed
3.5	# of identified instances where facilities do not meet the “good repair” standard	22-23 SARC: Overall Facility Rating of Good	2023-24 SARC: Good Overall Rating	2024-25 SARC: Good Overall Rating	Facility Rating of Good or Exemplary	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: SARC					
3.6	Expulsion Rate Data Source: Internal Calculation	2023-2024: 0%	0%	2025-2026: 0%	0%	No difference
3.7	% of students who feel safe at school Data Source: Internal Survey	2023-2024: 86.21%	SY 24-25: 86.34%	SY 2025-26: 86.9%	95%	+.69 percentage points
3.8	% of students who feel that there is at least 1 adult who cares about them Data Source: Internal Survey	2023-2024: 91.03%	SY 24-25: 86.81%	SY 2025-26: 87.36%	95%	-3.67 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025–26 school year, the actions under Goal 3 were implemented largely as planned, with a continued focus on strengthening systems that support a safe, inclusive, and supportive school environment. The school made intentional refinements to address student needs, in particular for Students with Disabilities and Long-Term English Learners (LTELs), while maintaining core structures for behavior, social-emotional learning, and attendance.

A key area of implementation was the strengthening of behavior systems and supports (Actions 3.1, 3.3, and 3.10), with an increased focus on Students with Disabilities. The school worked to streamline partnerships between general education, special education, and network support teams to ensure greater alignment in behavior expectations and interventions. Significant effort was dedicated to building clarity and consistency in behavior intervention practices, particularly through collaboration between the lead Education Specialist and paraprofessionals. This included defining clear expectations for behavior support and improving systems for tracking and monitoring student behavior data. As a result of these efforts, the school observed a decrease in the number of unsafe behaviors over the course of the year, and suspension rates for Students with Disabilities are projected to decline in the 2025-2026 school year.

Social-emotional learning (SEL) and restorative practices (Actions 3.2 and 3.3) were implemented with fidelity, with the Dean of Students leading work to respond to data and student needs. The school observed an increase in behavioral challenges in the lower grades in Fall 2025, which led to a renewed focus on consistent implementation of the SEL curriculum, Sown to Grow, and reinforcement of classroom routines. Additionally, LTEL students were identified as a focus area based on 2024-2025 SY data, leading to school leadership focusing on intentional analysis of data and response for this specific student group. Overall, suspension rates are projected to decline due to this continued focus on restorative practices and support for student social-emotional needs.

Systems for culture and behavior (Action 3.1) continue to be strengthened this year with a focus on collecting and responding to student data. The school used the Healthy & Thriving dashboard to track all student culture data and conducted regular Health Rounds, led by the Dean of Students, to monitor student culture and ensure the school was upholding a healthy & thriving school environment. Looking ahead, the school is preparing to onboard a new Dean of Students for the 26-27 school year, creating an opportunity to reflect on and codify systems and procedures in preparation for the upcoming school year.

Attendance systems (Action 3.4) were implemented with continued intentionality, with strong planning and division of roles and responsibilities by the School Operations Manager and office team. The school focused on implementing the Attendance Playbook with fidelity, which contributed to stronger early-year implementation and improvements in attendance practices. The school also emphasized a more proactive approach to addressing attendance concerns before students became chronically absent, with a particular focus on data for Long-Term English Learner students whose chronic absenteeism rates in the 24-25 SY were elevated. As a result of this focus on early attendance interventions, chronic absenteeism is projected to decline for the 2025-2026 school year.

The school continued to ensure that facilities remained clean, safe, and conducive to learning (Action 3.5), while also expanding opportunities for positive student experiences (Action 3.6), including events, sports, theatre, field trips, and student leadership opportunities that contributed to a strong sense of community and belonging. Expanded learning opportunities (Action 3.8), including partnerships, clubs, and extracurricular programming, were maintained to support student engagement beyond the core instructional day. The Community Schools Coordinator (Action 3.7) contributed to audit and support the school's expanded learning program offerings, such as the Boys & Girls Club, in order to create a stronger connection between students' experiences at AJH and in expanded learning programs.

Overall, implementation of Goal 3 actions at AJH was strong, with key successes in strengthening behavior systems, increasing the fidelity of execution of culture and attendance systems, and continuing to foster a healthy & thriving school environment.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 3 have been overall effective in improving school climate, safety, and student engagement, as evidenced by reductions in both chronic absenteeism and suspension rates. At the same time, the data highlight continued areas for growth for specific student groups, particularly Long-Term English Learners (LTELs) and Students with Disabilities.

Chronic absenteeism has shown meaningful improvement, with All Students declining by 5.2 points to 30.5% (Yellow) . This reflects the impact of strengthened attendance systems (Action 3.4), including earlier intervention, clear staff roles, and focused monitoring of attendance data. Notably, Students with Disabilities demonstrated significant improvement, declining 10.5 points to 30.4% (Orange), indicating that targeted supports and coordination between general education and special education teams are contributing to improved outcomes. However, Long-Term English Learners remain an area of concern, increasing to 34.9% (Red), reinforcing the need for continued focus on this subgroup. Early intervention with this subgroup has been a focus in the 25-26 SY, leading to a projected decline in chronic absenteeism rates for this subgroup.

Suspension data similarly reflects overall effectiveness of the actions in this area. The overall suspension rate declined to 4.2% (Yellow), a decrease of 1.2 points, demonstrating the positive impact of restorative practices (Action 3.3), behavior monitoring systems (Action 3.1), and strong SEL curriculum implementation and response to data (Action 3.2). At the same time, Students with Disabilities (9.9%, Red) and Long-Term English Learners (26.1%, Red) continue to experience disproportionately high suspension rates, indicating that further refinement of behavior interventions and alignment between general education and special education teams is necessary to ensure equitable outcomes.

Additional indicators further reinforce the effectiveness of Goal 3 actions, including 86.34% of students responding favorably to the survey question measuring student safety and 86.81% students responding favorably to the question “I feel that there is at least 1 adult who cares about me”. Additionally, the school maintained a 0% expulsion rate and 0% middle school dropout rate, demonstrating a strong commitment to keeping students engaged (Action 3.6) and supported in school. Finally, facilities (Action 3.5) were reported as meeting standards with access to instructional materials and safe, functional conditions, ensuring students are learning in a stable and supportive environment.

Overall, while the data demonstrate that Goal 3 actions are contributing to improved attendance and reduced suspensions, Red performance level outcomes for specific student groups, Long-Term English Learners and Students with Disabilities, points to a continued area of focus for AJH moving forward.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflection of implementation and effectiveness data from the 2025–26 school year, no significant changes will be made to the goals, actions, metrics, or expected outcomes for Goal 3 in the coming year. The school has observed positive outcomes, including reductions in chronic absenteeism and suspension rates, indicating that current systems and strategies are effectively supporting a safe and inclusive school environment. As the final year of the current LCAP cycle approaches, the school will maintain continuity of these actions while continuing to refine implementation. Ongoing focus will be placed on monitoring and addressing suspension rates among Students with Disabilities and our Long-Term English Learners, as well as reducing chronic absenteeism for LTEL students as well, to ensure continued progress and equitable outcomes for all students.

Additionally, the school will continue to strengthen its Community Schools programming as it moves beyond its initial launch year. This includes building a clear throughline across Community Schools initiatives to ensure all stakeholders understand the role of the Community Schools Coordinator and team. The school will focus on increasing family engagement in programs by refining outreach strategies, ensuring offerings are well-attended, and determining the optimal number and structure of parent meetings to maximize family participation. The

Community Schools Coordinator will play a key role in aligning services, strengthening partnerships, and enhancing communication to ensure that supports are effectively reaching students and families.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Monitor & Respond to Student Culture & Behavioral Data	• Maintain a Dean of Students to support students through multi-tiered intervention strategies and train staff on practices to uphold a healthy & thriving environment. • Use Dean's List, student culture survey, and SEL data to track student behavior and culture data disaggregated by significant student groups in order to inform problem solving and targeted interventions. Our targeted interventions will be focused on our students who received a Red on the CA School Dashboard under suspension rates, including our Hispanic, EL, students with disabilities, and socioeconomically disadvantaged students to ensure we are getting at the root of behaviors that lead to suspensions. • Maintain Behavior Paraprofessionals to provide students with individual behavior and academic supports, with a focus on supporting the specific needs of our students with disabilities • Utilize the Healthy & Thriving Dashboard to proactively monitor SEL, referral, PBIS, and Health Round data by subgroups, with a particular focus on SWDs and LTELs. • Strengthen partnerships between network and site SPED teams and general ed teachers to provide Students with Disabilities aligned behavior intervention support. • Establish strong coordination of mental health supports to students and families, with a focus on SWDs and LTELs, through partnership between the Dean of Students, Community Schools Coordinator, and Site Leadership Team	$120,650.00	Yes
3.2	SEL Curriculum	• Expand on our 23-24 SY SEL pilot in grades 5-8 to implement a comprehensive SEL curriculum across all grade levels to integrate SEL into daily instruction.		No

Action #	Title	Description	Total Funds	Contributing
		• Bring together champions of SEL across AJH to determine our common SEL vision for the school. • Conduct professional development to provide our team with the tools, resources, language, and skill development to implement the SEL curriculum.		
3.3	Restorative Justice Practices	• Incorporate restorative justice practices, including restorative circles and a check-in/check-out system for students with higher behavioral needs, in our response to student behaviors. • Conduct professional development over the summer and throughout the school year for all AJH staff on restorative justice practices. • Proactively monitor implementation of restorative practices across AJH staff members, led by the Dean of Students.		No
3.4	Attendance Systems	All Students: • Continue to refine, train, and track accountability to the attendance systems and protocols according to the Alpha Attendance Playbook, which outlines all systems and procedures for how we address chronic absenteeism. This involves a tiered system for intervention, based on the chronic absenteeism % of each individual student. • Maintain consistent structures to uphold accountability on procedures, including regular data and action planning sessions during professional development, monthly meetings between Network Operations and the School Operations Manager (SOM), bi-weekly ops team attendance check-ins, and weekly individual check-ins between the Principal and SOM. • Build and sustain access to attendance data dashboards. Attendance data dashboards provide the ability to filter data by subgroups and identify variances in data. Attendance dashboards are then used in regular attendance data meetings. • Based on data, performed targeted attendance interventions including family/student follow-ups and attendance incentives such as “Presents for being Present”, where students are entered into raffles for perfect attendance,	$71,105.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Engage EverydayLabs to enhance our frequency and consistency with family communication around attendance, to further improve our level of data analysis and action planning with an upgraded attendance dashboard, and to benefit from their professional learning resources around chronic absenteeism. Everyday Labs is an ESSA-approved evidence based strategy for addressing absenteeism. • Roll out an attendance home visit program performing targeted attendance-based home visits for tier 2 and tier 3 students. • Roll out a School Attendance Review Team (SART) structure to address students who are experiencing extremely high levels of chronic absenteeism (subset of tier 3). Students with Disabilities: • Target SWDs as a focus within our chronic absenteeism goals, which will involve working with our Ed Specialist, as well as our network SPED team, to have regular student-level check-ins and goals (aligned with the IEP) around attendance monitoring and strategies. Hispanic Students & English Learners: • Utilize systems like DeansList and attendance dashboards to effectively communicate around attendance between schools/teachers to families. This includes two-way texting and notices/reminders around attendance to families. The student community is 97% Hispanic. In addition, many of our families have a primary language of Spanish. Through our communication platform and our bilingual front-office staff members, we communicate to families in their native language to ensure families understand all communications. Long-Term English Learners • Proactively monitor LTEL attendance data to provide early intervention for students who ADA dips below specific thresholds. Socioeconomically Disadvantaged Students:		

Action #	Title	Description	Total Funds	Contributing
		• Fund Clipper (bus) cards for socioeconomically disadvantaged families that need financial support to get to school. These cards are refilled monthly and available based on parent request. • Connect families with our Parent Learning Center (PLC) that can provide our socioeconomically disadvantaged families with additional resources based on their individual needs • Provide uniform support to families as needed • Conduct wake up calls to support students in coming to school		
3.5	Facilities Maintenance & Improvement	• Ensure our school facilities remain clean, safe, and in good repair. • Implement an updated operations and facilities walkthrough structure, in order to ensure a more consistent and standardized approach towards having safe, clean and welcoming spaces. This updated structure includes adding additional internal walkthroughs with an AJH-specific walkthrough rubric, on top of our existing three walkthroughs done in collaboration with the Alpha network operations team utilizing CDE's Facilities Inspection Tool (FIT).	$955,963.00	No
3.6	Student Experiences	Increase the resources we put towards enhancing non-academic student experiences (student events, field trips, student council, etc.). To ensure our socioeconomically disadvantaged students are able to participate in these experiences, we offer support for funding to families for field trips and higher cost activities.	$75,510.00	No
3.7	Community Schools Program	AJH was awarded a California Community Schools Partnership Program (CCSPP) Implementation Grant in May 2024, for the five year period from 2024-2029. As a result, AJH will contract to bolster its supports related to the CCSPP's four pillars: Integrated support services, Family and community engagement, Collaborative leadership and practices for educators and administrators, and Extended learning time and opportunities. This will include: • Hire a leader for community schools to establish and oversee the vision, strategy, workplan, and training for all community schools work	$300,000.00	

Action #	Title	Description	Total Funds	Contributing
		• Hire a community schools coordinator to lead the planning and execution of community schools work. • Provide students with mental health counseling through school-based counselors and external providers		
3.8	Expanded Learning Programs	Continue to enhance expanded learning and summer programming for students through external partnerships, athletics, clubs, etc. To ensure that our socioeconomically disadvantaged students are able to participate in these programs, we offer the following support for families: • Partner with the Boys & Girls Club to offer additional childcare and enrichment to TK-8 families, in order to support family work schedules. • Provide sports leagues for 6-8 students & families free of charge.	$631,760.00	No
3.9	National Student Lunch Program (NSLP)	Continue to strengthen the implementation of the NSLP through adequate staffing and strong processes to ensure all students have access to healthy, nutritious meals. To support our socioeconomically disadvantaged students, the NSLP ensures that all children have a free breakfast and lunch every school day. In addition, we offer a monthly food bank to families through the Alpha Parent Learning Center, and we offer families extra free fruit at arrival.	$478,993.00	No
3.10	Positive Behavioral Interventions and Supports (PBIS) systems	Solidify and expand our PBIS framework, ensuring a school-wide culture that fosters positive behavior, enhances student learning, and creates a supportive and inclusive school environment. This includes: • Executing a class points incentives system for positive class behaviors that are aligned to community values, which culminated in school wide incentives. • Providing daily positive points to students, which students are able to redeem for items in the student store. • Facilitating weekly incentives for students receiving a certain percentage of positive points. • Conducting monthly school-wide celebrations, Penguin Palooza, with differentiated, developmentally appropriate activities for students.		No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Build & cultivate community and family engagement to support student achievement & wellness	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

During this new LCAP cycle, we will continue to focus on building an authentic community with families in support of student learning by focusing on communication & transparency, authentic engagement, and partnership in decision making. Our 2024 family survey data continues to show that our strong relationships and engagement with our families are a bright spot for our school:

- 97% of families agree that school staff listens to parents when they have questions, concerns, or ideas
- 97% of families are satisfied with the amount of opportunities provided to participate in school activities and programs
- 97% of families feel a sense of belonging and connectedness to the school community

Input received from our educational partners through the LCAP engagement process highlighted the need to build upon the successes this year of:

- The consistency and quality of parent & school communications,
- Resources provided by the school, like English classes and the food bank,
- Frequency of school events and engagement opportunities,
- Partnership in decision making within systems and parent group structures, such as SSC and ELAC

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of families that feel a sense of belonging & connectedness to the school community Data Source: Internal Survey	23-24 Family Survey: 95.59%	SY 24-25: 97.2%	SY 2025-26: 96.88%	95%	+1.29 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	% of families that agree that the school listens of family voice and input when making decisions Data Source: Internal Survey	23-24 Family Survey: 94.28%	SY 24-25: 97.2%	SY 2025-26: 93.55%	95%	-.73 percentage points
4.3	% of families that are satisfied with the amount of opportunities provided to families to participate in school activities and programs (by subgroups) Data Source: Internal Survey	23-24 Family Survey: All Families: 98.57% Families of Students with Disabilities: 100% Families of English Learners: 97.4%	SY 24-25 All Families: 97.14% Families of Students with Disabilities: 100% Families of English Learners: 100%	SY 25-26 All Families: 96.88% Families of Students with Disabilities: 93%% Families of English Learners: 94%	95%	All Families: -1.69 percentage points Families of Students with Disabilities: -7% Families of English Learners: -3.4%
4.4	% of Families that are satisfied with the level of physical and emotional safety Data Source: Internal Survey	23-24 Family Survey: 87%	SY 24-25: 91.4%	SY 2025-26: 93.76%	95%	+6.76 percentage points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025–26 school year, all actions under Goal 4 were implemented as planned, with no substantive differences between intended and actual implementation. The school continued to strengthen systems and structures to build authentic partnerships with families and increase engagement in ways that support student achievement and wellness.

Parent communication systems (Action 4.1) were consistently utilized throughout the year. The school continued to use Konstella as its primary family communication platform, ensuring timely and accessible communication with families. To address the linguistic needs of the community, all key communications were provided in both English and Spanish, and translation support was available for meetings,

conferences, and ongoing outreach. These efforts supported increased accessibility and strengthened relationships between families and school staff. Additionally, the school maintained regular family surveys and conferences, continuing to prioritize two-way communication and family voice.

School community events and celebrations (Action 4.2) were implemented with increased intentionality and structure. For the first time, the school developed systems to track attendance at family events, establishing a baseline to better understand participation trends and inform future planning. This data-driven approach allowed the school to refine outreach and improve engagement, resulting in increased attendance, particularly among families of students in grades 7 and 8. The school successfully hosted a range of events, including Back to School Night, cafecitos, award ceremonies, and family workshops, such as STEM-focused sessions, which further strengthened community connections.

Programs and services through the Alpha Parent Learning Center (Action 4.3) continued to be offered and expanded, providing families with access to educational, wellness, and community-based resources. The school also introduced and supported targeted programming, including initiatives like Girls Who Code, which provided meaningful opportunities for student engagement while also increasing family involvement and awareness of school programming.

Parent partnership opportunities (Action 4.4) remained a strong area of implementation. The school continued to offer volunteer opportunities and programs such as Los Dichos, creating space for families to actively participate in their child's education and celebrate cultural identity and literacy. These efforts contributed to a stronger sense of belonging and partnership within the school community.

Finally, the school maintained and strengthened structures to build parent leadership (Action 4.5), including School Site Council (SSC), English Learner Advisory Committee (ELAC), and other parent leadership groups. These spaces provided families with meaningful opportunities to share input, collaborate with school leadership, and contribute to decision-making processes. The school also focused on ensuring that family programming and meeting frequency were intentional and responsive to maximize participation and avoid over-scheduling, reflecting a more strategic approach to engagement.

Overall, implementation of Goal 4 actions was strong and cohesive, with notable successes in increasing family participation, improving communication systems, and creating more structured opportunities for family voice and leadership.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 4 have been effective in strengthening family engagement, communication, and overall connection between the school and its community. Through consistent implementation of multilingual communication systems, expanded family events,

and increased opportunities for parent leadership, the school has continued to build a strong sense of partnership with families in support of student achievement and wellness.

Family survey data indicates high levels of satisfaction and engagement across key measures. Specifically, 96.88% of families report feeling a strong sense of belonging and connectedness to the school community, reflecting the impact of consistent communication practices and inclusive community events (Actions 4.1 and 4.2). Additionally, 93.55% of families agree that the school listens to family voice and input when making decisions, demonstrating the effectiveness of leadership structures such as SSC, ELAC, and parent committees in elevating family perspectives (Action 4.5).

The school has also been effective in providing meaningful opportunities for family participation. 96.88% of families report satisfaction with the amount of opportunities to engage in school activities and programs (including by subgroup), indicating that events such as Culture Day, STEM parent workshop, Girls Who Code, and family conferences are successfully fostering engagement across diverse groups (Actions 4.2 and 4.4). Furthermore, 93.76% of families report satisfaction with the level of physical and emotional safety at the school, reflecting the broader impact of a positive school culture and strong communication systems (Actions 4.1 and 3.1–3.3).

These outcomes are directly connected to the school's intentional focus on accessible, multilingual communication, regular feedback collection through surveys, and the creation of inclusive spaces for families to engage and lead. The continued use of both digital and paper-based communication, along with translation support, has ensured that all families, particularly those from historically underserved communities, can participate meaningfully in the school community.

Overall, the data indicate that Goal 4 actions have been effective in building strong family-school partnerships, increasing engagement, and fostering a sense of belonging and trust within the school community. These efforts have created a solid foundation for continued collaboration with families in support of student success.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflections from the 2025–26 school year, no significant changes will be made to the planned goal, metrics, target outcomes, or actions for Goal 4 in the 2026–27 school year. Implementation data and family feedback indicate that current strategies are effectively supporting strong family engagement, communication, and community partnership. As the school enters the final year of the current LCAP cycle, the focus will remain on maintaining and refining existing practices to ensure continued high levels of family participation, satisfaction, and connection to the school community.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Communication	Strengthen family communication strategies to capture authentic input and feedback. Strategies include: • Drive usage of our family communication platform • Support strong response rates in family surveys (2 times per year) • Drive high attendance at family conferences (3 times per year) In order to mitigate language barriers for our significant population of Hispanic families, many of whose primary language is Spanish, the school invests in the following practices: • Distribute all key family communications electronically and in paper flier form in both English and Spanish • Utilize a family engagement platform with strong accessibility for Spanish-speaking families, including: • Video resources to support families • Supports for language set-up, to enable automatic translation of posts and messages • Easy to post videos & pictures to enable access • Staff a team with the skillset to communication with families in their native language, helping to ensure families feel supported and can partner with school leadership • Provide extensive supports for team members that do not speak Spanish, providing oral translation and materials translation for all meetings and programming, including quarterly conferences, SST meetings, and ongoing teacher communications. • Emphasize video communication to promote further access for some families with literacy needs.	$93,923.00	No
4.2	School Community Events and Celebrations	• Create and execute on an annual scope and sequence for school community celebrations, including: family events, cafecitos, student conferences, back to school night, award ceremonies, etc. • Track attendance at school community events to understand and improve family participation	$8,900.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Programs and Services (PLC)	• Maintain and improve services from the Alpha Parent Learning Center to provide families with educational, career, and wellness programs to champion their agency in the community. • Work towards clarifying the vision and the supports offered by Alpha's Parent Learning Center, in order to ensure we are effectively serving the needs of our socioeconomically disadvantaged families. • Explore opportunities to expand the impact and reach of the Alpha Parent Learning Center programs such as the Food Bank, Adult English classes, and Know Your Rights workshops.	$25,002.00	Yes
4.4	Parent School Partnerships	• Provide parent volunteer opportunities to strengthen involvement of parents in their child's educational experience. • Organize the highly successful Los Dichos educational program, a parent volunteer opportunity that celebrates cultural diversity and promotes literacy through monthly parent read-alouds in TK-5 classrooms. Families sign up to read an intentionally selected book in English and/or in Spanish that celebrates different cultures and lead a related activity with their students' class. By engaging parents as active participants in their children's reading journey, we aim to foster a love of literature, embrace diverse stories and voices, and cultivate a greater appreciation for different cultures, supporting the learning of our Hispanic students and English Learners.	$9,547.00	No
4.5	Parent Power	Develop parent power by providing parents with leadership opportunities to advocate for their students. Leadership opportunities include: • School Site Council (SSC) • English Language Advisory Committee (ELAC) • Parent Leader Committee (Advocacy) • Alpha Parent Board Members To honor the desire from our Hispanic/Latino families to have a direct		No

Action #	Title	Description	Total Funds	Contributing
		connection to the principal, we embed the following strategies to create strong leadership & family partnerships to support academic achievement: • Frequent principal engagement and communication through Konstella to provide easy access to principal. • Front office team escalates any parent concerns to full SLT and principal to promote visibility and make space for support and partnership with families. • SLT and principal are visible during arrivals and dismissals to provide quick touchpoints with families and promote leadership access.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Hire, develop, value, and retain a high-quality faculty & staff	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

It is critical for our school to develop and maintain fully credentialed and high-quality educators. However, given the teacher shortage that we are experiencing in the Bay Area, it is challenging to hire and retain strong educators for our school. Over the past two years at AJH, we have experienced transitions among our Senior Leadership Team (SLT). Four of the six SLT members (Dean, Principal, 2 Assistant Principals) were new in the 22-23 SY, as three SLT members transitioned into Alpha Network Team roles. In addition to SLT transitions, we have experienced lower staff retention rates and a lighter talent pool of high quality applicants as educators exited the profession post-pandemic. The lighter talent pool, coupled with changing CTC requirements, has resulted in hiring educators that are newer to teaching and require more support, alignment, and coaching.

To address these underlying causes, we have established the following theory of change at Alpha: If we develop excellent coaches, then they will develop excellent educators, which will result in improved student outcomes. Therefore, we are focused on continuing to invest heavily in internal and external professional development and coaching of our leaders, teachers, and instructional staff. We are creating leadership pathways for staff members to grow and stay at Alpha, we regularly review our compensation and benefits packages, and we are using a variety of recruitment strategies to attract high-quality talent to our AJH.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	% of teachers appropriately assigned and credentialed Data Source: Internal Calculation	23-24: 100%	24-25: 96%	SY 25-26: 88%	100%	-12 percentage points
5.2	Teacher perception on the spring TNTP	2.9	SY 24-25: 4.8	Fall 2025: 4.5	4.0	+1.6 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	question regarding Learning Environment Data Source: TNTP Survey					

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025–26 school year, all actions identified under Goal 5 were implemented as planned, with no substantive differences between planned and actual implementation. The school maintained a strong focus on hiring, developing, and retaining high-quality staff through aligned professional development systems, robust coaching structures, and intentional efforts to foster a positive and supportive adult culture.

A central component of implementation was the continued investment in teacher development through coaching and professional learning (Action 5.1). School Leadership Team (SLT) members conducted regular observations and 1:1 coaching meetings with teachers, aligned to Alpha's Vision of Excellent Teaching and Teacher Rubric. These coaching cycles were closely connected to professional development sessions and grade-level or department meetings, creating a cohesive system for continuous improvement. Teachers received frequent, actionable feedback on instructional practices, and the alignment between coaching and PD was a key strength in implementation.

The school also successfully implemented onboarding and training systems for new staff (Action 5.2), providing a comprehensive summer experience that introduced instructional expectations and foundational teaching practices. Ongoing development for instructional support staff (Action 5.3) ensured that all staff members working directly with students received coaching and professional learning aligned to schoolwide instructional priorities.

Leadership development (Action 5.4) was a notable area of strength this year. Leaders participated in differentiated coaching development sessions, focused on strengthening skills in coaching, professional development design, and facilitation. These efforts were reinforced through cycles of feedback and practice, and were closely aligned to the school's coaching model, ensuring consistency and coherence across instructional leadership practices. Opportunities for teacher leadership were also maintained through lead team structures.

Efforts to foster a positive school culture among staff (Action 5.5) were implemented through proactive planning and ongoing responsiveness to staff needs. The school hosted regular celebrations, team-building events, and recognition programs, including shout-outs and peer-nominated awards, to build a strong sense of community and appreciation among staff. Regular staff surveys were conducted to gather feedback and inform continuous improvement of adult culture.

Credential and certification support (Action 5.6) was strengthened this year, with the school providing earlier and more proactive communication to teachers regarding their credential status. Ongoing credential reviews and support from Alpha's network Credential Specialist ensured that teachers remained on track for compliance, and staff reported feeling well-supported throughout the process.

Hiring strategies (Action 5.7) and compensation and benefits structures (Action 5.8) were implemented as planned, with the school utilizing network-supported recruitment processes, inclusive hiring practices, and ongoing staff feedback to inform compensation and benefits. These systems supported the recruitment and retention of a diverse and highly qualified staff.

Overall, implementation of Goal 5 actions was strong and cohesive. Key successes included the alignment of coaching and professional development, differentiated leadership training, strengthened credential support systems, and a positive adult culture. These efforts contributed to a supportive and high-functioning staff environment, positioning the school to continue attracting, developing, and retaining high-quality educators.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 5 have been effective in maintaining a high-quality, well-supported faculty and staff, as evidenced by strong outcomes in teacher credentialing and staff perception data. The school successfully sustained high levels of fully credentialed teachers, reflecting the effectiveness of hiring strategies, credential monitoring systems, and proactive support provided to staff (Actions 5.6 and 5.7). Early communication around credential status and ongoing support throughout the year ensured that teachers remained on track and felt supported in meeting certification requirements.

In addition, staff perception data from the Spring TNTP survey indicates strong results in the area of Learning Environment, with teachers reporting positive experiences related to school culture, collaboration, and support. These outcomes demonstrate the effectiveness of the school's investment in professional development and coaching systems (Actions 5.1 and 5.4), which provided consistent, actionable feedback and aligned support for instructional improvement. The coherence between coaching cycles, professional development, and leadership support contributed to a strong instructional culture and a sense of shared purpose among staff.

Efforts to foster a positive adult culture (Action 5.5), including recognition systems, team-building events, and regular opportunities for feedback, further supported teacher satisfaction and retention. Additionally, differentiated leadership development and targeted onboarding and support for new and returning staff (Actions 5.2 and 5.4) ensured that all staff members received development aligned to their experience and role.

Overall, the data indicate that Goal 5 actions have been effective in supporting teacher development, maintaining a highly qualified staff, and fostering a positive and collaborative professional environment. These systems position the school to continue retaining strong educators and sustaining high-quality instruction for students.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A review of implementation and outcome data from the 2025–26 school year indicates that no significant changes are necessary to the planned goal, metrics, target outcomes, or actions for Goal 5 in the 2026–27 school year. Current data demonstrate that existing systems for hiring, developing, and retaining staff are effective in maintaining a highly qualified workforce and a positive professional culture. As the school enters the final year of the LCAP cycle, the focus will remain on sustaining and refining these practices to ensure continued staff development, retention, and strong instructional outcomes for students.

Building on the success of this year's robust observation and coaching cycles, the school will continue to prioritize teacher and leadership development with a focused emphasis on the consistent implementation of adopted instructional materials with fidelity. This includes deepening instructional practices related to assessment, learning design, delivery of content, checks for understanding, and the use of effective scaffolds to support all learners. Additionally, there will be an increased focus on classroom management strategies that utilize least invasive redirections to maximize student engagement and maintain a healthy and thriving learning environment.

Leadership development will further prioritize strengthening capacity in data analysis and responsive instructional decision-making, as well as deepening content and curriculum expertise. Leaders will continue to refine their ability to support teachers in implementing high-quality instructional methodologies and using assessment data to drive continuous improvement. These refinements are intended to enhance the effectiveness of existing systems while maintaining alignment with the overall goal.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Teacher Professional Development & Coaching	• SLT members continue to develop teachers (through 1:1 coaching, PD sessions, walkthroughs, grade level/department meetings), in alignment to Alpha's Vision of Excellent Teaching and Teacher Rubric • SLT members consistently conduct weekly observations and coaching meetings for all teachers by a school leadership team member, to continuously improve their instructional practice. SLT members track coaching sessions to monitor consistency.	$229,128.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.2	New Staff Professional Development	• Facilitate a robust summer onboarding and training experience for all new Alpha staff • Train all new Alpha instructional staff on the foundational skills of what it means to facilitate learning for our APS community	$76,202.00	Yes
5.3	Instructional Support Staff Development	Develop instructional excellence in our instructional support staff through consistent professional development and regular coaching by school leaders	$37,503.00	Yes
5.4	Leadership Development	Develop the leadership skills across AJH leaders in PD design and facilitation. This includes: • Initial training during summer professional development for leaders followed by cycles of feedback, revision, and rehearsal • Ongoing training through Coach Development Meetings throughout the year to further develop skills in PD design and facilitation as well as coaching, emotional agility, and performance management • Cycles of feedback, revisions, rehearsal, and coaching on PD design and facilitation aligned with Alpha-wide instructional staff PD Develop the leadership skills across AJH leaders in coaching. This includes: • Initial calibration on the Alpha Coaching Model and Abridged Coach Rubric during summer professional development for leaders • Ongoing training through Coach Development Meetings throughout the year to further develop skills in coaching as well as PD design and facilitation, emotional agility, and performance management • External coaching workshops and small group practice labs Provide leadership opportunities for teachers through lead team. This includes regular training for lead team members, with opportunities to collaborate with lead team members across Alpha Public Schools.	$47,503.00	No

Action #	Title	Description	Total Funds	Contributing
5.5	School Culture	• Foster a healthy and thriving school culture through programs such as shout-outs/recognitions, instructional spotlighting, a sunshine committee, and team-building and team gratitude events. • Hold orientation and reorientation for staff to create team alignment around our culture. • Conduct regular surveys to gather staff feedback. Use this data to inform strategies to strengthen school culture. • Maintain strong communication channels through daily huddles.	$2,657.00	No
5.6	Credential / Certification Support	Provide all teachers with certification/credential support with a regular review around assignment and credential status.	$35,003.00	Yes
5.7	Hiring Strategies	Use a variety of strategies to hire a diverse, highly-qualified, and appropriately credentialed teaching staff, including: • Presence at all local career fairs as well as historically Hispanic serving colleges • Partnerships with teacher preparation programs at local colleges and universities • Participation in CTC grant opportunities for educators to complete their degree and/or get on a teacher credential pathway to build our internal pipeline for teacher of record roles • Intentional programs to include teacher participation in recruitment and hiring processes • Transparent teacher salary scale, with differentiated pay depending on certification status • Reviewing our interview screening process to assess candidates on their response to student behaviors and skillset in cultivating a positive student culture • Standardizing expectations for the final interview round of teacher of record candidates to incorporate a live demo lesson, SLT interview, and a teacher panel	$169,859.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.8	Compensation & Benefits	• Capture staff feedback (through stay interviews and staff surveys) to inform teacher salary and benefit compensation. • Regularly reevaluate our teacher salary scale and other compensation opportunities to ensure our teachers are compensated fairly relative to similar opportunities.	$92,701.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,723,705	$847,494

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.474%	0.000%	$0.00	37.474%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Academic Intervention Model **Need:** Our English Learners and Socioeconomically Disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the 2023 CA School Dashboard.	When reviewing our data, and based on input and feedback from our teachers, staff, and students, we identified that through an instructional lens, the performance of our low-income students and our English Learners lags behind that of our overall population. In order to address this growth area related to our support of low-income students and english learners, this action will focus on providing supplemental academic interventionists to support a tiered approach to intervention, with a focus on	1.2: ELPI 1.3: Reclassification Rates 1.4: SBAC DFS ELA 1.5: SBAC DFS Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ELA All Students: 93.3 pts below EL Students: 115.3 pts below SED Students: 95.8 pts below Math All Students: 125 pts below EL Students: 144 pts below SED Students: 126 pts below **Scope:** LEA-wide	ELA and Math interventions. The increased amount of time spent in direct support and the strategies used that will be targeted towards individual unduplicated students, will improve and increase services by executing small groups for learners in need of intervention, analyzing and responding to data regularly, and collaborating with teachers to engage in meaningful push in support.	
2.4	**Action:** Data Strategy **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the 2023 CA School Dashboard. ELA All Students: 93.3 pts below EL Students: 115.3 pts below SED Students: 95.8 pts below Math All Students: 125 pts below EL Students: 144 pts below SED Students: 126 pts below **Scope:**	Our data strategy action, designed to collect, analyze, and respond to academic data, will specifically meet the needs of our unduplicated population by enabling targeted interventions and differentiated instruction. Our data dashboards allow us to analyze student subgroup data and be proactive in identifying and addressing variances in our results. By using data to identify trends and potential challenges early, our school can deploy resources and supporting strategies in an effective, timely way. This data-driven approach not only supports individualized student success but also fosters an environment that adapts to and meets the evolving needs of our unduplicated student body.	2.3: SBAC ELA 2.4: SBAC Math 2.6: NWEA Math 2.7: NWEA ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.5	**Action:** Online Platforms & Technology **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the 2023 CA School Dashboard. ELA All Students: 93.3 pts below EL Students: 115.3 pts below SED Students: 95.8 pts below Math All Students: 125 pts below EL Students: 144 pts below SED Students: 126 pts below **Scope:** LEA-wide	Our technology action is strategically designed to meet the needs of our unduplicated population by ensuring equitable access to digital resources and enhancing learning opportunities for our students. By providing a variety of online programs accessible to all students, the school enables scaffolding of classroom instruction and offers additional learning and practice outside of class. This accessibility is crucial for unduplicated pupils who may not have similar educational support at home. Implementing a 1:1 environment where each student receives a Chromebook and access to a hotspot ensures that all students, regardless of their socioeconomic status, have the necessary tools to access digital learning platforms. This is particularly important for unduplicated students who might otherwise lack the technology to participate fully in digital learning activities. Providing these tools helps bridge the digital divide and ensures that all students can benefit from technology-enhanced learning both in and out of the classroom.	2.3: SBAC ELA 2.4: SBAC Math 2.6: NWEA Math 2.7: NWEA ELA
2.6	**Action:** Additional Classroom Support and Coverage **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the 2023 CA School Dashboard.	This action involves working with external partners to provide additional classroom support and work with small groups of students to support Tier 2 strategies. This additional support is crucial for maintaining smaller student-to-teacher ratios, which is especially beneficial for unduplicated students who may require more personalized attention and instruction due to various challenges, such as language barriers, socio-economic constraints, or learning gaps.	2.3: SBAC ELA 2.4: SBAC Math 2.6: NWEA Math 2.7: NWEA ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ELA All Students: 93.3 pts below EL Students: 115.3 pts below SED Students: 95.8 pts below Math All Students: 125 pts below EL Students: 144 pts below SED Students: 126 pts below **Scope:** LEA-wide	While the primary focus is on meeting the needs of unduplicated students, the presence of additional classroom support benefits the entire classroom by improving the overall student-to-teacher ratio and allowing for more differentiated instruction. This creates a more inclusive and supportive learning environment for every student, regardless of their background.	
2.7	**Action:** Broad Course of Study **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently performing below all students in both ELA and Math as measured by the 2023 CA School Dashboard. ELA All Students: 93.3 pts below EL Students: 115.3 pts below SED Students: 95.8 pts below Math All Students: 125 pts below EL Students: 144 pts below SED Students: 126 pts below **Scope:**	Our Broad Course of Study action is designed to meet the educational needs of all students while being principally directed toward our unduplicated population. This action emphasizes providing high-quality instruction in a range of content areas beyond the core curriculum, including the arts, sciences, technology, and other subjects crucial for a well-rounded education. A well-rounded education that includes the arts and other creative subjects fosters critical thinking, creativity, and emotional intelligence. For unduplicated students, these experiences are essential for personal development and can provide them with a more equitable educational experience. By focusing on providing a broad and high-quality course of study, our school addresses the specific needs of unduplicated students by offering them enriched educational pathways that promote engagement, skill development, and holistic growth. This strategic approach not only supports the academic and personal development	2.3: SBAC ELA 2.4: SBAC Math 2.6: NWEA Math 2.7: NWEA ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	of these students but also enhances the educational experience for the entire student body.	
3.1	**Action:** Monitor & Respond to Student Culture & Behavioral Data **Need:** Our English Learners and socioeconomically disadvantaged (SED) students are currently being suspended at the same rate or higher than all students on the suspension rate indicators as measured by the 2023 CA School Dashboard. All Students: 6.2% EL Students: 6.1% SED Students: 6.3% **Scope:** LEA-wide	Maintaining a Dean of Students who is focused on multi-tiered intervention strategies ensures that behavioral issues are addressed at various levels of intensity, tailored to the needs of individual students. This role is crucial in developing and overseeing interventions before behaviors escalate to the point of suspension, especially for unduplicated students who may face systemic challenges that affect their behavior. Training staff on practices to uphold a healthy and thriving environment equips them with the skills to manage classroom behaviors effectively and inclusively. By fostering an understanding of diverse student backgrounds and the specific challenges faced by unduplicated students, staff can implement more empathetic and effective disciplinary practices that reduce the need for suspensions which benefits all students.	3.5: Suspension Rate 3.6: Expulsion Rate 3.7: % of students who feel safe at school 3.8: % of students who feel that there is at least 1 adult who cares about them
3.4	**Action:** Attendance Systems **Need:** Our English learners and socioeconomically disadvantaged (SED) students are currently chronically absent at the same rate or higher than all students as measured by the 2023 CA School Dashboard. All Students: 37.3% EL Students: 38.8% SED Students: 37.3%	Our action to decrease chronic absenteeism and improve attendance rates focuses on refining and enhancing systems directed primarily at supporting our unduplicated population, while also benefiting all students. By continually refining and training staff on the Alpha Attendance Playbook protocols, the school ensures that all team members are equipped to identify and address the unique challenges related to attendance that unduplicated students might face. This consistent approach helps staff recognize early signs of absenteeism, which can	3.2: ADA 3.3: Chronic absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	be linked to various socio-economic and/or language challenges. Direct interventions based on attendance data—such as family/student follow-ups, home visits, and incentives—are particularly effective for unduplicated students. These interventions address external factors affecting attendance, such as transportation issues, lack of parental engagement due to work schedules, or other barriers that disproportionately affect underserved populations. While these strategies are principally directed at improving attendance for our unduplicated population, all students' attendance will improve as a result of successful implementation.	
4.3	**Action:** Programs and Services (PLC) **Need:** Through the LCAP engagement process, we hear from our families of unduplicated students for the need to continue offering services through the Alpha Learning Center. **Scope:** LEA-wide	Our action to maintain and improve services offered by the Alpha Parent Learning Center is specifically designed to support unduplicated populations by providing their families with critical resources that enhance their educational, career, and wellness opportunities. By offering educational programs, the center empowers parents with the knowledge and skills they need to support their children's academic journey effectively. This is especially beneficial for unduplicated families who may lack access to educational resources or face language barriers that make navigating the education system challenging.	4.1: % of families that feel a sense of belonging & connectedness to the school community 4.2: % of families that agree that the school listens to family voice and input when making decisions 4.3: % of families that are satisfied with the amount of opportunities provided to families to participate in school activities and programs (by subgroups) 4.4: % of Families that are satisfied with the level of physical and emotional safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
5.1	**Action:** Teacher Professional Development & Coaching **Need:** We heard from our educational partners for the need to continue offering focused teacher professional development and coaching to ensure all staff are equipped to meet the needs of all students. **Scope:** LEA-wide	With a student body composed of 99% unduplicated pupils, any school-wide action inherently focuses on addressing their specific educational needs and challenges. Our unduplicated students face unique barriers that can impact their academic performance and overall school engagement. Implementing actions that are broadly beneficial yet target the needs of unduplicated pupils ensures that resources are allocated equitably. This strategic focus maximizes the impact and support by directing our funds toward interventions that address the most prevalent needs within our school community. Providing teacher professional development and coaching is a strategic action that supports unduplicated populations by enhancing the quality of education they receive. Professional development and coaching equips teachers with the effective strategies and instructional techniques, improving their ability to deliver high-quality education tailored to diverse learning needs. For unduplicated students, who may face additional academic challenges, having skilled teachers is crucial for ensuring that their academic needs are met effectively.	1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness (Learning Environment)
5.2	**Action:** New Staff Professional Development **Need:** We heard from our educational partners for the need to continue offering focused teacher professional development and coaching, with an emphasis on new staff, to ensure all staff are equipped to meet the needs of all students.	With a student body composed of 99% unduplicated pupils, any school-wide action inherently focuses on addressing their specific educational needs and challenges. Our unduplicated students face unique barriers that can impact their academic performance and overall school engagement. Implementing actions that are broadly beneficial yet target the needs of unduplicated pupils ensures that resources are allocated equitably. This strategic focus maximizes	1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness (Learning Environment)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	the impact and support by directing our funds toward interventions that address the most prevalent needs within our school community. Providing teacher professional development and coaching is a strategic action that supports unduplicated populations by enhancing the quality of education they receive. Professional development and coaching equips teachers with the effective strategies and instructional techniques, improving their ability to deliver high-quality education tailored to diverse learning needs. For unduplicated students, who may face additional academic challenges, having skilled teachers is crucial for ensuring that their academic needs are met effectively.	
5.3	**Action:** Instructional Support Staff Development **Need:** We heard from our educational partners for the need to continue offering focused teacher and instructional support teams professional development and coaching to ensure all staff are equipped to meet the needs of all students. **Scope:** LEA-wide	With a student body composed of 99% unduplicated pupils, any school-wide action inherently focuses on addressing their specific educational needs and challenges. Our unduplicated students face unique barriers that can impact their academic performance and overall school engagement. Implementing actions that are broadly beneficial yet target the needs of unduplicated pupils ensures that resources are allocated equitably. This strategic focus maximizes the impact and support by directing our funds toward interventions that address the most prevalent needs within our school community. Providing teacher professional development and coaching is a strategic action that supports unduplicated populations by enhancing the quality of education they receive. Professional development and coaching equips teachers with the effective strategies and instructional	1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness (Learning Environment)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		techniques, improving their ability to deliver high-quality education tailored to diverse learning needs. For unduplicated students, who may face additional academic challenges, having skilled teachers is crucial for ensuring that their academic needs are met effectively.	
5.6	**Action:** Credential / Certification Support **Need:** Ensuring all teachers that are providing instruction for unduplicated students are credentialed and have appropriate certifications. **Scope:** LEA-wide	With a student body composed of 99% unduplicated pupils, any school-wide action inherently focuses on addressing their specific educational needs and challenges. Our unduplicated students face unique barriers that can impact their academic performance and overall school engagement. Implementing actions that are broadly beneficial yet target the needs of unduplicated pupils ensures that resources are allocated equitably. This strategic focus maximizes the impact and support by directing our funds toward interventions that address the most prevalent needs within our school community. Providing teachers with credential and certification support directly benefits unduplicated populations by ensuring that students have access to qualified and highly skilled educators. While this action is principally directed at supporting our unduplicated populations to ensure they have teachers who are appropriately credentialed, all students benefit from having 100% of teachers in the building fully credentialed. By supporting teachers in obtaining and maintaining their credentials and certifications, schools ensure that educators are up-to-date with current educational standards and practices. This leads to higher quality teaching, which is crucial for students from unduplicated populations who may	1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness (Learning Environment)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		need more structured and effective educational support to overcome socioeconomic and language barriers. Credential programs often include specialized training that equips teachers to better address the needs of diverse learners, including those from unduplicated populations. This training might cover areas such as English language development, special education, and culturally responsive teaching, all of which are essential for meeting the specific needs of our students.	
5.7	**Action:** Hiring Strategies **Need:** Ensuring all teachers that are providing instruction for unduplicated students are diverse, highly-qualified, and appropriately credentialed teaching staff. **Scope:** LEA-wide	With a student body composed of 99% unduplicated pupils, any school-wide action inherently focuses on addressing their specific educational needs and challenges. Our unduplicated students face unique barriers that can impact their academic performance and overall school engagement. Implementing actions that are broadly beneficial yet target the needs of unduplicated pupils ensures that resources are allocated equitably. This strategic focus maximizes the impact and support by directing our funds toward interventions that address the most prevalent needs within our school community. Focusing strategic efforts to hire a diverse, highly-qualified, and appropriately credentialed teaching staff directly benefits unduplicated populations by ensuring that students have access to qualified and highly skilled educators. While this action is principally directed at supporting our unduplicated populations to ensure they have teachers who are appropriately credentialed and highly qualified, all students benefit from having 100% of teachers in the building fully credentialed.	1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		By supporting teachers in obtaining and maintaining their credentials and certifications, schools ensure that educators are up-to-date with current educational standards and practices. This leads to higher quality teaching, which is crucial for students from unduplicated populations who may need more structured and effective educational support to overcome socioeconomic and language barriers. Credential programs often include specialized training that equips teachers to better address the needs of diverse learners, including those from unduplicated populations. This training might cover areas such as English language development, special education, and culturally responsive teaching, all of which are essential for meeting the specific needs of our students	
5.8	**Action:** Compensation & Benefits **Need:** In order to support teacher retention and attract the highest quality teaching staff, we continue to hear from our educational partners the need to regularly reevaluate our teacher salary scale and other compensation opportunities to ensure our teachers are compensated fairly relative to similar opportunities. **Scope:** LEA-wide	With a student body composed of 99% unduplicated pupils, any school-wide action inherently focuses on addressing their specific educational needs and challenges. Our unduplicated students face unique barriers that can impact their academic performance and overall school engagement. Implementing actions that are broadly beneficial yet target the needs of unduplicated pupils ensures that resources are allocated equitably. This strategic focus maximizes the impact and support by directing our funds toward interventions that address the most prevalent needs within our school community. Providing teachers with appropriate compensation and benefits is crucial for supporting unduplicated populations and all students by ensuring students	1.4: SBAC ELA 1.5: SBAC Math 5.1: % of teachers appropriately assigned and credentialed 5.2: Teacher sense of safety and connectedness (Learning Environment)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		have access to dedicated, skilled, and motivated educators. Competitive compensation and comprehensive benefits attract highly qualified teachers and encourage them to remain in their positions long-term. Stability and consistency in teaching staff are particularly beneficial for unduplicated students, who often benefit from established relationships and consistent educational approaches that a stable staff can provide.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	**Action:** English Learner Supports **Need:** Our English learners are currently performing below all students in both ELA and Math as measured by the 2023 CA School Dashboard. ELA: All Students: 93.3 pts below EL Students: 115.3 pts below Math: All Students: 125 pts below EL Students: 144 pts below	By continuing to staff an English Language Development specialist, we ensure that ELs receive designated ELD instruction, which is specifically tailored to boost their English language proficiency in both academic and social settings. This role will also support teachers with integrated instruction, thereby enhancing the language development support within the context of subject matter learning. By conducting professional development for instructional staff, we ensure that our English Learners have access to high-quality teaching practices in all classroom settings. Within this framework, ELs benefit from integrated language	1.2: ELPI 1.3: Reclassification Rates 1.4: SBAC DFS ELA 1.5: SBAC DFS Math

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	supports that help them access complex texts and engage with grade-level content, which is crucial for closing gaps in ELA and Math. By continuing to monitor implementation of strategies through coaching, observations, and walkthroughs, the ELD Specialist and coaches will be able to assess the impact of professional development and ensure strategies are being effectively implemented in the classroom to support ELs. To address the needs of our Long Term English Learners, several actions are being implemented to increase and improve outcomes. By utilizing curricular assessments to regularly collect and monitor data, this will allow for timely identification of learning gaps and needs. This ongoing assessment process is key to adapting instruction that targets language proficiency and academic achievement. Informed by data, instructional staff can provide differentiated instruction tailored to the unique needs of LTELs. This will ensure that these students receive the necessary academic support to succeed in their subject areas, particularly in ELA and Math. By ensuring instructional staff are equipped with and implementing strategies such as visual references, explicit vocabulary instruction, and embedded structured student talk routines, our staff will be supporting the diverse needs of our LTEL students.	
1.2	**Action:** High Quality ELD Curriculum	We will implement a high quality, standards aligned ELD curriculum and provide training to all	1.2: ELPI 1.3: Reclassification Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Our English learners are currently performing below all students in both ELA and Math as measured by the 2023 CA School Dashboard. ELA All Students: 93.3 pts below EL Students: 115.3 pts below Math All Students: 125 pts below EL Students: 144 pts below **Scope:** Limited to Unduplicated Student Group(s)	staff to support providing integrated and designated instruction to our English Learners. The implementation of skills learned in professional development will be monitored through cycles of coaching, observation, and feedback to ensure that English Learners are supported.	1.4: SBAC DFS ELA 1.5: SBAC DFS Math

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

NA

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

As named above, the school was able to leverage increases associated with additional concentration grant funding to support its LCAP priorities:

Goal 1: Focused Subgroup Supports: All student groups will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math.

Goal 2: Support growth and achievement for all students through strong instructional practices, informed by our assessment and data strategy
Goal 3: Develop and cultivate a healthy and thriving school environment that promotes the safety and belonging of all students.
Goal 4: Build & cultivate community and family engagement to support student achievement & wellness
Goal 5: Hire, develop, value, and retain a high-quality faculty & staff

With the additional concentration funding projected to be approximately $847,494 we were able to fund additional positions for instructional support that focus on providing tiered support and intervention for our unduplicated populations.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA Single School LEA	NA Single School LEA
Staff-to-student ratio of certificated staff providing direct services to students	NA Single School LEA	NA Single School LEA

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,599,742	1,723,705	37.474%	0.000%	37.474%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,527,770.00	$2,097,164.00	$0.00	$455,820.00	$6,080,754.00	$3,128,107.00	$2,952,647.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	English Learner Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$128,739.00	$6,420.00	$135,159.00				$135,159.00	
1	1.2	High Quality ELD Curriculum	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$39,119.00	$39,119.00				$39,119.00	
1	1.3	Students with Disabilities Supports	Students with Disabilities	No			All Schools	Ongoing	$663,466.00	$0.00		$557,311.00		$106,155.00	$663,466.00	
1	1.4	Academic Intervention Model	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$364,771.00	$0.00	$274,774.00	$89,997.00			$364,771.00	
1	1.5	Supplemental Intervention	All	No			All Schools	Ongoing								
1	1.6	Tier 1 Strategy	All	No			All Schools	Ongoing								
1	1.7	Dean of Academic Interventions	All	No			All Schools		$114,200.00	$0.00	$114,200.00				$114,200.00	
2	2.1	Strengthen Instructional Practices	All	No			All Schools	Ongoing	$190,940.00	$64,655.00	$255,595.00				$255,595.00	
2	2.2	Assessment Strategy	All	No			All Schools	Ongoing	$0.00	$45,904.00	$45,904.00				$45,904.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	High Quality Curriculum	All	No			All Schools	Ongoing	$0.00	$102,720.00	$102,720.00				$102,720.00	
2	2.4	Data Strategy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$66,975.00	$66,975.00				$66,975.00	
2	2.5	Online Platforms & Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$107,503.00	$107,503.00				$107,503.00	
2	2.6	Additional Classroom Support and Coverage	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$79,155.00	$0.00	$79,155.00				$79,155.00	
2	2.7	Broad Course of Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$378,523.00	$0.00	$378,523.00				$378,523.00	
2	2.8	Math and Literacy Specialist	All	No			All Schools		$265,755.00	$0.00		$265,755.00			$265,755.00	
3	3.1	Monitor & Respond to Student Culture & Behavioral Data	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$114,200.00	$6,450.00	$120,650.00				$120,650.00	
3	3.2	SEL Curriculum	All	No			All Schools	Ongoing								
3	3.3	Restorative Justice Practices	All	No			All Schools	Ongoing								
3	3.4	Attendance Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$71,105.00	$71,105.00				$71,105.00	
3	3.5	Facilities Maintenance & Improvement	All	No			All Schools	Ongoing	$0.00	$955,963.00	$955,963.00				$955,963.00	
3	3.6	Student Experiences	All	No			All Schools	Ongoing	$0.00	$75,510.00		$75,510.00			$75,510.00	
3	3.7	Community Schools Program						Ongoing	$209,415.00	$90,585.00		$300,000.00			$300,000.00	
3	3.8	Expanded Learning Programs	All	No			All Schools	Ongoing	$0.00	$631,760.00		$631,760.00			$631,760.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.9	National Student Lunch Program (NSLP)	All	No			All Schools	Ongoing	$101,895.00	$377,098.00		$129,328.00		$349,665.00	$478,993.00	
3	3.10	Positive Behavioral Interventions and Supports (PBIS) systems	All	No			All Schools	Ongoing								
4	4.1	Parent Communication	All	No			All Schools	Ongoing	$58,371.00	$35,552.00	$93,923.00				$93,923.00	
4	4.2	School Community Events and Celebrations	All	No			All Schools	Ongoing	$0.00	$8,900.00	$8,900.00				$8,900.00	
4	4.3	Programs and Services (PLC)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$25,002.00	$25,002.00				$25,002.00	
4	4.4	Parent School Partnerships	All	No			All Schools	Ongoing	$9,547.00	$0.00	$9,547.00				$9,547.00	
4	4.5	Parent Power	All	No			All Schools	Ongoing								
5	5.1	Teacher Professional Development & Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$229,128.00	$0.00	$229,128.00				$229,128.00	
5	5.2	New Staff Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$26,198.00	$50,004.00	$76,202.00				$76,202.00	
5	5.3	Instructional Support Staff Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$37,503.00	$37,503.00				$37,503.00	
5	5.4	Leadership Development	All	No			All Schools	Ongoing	$0.00	$47,503.00		$47,503.00			$47,503.00	
5	5.5	School Culture	All	No			All Schools	Ongoing	$0.00	$2,657.00	$2,657.00				$2,657.00	
5	5.6	Credential / Certification Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$35,003.00	$35,003.00				$35,003.00	
5	5.7	Hiring Strategies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$101,103.00	$68,756.00	$169,859.00				$169,859.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
5	**5.8**	Compensation & Benefits	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$92,701.00	$0.00	$92,701.00				$92,701.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,599,742	1,723,705	37.474%	0.000%	37.474%	$1,938,361.00	0.000%	42.141 %	**Total:**	$1,938,361.00
								LEA-wide Total:	$1,764,083.00
								Limited Total:	$174,278.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	English Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$135,159.00	
1	**1.2**	High Quality ELD Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$39,119.00	
1	**1.4**	Academic Intervention Model	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$274,774.00	
2	**2.4**	Data Strategy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$66,975.00	
2	**2.5**	Online Platforms & Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$107,503.00	
2	**2.6**	Additional Classroom Support and Coverage	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$79,155.00	
2	**2.7**	Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth	All Schools	$378,523.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.1	Monitor & Respond to Student Culture & Behavioral Data	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$120,650.00	
3	3.4	Attendance Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$71,105.00	
4	4.3	Programs and Services (PLC)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,002.00	
5	5.1	Teacher Professional Development & Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$229,128.00	
5	5.2	New Staff Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$76,202.00	
5	5.3	Instructional Support Staff Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$37,503.00	
5	5.6	Credential / Certification Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,003.00	
5	5.7	Hiring Strategies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$169,859.00	
5	5.8	Compensation & Benefits	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$92,701.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,302,644.00	$5,972,068.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	English Learner Supports	Yes	$113,417.00	$130,339
1	**1.2**	High Quality ELD Curriculum	Yes	$36,281.00	$35,837
1	**1.3**	Students with Disabilities Supports	No	$589,895.00	$570,148
1	**1.4**	Academic Interventionists	Yes	$376,084.00	$466,358
1	**1.5**	Supplemental Intervention	No	$421,191.00	$421,191
1	**1.6**	Tier 1 Strategy	No		
1	**1.7**	Dean of Academic Interventions	No	$144,038.00	$0
2	**2.1**	Strengthen Instructional Practices	No	$207,074.00	$236,583
2	**2.2**	Assessment Strategy	No	$43,093.00	$44,572
2	**2.3**	High Quality Curriculum	No	$90,400.00	$85,600
2	**2.4**	Data Strategy	Yes	$63,633.00	$64,806

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Online Platforms & Technology	Yes	$99,094.00	$99,976
2	2.6	Associate Teachers	Yes	$74,140.00	$76,850
2	2.7	Broad Course of Study	Yes	$432,953.00	$360,607
2	2.8	Math and Literacy Specialist	Yes	$269,288.00	$0
3	3.1	Monitor & Respond to Student Culture & Behavioral Data	Yes	$115,736.00	$117,624
3	3.2	SEL Curriculum	No		
3	3.3	Restorative Justice Practices	No		
3	3.4	Attendance Systems	Yes	$66,190.00	$69,460
3	3.5	Facilities Maintenance & Improvement	No	$902,193.00	$924,683
3	3.6	Student Experiences	No	$79,110.00	$79,110
3	3.7	Community Schools Program		$300,000.00	$300,000
3	3.8	Expanded Learning Programs	No	$631,760.00	$631,760
3	3.9	National Student Lunch Program (NSLP)	No	$515,112.00	$506,901
3	3.10	Positive Behavioral Interventions and Supports (PBIS) systems	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.1	Parent Communication	No	$99,105.00	$91,400
4	4.2	School Community Events and Celebrations	No	$8,800.00	$8,800
4	4.3	Programs and Services (PLC)	Yes	$23,596.00	$24,184
4	4.4	Parent School Partnerships	No	$7,314.00	$8,394
4	4.5	Parent Power	No		
5	5.1	Teacher Professional Development & Coaching	Yes	$175,541.00	$201,447
5	5.2	New Staff Professional Development	Yes	$65,224.00	$48,368
5	5.3	Instructional Support Staff Development	Yes	$35,394.00	$36,276
5	5.4	Leadership Development	No	$45,394.00	$46,276
5	5.5	School Culture	No	$2,225.00	$2,781
5	5.6	Credential / Certification Support	Yes	$33,034.00	$33,858
5	5.7	Hiring Strategies	Yes	$150,988.00	$166,993
5	5.8	Compensation & Benefits	Yes	$85,347.00	$80,886

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,680,568	$1,930,233.00	$1,728,162.00	$202,071.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	English Learner Supports	Yes	$113,417.00	$130,339		
1	1.2	High Quality ELD Curriculum	Yes	$36,281.00	$35,837		
1	1.4	Academic Interventionists	Yes	$90,377.00	$180,651		
2	2.4	Data Strategy	Yes	$63,633.00	$64,806		
2	2.5	Online Platforms & Technology	Yes	$99,094.00	$99,976		
2	2.6	Associate Teachers	Yes	$74,140.00	$76,850		
2	2.7	Broad Course of Study	Yes	$432,953.00	$360,607		
2	2.8	Math and Literacy Specialist	Yes	$269,288.00	$0		
3	3.1	Monitor & Respond to Student Culture & Behavioral Data	Yes	$115,736.00	$117,624		
3	3.4	Attendance Systems	Yes	$66,190.00	$69,460		
4	4.3	Programs and Services (PLC)	Yes	$23,596.00	$24,184		
5	5.1	Teacher Professional Development & Coaching	Yes	$175,541.00	$201,447		
5	5.2	New Staff Professional Development	Yes	$65,224.00	$48,368		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	**5.3**	Instructional Support Staff Development	Yes	$35,394.00	$36,276		
5	**5.6**	Credential / Certification Support	Yes	$33,034.00	$33,858		
5	**5.7**	Hiring Strategies	Yes	$150,988.00	$166,993		
5	**5.8**	Compensation & Benefits	Yes	$85,347.00	$80,886		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$4,479,312	$1,680,568	0%	37.518%	$1,728,162.00	0.000%	38.581%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32627(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32627(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

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Alpha: José Hernández

Board-Adopted Improvement Plan

Under EC Section 47607.2(a)(4), a chartering authority may renew a charter school that has been identified as low performing by composing written factual findings specifying evidence of the following:

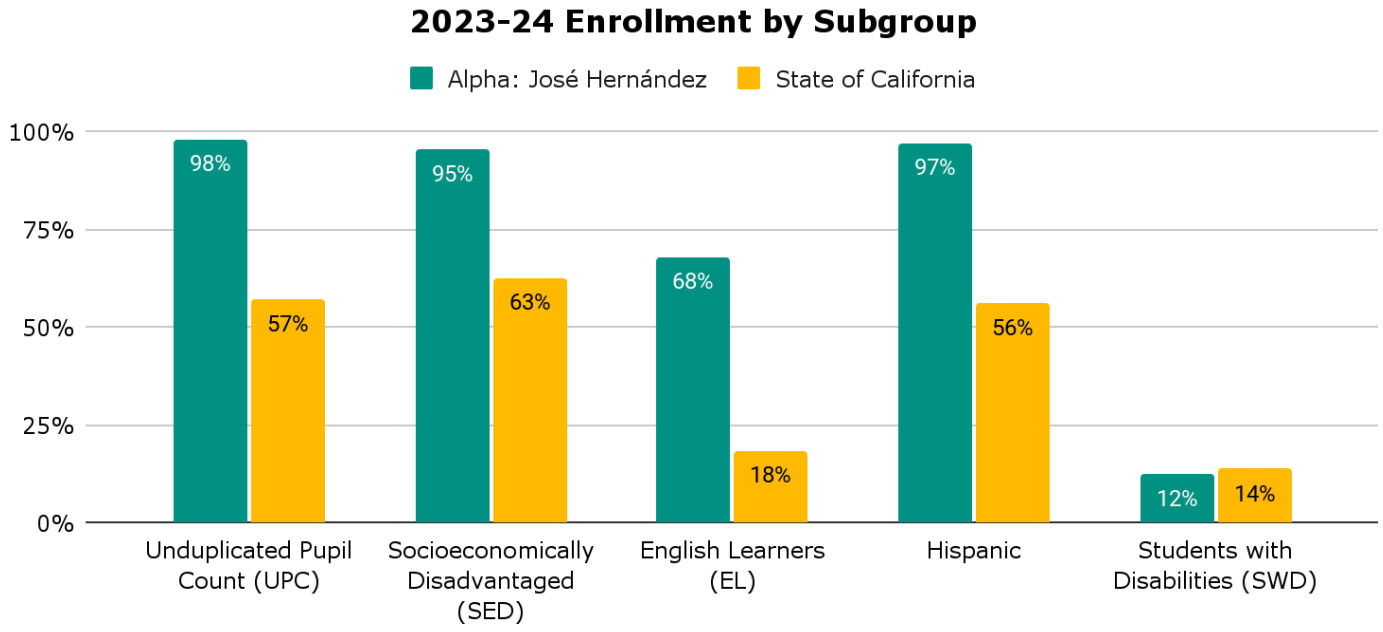
- (A) The charter school is taking **meaningful steps** to **address the underlying cause or causes of low performance**, and those steps are reflected, or will be reflected, in a **written plan adopted by the governing body of the charter school**, pursuant to *EC* Section 47607.2(a)(4).
- (B) There is clear and convincing evidence that the charter school achieved **measurable increases in academic achievement**, pursuant to *EC* Section 47607.2(a)(3)(B).

Following is the Charter School's Board-adopted written plan that identifies the cause or causes of low performance, and the steps that the Charter School is taking to meaningfully address those causes. Evidence of Board approval is provided in the draft meeting minutes at the end of the document.

Background:

Alpha: José Hernández (AJH) serves a high-need community in East San José, CA. Our student demographics, compared to the State of California, are listed below:

Demographics: Alpha: José Hernández & State of California[1]



[1] Ed-Data - California Public Schools (2022-2023): AJH & CA unduplicated pupil count
DataQuest 2023-24 Enrollment by Subgroup: AJH & CA subgroup data

AJH is focused on addressing the underlying causes of low performance that have contributed to its academic outcomes in the past two school years. External factors, such as learning loss, systemic staffing shortages, chronic absenteeism, and heightened social-emotional needs driven by the COVID-19 pandemic have had adverse impacts on our school community. In addition, we recognize our internal performance gaps and where we must strengthen our academic programs, staff development, and family engagement to address and improve performance.

Broad Education Context:

The pandemic has brought unprecedented challenges to the education sector that have reshaped the landscape of teaching and learning. Schools that serve high-need communities, like AJH, have seen performance decline and the achievement gap widen as they have grappled with the following challenges:

1. **Learning Loss**: The pandemic has significantly disrupted education, driving learning loss in foundational literacy and math skills across all student groups. This disruption has been more severe in high-need communities where existing socioeconomic challenges have amplified educational setbacks[2].
2. **Staffing Shortages**: The pandemic intensified challenging working conditions, resulting in high attrition rates among teachers and leaders. Many educators have relocated to areas with a lower cost of living or have left the profession, leading to a scarcity of high-quality educators. This has led to inconsistent instruction and a limited pool of highly effective educators to draw from, especially in California[3].
3. **Heightened Student and Community Needs:** The economic impact caused by the pandemic forced many families of lower socio-economic status to prioritize basic needs over academics. When students returned in-person, schools needed to shift to support the heightened social-emotional and mental health needs that emerged from the pandemic[4]. Chronic absenteeism rose dramatically and has remained high, impacting students' academic recovery.[5]

Alpha: José Hernández Context:

AJH serves a high-need community in East San José, CA. The nationwide challenges experienced across our education system were amplified within communities like ours. In addition, we have identified opportunities where we must continue to strengthen our academic programming, talent acquisition and retention strategies, and family engagement to improve our results.

1. **Foundational Literacy Gaps:** A majority of AJH students are English Learners (ELs), and inconsistent language exposure, practice, and feedback during the pandemic have had a

[2] "Education Recovery Scorecard - California." Center for Education Policy Research at Harvard University. https://educationrecoveryscorecard.org/states/california/.
[3] *California Teacher Shortages and How Districts are Responding.* Learning Policy Institute. https://learningpolicyinstitute.org/product/california-teacher-shortages-response-report/.
[4] *More than 80 Percent of U.S. Public Schools Report Pandemic Has Negatively Impacted Student Behavior and Socio-Emotional Development.* National Center for Education Statistics. https://nces.ed.gov/whatsnew/press_releases/07_06_2022.asp/.
[5] *Why School Absences Have 'Exploded' Almost Everywhere*. New York Times. https://www.nytimes.com/interactive/2024/03/29/us/chronic-absences.html.

significant impact on student learning[6]. As a result, we have students across grade levels with foundational literacy gaps that must be addressed for students to succeed academically.

2. **Talent Acquisition & Retention**: The lack of experienced and consistent staff at AJH has hindered our implementation of improvement strategies, especially for EL and special education (SPED) programs. High turnover among staff has led to inconsistent implementation of programs and loss of institutional knowledge. Leaders have stepped into classroom roles to fill vacancies, impacting the consistency in cycles of observation and feedback. A tough talent market has resulted in AJH hiring staff with less experience who require more training and support to teach a high-need student population.
3. **Mental Health & SEL Needs**: The pandemic has intensified the mental health and social-emotional learning (SEL) needs of students at AJH. With limited access to trained professionals, our school and families face significant challenges in providing adequate support for our students, particularly those with exceptional needs. In response, we have focused on building a healthy and thriving environment at AJH that addresses these crucial SEL needs first. We have also focused on improving our high rates of chronic absenteeism to ensure students are receiving consistent instruction.
4. **Family Engagement**: Due to virtual and hybrid pandemic learning environments, in-person family engagement at schools came to an abrupt halt in 2020. This shift disrupted the strong, pre-pandemic engagement and sense of connectedness at AJH. Since the full return to school, we have been actively working on rebuilding and enhancing our family engagement strategies to bring our families back into schools.

Underlying Causes of Low Performance Designation:

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

However, the complex, post-pandemic challenges faced by AJH resulted in a low-performing placement. The underlying cause of this placement were our declines in CA Dashboard data during the 2021-22 and 2022-23 school years. Performance colors were not available on the 2022 CA Dashboard, so the 2023 CA Dashboard results are listed below:

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

Notably, AJH's performance on the English Learner Progress indicator (ELPI) was "Green" on the 2023 Dashboard, with performance roughly in line with that of the state. Given our significant population

[6] *Serving English Learners during the COVID-19 Pandemic*. Policy Analysis for California Education. https://edpolicyinca.org/publications/serving-english-learners-during-covid-19-pandemic/.

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

In the 2023-24 school year, AJH took meaningful steps to improve its Chronic Absenteeism, Suspension Rate, English Language Arts, and Math results and address these underlying causes of low performance. We have seen positive results from our actions, and based on this data, we have identified opportunities for continued improvement in the 2024-25 school year. Our 2023-24 action steps and results and our 2024-25 plan are detailed below.

Meaningful Steps to Address:

Chronic Absenteeism:

2022 and 2023 Results:

2022 and 2023 California School Dashboard: Chronic Absenteeism

Group	2022 - AJH	2022 - State of CA	2023 - AJH	2023 - State of CA
All	36.2%	30.0%	37.3% (Red)	24.3%
ELs	36.0%	33.6%	38.8% (Red)	26.3%
Hispanic	37.2%	35.8%	37.8% (Red)	28.4%
SED	35.8%	37.4%	37.3% (Red)	29.9%
SWD	31.8%	39.6%	39.3% (Red)	33.1%

On the 2023 Dashboard, AJH was in Red for Chronic Absenteeism overall and for its subgroups. One criterion to become a middle performing school is that AJH must not be all red and orange on all state indicators. Therefore, we are focused on improving our Chronic Absenteeism rate to a color of Yellow or better on the CA School Dashboard.

2023-24 Actions:

In response to our data, we established and executed the following action plan in the 2023-24 school year to directly improve our chronic absenteeism results.

Chronic Absenteeism Actions (2023-24)
• Updated our approach and partnered with the Alpha Public Schools Board to approve a new policy towards attendance at AJH, moving from a truancy-based system to a chronic absenteeism-based system. This aligns with Attendance Works' recommendations to focus systems and interventions on the academic impact of missed days of school. The shift involved re-aligning procedures for communication and intervention around chronic absenteeism, and centered relationships and home-school partnership as a value in addressing absenteeism.
• Developed and formally rolled out the Attendance Playbook in Summer 2023, which outlines

all systems and procedures for how AJH addresses chronic absenteeism. The playbook introduced a tiered system for intervention. Each tier was based on chronic absenteeism % to determine which students were in each tier, and corresponding strategies for communication and intervention for each tier level. For example, tier 1 included students exceeding 5-7% absenteeism (depending on the time of year), and included strategies around school and teacher communication, advisor/family conferences, and incentives.

- Trained School Leadership Team (SLT) and Operations Team on the Attendance Playbook and corresponding strategies/interventions and established roles and responsibilities to uphold the attendance systems and protocols.

- Developed an attendance data dashboard for real-time tracking of key attendance metrics for AJH (school, grade, class, and student-level), logs of attendance-related communications, and student-specific attendance deep-dives. The playbook also included data analysis protocols for various meetings (SLT, Operations, Network-level, Advisor, and individual check-ins)

- Established and maintained consistent structures to uphold accountability on procedures including:
    - Regular data and action planning sessions during network operations Professional Development
    - Monthly meetings between Network Operations and the School Operations Manager
    - Bi-weekly ops team attendance check-ins
    - Weekly individual check-ins between Principal & School Ops Manager

- Based on data, performed targeted attendance interventions including family/student follow-ups and attendance incentives, such as "Presents for being Present", where students are entered into raffles for perfect attendance.

- Consistently utilized the DeansList communication platform to enhance communications around attendance between schools/teachers to families. This included a mechanism for two-way texting between advisors and families, as well as a system for sending notices/reminders around attendance to individual families. The AJH student community is 97% Hispanic, and we serve a significant number of Spanish speaking families. Through our communication platform and our bilingual front-office staff members, we communicate to families in their native language to ensure families understand all communications.

- Understand barriers and needs to support attendance for all students. For socioeconomically disadvantaged students, we take targeted actions including:
    - Fund Clipper (bus) cards for families that need financial support to get to school. These cards are refilled monthly and available based on parent request.
    - Connect families with our Parent Learning Center (PLC) that can provide our socioeconomically disadvantaged families with additional resources based on their individual needs
    - Conduct wake up calls to support students in coming to school

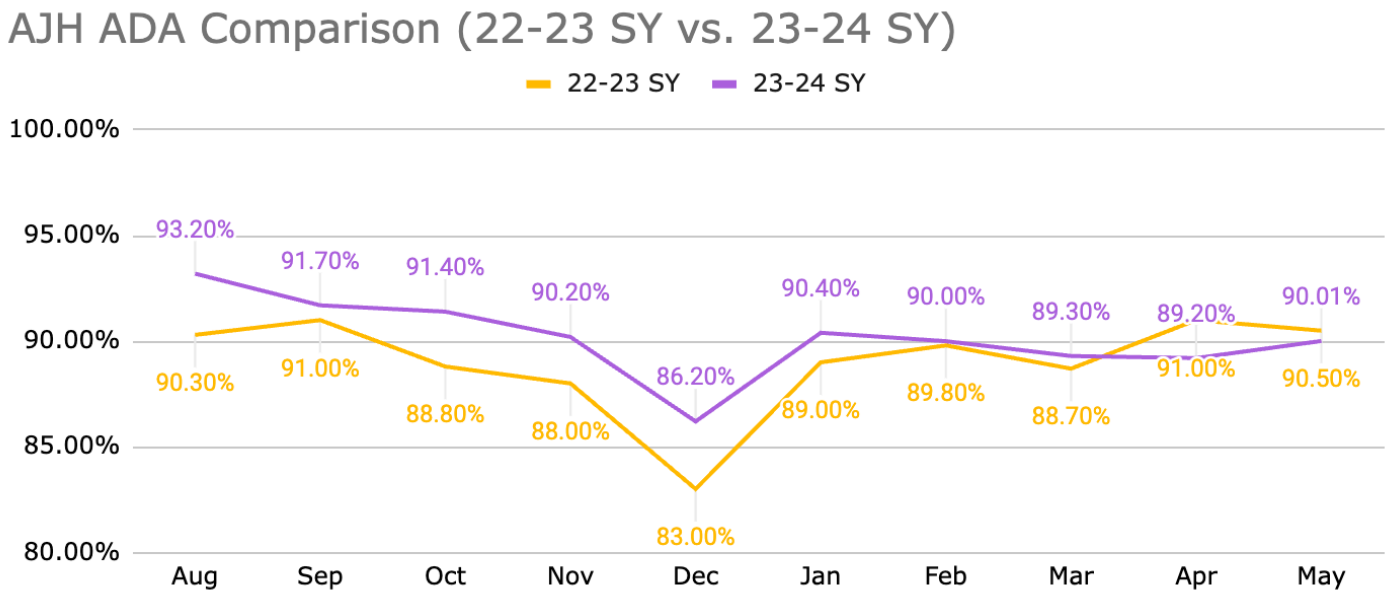
- Pair students with a specific adult for check-ins
- SLT member meets students with specific SEL needs at drop off, to support a strong start to the day
- Provide uniform support to families as needed

2023-24 Results:

As a result of our focused efforts on improving attendance and reducing chronic absenteeism, we have seen the following results:

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

Based on preliminary chronic absenteeism data as of June 6, 2024, AJH is projected to move into Yellow on the 2024 CA School Dashboard for All students, English Learners, Hispanic students, and Socioeconomically Disadvantaged students. Students with Disabilities are projected to remain in Red.



AJH has seen steady improvements in our 2023-24 average daily attendance (ADA) data. With the exception of slight dips in April and May 2024, monthly ADA was consistently higher in 2023-24, compared to 2022-23.

We have seen initial signs of success by introducing these updated processes within our 2023-24 action plan. We will continue to build on improving the execution and consistency of these processes

and add additional strategies in 2024-25, based on our learnings from this year.

2024-25 Plan:

We believe we have set a strong foundation this past year as we have implemented new attendance processes. In addition to refining and improving consistency of our existing actions, we will begin implementing the following actions in 2024-25. These are based on best practices gleaned from *Attendance Works*, state and county attendance resources (SCC Attendance Collaborative), as well as discussions with other schools around California.

New Chronic Absenteeism Actions (2024-25)
• Engage EverydayLabs to enhance our frequency and consistency with family communication around attendance, to further improve our level of data analysis and action planning with an upgraded attendance dashboard, and to benefit from their professional learning resources around chronic absenteeism. Everyday Labs is an ESSA-approved evidence based strategy for addressing absenteeism.
• We will roll out an attendance home visit program, which will involve a combination of adults from our school team (teachers, SLT, ops) performing targeted attendance-based home visits for selected tier 3 students. Based on a small pilot this year, we will implement a standard structure, agenda, and follow up plan for students.
• We will roll-out our School Attendance Review Team (SART) structure to address students who are experiencing extremely high levels of chronic absenteeism (subset of tier 3). This SART was piloted this year as a district (Alpha Public Schools)-level intervention. We have refined our nomination process, as well as further developed a standard agenda and contract/attendance plan that we will utilize.
• Based on our data from 2023-24, we will be targeting SWD as a focus within our chronic absenteeism goals. This will involve working with our Ed Specialist, as well as our network SPED team, to have regular student-level check-ins and goals (aligned with the IEP) around attendance monitoring and strategies.

3-Year Targets:

We have set out the following three-year targets to assess continued improvement in chronic absenteeism:

Measuring Results:		
Metric	Baseline	Desired Outcome for 2027
ADA	(P2, 2023-24 SY) • All Students: 90.46% • EL: 90.80% • Hispanic: 90.84% • SED: 91.01%	≥95%

	• SWD: 88.81%	
Chronic Absenteeism	2023 CA School Dashboard: • All Students: 37.3% (Red) • EL: 38.8% (Red) • Hispanic: 37.8% (Red) • SED: 37.3% (Red) • SWD: 39.3% (Red)	2026 CA School Dashboard: • All: 28% (Yellow) • EL: 30% (Yellow) • Hispanic: 29% (Yellow) • SED: 28% (Yellow) • SWD: 30% (Yellow)

Suspension Rate:

2022 and 2023 Results:

2022 and 2023 California School Dashboard: Suspension Rate

Group	2022 - AJH (Actuals)	2022 - State of CA	2023 - AJH	2023 - State of CA
All	3.4%	3.1%	6.2% (Red)	3.5%
ELs	3.9%	3.2%	6.1% (Red)	3.7%
Hispanic	3.7%	3.3%	6.5% (Red)	3.8%
SED	3.4%	4%	6.3% (Red)	4.5%
SWD	4.9%	5.4%	13.8% (Red)	5.9%

On the 2022 CA School Dashboard, AJH misreported suspension rate data due to a technical mapping error. AJH reported the error and the correct data to the CDE; however, the CDE refused to make this correction on the Dashboard. As a result, all 2022 AJH suspension rate data was presented on the CA School Dashboard as 0% with a performance level of High overall and by subgroup. The actual suspension rate data at AJH for the 2021-22 school year is listed in the table above. The County has been previously notified of the reporting error and of the several attempts made to remedy the Dashboard data.

One criterion to become a middle performing school is that AJH must not be all red and orange on all state indicators. Therefore, we are focused on improving our Suspension Rate to a color of Yellow or better on the CA School Dashboard.

2023-24 Actions:

In response to our data, we established and executed the following action plan in the 2023-24 school year to directly improve our suspension rate:

Suspension Rate Actions (2023-24)
• Continued to staff Dean of Students to support students through multi-tiered intervention strategies and train staff on practices to uphold a healthy & thriving environment. Due to a mid-year vacancy, our Dean moved into a rotating sub role across grades 7-8, and their responsibilities were distributed among other SLT members for the remainder of the 2023-24

SY.

- Strengthened our PBIS framework to establish a school-wide culture that fosters positive student behaviors. This included:
    - Executing a class points incentives system for positive class behaviors that are aligned to community values, which culminated in school wide incentives
    - Providing daily positive points to students, which students are able to redeem for items in the student store
    - Facilitating incentive of Jeans Wednesdays weekly which students earned access to by receiving 90% positive points for the week. Students could access their points via Dean's List student platform and their physical weekly reports, given on Tuesdays
    - Conducting monthly school-wide celebrations, called Penguin Palooza, with differentiated, developmentally appropriate activities for students. Students earn access to Penguin Palooza by earning 90% positive points for the month. Students who did not earn access engage in a behavior reflection activity

- Expanded behavior paraprofessionals from 1 part-time role to 2 full-time staff in response to the supports needed for our students with disabilities. Behavior paras provided students with disabilities with individual behavior and academic supports for their specific needs. They facilitated differentiated SEL small groups for students with disabilities with specific behavior and social goals.

- Piloted Sown to Grow, a comprehensive SEL curriculum, in grades 5-8 to support students with building community, coping skills, and relationships. Sown to Grow offers consistent opportunities for students to check-in on their emotional and academic wellbeing. These checks offer opportunities for teachers to consistently monitor their students' wellbeing and keep a pulse check on the state of their cohort.

- Leveraged restorative justice practices, including restorative circles and a check-in/check-out system for students with higher behavioral needs, in our response to student behaviors.

2023-24 Results:

Group	AJH 2022-23 SY Suspension Rate	2023-24 SY Suspension Rate Actuals as of 6-6	2022-23 to 2023-24 Improvement
All	6.2% (Red)	5.4% (projection: Yellow)	Improved by 0.8 ppts
ELs	6.1% (Red)	5.5% (projection: Yellow)	Improved by 0.6 ppts
Hispanic	6.5% (Red)	5.6% (projection: Yellow)	Improved by 0.9 ppts
SED	6.3% (Red)	5.5% (projection: Yellow)	Improved by 0.8 ppts
SWD	13.8% (Red)	7.9% (projection: Yellow)	Improved by 5.9 ppts

Based on preliminary suspension rate data as of June 6, 2024, AJH is projected to move into Yellow on

the 2024 CA School Dashboard for All students and for EL, Hispanic, SED, and SWD subgroups.

We have seen initial signs of success from executing on our 2023-24 SY action plan. With the return of our Dean of Students to their full time role in the 2024-25 SY, we will improve the consistency in our execution of these actions.

2024-25 Plan:

In addition to refining the execution of our effective 2023-24 action plan, we will be building on our strategies to reduce suspension rate and build a positive student culture through the following steps:

New Suspension Rate Actions (2024-25)
• Expand our implementation of Sown to Grow to include elementary grades (grades TK-8). • Bring together champions of SEL across AJH to determine our common SEL vision for AJH for the 2024-25 school year. • Expand Sown to Grow SEL training to all AJH staff during summer professional development so they are equipped with the tools, resources, language, and skills to implement Sown to Grow effectively during the school year.
• Conduct professional development over the summer and throughout the school year for all AJH staff on restorative justice practices. • Proactively monitor implementation of restorative practices across AJH staff members, led by the Dean of Students.
• Consistently and proactively monitor student behavior and culture data, including Dean's List, the 2x per year student culture survey, and SEL data from Sown to Grow. Led by the Dean of Students, the SLT will engage in monthly reviews of behavioral data in SLT Data Meetings to inform problem solving and targeted interventions with students.
• AJH was awarded a California Community Schools Partnership Program (CCSPP) Implementation Grant in May 2024, for the five year period from 2024-2029. As a result, AJH will contract to bolster its supports related to the CCSPP's four pillars: Integrated support services, Family and community engagement, Collaborative leadership and practices for educators and administrators, and Extended learning time and opportunities. In 2024-25, this will allow AJH to contract with a full-time mental health counselor, provide additional professional development opportunities, and establish other community partnerships.

3-Year Targets:

We have set out the following three-year targets to assess continued improvement in our suspension rate:

Measuring Results:		
Metric	Baseline	Desired Outcome for 2027

Suspension Rate	2023 CA School Dashboard: • All Students: 6.2% (Red) • EL: 6.1% (Red) • Hispanic: 6.5% (Red) • SED: 6.3% (Red) • SWD: 13.8% (Red)	2026 CA School Dashboard: • All: 2.7% (Green) • EL: 2.6% (Green) • Hispanic: 2.7% (Green) • SED: 2.7% (Green) • SWD: 2.7% (Green)
% of students who feel safe at school	Spring 2024 Culture Survey: 86%	Spring 2027 Culture Survey: ≥95%
% of students who feel that there is at least 1 adult who cares about them	Spring 2024 Culture Survey: 91%	Spring 2027 Culture Survey: ≥95%

ELA:

2022 and 2023 Results:

2022 and 2023 California School Dashboard: ELPI and ELA

Group	2022 - AJH (Actuals)	2022 - State of CA	2023 - AJH	2023 - State of CA
ELPI				
All	37.2%	50.3%	48.0% (Green)	48.7%
ELA				
All	-80.3	-12.2	-93.3 (Red)	-13.6
ELs	-112.9	-61.2	-115.3 (Red)	-67.7
Hispanic	-83.6	-38.6	-96.9 (Red)	-40.2
SED	-78.4	-41.4	-95.8 (Red)	-42.6
SWD	-144.1	-97.3	-151.5 (Red)	-96.3

On the 2023 CA School Dashboard, AJH was in Red for ELA overall and for its subgroups and in Green for ELPI. One criterion to become a middle track school is that AJH must not be all red and orange on all state indicators. Alternatively, AJH must outperform the state on at least one academic indicator, either overall or for a majority of subgroups, to avoid low-performing status. Although AJH was Green on ELPI, because it underperformed the state by 0.7%, it was placed in the low performing track.

Therefore, we are focused on maintaining our ELPI color of Green and improving our performance to exceed the state. In addition, we are focused on improving our ELA scores overall and for all subgroups.

2023-24 Actions:

In response to our data, we established and executed the following action plan in the 2023-24 school year to directly improve our ELA results for **all students**. This plan is aligned to our multi-year strategy for AJH to clarify our academic program and develop enabling systems and progress monitoring.

While our categories of actions will remain the same year over year, we will continue to evolve the actions we take based on our results.

ELA Actions - All Students (2023-24)	
Strengthen Instructional Practices through PD & Coaching	• Engaged all instructional staff (teachers of record, education specialists, paraprofessionals, academic interventionists, and associate teachers) in professional development that is aligned to Alpha's Teacher Rubric; the Teacher Rubric is inspired by the 5D+ Rubric for Instructional Growth and Teacher Evaluation (among other teacher assessment tools) and is rooted in Alpha's stated Vision of Excellent Teaching. • Shifted from AJH site-led to network-led PD for nine 75-minute trainings over the course of the year in order to leverage the expertise of Academic Team, ensure instructional staff growth and development on key skills, and strengthen collaboration across sites. • In professional development, addressed the following skills: lesson planning and internalization; classroom management; data collection and response; verbal de-escalation; scaffolds; and engagement strategies. • Coaches monitored implementation of PD skills and learning through 1:1 coaching, walkthroughs, and observations. This cycle of coaching, walkthroughs, and observations is designed to happen weekly. However, due to vacancies at AJH beginning in October 2023, this was implemented inconsistently in the 2023-24 school year.
Assessment Strategy	• Executed on a standardized assessment structure for all grades (CAASPP, NWEA MAP, STAR Early Literacy/Reading, curricular assessments) • Implemented curricular assessments for high-quality instructional materials: Core Knowledge Language Arts (CKLA) (TK-5 ELA curriculum) and StudySync (6-8 ELA curriculum) • Monitored student data captured from regular assessments and used this data to identify strategies to support student growth. AJH teachers completed data analysis protocols and collaborated on action planning on nine Alpha-wide professional development days.
High Quality ELA Curriculum	• Purchased and provided training for standards aligned, high quality ELA instructional materials that integrate all grade level standards: CKLA and StudySync. • Provided AJH staff with ongoing professional development focused on learning design, a culturally responsive teaching approach by Zaretta Hammond and on internalization practices to maximize effective implementation of the curriculum. • Monitored implementation of curriculum through 1:1 coaching and observation and feedback cycles.
Data Strategy	• Built data analysis dashboards for STAR Early Literacy, STAR Reading, and

	NWEA MAP Reading, for teachers and school leaders to inform instruction and/or interventions for students. • Strengthened data literacy through professional development to support intentional use of data (such as STAR, NWEA, and curricular assessments) during individual coaching sessions, leadership team meetings, and department meetings. • At network-wide professional development throughout the year, AJH ELA teachers worked with teachers from other Alpha sites to analyze their students' written work and plan for instructional steps moving forward. • Effectively delivered AJH data stories at All-Staff Stepback Days to build a shared understanding of data and create action plans.

At AJH, we serve a significant population of **English Learners** (68% of students) and **Long-Term English Learners** (9%)[7]. We have seen growth in English proficiency among our students (2023 CA Dashboard - Green on ELPI), and we have built on successful strategies to support ELA progress among English Learners. In addition, we have piloted new actions this year to address foundational literacy gaps that we have observed in our data.

ELA Actions - English Learners (2023-24)	
English Learner Supports	• Conducted professional development for instructional staff over the summer and during the school year on strategies to support English Learners. • Hired an English Language Development specialist to provide designated instruction and teacher support for integrated ELD. Due to a mid-year vacancy, the ELD Specialist moved into the 7/8 ELA role in October and responsibilities were distributed among the AJH SLT. • Monitored implementation of strategies throughout the school year through coaching, walkthroughs and observations. However, due to vacancies at AJH beginning in October 2023, ongoing monitoring and feedback structures were implemented inconsistently.
Long-Term English Learners Supports	• Homeroom teachers, in partnership with their coach, adjusted instructional strategies based on data to meet the needs of LTEL students. • Students were assigned to a REACH block for further support on content-based skills based on ELA data. • Integrated regular opportunities for structured student talk to try out and develop new language.
High Quality ELD Curriculum	• Purchased and provided ongoing training for EL Achieve, a high quality ELD curriculum that was adopted in the 2020-21 SY based on its results and alignment to CA ELD standards and ELA CCSS.

[7] Based on 2023-24 Enrollment by Subgroup and "At-Risk" and Long-Term English Learners (LTEL) by Grade DataQuest Reports.

	● Grouped students by ELD proficiency level for designated ELD. ● Integrated opportunities to practice the four domains of language acquisition: speaking, listening, reading, and writing.
Academic Interventionists	● Staffed 5.5 Academic Interventionists (AI) to support a tiered approach to intervention. AIs were divided by grade bands: 2 in grades 1-2, 2 in grades 3-5, and 1.5 for grades 6-8, and NWEA MAP ELA data was used to determine the supports and student groupings. ● Executed small groups for learners in need of intervention, informed by regular analysis of data. ● Collaborated with teachers to engage in meaningful push in support.
Supplemental Literacy Intervention	● To drive progress in ELA among our English Learners, AJH initiated a midyear pilot of the Ignite Reading program, ramping up to 100 seats over the course of two launch dates in November 2023 and January 2024. Ignite is an intensive reading program that provides students with 15 minutes of daily, 1:1 virtual tutoring that teaches students foundational literacy skills, with a focus on the Word Recognition strand of Scarborough's reading rope. ● This program was initially piloted with 4th-5th graders who would benefit from additional literacy instruction, and it gradually expanded to include students with demonstrated need in grades 2-6. English Learners (along with Students with Disabilities) were prioritized for participation in this program. On average, the 111 English Learners who participated in the program (83% of total participants) have made 2.1 weeks of progress per 1 week of instruction. ● While Ignite delivers reading instruction exclusively on English language literacy, we partnered with Ignite to provide bilingual tutors for 10 students who would especially benefit from a bilingual pairing, enabling those students to build a relationship with their tutor in their heritage language and deepening student buy-in to the program.
Tier 1 Strategy	● Provided AJH staff with ongoing professional development focused on learning design, a culturally responsive teaching approach by Zaretta Hammond, and on internalization practices to maximize effective implementation of the curriculum ○ Utilizes an assets-based approach ○ ELA curricula represent a variety of voices and experiences to reflect our students' identities ● Implemented a new curriculum internalization tool that directs teachers to focus on the language demands of each unit. ● Focused on strengthening teacher skill in the delivery of standards-aligned, rigorous Tier 1 instruction with access for English Learners through professional development and coaching on integrated ELD strategies and scaffolds.

	• Built teacher skill in planning from data specific to English Learners, identifying curriculum scaffolds and supports for students, and collecting data on the results to further inform instruction.

At AJH, we have seen an increase in the percentage of Students with Disabilities that we serve. In the 2022-23 school year, 9.3% of AJH students were Students with Disabilities. In the 2023-24 school year, 12.4% of students were Students with Disabilities. We established the action plan below to directly support our **Students with Disabilities** in ELA this past school year.

ELA Actions - Students with Disabilities (2023-24)	
Students with Disabilities Supports	• Provided strong Specialized Academic Instruction to students within the general education setting focusing on supporting grade level access. • Conducted targeted ELA intervention in small groups using high quality instructional materials. • Provided ELA-specific instructional support for Special Education staff on how to run effective intervention groups. • Provided targeted SEL supports and interventions for students that are not meeting academic targets. • Expanded behavior paraprofessionals from 1 part-time role to 2 full-time staff to provide students with individual behavior and academic supports. • Maintained structured collaborative spaces between General Education and Special Education staff that focus on data analysis and student accommodations. • Maintain involvement with our SELPA - El Dorado County Office of Education (i.e. continued support and consultation with Program Specialist around programming for students with disabilities) • Special Education teachers participate in SELPA led professional development. • Attend the CEO council and our SELPA monthly Professional Learning Network meetings to ensure we are taking steps to ensure the most accurate and up-to-date information related to students with disabilities.
Academic Interventionists	• Staffed 5.5 Academic Interventionists to support a tiered approach to intervention. AIs were divided by grade bands: 2 in grades 1-2, 2 in grades 3-5, and 1.5 for grades 6-8, and NWEA MAP ELA data was used to determine the supports and student groupings. • Executed small groups for learners in need of intervention, informed by regular analysis of data. • Collaborated with teachers to engage in meaningful push in support.
Supplemental Literacy Intervention	• To drive progress in ELA among our Students with Disabilities, AJH initiated a midyear pilot of the Ignite Reading program, ramping up to 100 seats over the course of two launch dates in November and January. Ignite is an intensive reading program that provides students with 15 minutes of daily,

	1:1 virtual tutoring that teaches students foundational literacy skills, with a focus on the Word Recognition strand of Scarborough's reading rope. • This program was initially piloted with 4th-5th graders who would benefit from additional literacy instruction, and gradually expanded to include students with demonstrated need in grades 2-6. Students with Disabilities (along with English Learners) were prioritized for participation in this program. On average, the 22 Students with Disabilities in the program (17% of total participants) have made 2.0 weeks of progress per 1 week of instruction.
Tier 1 Strategy	• Focused on strengthening teacher skill in the delivery of standards-aligned, rigorous Tier 1 instruction with access for Students with Disabilities through professional development and coaching. • Built teacher skill in planning from data specific to Students with Disabilities, identifying curriculum scaffolds and supports for students, and collecting data on the results to further inform instruction.

At AJH, 95.4% of our students are **socioeconomically disadvantaged**, and our unduplicated pupil count is 97.8%. We help our students and families meet their basic needs, including access to financial support, nutrition, technology, and educational resources in order to have the foundation required to succeed academically.

ELA Actions - Socioeconomically Disadvantaged Students (2023-24)	
Technology Access	• Provide iPads/chromebooks in a 1:1 environment for all students, and hotspots as requested, in order to reinforce classroom instruction and support our socioeconomically disadvantaged students with technology access. Providing these tools helps bridge the digital divide and ensures that all students can benefit from technology-enhanced learning both in and out of the classroom.
Supplemental Learning Resources	• Provide a wide range of free online programming to students, with unlimited access at home, to scaffold class instruction and provide additional learning and practice outside of class. These online resources include Freckle (content-based skills practice in ELA), MYON (online library for online reading) and Lalilo (phonics support). • Provide full classroom libraries where students can borrow books in order to access at home. • Leverage resources from ¡Colorín Colorado!, a bilingual site for educators and families, to offer families free, additional at home activities for their children. • Partner with Gordon Philanthropies to expand access to books at home, with a focus on summer reading.
Nutrition	• Offer a monthly food bank to families through the Alpha Parent Learning Center.

	• Provide families with access to extra fruit at arrival. • Provide free breakfast and lunch to all students through the National Student Lunch Program.
Access to Enrichment Activities	• Provide sports leagues for 6-8 students & families free of charge. • Offer support for funding to families for field trips and higher cost activities, such as 8th grade overnight trip. • Partner with the Boys & Girls Club to offer additional childcare and enrichment to TK-8 families, in order to support family work schedules.

Culturally Responsive Instruction	• Train AJH instructional staff on learning design, the strategy of implementing lessons through a structure of Ignite, Chunk, Activate (Chew), and Review, through summer and school year professional development sessions. Learning design is directly adapted from Zaretta Hammond's approach to culturally responsive teaching. Through this approach, we intentionally avoid lecturing or the passive reception of information.
	• Alpha's Teacher Rubric evaluates teachers on culturally responsive instruction. Teachers are provided with training, observation, and feedback on this practice, in which they are focused on the following practices:
	  ○ Mutual respect and healthy boundaries are established among students and between students and teacher
	  ○ The classroom environment is culturally and socially affirming to students' identities
	  ○ Teacher capitalizes on student strengths (academic background, life experiences, and culture/language)
	  ○ Students affirm each other's identities and leverage each other's strengths when working together
	• Intentionally select culturally inclusive curricula in ELA - StudySync and CKLA.
	  ○ CKLA's curriculum focuses on content building in social studies and science, in order to address the primary claim of the Knowledge Gap, or "the failure of most elementary schools, and especially those serving low-income children, to systematically build knowledge of the world" (*The Knowledge Gap*, Wexler, 2019)
	  ○ StudySync updates its bank of texts monthly to include greater representation

At AJH, 97.0% of our students are **Hispanic**. We are focused on engaging our families and students in a culturally responsive way that reflects the needs of the majority of our community and supports the academic achievement of our Hispanic student population.

ELA Actions - Hispanic Students (2023-24)	
Communication Strategy for Spanish-	In order to mitigate language barriers for our significant population of Hispanic families, many of whose primary language is Spanish, AJH invests in the following practices:

Speaking Families	• Distribute all family communications electronically and in paper flier form in both English and Spanish
	• Utilize Konstella as our family engagement platform due to its accessibility for Spanish-speaking families. Konstella offers:
	  ○ Video resources to support families
	  ○ Supports for language set-up, to enable automatic translation of posts and messages
	  ○ Easy to post videos & pictures to enable access
	• Full front-office staff + 5 out of 6 SLT members speak Spanish, helping to ensure families feel supported and can partner with school leadership
	• Provide extensive supports for team members that do not speak Spanish, providing oral translation and materials translation for all meetings and programming, including quarterly conferences, SST meetings, and ongoing teacher communications.

Leadership & Family Partnership Building	To honor the desire from our Hispanic/Latino families to have a direct connection to the principal, we embed the following strategies to create strong leadership & family partnerships to support academic achievement: • Frequent principal engagement and communication through Konstella to provide easy access to principal. • Front office team escalates any parent concerns to full SLT and principal to promote visibility and make space for support and partnership with families. • SLT and principal are visible during arrivals and dismissals to provide quick touchpoints with families and promote leadership access.
Family Volunteer Programs	• Organized the highly successful Los Dichos educational program, a parent volunteer opportunity that celebrates cultural diversity and promotes literacy through monthly parent read-alouds in TK-4 classrooms. Families sign up to read an intentionally selected book in English and/or in Spanish that celebrates different cultures and lead a related activity with their students' class. By engaging parents as active participants in their children's reading journey, we aim to foster a love of literature, embrace diverse stories and voices, and cultivate a greater appreciation for different cultures. • Implemented a parent volunteer program for Kindergarten on phonics instruction, where parents received training and volunteered weekly in the classroom.
Supports for Immigrant Families	• At AJH, we support many immigrant families from Latin American countries with their introduction to the school and the San José community. We partner with Alpha's Parent Learning Center, which offers all AJH families educational, career, and wellness services, and we provide families with referrals to this team to support their individual needs.

	• Focus on the power of storytelling within staff PD to promote value and making space for our students and families to share their stories.

Culturally Responsive Instruction	• Train AJH instructional staff on learning design, the strategy of implementing lessons through a structure of Ignite, Chunk, Activate (Chew), and Review, through summer and school year professional development sessions. Learning design is directly adapted from Zaretta Hammond's approach to culturally responsive teaching. Through this approach, we intentionally avoid lecturing or the passive reception of information.
	• Alpha's Teacher Rubric evaluates teachers on culturally responsive instruction. Teachers are provided with training, observation, and feedback on this practice, in which they are focused on the following practices:
	  ○ Mutual respect and healthy boundaries are established among students and between students and teacher
	  ○ The classroom environment is culturally and socially affirming to students' identities
	  ○ Teacher capitalizes on student strengths (academic background, life experiences, and culture/language)
	  ○ Students affirm each other's identities and leverage each other's strengths when working together
	• Intentionally select culturally inclusive curricula in ELA - StudySync and CKLA. By rigorously implementing curricula that students see themselves reflected in, we are supporting stronger student outcomes.

2023-24 Results:

As a result of our focused efforts to improve ELA outcomes, we have seen the following results:

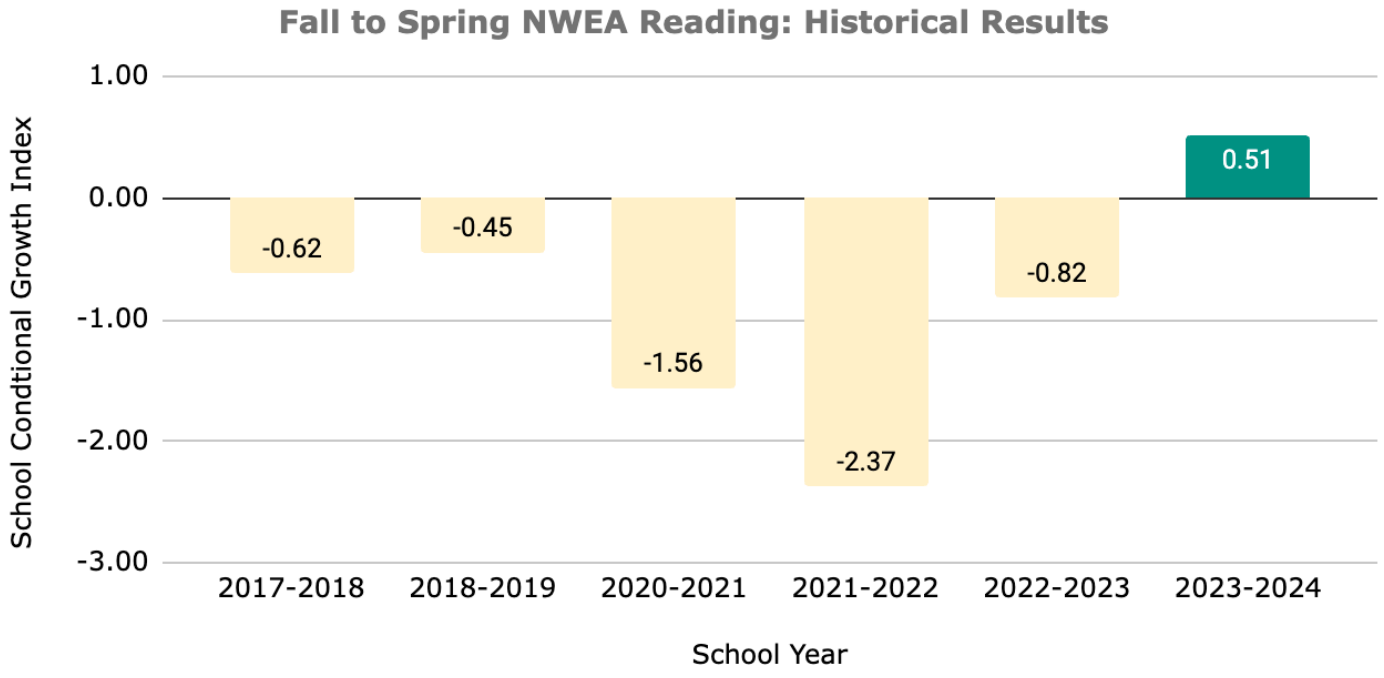
Fall 2023 to Spring 2024 NWEA Reading			
	# of Students	**School Conditional Growth Index (CGI)[8]**	**School Conditional Growth Percentile**
K	29	-2.16	2
1	59	0.11	54
2	55	-0.25	40
3	53	0.81	79
4	56	0.19	58
5	24	-1.80	4

[8] Based on guidance from the May 2023 CA SBE Agenda Item #02, a CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more) in a subject.

6	30	-0.45	33
7	55	2.44	99
8	53	2.83	99

Based on a weighted average of AJH results, our school CGI score in NWEA Reading is **0.51**, indicating that AJH has supported its students in achieving more than one year of growth in Reading this year. As seen in the grade level results, there are both bright spots and opportunities within our ELA data. Our 7th and 8th grade students experienced significant gains, rising to the 99th percentile for growth. However, our students with less time at AJH (Kindergarten and 5th grade) experienced lower growth this year as they transitioned into our school community. Because the 2023-24 school year is the first year that AJH has offered 4th grade, all 5th grade students were new students to the school this year.

When reviewing our NWEA Reading results year over year, we have seen meaningful improvement in our performance in the 2023-24 school year. The chart below shows the weighted average of the AJH school CGI score in Reading over time. AJH has been focused on recovering from the considerable pandemic impacts that our students experienced. We set our foundation for academic recovery in the 2022-23 school year, which has set us up to experience positive growth in Reading in the 2023-24 school year.



These results indicate that the multi-year strategy at AJH to strengthen instructional practices, informed by a high-quality assessment data and robust data platform, is having a positive impact on student outcomes. At the same time, we recognize that there is significant work ahead to not only maintain consistent student growth across all grade levels, but increase student achievement levels in Reading.

2024-25 Plan:

We believe we have set a strong foundation this past year as we have put in place robust structures to support student growth in ELA. In addition to improving the consistency of our existing actions, we will also begin to implement the following new actions in the 2024-25 school year.

New ELA Actions - All Students (2024-25 SY)	

Strengthen Instructional Practices through PD & Coaching	• Launch differentiated PD tracks for AJH staff:
	  ○ Track 1: new to AJH teachers, returning AJH staff who are transitioning into teacher of record roles, and returning AJH teachers who earned Needs Improvement on the teacher rubric for specific indicators in 2023-24; focus on fundamentals of planning and internalization and classroom management.
	  ○ Track 2: returning AJH teachers; focus on cycles of planning in response to data and student profiles, collecting data during class, and responding in the moment.
	• Launch Strong Start Program for new to AJH teachers and returning AJH staff who are transitioning into teacher of record roles. This will be a six week program with intensive PD and coaching on fundamentals of planning and internalization and classroom management.
	• Coaches will engage in a consistent, weekly cycle of 1:1 coaching, walkthroughs, and observations to monitor the implementation of PD skills for the teachers they coach.

Assessment Strategy	• Administer CKLA curricular assessments for TK-5 in Illuminate (SIS) so that we can conduct standards-based growth analysis. • Coaches will monitor the curricular assessment data that is collected to ensure that curricular assessments are taken within one week of the required cadence.
Data Strategy	• SLT members will consistently conduct weekly data meetings, following a Radical Problem Solving protocol. The purpose of these meetings is to look at bright spots and opportunities in academic and behavioral data and create clear action plans to drive improvement. The Radical Problem Solving protocol centers students whose voices have historically been at the margins in the education narrative to focus on how their experiences at school are showing up in the data, with the rationale being that if we can action-plan around their experiences, we will enhance the experience at school for all students. • Coaches and teachers will conduct data meetings after each curriculum unit assessment (2-3x per quarter) to gather and analyze ELA assessment data. Teacher data meetings will support ELA instruction by ensuring teachers are focused on the rigor of the standards and receiving coaching around specific student needs.

	• Build tools to monitor student progress on curricular assessments for ELA (CKLA and StudySync).

In addition to the actions supporting all students, we will implement the new actions below for our English Learners. In cases where these actions were previously in place at AJH, we will be focused on ensuring that they are implemented consistently and with a high level of fidelity.

New ELA Actions - English Learners (2024-25)	

English Learner Supports	• SLT and Academic Team will conduct professional development for AJH staff during the summer and school year on strategies to support English Learners.
	• Coaches will monitor implementation of the English Learner support strategies, through cycles of weekly 1:1 coaching, walkthroughs, and observations and feedback. Strategies include:
	  ○ Visual references of what to do when stuck for ELs
	  ○ Explicit vocabulary instruction
	  ○ Embedded structured student talk routines with specific purpose for ELs
	  ○ Identifying language functions to allow students to develop metacognition and recognize how language transfers to multiple settings
	  ○ Visuals to support development of key concepts or skills

Newcomer Student Supports	• Provide orientation for newcomer students and families to AJH. This will include tour of the school with key locations practiced in English, a meet and greet with key adults, and a model of how students will learn new words: introduce with translation, divide into syllables, echo and repeat, learn meaning in L1 and English, try in different sentences, partner practice, group practice, writing practice.
	• Create a supportive classroom environment for newcomer students, including labeled items and content/word walls with the essential question, visuals/graphics with words, cognates or key words translated.
	• SLT and Academic Team will conduct professional development, coaching, and observations to support teachers with consistently delivering instruction leveraging the following effective methods for newcomer students:
	  ○ Introduce topical vocab with translations and images
	  ○ Use language patterns
	  ○ Multiple opportunities for miles on the tongue/structured student routines
	  ○ Echoing in English
	  ○ Translation support when necessary
	  ○ Writing support/tracing if necessary

	○ Opportunities for structured student talk (SST) where newcomers are supported to try out the language ○ Making connections to language skills supported in designated ELD
Long-Term English Learner Supports	• Implement and monitor completion of a clear cadence of curricular assessments from EL Achieve, designed to align to the CDE ELD standards by proficiency levels, and CCSS. • Apply our new data protocol to EL Achieve assessments to make instructional adjustments in service of promoting mastery within our designated ELD block. • Ensure EL strategies include language across proficiency levels to continue to develop every student. These include: ○ Visual references of what to do when stuck for ELs ○ Explicit vocabulary instruction ○ Embedded structured student talk routines with specific purpose for ELs ○ Visuals to support development of key concepts or skills • Provide ongoing support to implement and monitor effectiveness of integrated ELD strategies through coaching (including data analysis), observation and feedback, and professional development.
Supplemental Literacy Intervention	Based on the successes of the pilot program, AJH will build on its 2023-24 Ignite Reading pilot with a full implementation in 2024-25. This will include: • 100 seats for AJH students, across grade levels. English Learners (along with Students with Disabilities) that would most benefit from foundational literacy intervention will be prioritized for the program. When students graduate from the program, these seats will be backfilled with new participants. • Continued daily tutoring, for 15 minutes a day, with a consistent virtual tutor per student. • Attend monthly data meetings with the Ignite literacy specialist to gain insight into tiered performance level and needs of each individual student enrolled in the program.

In addition to the actions supporting all students, we will implement the new actions below for our Students with Disabilities.

New ELA Actions - Students with Disabilities (2024-25)	
Collaboration Structures	• Include network SPED Administrators in SLT Data meetings on a monthly cadence to review special education data and create action plans to support challenges that arise. • Reset collaboration structures between special education staff and general education staff to ensure aligned support of SWDs across all settings:

	○ Monthly collaboration meetings between Education Specialist, Principal and grade level Assistant Principal to strengthen monitoring structures and support to all teachers ○ Weekly grade level collaboration space with Education Specialist focused on consistent implementations of accommodations and ongoing progress monitoring ○ Biweekly SPED team meetings to strengthen alignment and progress monitoring across SPED Paraprofessionals
Education Specialist Support	• Conduct co-observations of education specialists between AJH coach and network Special Education Program Manager in order to inform ongoing coaching of instruction and progress monitoring. • Provide tiered support for education specialists (e.g. weekly, bi-weekly, or monthly check ins) to focus on case management from the Special Education Program Manager.
Supplemental Literacy Intervention	Based on the successes of the pilot program, AJH will build on its 2023-24 Ignite Reading pilot with a full implementation in 2024-25. This will include: • 100 seats for AJH students, across grade levels. Students with Disabilities (along with English Learners) that would most benefit from foundational literacy intervention will be prioritized for the program. When students graduate from the program, these seats will be backfilled with new participants. • Continued daily tutoring, for 15 minutes a day, with a consistent virtual tutor per student. • Attend monthly data meetings with the Ignite literacy specialist to gain insight into tiered performance level and needs of each individual student enrolled in the program.

At AJH, 95.4% of our students are **socioeconomically disadvantaged**, and our unduplicated pupil count is 97.8%. As outlined in the 2023-24 Actions section, we have implemented a comprehensive set of supports to our socioeconomically disadvantaged students to support their academic success. In addition to continuing the actions above, we are beginning the following new actions in 2024-25.

New ELA Actions - Socioeconomically Disadvantaged Students (2024-25)	
Parent Learning Center Supports	• Clarify the vision and the supports offered by Alpha's Parent Learning Center (PLC), in order to ensure we are effectively serving the needs of our socioeconomically disadvantaged families. To do this, we have run a process to gather feedback through parent and staff surveys and meetings with key parent leader groups. This feedback has been translated into a new mission for the PLC, which we will work towards implementing in the 2024-25 school year. • Explore opportunities to expand the impact and reach of the Alpha Parent Learning Center programs such as the Food Bank, Adult English classes,

	and Know Your Rights workshops. These services support AJH families in building their own English language skills and meeting their basic needs for safety and security. This allows our socioeconomically disadvantaged students to feel supported and better prepared to learn English at school.

At AJH, 97.0% of our students are **Hispanic**. As outlined in the 2023-24 Actions section, we have implemented a comprehensive set of supports to our socioeconomically disadvantaged students to support their academic success. In addition to continuing the actions above, we are beginning the following new actions in 2024-25.

New ELA Actions - Hispanic Students (2024-25)	
Communication Strategy for Spanish-Speaking Families	• In order to mitigate language barriers for our significant population of Spanish-speaking families, AJH will continue to invest in the practices listed above. In addition, AJH leadership and staff will be emphasizing video communication on Konstella, the family engagement platform, to promote further access for some families that have expressed their own literacy needs.
Family Volunteer Programs	• In response to family feedback, expand the highly successful Los Dichos educational program, a parent volunteer opportunity that celebrates cultural diversity and promotes literacy through monthly parent read-alouds, into 5th grade classrooms. We believe this program will help build strong parent-school partnerships in both ELA and with the school.
External Partnerships	• Explore partnering with the Hispanic Foundation of Silicon Valley to further expand parent programming around engagement and social-emotional learning.

3-Year Targets:

We have set out the following three-year targets to assess continued improvement in ELA and ELPI.

Measuring Results:		
Metric	Baseline	Desired Outcome for 2027
SBAC DFS ELA (student groups)	2023 CA School Dashboard: All: 93.3 pts below (Red) EL: 115.3 pts below (Red) SWD: 151.5 pts below (Red) Hispanic: 96.9 pts below (Red) SED: 95.8 pts below (Red)	2026 CA School Dashboard All: 78 pts below (Orange) EL: 100 pts below (Orange) SWD: 137 pts below (Orange) Hispanic: 82 pts below (Orange) SED: 81 pts below (Orange)
NWEA Math - Conditional Growth Index	Fall 2023 to Spring 2024 0.51	Fall 2026 to Spring 2027 ≥ - .20

ELPI	2023 CA School Dashboard: 48% (Green)	2026 CA School Dashboard: 56% (Green)
Reclassification Rate	8.6%	≥10%

Math:

2022 and 2023 Results:

2022 and 2023 California School Dashboard: Math

Group	2022 - AJH (Actuals)	2022 - State of CA	2023 - AJH	2023 - State of CA
All	-129.5	-51.7	-125 (Orange)	-49.1
ELs	-158.8	-92	-144 (Orange)	-93.4
Hispanic	-132.5	-83.4	-131.6 (Red)	-80.8
SED	-127.4	-84	-126.5 (Red)	-80.8
SWD	-186.2	-130.8	-221.1 (Red)	-127.3

On the 2023 CA School Dashboard, AJH was in Orange for Math overall and for the English Learner subgroup. One criterion to become a middle track school is that AJH must not be all red and orange on all state indicators for two years. Alternatively, AJH must outperform the state on at least one academic indicator, either overall or for a majority of subgroups. Therefore, we are focused on improving our Math scores overall and for all subgroups.

2023-24 Actions:

In response to our data, we established and executed the following action plan in the 2023-24 school year to directly improve our Math results for **all students**. This plan is aligned to our multi-year strategy for AJH to clarify our academic program and develop enabling systems and progress monitoring. While our categories of actions will remain the same year over year, we will continue to evolve the actions we take based on our results.

Math Actions - All Students (2023-24)	
Strengthen Instructional Practices through PD & Coaching	• Engaged all instructional staff (teachers of record, education specialists, paraprofessionals, academic interventionists, and associate teachers) in professional development that is aligned to Alpha's Teacher Rubric; the Teacher Rubric is inspired by the 5D+ Rubric for Instructional Growth and Teacher Evaluation (among other teacher assessment tools) and is rooted in Alpha's stated Vision of Excellent Teaching. • Shifted from AJH site-led to network-led PD for nine 75-minute trainings over the course of the year in order to leverage the expertise of Academic Team, ensure instructional staff growth and development on key skills, and strengthen collaboration across sites.

	• In professional development, addressed the following skills: lesson planning and internalization; classroom management; data collection and response; verbal de-escalation; scaffolds; and engagement strategies. • Coaches monitored implementation of PD skills and learning through 1:1 coaching, walkthroughs, and observations. This cycle of coaching, walkthroughs, and observations is designed to happen weekly. However, due to vacancies at AJH beginning in October 2023, this was implemented inconsistently in the 2023-24 school year.
Assessment Strategy	• Executed on a standardized assessment structure for all grades (CAASPP, NWEA MAP, curricular assessments) • Used Eureka Math curricular assessments to collect student data on a standardized cadence and ensure students were moving through all units of the high-quality instructional materials. • Monitored student data captured from regular assessments and used this data to identify strategies to support student growth. AJH teachers completed data analysis protocols and collaborated on action planning on nine Alpha-wide professional development days.
High Quality Math Curriculum	• Purchased and provided training for Eureka, a high quality Math curriculum. • Provided AJH staff with ongoing professional development focused on learning design, a culturally responsive teaching approach by Zaretta Hammond and on internalization practices to maximize effective implementation of the curriculum. • Monitored implementation of curriculum through 1:1 coaching and observation and feedback cycles.
Data Strategy	• Built NWEA MAP Math data analysis dashboards for teachers and school leaders to inform instruction and/or interventions for students. • Based on Fall and Winter NWEA MAP data, students in 7th grade were assigned to an additional Math support block for 60 mins/day as needed. • Strengthened data literacy to support intentional use of data (such as NWEA, and curricular assessments) during individual coaching sessions, leadership team meetings, and department meetings. • At network-wide professional development throughout the year, AJH Math teachers worked with teachers from other Alpha sites to analyze their student's work and plan for instructional steps moving forward. • Effectively delivered site data stories at All-Staff Stepback Days to build a shared understanding of data and create action plans.

We also established the following actions to support our significant population of **English Learners** in Math.

Math Actions - English Learners (2023-24)	
English	• Conducted professional development for instructional staff over the

Learner Supports	summer and during the school year on strategies to support English Learners. ● Hired an English Language Development specialist to provide designated instruction and teacher support for integrated ELD. Due to a mid-year vacancy, the ELD Specialist moved into the 7/8 ELA role in October and responsibilities were distributed among the AJH SLT. ● Monitored implementation of strategies throughout the school year through coaching, walkthroughs and observations. However, due to vacancies at AJH beginning in October 2023, ongoing monitoring and feedback structures were implemented inconsistently.
Long-Term English Learners Supports	● Homeroom teachers, in partnership with their coach, adjusted instructional strategies based on data to meet the needs of LTEL students. ● Students were assigned to a REACH block for further support on content-based skills based on data. ● Integrated regular opportunities for structured student talk to try out and develop new language.
High Quality ELD Curriculum	● Purchased and provided ongoing training for EL Achieve, a high quality ELD curriculum that was adopted in the 2020-21 SY based on its results and alignment to CA ELD standards and ELA CCSS. ● Grouped students by ELD proficiency level for designated ELD. ● Integrated opportunities to practice the four domains of language acquisition: speaking, listening, reading, and writing.
Academic Interventionists	● Staffed 5.5 Academic Interventionists to support a tiered approach to intervention. AIs were divided by grade bands: 2 in grades 1-2, 2 in grades 3-5, and 1.5 for grades 6-8, and NWEA MAP Math data was used to determine the supports and student groupings. ● Executed small groups for learners in need of intervention, informed by regular analysis of data. ● Collaborated with teachers to engage in meaningful push in support.
Tier 1 Strategy	● Provided AJH staff with ongoing professional development focused on learning design, a culturally responsive teaching approach by Zaretta Hammond, and on internalization practices to maximize effective implementation of the curriculum, which utilizes an assets-based approach. ● Implemented a new curriculum internalization tool that directs teachers to focus on the language demands of each unit. ● Focused on strengthening teacher skill in the delivery of standards-aligned, rigorous Tier 1 instruction with access for English Learners through professional development and coaching on integrated ELD strategies and scaffolds. ● Built teacher skill in planning from data specific to English Learners, identifying curriculum scaffolds and supports for students, and collecting

	data on the results to further inform instruction.

We also established the action plan below to directly support our **Students with Disabilities** in Math during the 2023-24 school year.

Math Actions - Students with Disabilities (2023-24)	
Students with Disabilities Supports	• Provided strong Specialized Academic Instruction to students within the general education setting focusing on supporting grade level access. • Conducted targeted Math intervention in small groups using high quality instructional materials. • Provided Math-specific instructional support for Special Education staff on how to run effective intervention groups. • Provided targeted SEL supports and interventions for students that are not meeting academic targets. • Expanded behavior paraprofessionals from 1 part-time role to 2 full-time staff to provide students with individual behavior and academic supports. • Maintained structured collaborative spaces between General Education and Special Education staff that focus on data analysis and student accommodations. • Maintain involvement with our SELPA - El Dorado County Office of Education (i.e. continued support and consultation with Program Specialist around programming for students with disabilities) • Special Education teachers participate in SELPA led professional development. • Attend the CEO council and our SELPA monthly Professional Learning Network meetings to ensure we are taking steps to ensure the most accurate and up-to-date information related to students with disabilities.
Academic Interventionists	• Staffed 5.5 Academic Interventionists to support a tiered approach to intervention. AIs were divided by grade bands: 2 in grades 1-2, 2 in grades 3-5, and 1.5 for grades 6-8, and NWEA MAP Math data was used to determine the supports and student groupings. • Executed small groups for learners in need of intervention, informed by regular analysis of data. • Collaborated with teachers to engage in meaningful push in support.
Tier 1 Strategy	• Focused on strengthening teacher skill in the delivery of standards-aligned, rigorous Tier 1 instruction with access for Students with Disabilities through professional development and coaching. • Built teacher skill in planning from data specific to Students with Disabilities, identifying curriculum scaffolds and supports for students, and collecting data on the results to further inform instruction.

At AJH, 95.4% of our students are **socioeconomically disadvantaged**, and our unduplicated pupil

count is 97.8%. We help our students and families meet their basic needs, including access to financial support, nutrition, technology, and educational resources in order to have the foundation required to succeed academically.

Math Actions - Socioeconomically Disadvantaged Students (2023-24)	
Technology Access	• Provide iPads/chromebooks in a 1:1 environment for all students, and hotspots as requested, in order to reinforce classroom instruction and support our socioeconomically disadvantaged students with technology access. Providing these tools helps bridge the digital divide and ensures that all students can benefit from technology-enhanced learning both in and out of the classroom.
Supplemental Learning Resources	• Provide a wide range of free online programming to students, with unlimited access at home, to scaffold class instruction and provide additional learning and practice outside of class. These online resources include Freckle, which provides content-based skills practice in Math.
Nutrition	• Offer a monthly food bank to families through the Alpha Parent Learning Center. • Provide families with access to extra fruit at arrival. • Provide free breakfast and lunch to all students through the National Student Lunch Program.
Access to Enrichment Activities	• Provide sports leagues for 6-8 students & families free of charge. • Offer support for funding to families for field trips and higher cost activities, such as 8th grade overnight trip. • Partner with the Boys & Girls Club to offer additional childcare and enrichment to TK-8 families, in order to support family work schedules.

Culturally Responsive Instruction	• Train AJH instructional staff on learning design, the strategy of implementing lessons through a structure of Ignite, Chunk, Activate (Chew), and Review, through summer and school year professional development sessions. Learning design is directly adapted from Zaretta Hammond's approach to culturally responsive teaching. Through this approach, we intentionally avoid lecturing or the passive reception of information.
	• Alpha's Teacher Rubric evaluates teachers on culturally responsive instruction. Teachers are provided with training, observation, and feedback on this practice, in which they are focused on the following practices:
	  ○ Mutual respect and healthy boundaries are established among students and between students and teacher
	  ○ The classroom environment is culturally and socially affirming to students' identities
	  ○ Teacher capitalizes on student strengths (academic background, life experiences, and culture/language)
	  ○ Students affirm each other's identities and leverage each other's strengths when working together

At AJH, 97.0% of our students are **Hispanic**. We are focused on engaging our families and students in a culturally responsive way that reflects the needs of the majority of our community and supports the academic achievement of our Hispanic student population.

Math Actions - Hispanic Students (2023-24)	
Communication Strategy for Spanish-Speaking Families	In order to mitigate language barriers for our significant population of Hispanic families, many of whose primary language is Spanish, AJH invests in the following practices: ● Distribute all family communications electronically and in paper flier form in both English and Spanish ● Utilize Konstella as our family engagement platform due to its accessibility for Spanish-speaking families. Konstella offers: ○ Video resources to support families ○ Supports for language set-up, to enable automatic translation of posts and messages ○ Easy to post videos & pictures to enable access ● Full front-office staff + 5 out of 6 SLT members speak Spanish, helping to ensure families feel supported and can partner with school leadership ● Provide extensive supports for team members that do not speak Spanish, providing oral translation and materials translation for all meetings and programming, including quarterly conferences, SST meetings, and ongoing teacher communications.
Leadership & Family Partnership Building	To honor the desire from our Hispanic/Latino families to have a direct connection to the principal, we embed the following strategies to create strong leadership & family partnerships to support academic achievement: ● Frequent principal engagement and communication through Konstella to provide easy access to principal. ● Front office team escalates any parent concerns to full SLT and principal to promote visibility and make space for support and partnership with families. ● SLT and principal are visible during arrivals and dismissals to provide quick touchpoints with families and promote leadership access.
Supports for Immigrant Families	● At AJH, we support many immigrant families from Latin American countries with their introduction to the school and the San José community. We partner with Alpha's Parent Learning Center, which offers all AJH families educational, career, and wellness services, and we provide families with referrals to this team to support their individual needs. ● Focus on the power of storytelling within staff PD to promote value and making space for our students and families to share their stories.
Culturally	● Train AJH instructional staff on learning design, the strategy of implementing lessons through a structure of Ignite, Chunk, Activate

Responsive Instruction	(Chew), and Review, through summer and school year professional development sessions. Learning design is directly adapted from Zaretta Hammond's approach to culturally responsive teaching. Through this approach, we intentionally avoid lecturing or the passive reception of information. ● Alpha's Teacher Rubric evaluates teachers on culturally responsive instruction. Teachers are provided with training, observation, and feedback on this practice, in which they are focused on the following practices: ○ Mutual respect and healthy boundaries are established among students and between students and teacher ○ The classroom environment is culturally and socially affirming to students' identities ○ Teacher capitalizes on student strengths (academic background, life experiences, and culture/language) ○ Students affirm each other's identities and leverage each other's strengths when working together

2023-24 Results:

As a result of our focused efforts to improve Math outcomes, we have seen the following results:

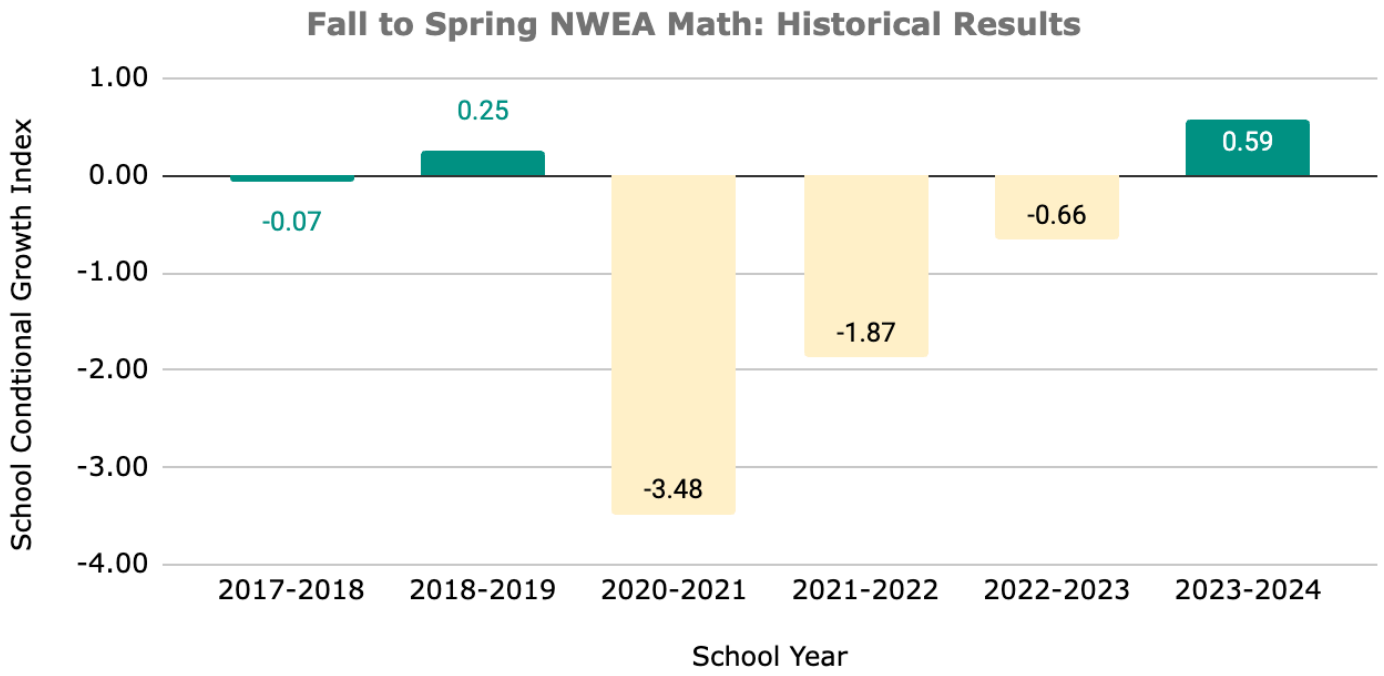
Fall 2023 to Spring 2024 NWEA Math			
Grade	**# of Students**	**School Conditional Growth Index[9]**	**School Conditional Growth Percentile**
K	29	0.10	54
1	59	0.93	82
2	55	-0.45	33
3	53	1.14	87
4	58	2.28	99
5	24	-4.18	1
6	30	-0.03	49
7	56	0.52	70
8	53	1.73	96

Based on a weighted average of AJH results, our school CGI score in NWEA Math is **0.59**, indicating that AJH has supported its students in achieving more than one year of growth in Math this year. Almost all grade levels showed meaningful growth in Math, with a notable outlier of 5th grade. The

[9] Based on guidance from the May 2023 CA SBE Agenda Item #02, a CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more) in a subject.

2023-24 school year was the first year that AJH had a 4th grade class, which meant that all 5th grade students were new to the school. Moving forward, we are excited to partner with our students throughout the TK-8 continuum while ensuring we have strong supports in place for new AJH students. We have observed that our strongest growth occurred in grades 3, 4, and 8, which are the grade levels that have been with us the longest, and we are looking forward to seeing the impact on students we will now support from grades TK through 8.

When reviewing our NWEA Math results year over year, we saw meaningful improvement in our performance in the 2023-24 school year. The chart below shows the weighted average of the AJH school CGI score in Math over time. Prior to the pandemic, AJH students were consistently meeting the benchmark of one year of growth in Math. As illustrated in our data, the pandemic drove sharp declines in student progress, and we have been focused on recovery since then. We have experienced steady year over year improvement in Math over the past two school years due to the strong practices that we have implemented at our school.



Our NWEA Math results indicate that the multi-year strategy at AJH to strengthen instructional practices, informed by a high-quality assessment strategy and robust data platform, is having a positive impact on student outcomes. At the same time, we recognize that there is significant work ahead to build on this growth and to increase achievement for all students in Math.

2024-25 Plan:

We believe we have set a strong foundation this past year as we have put in place strong structures to support student growth in Math. In addition to improving the consistency of our existing actions, we will also begin to implement the following new actions in the 2024-25 school year.

New Math Actions - All Students (2024-25)

High-Impact Math Tutoring	● Partner with Littera Education to launch a high-impact math tutoring program for students in grades 6-7. Littera is a proven high-impact tutoring partner, and they will provide virtual tutoring in Math for 96 high-need students. Students will participate in four, 30 minute sessions per week in a mix of 1:1 and small group settings.
Strengthen Instructional Practices through PD & Coaching	● Launch differentiated PD tracks for AJH staff: ○ Track 1: new to AJH teachers, returning AJH staff who are transitioning into teacher of record roles, and returning AJH teachers who earned Needs Improvement on the teacher rubric for specific indicators in 23-24; focus on fundamentals of planning and internalization and classroom management. ○ Track 2: returning teachers; focus on cycles of planning in response to data and student profiles, collecting data during class, and responding in the moment. ● Launch Strong Start Program for new to AJH teachers and returning AJH staff who are transitioning into teacher of record roles. This will be a six week program with intensive PD and coaching on fundamentals of planning and internalization and classroom management. ● Coaches will engage in a consistent, weekly cycle of 1:1 coaching, walkthroughs, and observations to monitor the implementation of PD skills for the teachers they coach.
Assessment Strategy	● Coaches will monitor the curricular assessment data that is collected to ensure that curricular assessments are taken within one week of the required cadence.
Data Strategy	● SLT members will consistently conduct weekly data meetings, following a Radical Problem Solving protocol. The purpose of these meetings is to look at bright spots and opportunities in academic and behavioral data and create clear action plans to drive improvement. The Radical Problem Solving protocol centers students whose voices have historically been at the margins in the education narrative, to focus on how their experiences at school are showing up in the data, with the rationale being that if we can action-plan around their experiences, we will enhance the experience at school for all students. ● Coaches and teachers will conduct data meetings after each curriculum unit assessment (2-3x per quarter) to gather and analyze Math assessment data. Teacher data meetings will support Math instruction by ensuring teachers are focused on the rigor of the standards and receiving coaching around specific student needs. ● Build tools to monitor curricular assessments for Math (GreatMinds) that will be used in teacher and SLT data meetings.

In addition to the actions supporting all students, we will implement the new actions below for our

English Learners. In cases where these actions were previously in place at AJH, we will be focused on ensuring that they are implemented consistently and with a high level of fidelity.

New Math Actions - English Learners (2024-25)	

English Learner Supports	• SLT and Academic Team will conduct professional development for AJH staff during the summer and school year on strategies to support English Learners.
	• Coaches will monitor implementation of the English Learner support strategies, through cycles of weekly 1:1 coaching, walkthroughs, and observations and feedback. Strategies include:
	  ○ Anchor charts in all content to provide visual support for key concepts
	  ○ Content based word walls, with pictures, updated for every unit
	  ○ Visual references of what to do when stuck for ELs
	  ○ Explicit vocabulary instruction
	  ○ Embedded structured student talk routines with specific purpose for ELs
	  ○ Identifying language functions to allow students to develop metacognition and recognize how language transfers to multiple settings

Newcomer Student Supports	• Provide orientation for newcomer students and families to AJH. This will include tour of the school with key locations practiced in English, a meet and greet with key adults, and a model of how students will learn new words: introduce with translation, divide into syllables, echo and repeat, learn meaning in L1 and English, try in different sentences, partner practice, group practice, writing practice.
	• Create a supportive classroom environment for newcomer students, including labeled items and content/word walls with the essential question, visuals/graphics with words, cognates or key words translated.
	• SLT and Academic Team will conduct professional development, coaching, and observations to support teachers with consistently delivering instruction leveraging the following effective methods for newcomer students:
	  ○ Introduce topical vocab with translations and images
	  ○ Use language patterns
	  ○ Multiple opportunities for miles on the tongue/structured student routines
	  ○ Echoing in English
	  ○ Translation support when necessary
	  ○ Writing support/tracing if necessary
	  ○ Opportunities for structured student talk (SST) where newcomers are supported to try out the language
	  ○ Making connections to language skills supported in designated ELD

Long-Term English Learner Supports	• Implement and monitor completion of a clear cadence of curricular assessments from EL Achieve, designed to align to the CDE ELD standards by proficiency levels, and CCSS to strengthen student reception and production of language in Math.
	• Ensure EL strategies include language across proficiency levels to continue to develop every student. These include:
	  ○ Anchor charts in all content to provide visual support for key concepts
	  ○ Content based word walls, with pictures, updated for every unit
	  ○ Visual references of what to do when stuck for ELs
	  ○ Explicit vocabulary instruction
	  ○ Embedded structured student talk routines with specific purpose for ELs
	• Provide ongoing support to implement and monitor effectiveness of integrated ELD strategies through coaching (including data analysis), observation and feedback, and professional development.

In addition to the actions supporting all students, we will implement the new actions below for our Students with Disabilities.

New Math Actions - Students with Disabilities (2024-25)	

Collaboration Structures	• Include network SPED Administrators in SLT Data meetings on a monthly cadence to review special education data and create action plans to support challenges that arise.
	• Reset collaboration structures between special education staff and general education staff to ensure aligned support of SWDs across all settings:
	  ○ Monthly collaboration meetings between Education Specialist, Principal and grade level Assistant Principal to strengthen monitoring structures and support to all teachers
	  ○ Weekly grade level collaboration space with Education Specialist focused on consistent implementations of accommodations and ongoing progress monitoring
	  ○ Biweekly SPED team meetings to strengthen alignment and progress monitoring across SPED Paraprofessionals

Education Specialist Support	• Conduct co-observations of education specialists between AJH coach and network Special Education Program Manager in order to inform ongoing coaching of instruction and progress monitoring. • Provide tiered support for education specialists (e.g. weekly, bi-weekly, or monthly check ins) to focus on case management from the Special Education Program Manager.

At AJH, 95.4% of our students are **socioeconomically disadvantaged**, and our unduplicated pupil

count is 97.8%. As outlined in the 2023-24 Actions section, we have implemented a comprehensive set of supports for our socioeconomically disadvantaged students to bolster their academic success. In addition to continuing the actions above, we are beginning the following new actions in 2024-25.

New Math Actions - Socioeconomically Disadvantaged Students (2024-25)	
Parent Learning Center Supports	• Clarify the vision and the supports offered by Alpha's Parent Learning Center (PLC), in order to ensure we are effectively serving the needs of our socioeconomically disadvantaged families. To do this, we have run a process to gather feedback through parent and staff surveys and meetings with key parent leader groups. This feedback has been translated into a new mission for the PLC, which we will work towards implementing in the 2024-25 school year. • Explore opportunities to expand the impact and reach of the Alpha Parent Learning Center programs such as the Food Bank, Adult English classes, and Know Your Rights workshops. These services support AJH families in building their own English language skills and meeting their basic needs for safety and security. This allows our socioeconomically disadvantaged students to feel supported and better prepared to succeed academically.

At AJH, 97.0% of our students are **Hispanic**. As outlined in the 2023-24 Actions section, we have implemented a comprehensive set of supports for our Hispanic students to bolster their academic success. In addition to continuing the actions above, we are beginning the following new actions in 2024-25.

New Math Actions - Hispanic Students (2024-25)	
Communication Strategy for Spanish-Speaking Families	• In order to mitigate language barriers for our significant population of Spanish-speaking families, AJH will continue to invest in the practices listed above. In addition, AJH leadership and staff will be emphasizing video communication on Konstella, the family engagement platform, to promote further access for some families that have expressed their own literacy needs.
External Partnerships	• Explore partnering with the Hispanic Foundation of Silicon Valley to further expand parent programming around engagement and social-emotional learning.

3-Year Targets:

We have set out the following three-year targets to assess continued improvement in Math.

Measuring Results:		
Metric	Baseline	Desired Outcome for 2027

SBAC DFS Math (student groups)	2023 CA School Dashboard All: 125 pts below (Orange) EL: 144 pts below (Orange) SWD: 221.1 pts below (Red) Hispanic: 131.6pts below (Red) SED: 126.5 pts below (Red)	2026 CA School Dashboard All: 78 pts below (Orange) EL: 129 pts below (Orange) SWD: 206 pts below (Orange) Hispanic: 117 pts below (Orange) SED: 116 pts below (Orange)
NWEA Math - Conditional Growth Index	Fall 2023 to Spring 2024 0.59	Fall 2026 to Spring 2027 ≥ - .20

Supporting Actions:

In addition to the targeted actions we have identified to address the underlying causes of our low performance designation (Chronic Absenteeism, Suspension Rate, ELA, and Math), we are also focused on strengthening the staff and family experience at AJH. We believe that by retaining and developing our talent and engaging our families in student learning, we will create a strong foundation that positively impacts all dashboard indicators that resulted in the low-performing designation. Our action plan in these areas follows.

Staff Recruitment & Retention

It is critical for our school to develop and maintain fully credentialed and high-quality educators. However, given the teacher shortage that we are experiencing in the Bay Area, it has been challenging to hire and retain strong educators at AJH. To address this, AJH has adopted the following theory of change: If we develop excellent coaches, then they will develop excellent educators, which will result in improved student outcomes.

Therefore, in the 2023-24 school year, we invested heavily in internal and external professional development and coaching of our leaders, teachers, and instructional staff. We continued regular reviews of our compensation and benefits packages, and we used a variety of recruitment strategies to attract high-quality talent to AJH.

2023-24 Actions:

Staff Recruitment Actions (2023-24)
• Attended in-person career fairs at UC Santa Cruz, CSU East Bay, Sacramento State, UC Berkeley, Santa Clara County Office of Education. Attended virtual career fairs at University of San Diego, National University, Stanford, Columbia's Teacher College.
• Continued our relationships with TeachStart, Alder Residency, and Teach For America (TFA) to build a pipeline of educators for AJH.
• Ensured teacher participation in recruitment and hiring processes through our Talent Ambassador program and Teacher Tour Training.

- Hosted two Recruitment Happy Hours for prospective candidates to meet with current AJH school leadership and teachers.

- Participated in CTC grant opportunities for support staff (Associate Teachers, Academic Interventionists, Special Education Paraprofessionals) to complete their degree and/or get on a teacher credential pathway to build our internal pipeline for teacher of record roles. New credential specialist (hired in July 2023) has worked with support staff to understand requirements and action plan steps to work towards a credential.

- Maintained transparent teacher salary scale, with differentiated pay depending on certification status.

- Captured staff feedback (through staff interviews and surveys) to inform teacher salary and benefit compensation. As a result, we increased compensation for teachers based on experience and increased retirement contributions to support competitiveness and retention.

- Expanded benefits for continuing education and tuition reimbursement, to incentivize ongoing skill development and developing the potential pool of teachers.

Staff Retention Actions (2023-24)

- Facilitated a robust summer onboarding and training experience for all new AJH staff. This included additional training for all new AJH instructional staff on the foundational skills of what it means to facilitate learning in our community.

- Developed AJH leaders' skills in coaching through participation in the following trainings and structures to support their development:
    - Seven 2 hour Coach Development Meetings (designed and facilitated internally). These meetings focused on teacher rubric calibration, emotional agility, coaching, and performance management
    - Five 4.5 hour workshops (designed and facilitated externally) on coaching
    - Weekly walkthroughs with Academic Team from August to December to align on excellent teacher practices, strong feedback, and effective coaching for teachers

- Provided leadership opportunities for teachers through lead team; conducted a 2-3 hour training each quarter for the 4 AJH lead team teachers where they collaborated with lead team members across Alpha Public Schools with focus on developing skills in meeting facilitation, giving feedback to peers, conflict resolution, and emotional agility.

- Fostered a healthy and thriving school culture through programs including shout-outs/recognitions, instructional spotlighting, a sunshine committee, and team-building and team gratitude events.

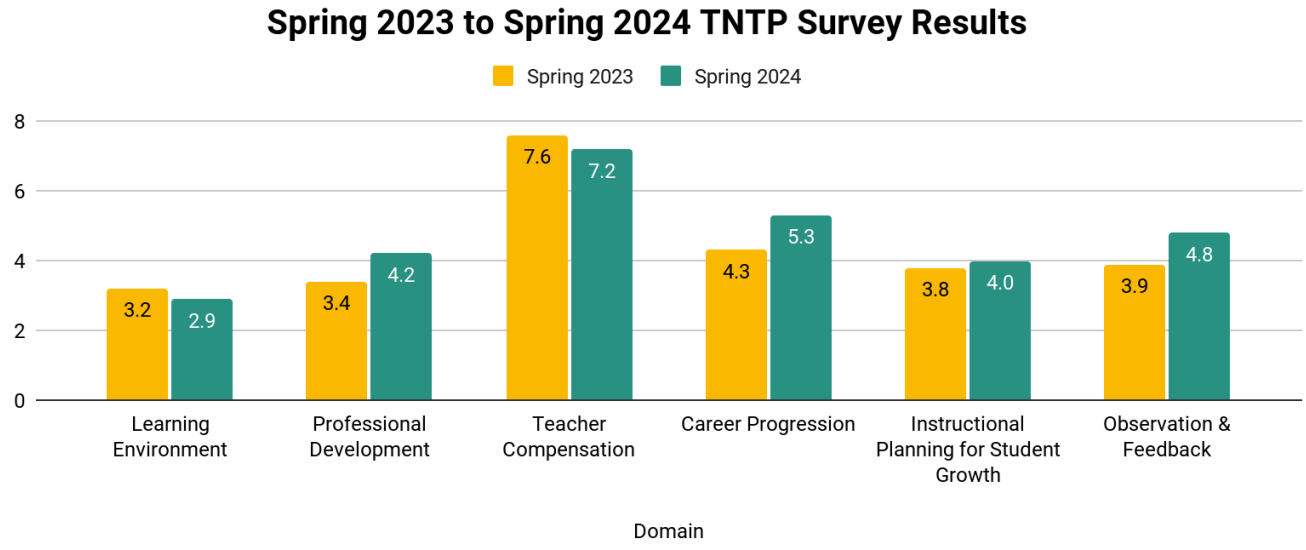
- Conducted staff surveys twice per year to gather staff feedback. Used this data to inform

strategies to strengthen school culture. For example, received feedback in staff surveys for an increase in teacher observations and feedback. Leadership responded by restructuring SLT schedules to allow for an increase in teacher observations.
• Maintained strong communication channels through daily huddles.
• Hired a Credential Specialist who has provided AJH teachers with certification/credential support. In addition, quarterly reviews around assignment and credential status took place between the Principal and Chief Talent Officer.

2023-24 Results:

AJH partners with TNTP to administer a twice-annual survey to teachers to capture feedback on various aspects of school culture. As a result of our actions in professional development, observation and feedback, and support for instructional planning in the 2023-24 school year, we have seen improvement in several key domains since Spring 2023. While we saw a slight dip in Teacher Compensation results, our teachers' self-reported understanding of and satisfaction with their compensation remain well above the national top quartile threshold (5.6).

In addition to our bright spots, we have seen a dip in Learning Environment in Spring 2024. This domain focuses on school culture and the role of leaders in maintaining a safe and productive learning environment. In the 2024-25 school year, we have identified actions to develop leaders' skills in professional development and coaching, which we believe will lead to a stronger learning environment at AJH.



2024-25 Plan:

We have taken positive steps this year to improve recruitment and retention at AJH. In addition to continuing the actions listed above, we have identified new strategies to strengthen our staffing.

Before the 2024-25 recruitment cycle, the AJH School Leadership Team identified opportunities to strengthen the recruitment process for the upcoming school year. The new recruitment actions AJH is

taking are listed below.

New Recruitment Actions (2024-25)
• Add questions into the interview screening process to assess candidates on their response to student behaviors and skillset in cultivating a positive student culture.

• Standardize expectations for the final interview round for teacher of record candidates. This process will include:
  ○ Live demo lesson in front of students
  ○ Interview with SLT (2-3 school leaders)
  ○ Teacher campus tour and panel, where staff have the opportunity to interact with the candidate and share their voice in the hiring process

• Hire contract employee to provide additional support with teacher candidate sourcing.

In addition, AJH is focused on strengthening skills within our leaders and coaches in professional development and coaching. Through this, we believe that our leaders will be better equipped to support the teachers that they coach, leading to higher retention and teacher effectiveness.

New Retention Actions (2024-25)

• Develop AJH leaders' skills in professional development design and facilitation through participation in the following trainings and structures to support their development:
  ○ Initial training during summer professional development for leaders followed by cycles of feedback, revision, and rehearsal
  ○ Ongoing training through seven two hour Coach Development Meetings throughout the year to further develop skills in PD design and facilitation
  ○ Cycles of feedback, revisions, rehearsal, and coaching on PD design and facilitation aligned with Alpha-wide instructional staff PD

• Develop AJH leaders' skills in coaching through participation in the following trainings and structures to support their development. In addition to continuing the professional development outlined in the 2023-24 school year actions, AJH will begin the following actions:
  ○ Initial calibration on the Alpha Coaching Model and Abridged Coach Rubric during summer professional development for leaders
  ○ Training and development provided for SOMs and Deans on coaching
  ○ Small group "practice lab" with intensive coaching support for AJH principal

3-Year Targets:

We have set out the following three-year targets to assess continued improvement in our staff recruitment and retention.

Measuring Results:

Metric	Baseline	Desired Outcome for 2027
% of teachers appropriately assigned and credentialed	100%	100%
Teacher perception on the spring TNTP question regarding Learning Environment	2.9	4.0

Family Engagement

At AJH, we believe that student academic achievement and wellness are best carried out when families are a part of the school in a way that is authentic and reflective of the community. In the 2023-24 school year, we focused on implementing robust family engagement strategies to provide different channels for families to engage at AJH.

2023-24 Actions:

Family Engagement Actions (2023-24)

• Upheld strong family communication systems to capture authentic input and feedback from families, including:
  ○ Usage of our family communication platforms: Konstella & DeansList
  ○ Monthly feedback survey opportunity at Cafecitos
  ○ 2x per year family surveys
  ○ 3x per year family conferences

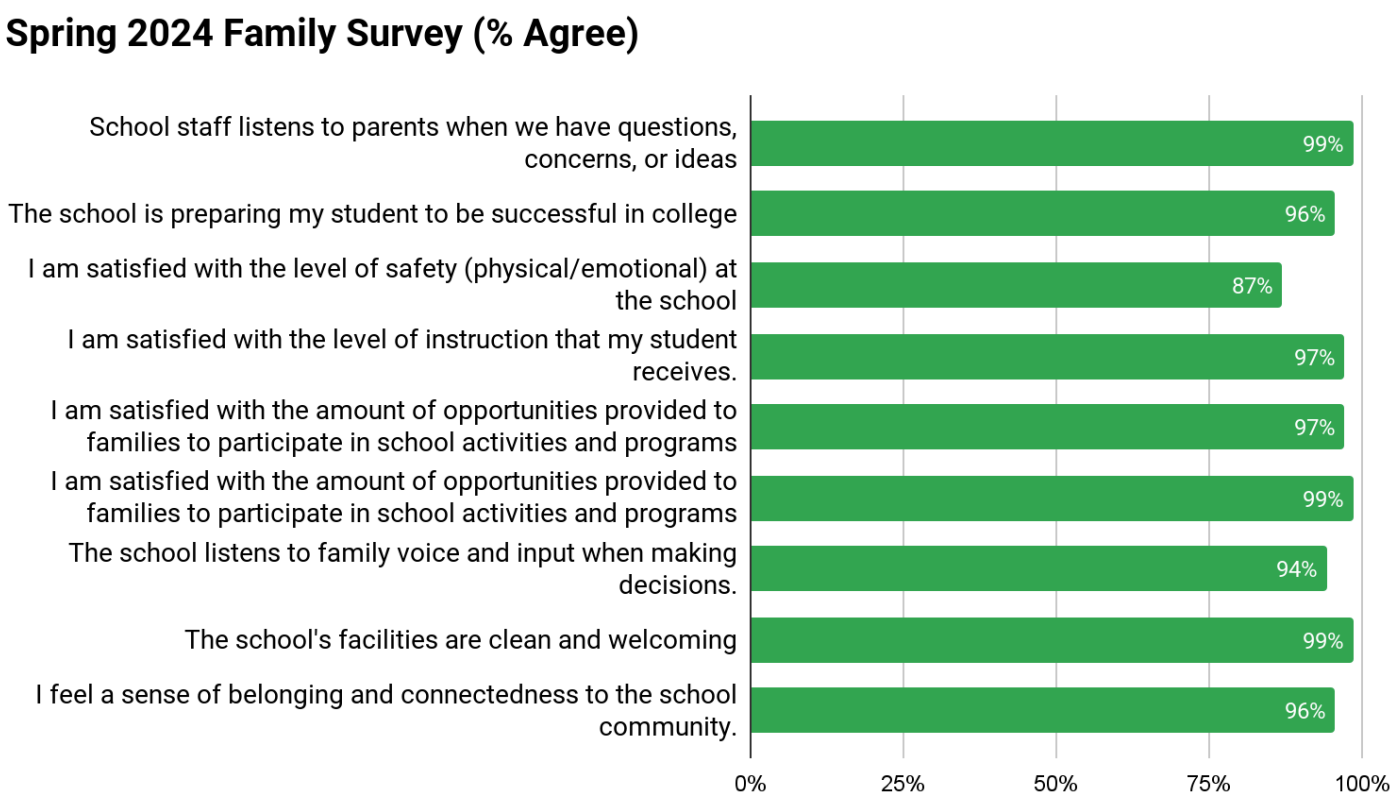
• Created and executed an annual scope and sequence for school community celebrations. This included:
  ○ Annual events: Welcome Night, Back to School Night, Fall Festival, Winter Festival, Candygrams, and Open House
  ○ Ongoing events: quarterly award ceremonies, end of month birthday + holiday celebrations, and monthly cafecitos

• Provided families with educational, career, and wellness services from the Alpha Parent Learning Center, including folklorico classes, a Food Bank, and English classes.
• Provided parent volunteer opportunities to strengthen involvement of parents in their child's educational experience, including Los Dichos, a monthly reading program with TK-4th grade families and a Kindergarten Phonics tutoring partnership.
• Strengthened parent power by providing parents with leadership opportunities to advocate for their students, including Parent Council, English Language Advisory Committee (ELAC), Parent Leader Committee (Advocacy), and Alpha Parent Board Members.

2023-24 Results:

Our AJH family survey data continues to show that our strong relationships and engagement with our families are a bright spot for our school. Of the 70 respondents to the spring family survey, a significant

majority of our families agreed that AJH is serving the needs of our students and families.



2024-25 Plan:

We have received positive feedback from our families on our efforts to strengthen engagement at AJH. Therefore, we will maintain the effective actions from the 2023-24 school year and will continue to improve the strength of our implementation of those actions.

We have identified the following new family engagement actions for the 2024-25 school year. In addition, we believe that our focus on our SEL curriculum, restorative practices, and the CCSPP grant implementation (detailed in the Suspension Rate - 2024-25 Plan section) will positively impact family feedback on the level of safety at school.

New Family Engagement Actions (2024-25)
• Expand relationship-building activities for middle school families to strengthen community among all grade levels. This will include providing training for middle school families on the use of Konstella (family communication platform) for engagement each quarter, instead of only at conferences. We will monitor the impact that this has on increasing attendance of middle school families to AJH programming.
• Implement an updated operations and facilities walkthrough structure, in order to ensure a more consistent and standardized approach towards having safe, clean and welcoming spaces. This updated structure includes adding three additional internal walkthroughs with

an AJH-specific walkthrough rubric, on top of our existing three walkthroughs done in collaboration with the Alpha network operations team utilizing CDE's Facilities Inspection Tool (FIT).
• Explore forming an AJH Parent Association, which would be created to help increase family engagement, volunteer opportunities, and family events at AJH.

3-Year Targets:

We have set out the following three-year targets to assess continued improvement in family engagement at AJH.

Measuring Results:		
Metric	Baseline	Desired Outcome for 2027
% of families that feel a sense of belonging & connectedness to the school community	Spring 2024 Family Survey: 96%	Spring 2027 Family Survey: ≥95%
% of families that agree that the school listens to family voice and input when making decisions	Spring 2024 Family Survey: 94%	Spring 2027 Family Survey: ≥95%
% of families that are satisfied with the amount of opportunities provided to families to participate in school activities and programs	Spring 2024 Family Survey: All Students: 99% SWDs: 100% ELs: 97%	Spring 2027 Family Survey: ≥95%
% of families that are satisfied with the level of physical and emotional safety at school	Spring 2024 Family Survey: 87%	Spring 2027 Family Survey: ≥95%

and add additional strategies in 2024-25, based on our learnings from this year.

2024-25 Plan:

We believe we have set a strong foundation this past year as we have implemented new attendance processes. In addition to refining and improving consistency of our existing actions, we will begin implementing the following actions in 2024-25. These are based on best practices gleaned from *Attendance Works*, state and county attendance resources (SCC Attendance Collaborative), as well as discussions with other schools around California.

New Chronic Absenteeism Actions (2024-25)
• Engage EverydayLabs to enhance our frequency and consistency with family communication around attendance, to further improve our level of data analysis and action planning with an upgraded attendance dashboard, and to benefit from their professional learning resources around chronic absenteeism. Everyday Labs is an ESSA-approved evidence based strategy for addressing absenteeism.
• We will roll out an attendance home visit program, which will involve a combination of adults from our school team (teachers, SLT, ops) performing targeted attendance-based home visits for selected tier 3 students. Based on a small pilot this year, we will implement a standard structure, agenda, and follow up plan for students.
• We will roll-out our School Attendance Review Team (SART) structure to address students who are experiencing extremely high levels of chronic absenteeism (subset of tier 3). This SART was piloted this year as a district (Alpha Public Schools)-level intervention. We have refined our nomination process, as well as further developed a standard agenda and contract/attendance plan that we will utilize.
• Based on our data from 2023-24, we will be targeting SWD as a focus within our chronic absenteeism goals. This will involve working with our Ed Specialist, as well as our network SPED team, to have regular student-level check-ins and goals (aligned with the IEP) around attendance monitoring and strategies.

3-Year Targets:

We have set out the following three-year targets to assess continued improvement in chronic absenteeism:

Measuring Results:		
Metric	Baseline	Desired Outcome for 2027
ADA	(P2, 2023-24 SY) • All Students: 90.46% • EL: 90.80% • Hispanic: 90.84% • SED: 91.01%	≥95%

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AJH Improvement Plan Tracker Overview

Because AJH was identified as a low track school for our upcoming charter renewal, we are legally required to write a plan that outlines how we will improve our performance on the CA Dashboard indicators that placed us in the low track. These indicators are:

- Chronic Absenteeism
- Suspension Rate
- CAASPP ELA Distance from Standard (Overall + Subgroups)
- CAASPP Math Distance from Standard (Overall + Subgroups)
- English Learner Progress Indicator (ELPI)

The AJH Improvement Plan is linked here: Alpha: José Hernández Improvement Plan

The AJH Scorecard is linked here.

How to Use This Plan:

The AJH Improvement Plan consists of two documents, the Alpha: José Hernández Improvement Plan and this AJH Improvement Plan Tracker. Actions will be updated and monitored, with links to evidence, in this tracker. The Improvement Plan will be referenced to provide color and detail when appropriate. Both documents should be referenced to get as complete of a picture as possible of what is happening at the school to drive improvement.

How to Update The Tracker:

This document will be used to track our progress against the AJH Improvement Plan actions. On a regular cadence, the owners of each action item must provide status updates on their tasks. These updates should also include a link to evidence to show the work that has been done. Any new actions that we are taking should also be added to this list. We will also provide an update on all available data tracking towards our targets listed in the Improvement Plan.

BOY Update: Due by September 6th

Fall Update: Due by November 15th

Spring Update: Due by March 19th

EOY Update: Due by June 11th

Action - Refer to the [redacted] section of the	Owner	Current Status	September Status Update	Links to Evidence	November Status	November Status Update	Links to Evidence	March Status	March Status Update	Links to Evidence	June Status	June Status Update	Links to Evidence
Train SLT & Operations Team on Attendance Playbook	Chris	On Track	Completed ops training on 8/7	Slides Link	Complete	We continue to utilize and refer to the attendance playbook. In preparation for our quarterly stepback, we held attendance related deep dives, looking at the data dashboard and creating action steps for Q2.	Example	On Track	We continue to utilize and refer to the attendance playbook and we held an attendance-related SLT deepdive in preparation for Stepback Day	Link	On Track	We continue to utilize and refer to the attendance playbook and we held an EOY SLT deepdive on 5/30	AJH Attendance SLT Q4 Deep Dive
Develop & use attendance data dashboards to progress monitor attendance goals.	Develop: Andrea Use: Mendoza	On Track	Attendance 3.0 dashboard is updated; Using data protocol in Ops PDs	Attendance Dashboard 3.0 Data Protocol	On Track	We are utilizing these dashboards within ops team, and SLT meetings.	Ops Attendance Data Dive Handout Template	On Track	We are utilizing these dashboards within ops team, and SLT meetings.	Ops Attendance Data Dive Handout Template	On Track	We are utilizing these dashboards within ops team, and SLT meetings. Tier 3.Summer intervention.	Tier 3 summer support
Conduct data/action planning sessions during network PD	Chris	On Track	8/7 and 9/4 attendance review during Ops PD	Slides Link	On Track	We have had ops team attendance related deep dives on 9/18 and 10/9, and held SLT related deep dive sessions between 10/22 and 10/28; and 11/18	SLT DeepDive AJH Ops Stepback	On Track	-January PD - teacher PD around grade bands - home visits -Stepback Day in February	Feb 21 stepback Day slides (Slides 18-25)	On Track	See Above	Same Link as row 2
Conduct monthly meetings between Network Ops and the SOM	Chris/Lana	On Track	8/23, scheduled 9/23	Slides link	On Track	10/9, O3 with Lana with SOM on weekly basis; 11/18 stepback meetings	10/9 Ops PD 11/18 Stepback	On Track	January Ops PD Meeting and February Stepback Day PDs	January Ops Stepback Day	On Track	April Ops PD Monthly O3s with Network Ops and SOM around action steps	April 2
Conduct bi-weekly Ops Team attendance check-ins to progress monitor attendance goals.	Mendoza	On Track	Data Check-in w/ school Ops Team: 9/5	Ops Attendance Data Dive	On Track	Data Check-in with school ops team	Ops Attendance Data Dive	On Track	Bi-Weekly Deep dive with School Ops teams to share with SLT during SLT Deep Dive. Using Data dashboards and Everyday lab to generate reports.	Link	On Track	Bi-Weekly Deep dive with School Ops teams to share with SLT during SLT Deep Dive. Using Data dashboards and Everyday lab to generate reports.	AJH Ops Attendance Data Dive Handout-April
Conduct weekly check-ins between P + SOM	Parra	On Track	Part of weekly one on one	Agenda	On Track	Yes, weekly meeting to review data on attendance and action planning for any students that need support	Agenda	On Track	Yes, weekly meeting to review data on attendance and action planning for any students that need support	Agenda	On Track	Yes, weekly meeting to review data on attendance and action planning for any students that need support	Agenda
Perform attendance interventions, based on data	Mendoza	On Track	Conducting Tier 1 & Tier 2 attendance interventions, including meetings with families around attendance.	Ops Attendance Data Dive	On Track	Conducting Tier 1 & Tier 2 attendance interventions, including meetings with families around attendance.	1) AJH Attendance Strategy List 2) Resource Folder 3) Attendance Student List	On Track	Bi-Weekly Deep dive with School Ops teams to share with SLT during SLT Deep Dive. Using Data dashboards and Everyday lab to generate reports.	1) AJH Attendance Strategy List 2) Resource Folder 3) Attendance Student List	On Track	Bi-Weekly Deep dive with School Ops teams to share with SLT during SLT Deep Dive. Using Data dashboards and Everyday lab to generate reports.	1) AJH Attendance Strategy List 2) Resource Folder 3) Attendance Student List 4: Tier 3 summer interventions
Provide attendance incentives, such as "Presents for Being Present"	Mendoza	On Track	Scheduled to start 9/3/2024	P4BP One Pager	On Track	weekly student celebrations	P4BP Winner Log	On Track	March Madness Attendance Challenge	Attendance challenge	On Track	Weekly Awards Homeroom Celebrations	weekly HR Report
Use DeansList for communications	Mendoza / Parra	On Track	Note: This is probably directed towards teacher communication via DL	Validation codes sent home on 8/30/2024	On Track	Supporting families with getting logged in or resting passwords	Validation codes sent home on 8/30/2024	On Track	8th grade families received access codes when returning from winter break & During Q2 Conferences families were reminded to get use deanslist.	access codes provided 1/7/2025	On Track	On going as needed.	Access Codes Provided
Fund Clipper Cards for SED students	Perez/Mendoza	On Track	Support families with public transit passes for their student. Clipper card applications are given to families. Cards are refilled by school on the last week of the month. Support is given as needed.	Clipper Card Contract Clip Card Student List	On Track	Support families with public transit passes for their student. Clipper card applications are given to families. Cards are refilled by school on the last week of the month. Support is given as needed.	Clipper Card Contract Clip Card Student List	On Track	Support families with public transit passes for their student. Clipper card applications are given to families. Cards are refilled by school on the last week of the month. Support is given as needed.	Clipper Card Contract Clip Card Student List	On Track	Support families with public transit passes for their student. Clipper card applications are given to families. Cards are refilled by school on the last week of the month. Support is given as needed.	Clipper Card Contract Clip Card Student List
Connect families with the PLC for supports	Alejandro	Complete	**Alpha Community Resource Guide** We have finished our 24-25 guide and we will use it to connect families to community resources that can meet their needs and aspirations **Alpha Family Referral Program** supported 4 JH families **Alpha Family Emergency Fund** provided $500 emergency checks to 2 JH families to help cover rent expenses	24-25 Alpha Comunity Resource Guide link Alpha Family Referal Program & Alpha Family Emergency Fund link	Complete	**Alpha Community Resource Guide** Everyday Labs uses this guide to text resources to families whose students are under chronic absenteeism **Alpha Family Referal Program** supported 6 JH families **Alpha Family Emergency Fund** provided $500 emergency checks to 3 JH families to help cover rent expenses	24-25 Alpha Comunity Resource Guide link Alpha Family Referal Program & Alpha Family Emergency Fund link	Complete	**Alpha Community Resource Guide** Everyday Labs uses this guide to text resources to families whose students are under chronic absenteeism **Alpha Family Referal Program** supported 11 JH families **Alpha Family Emergency Fund** provided $500 emergency checks to 4 JH families to help cover rent expenses **Community Parnetships** - In February, we partnered with Pacific Clinics to host a Child Abuse Prevention workshop for parents - In February, we partenered with SIREN to host a Family Immigration workshop for parents	24-25 Alpha Comunity Resource Guide link Alpha Family Referal Program & Alpha Family Emergency Fund link Child Abuse Prevention workshop - link Immigration family workshop - link	On Track	**Alpha Community Resource Guide** Everyday Labs uses this guide to text resources to families whose students are under chronic absenteeism **Alpha Family Referral Program** supported 12 JH families **Alpha Family Emergency Fund** provided $500 emergency checks to 4 JH families to help cover rent expenses	24-25 Alpha Comunity Resource Guide link Alpha Family Referal Program & Alpha Family Emergency Fund link
Provide uniform support to families as needed	Perez/Mendoza	On Track	Requested grant funds from one of our partners, Gordon Philanthropies to provide additional support here, status pending	Grant Proposal	On Track	Supporting families with uniforms or other school clothing attires.	Uniform Support Tracker	On Track	Supporting families with uniforms or other school clothing attires.	Uniform Support Tracker	On Track	Supporting families with uniforms or other school clothing attires.	Uniform Support Tracker
Engage Everyday Labs to support with our attendance strategies	Chris	On Track	First nudge went out 8/29; continued engagement every two weeks (first attendance nudge out 9/16), everyday labs meeting with Ops team on 9/18	Video Nudges Evidence	On Track	Text nudges went out on 9/30, and 10/15, will go out bi-monthly. Mail nudges went out 10/18. "Truancy"-like letters starting in late November (tentatively scheduled for late November.	Evidence	On Track	Continued to send out Text and Mail Nudges (see link), began sending out informal "truancy" letters for more formal communications.	Evidence	On Track	Continued to send out Text and Mail Nudges (see link) and informal "truancy" letters for more formal communications.	June Update
Roll out attendance home visit program	Mendoza	On Track	CK: Stipend approval in September; roll-out on 9/4		On Track	Developing a one-pager for staff with next steps for teams and families	Home Visit Log	On Track	Finalized student list for home visits. APs lead the visits and next steps	Home Visit Log	On Track	Finalized student list for home visits. APs lead the visits and next steps	Home Visit Log
Roll-out our School Attendance Review Team (SART) structure	Chris	Not Started	Roll out in October (not applicable for September; not enough data)		On Track	As we have attempted other strategies for tier 3, we are beginning to put together a focused list of tier 3 students for which a SART check in is needed.	SART One Pager	On Track	School has been identifying Tier 3 students, has currently shared that SART is not an appropriate intervention yet.	SART One Pager	On Track	Performed SART Meeting and created contract for KB	Attendance Contract (Given privacy, can share upon request)
Target SWD as a focus within our chronic absenteeism goals: Conduct student-level check-ins and goals (aligned with the IEP) around attendance	Mendoza	On Track	School Ops Team Data Meeting scheduled for 9/6. Following up with SpEd team the week of 9/12.	Ops Attendance Data Dive	On Track	Finalizing Sped teams schedules and providing them with students Daily Detail Reports to give to families during IEP meeting and conferences.	Sample: Daily Attn Report	On Track	Case Manager works with School Ops Team to provide attendance evidence during IEP Meetings	Daily Attn Report	On Track	Case Manager works with School Ops Team to provide attendance evidence during IEP Meetings	Daily Attendance Report

Action - Refer to the [redacted] section of the Improvement Plan for additional	Owner	Current Status	September Status Update	Links to Evidence	November Status	November Status Update	Links to Evidence	March Status	March Status Update	Links to Evidence	June Status	June Status Update	Links to Evidence
Hire a Dean of Students	Parra	On Track	Dean of Students role is staffed.		Complete	Dean of Students role has been staffed	Dean of Students.pdf	Complete	Dean of Students role has been staffed	Dean of Students.pdf	Complete	Dean of Students is staffed and same team member has signed return for 2526	
Strengthen PBIS: execute a class points incentives system	Arcadia-Sanchez	On Track	Whole staff PD on class points incentives system (PBIS) conducted on 8/7/24	24-25 AJH PBIS + DeansList	On Track	Teachers provide classes with positive class points as an incentive for meeting challenges and/or stamped expectations.	AJH PBIS	On Track	Teachers have been consistently utilizing class points as an incentive for meeting challenges and/or stamped expectations	AJH PBIS	On Track	Teachers continued to consistently utilize class points as an incentive fro meeting challenges and/or stamped expectations.	AJH PBIS
Strengthen PBIS: Provide daily positive points for students	Arcadia-Sanchez	On Track			On Track	Students receive weekly reports that detail all of their positive points.	Student Weekly Reports	On Track	Teachers are consistenly leveraging one of our PBIS structures and awarding students positive points when meeting expectations.	Student Weekly Reports	On Track	Teachers continued to utilize one of our PBIS structures, Student Weekly Reports, by awarding positive points when meeting expectations.	Student Weekly Reports
Strengthen PBIS: Jeans Wednesday incentive	Arcadia-Sanchez	On Track			On Track	Students receive weekly reports that detail all of their positive points, in association with earning Jeans Wednesday as an incentive for meeting the threshhold.	Student Weekly Reports	On Track	Teachers are consistenly leveraging one of our PBIS structures and awarding students positive points, which earns students Jeans Wednesday for meeting the threshhold.	Student Weekly Reports	On Track	Teachers continued to leverage our PBIS structure, awarding students positive points, which can earn students Jeans Wednesday for meeting the threshhold.	Student Weekly Reports
Strengthen PBIS: Monthly school-wide Penguin Palooza	Arcadia-Sanchez	On Track			On Track	Students engage in monthly grade-level band activities to promote sense of community and celebrate meeting classroom expecations.	Link Palooza Folder	On Track	Students have continued to engage in monthly grade-level band activities to promote sense of community and celebrate meeting classroom expecations.	Link Palooza Folder	On Track	Students engaged in montly grade-level band activities throughout the school year to promote sense of community and celebrate meeting classroom expecations.	Link Palooza Folder
Staff 2 full time behavior paraprofessionals	Parra	On Track	Staffed 3 full time behavior paraprofessionals	Behavior Paraprofessional (24-25)	Complete	Staffed 2 full time behavior paraprofessionals	Behavior Paraprofessional (24-25)	Complete	Staffed 2 full time behavior paraprofessionals	Behavior Paraprofessional (24-25)	Complete	Shifting to one behavior para for 2526 due to services; adding an additional SPED Para	
Expand Sown to Grow implementation to grades TK-8 and progress monitor results *See pg. 9 of the Improvement Plan for additional detail on Sown to Grow.*	Arcadia-Sanchez	On Track	Walkthroughs began week of 8/26	AJH SEL Observations 24-25 <MASTER COPY>	On Track	Sown to Grow is being implemented in grades TK-8. Data is being monitored through the Sown to Grow platform, and we are progress monitoring results. At this time teachers are reading student responses at a 67% rate, and there is an opportunity to increase this and teacher response rate. To support in this improvement, Dean of Students will reset weekly observations beginning the week of 11/18 with a focus on response to student check-ins.	AJH Sown to Grow Data Insights	On Track	Dean has engaged in monitoring of the implementation of Sown to Grow throughout the year. Dean utilizes these insights and shares it with SLT to inform us on how to support our teachers. Our current focus over the last few months has been increasing Teacher Response Rate to students' Weekly Emotional Check-In.	AJH Sown to Grow Data Insights	On Track	Dean has continued to monitor the implementation of Sown To Grow. Dean has used these insights to share with SLT to inform us on how to support our teachers. Our focus has been the continuation of increasing Teacher Response Rate on students' Weekly Emotional Check-Ins.	AJH Sown to Grow Data Insights
Train staff on Sown to Grow during Summer PD	Ramya	On Track	AJH training occurred on August 5, 2024 for grades TK-8	Alpha Teacher Training	Complete	AJH training occurred on August 5, 2024 for grades TK-8	Alpha Teacher Training	Complete	AJH training occurred on August 5, 2024 for grades TK-8	Alpha Teacher Training	Complete	AJH training occurred on August 5, 2024 for grades TK-8	Alpha Teacher Training
Bring together champions of SEL across AJH to determine common SEL vision for 24-25	Arcadia-Sanchez	Complete	Meeting was held on May 8, 2024	AJH SEL 24-25	On Track	PD facilitated with homeroom teachers to highlight strengths in belonging in Fall24-25 Student Culture Survey and unpack teacher practice; this will be built during November Stepback Day.	AJH Pride PD	On Track	Dean, Assistant Principals, and Staff have engaged in check-in PDs to help strengthen our SEL implementation across the entire school. These PDs help inform us on how to overcome obstables and implement SEL curriculum to fidelity.	24 - 25 AJH STG C... 24 - 25 AJH STG C...	On Track	Dean continued to engage teachers in SEL professional developments throughout the school year to see our growth and strengthen areas of opportunities.	24 - 25 AJH STG C... 24 - 25 AJH STG C...
Conduct summer PD on restorative justice practices	Arcadia-Sanchez	On Track	PD conducted on 8/2/24	ARCADIA AJH Restorative Practice 8-2-24	Complete	PD completed on 8/2/24	ARCADIA AJH Restorative Practice 8-2-24	Complete	PD completed on 8/2/24	ARCADIA AJH Restorative Practice 8-2-24	Complete	PD completed on 8/2/24	ARCADIA AJH Restorative Practice 8-2-24
Use restorative justice practices in response to student behaviors	Arcadia-Sanchez	On Track			On Track	Dean partners with grade level assistant principal and teacher of student to implement learning projects, mediations and community service in response to behavior andor pattern of behavior. This is facilitated by dean or assistant principal to provide opportunity for discussion, reflection, and practice.	Restorative Projects	On Track	Students have been completing restorative projects based on the learning need. These projects serve to teach and explain the response that we would like students to have when they are confronted with a difficult situation. These completed projects are then shared with teachers and family so that they can support the students' understanding in other spaces.	Restorative Projects	On Track	Students have continued to engage in various forms of restorative projects based on the learning need. The completed projects are shared with families and teachers so that they can continue to support the student's learning in other spaces.	Restorative Projects
Conduct monthly SLT reviews of behavioral data during SLT Data Meetings	Arcadia-Sanchez	On Track	Monthly reviews currently living in Dean coaching space and SLT tactical space - need to move into deeper analysis in weekly data meetings. Worked with data team to update Culture Dashboard to use during data reviews.	Culture Dashboard	On Track	During month of November team reset data analysis process by engaging in Deep Dives with Attendance, Culture and NWEA data with all of SLT.	Attendance Culture NWEA	On Track	Post December break, SLT have been engaging in data Deep Dives with Attendance, Culture, and NWEA data. These Deep Dives have guided our decision making on how to adapt and make progress on these buckets.	Attendance Culture NWEA	On Track	Students engaged in an EOY culture survey this Spring to get feedback on their school experience. SLT will utilize this information to improve on next year's student experiences.	Culture Survey
Contract a full time mental health counselor	Russ	On Track	Mental health counselor was interviewed, hired, and onboarded through the conract company		On Track	Current caseload (includes students with disabilities and general education students) is 16 students; 65 counseling referrals have been made so far this year, with students being added to MHC or FACTR caseloads, referred to outside services, or supported through one-time check-ins	MHC Job Description	On Track	Current caseload (includes students with disabilities and general education students) is 15 students; 129 counseling referrals have been made so far this year, with students being added to MHC or FACTR caseloads, referred to outside services, or supported through one-time check-ins	MHC Job Description	On Track	Current caseload (includes students with disabilities and general education students) is 20 students; 168 counseling referrals have been made so far this year, with students being added to MHC or FACTR caseloads, referred to outside services, or supported through one-time check-ins	MHC Job Description
Contract with outside organization (FACTR) to provide additional counseling services	Russ	On Track	2 FACTR interns onboarded and are starting to take referrals (1 virtual, 1 in person)	https://www.factr.org/about-us/	On Track	9 students have been referred and are receiving weekly serivces; 3 cases are in the process of being exited and 3 more referrals will be made	FACTR Procedures	On Track	There are 12 students who have active cases and are being seen for weekly couseling by the two FACTR interns	FACTR Procedures	On Track	Over the course of the year, there were a total of 17 students who were referred to and seen for weekly counseling by the two FACTR interns.	FACTR Procedures

Category	**Action** - Refer to the Why and How sections of the Improvement Plan for additional detail.	Owner	Current Status	September Status Update	Links to Evidence	November Status	November Status Update	Links to Evidence	March Status	March Status Update	Links to Evidence	June Status	June Status Update	Links to Evidence
Strengthen Instructional Practices via PD + Coaching	Launch differentiated PD tracks for AJH staff. *See pg. 12 & pg. 21 of the Improvement Plan for additional detail on Alpha's PD strategy.*	Parra	On Track	PD Tracks created for the SY 24-25, beginning with Strong Start Development Plan in August (Aug 12 - Sept 20)	APS PD Pathways 2... 24-25 APS Profession... APS Professional De...	Complete	The differentiated PD tracks are happening with staff receiving specific PD and follow up coaching.	APS PD Pathw... 24-25 APS Prof... APS Profession...	Complete	This is ongoing from the last update. We have lauched it and continue to execute on it.	APS PD Pathways... 24-25 APS Professi... APS Professional ...	Complete		
Strengthen Instructional Practices via PD + Coaching	Launch Strong Start Program new to AJH + new teachers at AJH *See pg. 21 of the Improvement Plan for additional detail on Alpha's Strong Start program.*	Jake	On Track	Strong Start Development Plan began on August 12 and is ongoing through September 20	APS Strong Start Teacher Development Plan: School Specific Approach (Updated 08/12/24)	Complete	Program has been completed and we have seen strengths of the program from staff feedback that engaged directly and indirectly	Strong Start Data	Complete	Program has been completed and we have seen strengths of the program from staff feedback that engaged directly and indirectly	Strong Start Data	On Track	Program has been completed and we have seen strengths of the program from staff feedback that engaged directly and indirectly; program will continue for 2526	Strong Start Data
Strengthen Instructional Practices via PD + Coaching	Coaches engage in a consistent, weekly cycle of 1:1 coaching, walkthroughs, and observations to monitor the implementation of PD skills for the teachers they coach	Parra	On Track	We are working on this in partnership with PCOE as a part of the Differentiated Assistence process. Our School Folder can be found here.	Observation Tracker	On Track	We are working on this in partnership with PCOE as a part of the Differentiated Assistence process. Our School Folder can be found here.	Observation Tracker	On Track	We have started narrowing the focus to support with identifying clear next steps. We have gathered updated data from each classroom to monitor the strength of instruction that is happening consistently. This is also work we are collaborating with PCOE on.	Facilitation Guide - DA meeting March 14	On Track	We have continued to partner with PCOE in thinking through the supports needed to strengthen tier 1 instruction. We are clearer on what we need to be doing and are preparing the systems and supports to make gains for next SY.	5.28.25 Alpha DA INSPIRE Meeting
Assessment Strategy	Execute on a standardized assessment structure (CAASPP, NWEA MAP, STAR Early Literacy/Reading, curricular assessments)	Leanne Anna	On Track	STAR Early Literacy is in progress Other assessment windows scheduled	Assessment cadence	On Track	Two rounds of STAR Math and Literacy for TK-2 have been completed; Fall Math and ELA NWEA has been completed	Internal dashboard screenshots 11/7/24	On Track	We continue to leverage the curricular assessment and our APS assessments to monitor our students progress towards grade level standards.	Link to Curriculum Assessment Dashboard	On Track	We continue to leverage the curricular assessment and our APS assessments to monitor our students progress towards grade level standards.	Link to Curriculum Assessment Dashboard
Assessment Strategy	Coaches monitor that curricular assessments (including CKLA and Eureka Math) are taken within one week of the required cadence	Funez - TK-2 Vargas - 3-5 Minatee 6-8	On Track	April: teacher feedback opportunity on pacing May: Leader introduction to updated assessment calendar July: leader training on assessment monitoring August: Academic team stamps reminders: timing, access, monitoring September 3 is week 2 of assessment administration Internal dashboard under construction to monitor curricular assessments	July leader week PD on assessment monitoring 24-25 assessment c...	On Track	During the week of Assement sends teacher prework If adjustment is needed teacher proactivly communicates with coach	AP Pacing Monitor	At Risk	Monitoring has become inconsistent for curricular assessments. Shifting this to at risk, as this has impacting the ability for coaches and teachers to collaborate on the data protocol. Reset expectations for APs and shifted to be the coaching focus for all coaches.		At Risk	This is connected to the implementation of HQIM. This is being addressed in the relaunching of the next school year	
High Quality Curriculum	Purchase and provide training for standards aligned, high quality ELA (CKLA + StudySync) and Math (Eureka) instructional materials	Jake Leanne	On Track	24-25 curriculum purchased spring 2024 25-26 procurement spring 2025		Complete	Curriculum is here and we have done the training to support teachers and coaches to implement.	JH Purchase Orders	Complete	Curriculum is here and we have done the training to support teachers and coaches to implement.	JH Purchase Orders	Complete	Curriculum is here and we have done the training to support teachers and coaches to implement.	JH Purchase Orders
High Quality Curriculum	Effectively implement & monitor implementation of curriculum through 1:1 coaching and observation and feedback cycles	Parra	On Track	Established weekly IPP expectations: all teachers expected to add weekly IPP by 4 PM Mondays week before it will be taught.	AJH IPP Directory 2425 APS Internalization ... Components of a St...	On Track	Monitoring teacher submissions of weekly IPPs; Walkthrough tool is in process of being updated.		At Risk	In our partnership with PCOE, we have identified implementation of our high quality instructional materials with fidelity as ourfocus area for improvement. We are using the materials and monitoring implementation, but we must improve consistency in following through on all apects of the curriculum. We started to conduct walkthroughs of the classrooms to gather data on strong curriculum implementation. In our collaboration with PCOE we have been discussing the data and next steps.	3.14.25 Alpha DA... AJH Instructional ...	At Risk	We have created systems and supports to address the implementation of HQIM for the next school year. We are confident that the changes and shifts will support the instructional practices and student outcomes.	5.28.25 Alpha DA INSPIRE Meeting
Data Strategy	Access to data dashboards for STAR Early Literacy, STAR Reading, NWEA MAP, CKLA, StudySync, Eureka curricular assessments	Anna	On Track	Updates to dashboards with 24-25 SY data are in process. Due to a transition in data warehouse vendor + parental leave for Director of Data, our dashboard roll-out timeline has been extended, but it is still progressing.		At Risk	NWEA MAP dashboard updated and utilized for data deep dives. Data warehouse vendor + data team have run into issues with connecting all curricular assessment data into the data warehouse. This + competing priorities have delayed the rollout of the curricular assessment dashboard.		On Track	Dashboards continue to be utilized for regular data deep-dives (e.g. Winter Culture Deep Dive & Winter NWEA MAP Deep Dive). Curricular assessment dashboard has been built, and we are in process of gathering feedback to make sure this is user-friendly for teachers & admin before training & rolling this out.	NWEA MAP 3.0 STAR Early Lit Culture Curricular Assessments	On Track	Dashboards continue to be utilized for regular data deep-dives (e.g. Winter Culture Deep Dive & Winter NWEA MAP Deep Dive). Curricular assessment dashboard has been built, and we are in process of gathering feedback to make sure this is user-friendly for teachers & admin before training & rolling this out.	NWEA MAP 3.0 STAR Early Lit Culture Curricular Assessments
Data Strategy	SLT members conduct weekly data meetings, following a Radical Problem Solving protocol. *See pg. 21 of the Improvement Plan for additional detail on Alpha's Radical Problem Solving protocol.*	Parra	On Track		Agenda	On Track	During month of November team reset data analysis process by engaging in Deep Dives with Attendance, Culture and NWEA data with all of SLT.	Attendance Culture NWEA	On Track	Post December break, SLT have been engaging in data Deep Dives with Attendance, Culture, and NWEA data. These Deep Dives have guided our decision making on how to adapt and make progress on these buckets.	Attendance Culture NWEA	On Track	Focus on strengthening preparation for this space for 2526, in alignment to strengthening both HQIM implementation and assessment strategy.	
Data Strategy	Coaches and teachers conduct teacher data meetings after each curriculum unit assessment (2-3x per quarter)	Parra	On Track		Agenda + Prework Doc	On Track	Sends email of prework during Assessment Week Data Meeting occurs within 2 week window of Assessment	Data Protocols	At Risk	This relates to row 6 - Monitoring of Curricular Assessments. We have identified that coaches have not consistently worked together across all grade levels to review and action-plan around curricular assessment data during coaching meetings. During a recent Coach Development Meeting, we reset expectations to make this the priority moving forward.		At Risk	Coaches asked to reset with focus on one teacher and ELA content; this is a focus area for 2526.	
Data Strategy	Deliver AJH data stories at All-Staff Stepback Days	Parra	On Track	Agenda for Data Day being drafted by R. Carlson and reviewed at Cabinet meeting on 9/19		On Track	Engaged in data deep dives as leaders to prepare for stepback day 11/18.		Complete	Engaged in deep dives for preparation for February Stepback day	Site Data Stories February 2025 - AJH	On Track	Preparing for the final data story of the year and launching the new schools year with the most recent data to drive our work with focus.	
High-Impact Math Tutoring	Partner with Littera Education to launch a high-impact math tutoring program for students in grades 5-8.	Minatee	On Track	Slated to launch on 9/9	Launch Docs Folder	On Track	Programs have been in action and continued data meetings with leaders to support the coaching of teachers	Alpha Progress Nov. 2024	On Track	Programs have been in action and continued data meetings with leaders to support the coaching of teachers	AJH Tier 1: 6-8 Littera Tutoring One Pager	Complete	We have completed our year with our partnership with Littera. We have many lessons learned that inform how this will be leveraged moving into next school year.	
Expanded Staffing Investments	Hire 3 additional FTE at AJH for the 25-26 SY to support direct student impact in key areas: - Math Specialist - Reading Specialist - Director of Academic Interventions	Parra	New						New	We are actively recruiting for the Math and Literacy Specialist positions and planning to post the Academic Interventions role by the end of the month.	Math posting Reading posting	On Track	Actively in the hiring season for these roles.	

Category	**Action** - Refer to the and sections of the Improvement Plan for additional detail.	Owner	Current Status	September Status Update	Links to Evidence	November Status	November Status Update	Links to Evidence	March Status	March Status Update	Links to Evidence	June Status	June Status Update	Links to Evidence
English Learner Supports	Conduct PD for instructional staff over the summer and during the school year on strategies to support English Learners	Leanne Parra	On Track	Facilitated trainings for all new staff, new instructional staff, and returning staff during summer professional deveopment.	New to Alpha staff: ELD 101 7/19/24 New Staff instructional: Intro to integrated strategies 7/25/24 Integrated ELD PD: language patterns 8/7/24 Integrated ELD PD: Vocab 8/8/24	On Track	Next PD will take place in January 2025.		On Track	Currently administering ELPAC Ongoing PD has occurred to support instructiton implementing resources provided by Placer County Partnership	Bakersfield ELPAC warm ups	Complete	PD SAS complete for 24-25 SY	Q4 was focused on ELPAC; see previous links
English Learner Supports	Hire an ELD specialist to provide designated instruction and teacher support for integrated ELD.	Parra	On Track	ELD Specialist was hired and onboarded second week of October		Complete	ELD Specialist was hired and onboarded second week of October		Complete			Complete		
English Learner Supports	Monitor implementation of strategies throughout the school year through coaching, walkthroughs and observations. (1)	Funez - TK-2 Vargas - 3-5 Minatee 6-8	On Track	Walkthroughs taking place weekly	Agenda	On Track	Walkthroughs taking place weekly	AJH 2425-APS Instructional Meeting Agenda	On Track	Walkthroughs continue to take place regularly with look-fors for ELD supports.	AJH 2425-APS Instructional Meeting Agenda	On Track	Walkthroughs continue to take place regularly with look-fors for ELD supports.	AJH 2425-APS Instructional Meeting Agenda
Newcomer Student Supports	Provide orientation for newcomer students and families to AJH.	Parra	On Track	In response to varying family needs, we moved to individual parent meetings with families of newcomers in September to connect families to resources and determine initial support for students. Newcomer focus continued during Q1 conferences with SLT attendance as support. Need to review updated list due to recent enrollment of more newcomer students.		Complete	Orientation happened on 9/13.		Complete			Complete		
Newcomer Student Supports	Create a supportive classroom environment for newcomer students, including labeled items and content/word walls *(see pg. 22 of the Improvement Plan for additional details on newcomer supports)*	Funez - TK-2 Vargas - 3-5 Minatee 6-8	On Track	See slide 9 for specific instructions given during PD	Slidedeck	On Track	Expectations were created and communicated to staff. Coaches are continuing to monitor for follow through in coaching and walkthroughs.	Slidedeck	On Track	Expectations were created and communicated to staff. Coaches are continuing to monitor for follow through in coaching and walkthroughs.	Slidedeck	On Track	Expectations were created and communicated to staff. Coaches are continuing to monitor for follow through in coaching and walkthroughs.	Slidedeck
Newcomer Student Supports	Conduct PD, coaching, and observations to support teachers with delivering instruction with effective strategies for newcomer students *(see pg. 22 of the Improvement Plan for additional details on newcomer supports) (2)*	Parra	Not Started		Agenda	At Risk	Newcomer support has been focused on during coaching for TK-2 team. We have an opportunity to replicate this is in older grades. Focus for December reset in partnership with ELD Specialist > PD on discussion and oral language development.		On Track	Weekly coaching meetings and data analysis meetings focus on subgroup needs. Ongoing PD supports ELs including newcomers	data analysis with a focus on subgroups	On Track	Weekly coaching meetings and data analysis meetings focus on subgroup needs. Ongoing PD supports ELs including newcomers	APS Data Protoc... focus on student groups
Long-Term English Learner Supports	Homeroom teachers adjust instructional strategies based on data to meet the needs of LTEL students. Coaches monitor through observations. *(see pg. 22 of the Improvement Plan for additional details on LTEL supports) (3)*	Minatee 6-8	On Track			On Track	6-8 Assistant Principal engaging in partnership with ELD Specialist for LTEL support reset in response to Fall NWEA data. We have 43 LTELs in 7th and 8th grade and have made shifts to their ELD instruction to target reading and writing need as evidenced by NWEA. This will also become an additional focus with content vocabulary use in discussion.		On Track	Focus on intentional content vocabulary instruction, discussion protocols and leveraging this for writing domain strengthening.	APS Data Protocol Prework	On Track	Focus on intentional content vocabulary instruction, discussion protocols and leveraging this for writing domain strengthening.	APS Data Protocol Prework focus on student groups
Long-Term English Learner Supports	Assign students to a REACH block for further support on content-based skills based on ELA data.	Parra Vargas - 3-5 Minatee 6-8	On Track			On Track	6-8 Assistant Principal engaging in partnership with ELD Specialist for LTEL support reset in response to Fall NWEA data. We have 43 LTELs in 7th and 8th grade and have made shifts to their ELD instruction to target reading and writing need as evidenced by NWEA. This will also become an additional focus with content vocabulary use in discussion.	24-25 assessment... ELD Rosters	Complete	Students have been assigned to the appropriate REACH block based on data. Through data analysis it is continuing to be monitored to determine if there are any adjustments that need to be made.		On Track	Student groupings remained flexible throughout the school year based on data.	2425 ELD Roster
Long-Term English Learner Supports	Implement and monitor completion of curricular assessments from EL Achieve. Use data to inform adjustments to instruction.	Funez - TK-2 Vargas - 3-5 Minatee 6-8	On Track	EL Achieve Assessment cadence noted amongst larger assessment strategy	Assessment cadence	On Track	Based on status from ELPAC and in additiont to Unit 1 + Unit 2 Assessments ELD leveling occurs and relooked after Unit Assessments	24-25 assessment... ELD Rosters	On Track	Monitoring is ongoing, in connection to "All Students" row 11, we need to strengthen use data analysis to inform instruction. This was also called out during our PCOE visit and work with team which led to implementation of ELPAC warm ups and add on of "ELD look fors."	24-25 assessment calendar TK-8	On Track	Monitoring is ongoing, in connection to "All Students" row 11, we need to strengthen use data analysis to inform instruction. This was also called out during our PCOE visit and work with team which led to implementation of ELPAC warm ups and add on of "ELD look fors."	24-25 assessment calendar TK-8
High Quality ELD Curriculum	Purchase and provide training for EL Achieve	Mendoza Leanne	On Track	Order will be placed in September for new materials as there are materials still available from previous order, training delivered on 8/6/24	Designated ELD PD: 8/6/24	Complete			Complete	Order placed in September for new materials as there are materials still available from previous order, training delivered on 8/6/24		Complete		
High Quality ELD Curriculum	Conduct quarterly walkthroughs to progress monitor EL Achieve implementation and share feedback on trends to SLT	Leanne	On Track	Conducting informal ELD observations - will begin formal EL Achieve walkthroughs in Oct/Nov.		On Track	11/7/24 - formal WT	Designated ELD quarterly monitoring	On Track	Scheduled week of 2/24	JH ELD monitoring February/March	On Track	All designated ELD classes engaged in ELPAC review through Q4	Bakersfield ELPAC warm ups
High Quality ELD Curriculum	Group students by ELD proficiency level for designated ELD.	Parra	On Track		Roster Doc	On Track	For TK-2 this is informed by intentional push in support to further differentiate instruction. For 3rd-8th all groups were revisited based on reclassification update and new round of NWEA Reading data - regroup came in to place for 3rd-5th first week of November and 6th-8th will shift during week of 11/18.	Roster	Complete	Students in grades 3-8 have been moved into leveled cohorts		On Track	Workig on updating levels for designated ELD based on 2425 SELPAC.	
Academic Interventionists	Staff Academic Interventionists to support a tiered approach to intervention. Execute small groups for learners in need of intervention, informed by regular analysis of data.	Parra (staffing) Funez - TK-2 Vargas - 3-5 Minatee 6-8	On Track	Finishing hiring, looking for one more full time AI for 1st-3rd support		On Track			On Track	AIs have been staffed and we have focused on coaching AIs on their use of data to support small group instruction.	Mrs. B Class Profile	Complete	AIs have been staffed and we have focused on coaching AIs on their use of data to support small group instruction.	3rd - Mrs. B MAP Class Profile
Supplemental Literacy Intervention	Execute on Ignite Reading Program and progress monitor impact *(see pg. 14 and 23 of the Improvement Plan for additional details on Ignite's EL supports)*	Vargas	On Track	Slated to begin on 9/9 - serving 80 ELs at AJH	2024-25 AJH Implementation Materials and Data Alpha Public Schools Cycl... First Monthly Data Meetin...	On Track	Monthly Data Meeting on 11/4 Weekly emails about supports + attendence concerns Waitlist created for when students graduate	Monthly Data Meeting Waitlist Roster	On Track	Monthly Data Meeting on 3/17 Weekly emails about supports + attendence concerns Waitlist created for when students graduate	Monthly Data Meeting Waitlist Roster	On Track	Program complete for 2425; will continue partnership in 2526.	End of Program YTD Data District Report
Tier 1 Strategy	Use curriculum internalization tool that directs teachers to focus on the language demands of each unit.	Funez - TK-2 Vargas - 3-5 Minatee 6-8	On Track	unit internalizations submitted according to assessment cadence	Internalization Tool (language support tab 1 box G) Internalization guide	On Track	"Internalization Tool (language support tab 1 box G) Internalization guide	APS Internalizatio... APS Internalizatio...	On Track	Teachers continue to use curriculum internalization guide.	APS Internalization Guide	On Track	Teachers continue to use curriculum internalization guide.	APS Internalization Guide
Tier 1 Strategy	Strengthen teacher skill in the delivery of standards-aligned, rigorous Tier 1 instruction with access for English Learners through PD and coaching on integrated ELD strategies and scaffolds.	Funez - TK-2 Vargas - 3-5 Minatee 6-8	On Track		Agenda	On Track		AJH 2425-APS Inst...	On Track	Layered in ELD look fors in all classrooms within instructional walkthroughs for SLT and coaching observations; this then informs coaching on integrated strategies and scaffolds; TK-5 focus is on use of visual supports via anchor charts and 6-8 focus is on academic vocabulary instruction.	ELD look-fors in all classrooms	On Track	Layered in ELD look fors in all classrooms within instructional walkthroughs for SLT and coaching observations; this then informs coaching on integrated strategies and scaffolds; TK-5 focus is on use of visual supports via anchor charts and 6-8 focus is on academic vocabulary instruction.	ELD look-fors in all classrooms
Tier 1 Strategy	Build teacher skill in planning from data specific to English Learners, identifying curriculum scaffolds and supports for students, and collecting data on the results to further inform instruction.	Funez - TK-2 Vargas - 3-5 Minatee 6-8	On Track	Data meetings within 2 weeks curricular assessment		On Track	Data meetings within 2 weeks curricular assessmen	Curricular assessment cadence	On Track	Layered in ELD look fors in all classrooms within instructional walkthroughs for SLT and coaching observations; this then informs coaching on integrated strategies and scaffolds; TK-5 focus is on use of visual supports via anchor charts and 6-8 focus is on academic vocabulary instruction.	Pre Winter Break Post Feb. Break	On Track	Assessment cadence and data analysis continued throughout Q4	24-25 assessment... APS Data Protoc...

	Action - Refer to the and sections of the Improvement Plan for additional detail.	Owner	Current Status	September Status Update	Links to Evidence	November Status	November Status Update	Links to Evidence	March Status	March Status Update	Links to Evidence	June Status	June Status Update	Links to Evidence
Students with Disabilities Supports	Provide strong Specialized Academic Instruction to students within the general education setting focusing on supporting grade level access.	Parra	On Track			On Track	Collaboration with site and network SPED team to ensure that all students meeting their SAI minutes in their schedules.	Agenda	On Track	Data only represents students receiving SAI (no 'speech only' students). Data shows percentage of time students are IN the general education setting.	LRE Percentages (per SEIS report March 2025)	On Track		
Students with Disabilities Supports	Conduct targeted ELA and Math intervention in small groups using high quality instructional materials.	Funez - TK-2 Vargas - 3-5 Minatee 6-8 Parra - Ed Specialists	On Track			On Track	Ongoing coaching and collaboration meetings occur weekly to ensure high-quality instruction and strong support for our SWD.	Agenda	On Track	Math intervention small groups leverage Eureka 2.0 materials, ELA small groups leverage CKLA intervention toolkit for 3-4 due to need in foundational skill support and 6-8 leverages scaffolds within StudySync curriculum.		Complete	Math intervention small groups leverage Eureka 2.0 materials, ELA small groups leverage CKLA intervention toolkit for 3-4 due to need in foundational skill support and 6-8 leverages scaffolds within StudySync curriculum.	
Students with Disabilities Supports	Provide ELA and Math-specific instructional support for Special Education staff on how to run effective intervention groups.	Funez - TK-2 Vargas - 3-5 Minatee 6-8 Parra - Ed Specialists	On Track			On Track	Ongoing coaching and collaboration meetings occur weekly to ensure high-quality instruction and strong support for our SWD.		On Track	Lead Ed Specialist meets weekly with SPED Para team to provide coaching and partnership around instruction, calection of data and use of data to inform next steps. Lead Ed Specialist also conducts observations of small groups of inform coaching and collaboration next steps. Team member brings additional needs for partnership to monthly AP collab and/or weekly coaching with Parra.	Todd Caseload 24-25	Complete	Lead Ed Specialist meets weekly with SPED Para team to provide coaching and partnership around instruction, calection of data and use of data to inform next steps. Lead Ed Specialist also conducts observations of small groups of inform coaching and collaboration next steps. Team member brings additional needs for partnership to monthly AP collab and/or weekly coaching with Parra.	Todd Caseload 24-25
Students with Disabilities Supports	Provide targeted SEL supports and interventions for students that are not meeting academic targets.	Funez - TK-2 Vargas - 3-5 Minatee 6-8 Arcadia	On Track			On Track	Ongoing coaching and collaboration meetings occur weekly to ensure high-quality instruction and strong support for our SWD.	Agenda	On Track	This support was expanded in January from adult to student support via social stories and learning to groups of 2-3 students having access to peer to peer practice and continued development of skills. Additionally added to one middle school student in response to challenges with making positive peer relationships.	SEL folder	Complete	This support was expanded in January from adult to student support via social stories and learning to groups of 2-3 students having access to peer to peer practice and continued development of skills. Additionally added to one middle school student in response to challenges with making positive peer relationships.	SEL folder
Students with Disabilities Supports	Staff 2 behavior paraprofessionals to provide students with individual behavior and academic supports.	Parra	On Track	Staffed 3 full time behavior paraprofessionals	Behavior Paraprofessional (24-25)	Complete	Shifted to 2 behavior paras in response to change in services.		Complete	no updates. We have the 2 behavior paras		Complete	Shifting to one behavior para for 2526 due to services; adding an additional SPED Para	
Students with Disabilities Supports	Maintain involvement with our SELPA - El Dorado County Office of Education (i.e. continued support and consultation with Program Specialist around programming for students with disabilities)	Russ	On Track	Regular engagement with Program Specialist by MD of SPED on complex cases to ensure Alpha is following best practices	Point of Contact: Matt Wintheiser, SELPA Program Specialist	On Track	Regular engagement with Program Specialist by MD of SPED on complex cases to ensure Alpha is following best practices	Point of Contact: Matt Wintheiser, SELPA Program Specialist	On Track	Regular engagement with Program Specialist by MD of SPED on complex cases to ensure Alpha is following best practices	Point of Contact: Matt Wintheiser, SELPA Program Specialist	On Track	Regular engagement with Program Specialist by MD of SPED on complex cases to ensure Alpha is following best practices	Point of Contact: Matt Wintheiser, SELPA Program Specialist
Students with Disabilities Supports	Special Education teachers participate in SELPA led professional development.	Russ	On Track	Have shared August / September offerings with the full team; SPED PM following up with individual staff regarding high priority options	Running List of SELPA PD Opportunities	On Track	Selected staff members attending CPI training on 11/15	Running List of SELPA PD Opportunities	On Track	MD of SPED setting up network CPI training for staff whose certifications are lapsing this spring	Running List of SELPA PD Opportunities	On Track	Selected team of staff attended an Alpha-only CPI training put on by our SELPA Program Specialist on 4/15.	Running List of SELPA PD Opportunities
Students with Disabilities Supports	Attend the CEO council and our SELPA monthly Professional Learning Network meetings	Russ	On Track	MD of SPED regularly attends CEO Council and PLN meetings, and is a member of the SELPA's Executive Committee. Upcoming SELPA Meetings: -September Executive Committee Meeting: 9/19 -September Professional Learning Network: 9/25 -October CEO Council Meeting: 10/17	SELPA Governance Page	On Track	MD of SPED regularly attends CEO Council and PLN meetings, and is a member of the SELPA's Executive Committee. Upcoming SELPA Meetings: -November Professional Learning Network: 11/13 -November Exec/Selection Committee Meeting: 11/21	SELPA Governance Page	On Track	MD of SPED regularly attends CEO Council and PLN meetings, and is a member of the SELPA's Executive Committee. Upcoming / Recent SELPA Meetings: -January Professional Learning Network: 1/29 -SELPA Legal Forum: 3/7 -Executive Committee Meeting: 3/20 -March Professional Learning Network: 3/26	SELPA Governance Page	On Track	MD of SPED regularly attends CEO Council and PLN meetings, and is a member of the SELPA's Executive Committee. Upcoming / Recent SELPA Meetings: -Executive Committee Retreat: 5/14 -May CEO Council Meeting: 5/15 -May Professional Learning Network: 5/21	SELPA Governance Page
Academic Interventionists	Staff Academic Interventionists to support a tiered approach to intervention. Execute small groups for learners in need of intervention, informed by regular analysis of data.	Parra (staff) Funez - TK-2 Vargas - 3-5 Minatee 6-8	On Track			Complete	Updated schedules have been implemented to support students needs and based on data		Complete	Updated schedules have been implemented to support students needs and based on data		Complete	Updated schedules have been implemented to support students needs and based on data	
Supplemental Literacy Intervention	Execute on Ignite Reading Program and progress monitor impact *(see pg. 15 and 24 of the Improvement Plan for additional details on Ignite's SWD supports)*	Vargas	On Track	Slated to begin on 9/9	2024-25 AJH Implementation Materials and Data Alpha Public School... First Monthly Data ...	On Track	Students continue to engage in tutoring and we are monitoring data for students to "graduate out" of program.	2024-25 AJH Implementation Materials and Data Alpha Public Scho... First Monthly Data ...	On Track	Monthly Data Meeting on 3/17 Weekly emails about supports + attendence concerns Waitlist created for when students graduate	Monthly Data Meeting Waitlist Roster	Complete	Finished 2nd year of Ignite We will use this data to inform next steps of who will continue or enter program for the 2526 school year	
Tier 1 Strategy	Strengthen teacher skill in the delivery of standards-aligned, rigorous Tier 1 instruction with access for SWDs through PD and coaching	Funez - TK-2 Vargas - 3-5 Minatee 6-8	On Track		Agenda	On Track	Coaches meet with teachers weekly to continue to improve tier 1 instruction.	Agenda	On Track	December and January focus was to reset and communicate clear expectations for Ed Specialist and GenEd teacher collaboration taking place at least once per week for Grades 3-8 in response to caseload number and NWEA data. Principal joined 6-8 spaces due to inconsistent follow through and showing up prepared through December and released back to Ed Specialist; 3-5 AP attended 3-5 spaces for same purpose. In response to specific needs in 6-8, resources were created and shared to bring additional clarity to look fors and implementation of scaffolds + supports.	Components of a Strong Lesson Plan Resource	On Track	Using observation and evaluation data to inform strengthening of ongoing collaboration between Ed Specialists and GenEd teacjers in service of rigorous Tier 1 instruction for 2526	
Tier 1 Strategy	Build teacher skill in planning from data specific to SWDs, identifying curriculum scaffolds and supports for students, and collecting data on the results to further inform instruction.	Funez - TK-2 Vargas - 3-5 Minatee 6-8	On Track			On Track	Coaches meet with teachers weekly to continue to improve tier 1 instruction.		On Track	Coaches meet with teachers weekly to continue to improve tier 1 instruction; this aligns to update in row 13. Additionally, this month we begin to leverage part of SPED team time to lean into how to further strengthen support of all teachers informing instruction for movement of SWD proficiency data.		On Track	Using observation and evaluation data to inform strengthening of ongoing collaboration between Ed Specialists and GenEd teacjers in service of rigorous Tier 1 instruction for 2526	
Collaboration Structures	Include network SPED Administrators in SLT Data meetings on a monthly cadence to review special education data and create action plans to support challenges that arise.	Parra	Not Started	Will start in November		Not Started	Scheduled for 11/22.		On Track	Based on SLT deep dives, we are first leaning into biweekly data analysis meetings around proficiency with a specific lean into 4th and 6th grade Literacy informed by winter NWEA to then bring this into SLT Data meetings with SPED administrator.	AJH Sped Data Dive 2025	Complete		
Collaboration Structures	Conduct monthly collaboration meetings between Education Specialist, Principal and grade level Assistant Principal to strengthen monitoring structures and support to all teachers	Parra	On Track			On Track	Continuing monthly collaboration to ensure strong instruction and data monitoring to support our SWD.		On Track	Monthly collaboration is continuing, focused on ensuring strong instruction and data monitoring to support our SWD.		Complete		
Collaboration Structures	Conduct weekly grade level collaboration space with Education Specialist focused on consistent implementations of accommodations and ongoing progress monitoring	Parra	On Track	Started week of 8/26		On Track	These spaces have been tremedously helpful with providing access to students to grade level instruction.		On Track	Collaboration continues to take place and has shifted to meetings between Ed Specialists with grade levels vs. entire grade band due to varying caseload numbers; continues to take place weekly.		On Track	Using observation and evaluation data to inform strengthening of ongoing collaboration between Ed Specialists and GenEd teacjers in service of rigorous Tier 1 instruction for 2526	
Collaboration Structures	Conduct biweekly SPED team meetings to strengthen alignment and progress monitoring across SPED Paraprofessionals	Mary	On Track	Meetings are happening regularly and are planned and led by SPED Program Manager	Agendas	On Track	Meetings are continuing on a bi-weekly basis; on off-weeks, SPED PM is now holding drop in SPED office hours	Agendas	On Track	Meetings are scheduled for a biweekly cadence and are planned and led by SPED Program Manager. On weeks when there is not a sped team meeting, there are Sped Office Hours led by the SPED Program Manager. For the remainder of the semester, SLT and Sped PM are discussing shifting focus from the larger sped team meeting and replacing it with special education data talks with the education specialists.	Agendas	On Track	SLT and SPED PM shifted the focus from the larger SPED team meeting and replaced it with special education data talks with the education specialists.	AJH Sped Data Dive 2025 Agendas
Education Specialist Support	Conduct co-observations of education specialists between AJH coach and network Special Education Program Manager in order to inform ongoing coaching of instruction and progress monitoring.	Parra	Not Started			Not Started	Starting that in December.		On Track	Co-observations began were scheduled and held on 2/24 and will continue to happen on an ongoing basis.		Complete		
Education Specialist Support	Provide tiered support for education specialists (e.g. weekly, bi-weekly, or monthly check ins) to focus on case management from the Special Education Program Manager.	Mary	On Track	Bi-Weekly or Weekly meetings (frequency based on case manager need) have started and are ongoing. These meetings are focused on providing support rooted in the Case Manager Scope and Sequence.	Case Manager Scope and Sequence	On Track	Bi-Weekly or Weekly meetings (frequency based on case manager need) have continued without changes to structure	Case Manager Scope and Sequence	On Track	Bi-Weekly or Weekly meetings (frequency based on case manager need) have continued without changes to structure	Case Manager Scope and Sequence	On Track	Bi-Weekly or Weekly meetings (frequency based on case manager need) have continued without changes to structure	Case Manager Scope and Sequence

Category	Action - Refer to the and sections of the Improvement Plan for additional detail.	Owner	Current Status	September Status Update	Links to Evidence	November Status	November Status Update	Links to Evidence	March Status	March Status Update	Links to Evidence	June Status	June Status Update	Links to Evidence
Technology Access	Provide iPads/chromebooks in a 1:1 environment for all students, and hotspots as requested.	Chris	On Track	All students have 1:1 access to chromebooks.	AJH Inventory	On Track		AJH Inventory	On Track	All students have 1:1 access to chromebooks.	AJH Inventory	On Track	All students have 1:1 access to chromebooks.	AJH Inventory
Supplemental Learning Resources	Provide a wide range of free online programming to students: Freckle (content-based skills practice in ELA and Math), MYON (online library for online reading) and Lalilo (phonics support).	Chris	On Track	Students have student licenses to curriculum appropropriate to their respective grades.		On Track			On Track	Students have student licenses to curriculum appropropriate to their respective grades.		On Track	Students have student licenses to curriculum appropropriate to their respective grades.	
Supplemental Learning Resources	Provide full classroom libraries where students can borrow books in order to access at home.	Mendoza	On Track	Students sign out books from book checkout system managed by teacher.	Library Checkout Form	On Track	Students sign out books from book checkout system managed by teacher.	Library Checkout Form	On Track	Students sign out books from book checkout system managed by teacher.	Library Checkout Form	Complete	Students sign out books from book checkout system managed by teacher.	Library Checkout Form
Supplemental Learning Resources	Partner with Gordon Philanthropies to expand access to books at home, with a focus on summer reading.	Mendoza	On Track	Students received free books for summer reading in Summer 2024 and will receive free backpacks with school supplies in October 2024 as a result of the partnership	Partnership Letter Draft.pdf	On Track		News Coverage 1	On Track	Spring order form postponed due to GP team and wildfire hardship. Waiting for updated for team.	Email from D. Perales	Complete	GP Program Evaluation	CTRT Teachers & Books Program - 2025
Nutrition	Offer a monthly food bank to families through the Alpha Parent Learning Center.	Alejandro	Complete	Number of families served: July 13, 24 - 350 Aug 10, - 392 Sep 14, 24 - 367	Client tracker - link	Complete	Number of families served: July 13, 24 - 350 Aug 10, 24 - 392 Sep 14, 24 - 367 Oct 12, 24 - 394 Nov 9, 24 - 396	Client tracker - link	Complete	Number of families served: Dec 14, 24 - 370 Jan 11, 25 - 380 Feb 8, 25 - 393 Mar 8, 25 - 378	Client tracker - link	Complete	Apr 12, 25 - 351 May 10, 25 - 326	Client tracker - link
Nutrition	Provide families with access to extra fruit at arrival.	Mendoza	On Track			On Track			On Track	Food Service Team bags up extra fruit from the day before and distributes them at arrival.		On Track	Food Service Team bags up extra fruit from the day before and distributes them at arrival.	
Nutrition	Provide free breakfast and lunch to all students through the National Student Lunch Program.	Chris	On Track	All students receive free meals, under the community eligibility provision.	Evidence from CNIPS	On Track	All students receive free meals, under the community eligibility provision.	Evidence from CNIPS	On Track	All students receive free meals, under the community eligibility provision.	Evidence from CNIPS	Complete		
Access to Enrichment Activities	Provide sports leagues for 6-8 students & families free of charge.	Mendoza	On Track			On Track	Boys Basketball	Flyer	On Track	All students interested in grade 6-8th grade playing	Soccer Application	Complete	Boys Soccer	Soccer Application
Access to Enrichment Activities	Offer support for funding to families for field trips and higher cost activities, such as 8th grade overnight trip.	Mendoza	On Track			On Track	Exploring New Horizons Outdoor Camp	Flyer	On Track	Ops Team follows up with families who have not submitted a signed permission slip for field trips. Student Leadership raise money through Candy	Candy Grams Fundraiser	Complete	Free Dress Bracelet Fundraiser	Flyer
Access to Enrichment Activities	Partner with the Boys & Girls Club to offer additional childcare and enrichment to TK-8 families, in order to support family work schedules.	Mendoza	On Track			On Track	BGC October Calendar	Flyer	On Track	Ops team and SLT continue to check in with BGC leaders throughout the school year about open spots and schedule updates.		On Track	Summer Programing	BGC Summer Flyer
Culturally Responsive Instruction	Train AJH instructional staff on learning design through summer and school year professional development sessions	Jake	On Track	Summer PD completed during the week of July 29-Aug 2	Learning Design PD Slides	On Track	Network Wide PD is ongoing, infusing the elements of the Learning Design to model instructional practices.	APS PD: Questioning APS PD: Data	On Track	Network Wide PD is ongoing, infusing the elements of the Learning Design to model instructional practices.	APS Network PD #3 Responding to Incomplete/Incorrect Responses	Complete	Network PD concluded on May 7, 2025, closing out the two Professional Development pathways for the school year.	APS PD # 6 - Eng... APS PD #6 - Scaff...
Culturally Responsive Instruction	Alpha's Teacher Rubric evaluates teachers on culturally responsive instruction. Teachers are provided with training, observation, and feedback on this practice. (1)	Funez - TK-2 Vargas - 3-5 Mnatee 6-8	Not Started		Rubric	On Track	Focus for December in grade level meetings and coaching + observations. Coaches brought to November meetings one on one as preview.		On Track	Part of instructional walkthroughs and informing coaching	AJH 2425-APS Instructional Meeting Agenda	On Track	Part of instructional walkthroughs and informing coaching	AJH 2425-APS Instructional Meeting Agenda
Culturally Responsive Instruction	Intentionally select culturally inclusive curricula in ELA - StudySync and CKLA.	Jake Leanne	On Track	Curriculum ordered and delivered to the schools		Complete	All curriculum is in classrooms and being implemented by instructional staff		Complete	All curriculum is in classrooms and being implemented by instructional staff		Complete	All curriculum is in classrooms and being implemented by instructional staff	
Parent Learning Center	Clarify the vision and the supports offered by Alpha's Parent Learning Center (PLC), implementing the new PLC mission in 24-25	Alejandro	Complete	We have finished the PLC mission and areas of focus	mission slide - link	Complete	We have finished the PLC mission and areas of focus	mission slide - link	Complete	No update has being made	mission slide - link	Complete	No update has being made	mission slide - link
Parent Learning Center	Explore opportunities to expand the impact and reach of the Alpha Parent Learning Center programs such as the Food Bank, Adult English classes, and Know Your Rights workshops.	Alejandro	Complete	We are collecting Beginning of the Year Program Data for key programs to be able to evaluate impact and assess opportunities for expansion **Food Bank Data (see above E7)** **ESL program** Beginner 1A level - 40 students Intermediate 2A level - 18 students	**ESL program** 24-25 Student list - link	Complete	We are collecting beginning of the year program Data for key programs to be able to evaluate impact and assess opportunities for expansion **Food Bank Data (see above E7)** **ESL program** Beginner 1A level - 40 students Intermediate 2A level - 18 students **Folklorico program** Group 1 (K-3 grade) - 19 students Group 2 (4-8 grade) - 16 students	**ESL program** 24-25 Student list - link **Folklorico program** 24-25 Student list - link	Complete	Below is the number of students we are serving in each program. We also engaged in a MOY assessment for each programs, in case you would like to review it. **Food Bank Data** (see above E7) **ESL program** Beginner 1A level - 39 students Intermediate 2A level - 18 students **Folklorico program** Group 1 (K-3 grade) - 15 students Group 2 (4-8 grade) - 14 students	**MOY Assessment** link **ESL program** 24-25 Student list - link **Folklorico program** 24-25 Student list - link	Complete	Below is the number of students who stayed until the end of the year in each of our programs. We are currently engaging in our EOY assessment for all the programs, in case you would like to review our data. **Food Bank Data** (see above E7) **ESL program** Beginner 1A level - 27 students Intermediate 2A level - 11 students **Folklorico program** Group 1 (K-3 grade) - 16 students Group 2 (4-8 grade) - 16 students In addition, we are hosting a CAHS graduate as an intern at JH for the summer to provide him with work experience while getting paid. We are hosting this internship program through a partnership with the organization San José Works. Let me know if you need more info about this internship. We are preparing to host students so their is no external info yet.	**EOY Assessment** link

Category	**Action** - Refer to the and sections of the Improvement Plan for additional detail.	Owner	Current Status	September Status Update	Links to Evidence	November Status	November Status Update	Links to Evidence	March Status	March Status Update	Links to Evidence	June Status	June Status Update	Links to Evidence
Comms Strategy for Spanish-Speaking Families	Distribute all family communications electronically and in paper flier form in both English and Spanish	Mendoza	On Track			On Track	-Newsletter (10.18.24)		On Track	Penguin Newsletter	Links to Evidence	On Track	Penguin Newsletter	Penguin Newsletter
Comms Strategy for Spanish-Speaking Families	Utilize Konstella as our family engagement platform due to its accessibility for Spanish-speaking families	Mendoza	On Track	Konstella is currently being used		On Track	Konstella is currently being used DeansList is currently being used IC is currenly being used		On Track	Konstella is currently being used DeansList is currently being used IC is currenly being used Codes are provided on going as needed		On Track	Konstella is currently being used DeansList is currently being used IC is currenly being used Codes are provided on going as needed	
Comms Strategy for Spanish-Speaking Families	Staff Spanish-speaking front-office staff + SLT	Mendoza	On Track	School Operations Manager, Office Manager, and Office Assistant are all bilingual; 5/6 SLT are bilingual (English and Spanish)		On Track	School Operations Manager, Office Manager, and Office Assistant are all bilingual; 5/6 SLT are bilingual (English and Spanish)		On Track	School Operations Manager, Office Manager, and Office Assistant are all bilingual; 5/6 SLT are bilingual (English and Spanish)		On Track	School Operations Manager, Office Manager, and Office Assistant are all bilingual; 5/6 SLT are bilingual (English and Spanish)	
Comms Strategy for Spanish-Speaking Families	Support team members that do not speak Spanish, providing oral translation and materials translation for all meetings and programming	Mendoza	On Track	-Office Support - Family Conferenes -Arrival & Dismissal		On Track	-Office Support - Family Conferenes -Arrival & Dismissal		On Track	-Office Support - Family Conferenes -Arrival & Dismissal		On Track	-Office Support - Family Conferenes -Arrival & Dismissal	
Comms Strategy for Spanish-Speaking Families	Emphasize video communication on Konstella to promote access for families	Mendoza	Not Started			On Track	Video messages on Konstella and Social Media to promote resources, partnerships and upcoming schedule impact.	Instagram + Facebook @alphajosehernandez	On Track	Video messages on Konstella and Social Media to promote resources, partnerships and upcoming schedule impact.	Instagram + Facebook @alphajosehernandez	On Track	Video messages on Konstella and Social Media to promote resources, partnerships and upcoming schedule impact.	Instagram + Facebook @alphajosehernandez
Leadership & Family Partnership Building	Frequent principal engagement and communication to provide easy access to principal.	Parra	On Track	Started, need to push frequency to weekly		On Track	Focused on individual communication + visibility during arrival and dismissal based on family input and 6-8 support through PIQE partnership. Will be adding to weekly priorities for all grades.	PIQE One Pager	On Track	Emphasis on middle school and in particular 8th grade support in response to academic and behavior data	24-25 AJH 8th Grade Parent Meeting	On Track	Continuing this for 2526 with focus on welcome back parent meeting for 7/8 students in August.	
Leadership & Family Partnership Building	Front office team escalates any parent concerns to full SLT and principal	Parra	On Track			On Track			On Track			On Track		
Leadership & Family Partnership Building	SLT and principal are visible during arrivals and dismissals to provide quick touchpoints with families and promote leadership access.	Parra	On Track	SLT and Principal are stationed in visible areas during arrival and dismissal procedure	AJH Operations Playbook	On Track		AJH Operations Playbook	On Track			On Track		
Family Volunteer Programs	Organized the Los Dichos parent volunteer opportunity: monthly parent read-alouds in TK-5 classrooms.	Mendoza	On Track	Kicking off the first week of September, parents have already been notified	Flyer	On Track	Organized the Los Dichos parent volunteer opportunity: monthly parent read-alouds in TK-5 classrooms.	Flyer	On Track	Organized the Los Dichos parent volunteer opportunity: monthly parent read-alouds in TK-5 classrooms.	Flyer	On Track	Organized the Los Dichos parent volunteer opportunity: monthly parent read-alouds in TK-5 classrooms.	Los Dichos Schedule
Supports for Immigrant Families	Partner with Alpha's Parent Learning Center to refer AJH families to educational, career, and wellness services	Mendoza	On Track	Referral process is in place, families are connected with Alejandro Espinoza		On Track	Referral process is in place, families are connected with Alejandro Espinoza		On Track	Referral process is in place, families are connected with Alejandro Espinoza. During monthly cafecito meetings slide presented.	Slide	On Track	Referral process is in place, families are connected with Alejandro Espinoza. During monthly cafecito meetings slide presented.	Slide
Culturally Responsive Instruction	Train AJH instructional staff on learning design through summer and school year professional development sessions	Jake	On Track	Summer PD completed during the week of July 29-Aug 2	Learning Design PD Slides	On Track	Network Wide PD is ongoing, infusing the elements of the Learning Design to model instructional practices.	APS PD: Questioning APS PD: Data	On Track	PD will continue through April and May		Complete	Network PD concluded on May 7, 2025, closing out the two Professional Development pathways for the school year.	APS PD # 6 - Eng… APS PD #6 - Scaff…
Culturally Responsive Instruction	Alpha's Teacher Rubric evaluates teachers on culturally responsive instruction. Teachers are provided with training, observation, and feedback on this practice. (1)	Funez - TK-2 Vargas - 3-5 Minaltee 6-8	Not Started		Rubric	On Track	Focus for December in grade level meetings and coaching + observations. Coaches brought to November meetings one on one as preview.		On Track	Part of instructional walkthroughs and inforrming coaching	AJH 2425-APS Instructional Meeting Agenda	On Track	Part of instructional walkthroughs and inforrming coaching	AJH 2425-APS Instructional Meeting Agenda
Culturally Responsive Instruction	Intentionally select culturally inclusive curricula in ELA - StudySync and CKLA.	Jake Leanne	On Track	StudySync and CKLA purchased and being used		Complete	Curriculum is in all classrooms and being implemented by instructional staff		Complete	Curriculum is in all classrooms and being implemented by instructional staff		Complete	Curriculum is in all classrooms and being implemented by instructional staff	
External Partnerships	Establish partnership with Hispanic Foundation of Silicon Valley to further expand after-school programming and parent programming around engagement and social-emotional learning. Starting with 23 AJH girls enrolled for Girls Who Code and PIQUE for parents	Elizabeth	On Track	Approved MOU and kicked off Girls Who Code. Last day/ graduation for Girls Who Code is on December 5th	Girls Who Code _ HFSV One Pager (2024).pdf	On Track	Partnership with HFSV is fully implemented, Girls Who Code began 10/3 and graduated in December and piQUE for 6-8 Families is in place.	Girls Who Cod… PIQE One Pager	On Track	Partnership with HFSV is fully implemented. Digital Literacy for AJH parents begins on March 18th		Complete		

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Staff Recruitment	Attended a variety of in-person + virtual career fairs	Talent Team	On Track	Will populate with dates for late fall / early spring fairs as they are confirmed and written into the recruitment strategy		On Track	Attended SCCOE Classified career fair (10/5/24) Handshake (IHEs) NonProfit virtual career fair (11/22/24)		On Track	Attended USF virtual career fair 2/26, CalState East Bay in person fair on 3/13, UC Berkely career fair on 3/19, SCCOE Educator career fair on 3/22		Complete		
Staff Recruitment	Continue relationships with TeachStart, Alder Residency, and TFA to build a pipeline of educators for AJH.	Talent Team	On Track	This fall, we have placed 1 TeachStart fellows and 2 TFA corps members at AJH. Alpha has discontinued its partnership with Alder GSE as impact (conversion of residents to effective teachers of record) was not sufficient to justify resourcing.	https://teachstart.org/	On Track	3 additional TeachStart fellows have been placed to provide additional education support in classrooms and continue to develop a AJH specific teacher pipeline.		On Track	Meeting with TeachStart team in March to review impact of current 24-25 placements. Began review of 25-26 TeachStart Fellow pool of candidates. March meeting with TFA to review current TFA placements. First round of TFA interviews for 25-26 placements March 18th-20th.		On Track	Confirmed 1 TFA placement for the 25-26 SY.	
Staff Recruitment	Ensure teacher participation in recruitment and hiring processes through our Talent Ambassador program and Teacher Tour Training.	Talent Team	On Track	On track for implementation; most actions will begin in late fall / early spring as recruitment efforts ramp up.		Stopped	Sunsetting our Talent Ambassador Program. Instead we are expanding participation in teacher tour training at AJH to support stronger support and buy with educator hiring at that site.		On Track	Teacher Tour Training (re-training) scheduled for March 26, 2025.		Complete	Teachers participated in tours, trainings, and interview panels throughout the SY hiring season.	
Staff Recruitment	Host Recruitment Happy Hours for prospective candidates to meet with current AJH school leadership and teachers.	Talent Team	On Track	On track for late fall / early spring implementation		On Track	First Happy Hour being planned for January. On track.		On Track	First recruitment happy hour event occured on 1/16.		Complete		
Staff Recruitment	Participated in CTC grant opportunities for support staff	Talent Team	On Track	APS is an active grantee in the CTC's classified staff continuing education grant. We are currently marketing this opportunity to AJH staff via word-of-mouth and plan to discuss with eligible employees during Fall 2x2s	Tuition Assistance Flyer SCCOE Classified Grant flyer	On Track	Currently two staff members participating in TAP program at JH		On Track	Four staff members participating in TAP program at JH		On Track	No new updates	
Staff Recruitment	Maintain transparent teacher salary scale, with differentiated pay depending on certification status.	Talent Team	On Track	Scale remains the same as was in place for 23-24 school year.	11v - 2024-25 APS Te... AJH TNTP Insight Tea...	On Track	No new updates		On Track	Board approved updated 25-26 Teacher Salary scale in Feburary. Posting updated in March.	25-26 APS Teacher Salary Scale	Complete		
Staff Recruitment	Capture staff feedback (through staff interviews and surveys) to inform teacher salary and benefit compensation.	Talent Team	On Track	Since Spring 2019 (when we overhauled our teacher comp program), AJH has had national top quartile results on all four TNTP Insight indicators regarding teacher compensation. Survey runs every fall and spring.	AJH TNTP Insight Teacher Comp Trends over Time.pdf	On Track	TNTP Insight survey completed in October. Results expected in early December		On Track	Reviewed fall TNTP data in December/January. Capturing teacher testimonials in March.		On Track	100% of JH staff responded positively to teacher testimonial requests and participated in teacher testimonial recordings posted in LinkedIn	
Staff Recruitment	Expand benefits for continuing education and tuition assistance	Talent Team	On Track	Links show new offerings	TAP / Flyer CET / Flyer	On Track	Since tuition assistance benefit has been offered 6% of eligible JH staff have enrolled for support to further their education towards teaching credentials		On Track	Doubled participation in tuition assistance at JH since fall 2025 as of March.		On Track	No new updates	
Staff Recruitment	Add questions into the interview screening process to assess candidates on their response to student behaviors and skillset in cultivating a positive student culture.	Talent Team	On Track	Added into our hiring process.		On Track	No new updates		On Track	No new updates		On Track	No new updates	
Staff Recruitment	Standardize expectations for the final interview round for teacher of record candidates to include live demo lesson, interview with SLT (2-3 school leaders), and teacher campus tour and panel	Talent Team	On Track	Added into our hiring process.		On Track	No new updates		On Track	No new updates		On Track	Shifts for summer interview expectations standardized	
Staff Recruitment	Hire contract employee to provide additional support with teacher candidate sourcing.	Talent Team	On Track	Two sourcing contractors have provided additional resources to hiring candidates at AJH.		On Track	One sourcing contractor providing additional resources to hiring candidates at AJH. New Talent Acquisition Associate hired for hiring candidates		On Track	No new updates		On Track	Signed partnership with Handshake to expand teacher candidate sourcing efforts on college campuses.	
Staff Retention	Facilitate a robust summer onboarding and training experience for all new AJH staff.	Talent Team	On Track	New AJH staff participated in New Staff Professional Development, a three day professional development experience designed to support new to Alpha staff understand the community they serve and what it means to work at Alpha	New Staff PD Agenda	On Track	No new updates		On Track	No new updates	Lead Team Training #3 deck Lead Team Training #4 deck	On Track	No new updates	
Staff Retention	Provided leadership opportunities for AJH teachers through lead team	Parra	On Track	Lead Team had Training #1 on August 5.	Lead Team Application, JD, and/or SAS	On Track	Lead Team had Training #2 on 10/9.	Lead Team Training #2 deck Feedback report	On Track	Lead Team had Training #3 on 1/15 and Training #4 on 3/19.		Complete	No new updates	
Staff Retention	Foster a healthy and thriving school culture through staff programs including shout-outs/recognitions, instructional spotlighting, a sunshine committee, and team-building and team gratitude events.	Parra	On Track	Weekly Update goes out every Friday and contains these components		On Track	Weekly Update goes out every Friday and contains these components; most recent event was Staffsgiving including opportunity to share gratitude posters with all staff.		On Track	Weekly update continues to go out weekly and includes highlights for celebration of staff, staff shout outs and added in January was our Staff to Staff Be the Light award.	AJH Weekly Update 24-25	On Track	No new updates	
Staff Retention	Conduct staff surveys twice per year to gather staff feedback. Used this data to inform strategies to strengthen school culture.	Parra	On Track	Under contract with TNTP to administer annual Insight survey. Will continue to use existing internally administered survey with all non-teaching staff. Fall surveys will launch on Oct 21. Spring surveys will launch Apr 22.		On Track	Under contract with TNTP to administer annual Insight survey. Will continue to use existing internally administered survey with all non-teaching staff. Fall surveys will launch on Oct 21. Spring surveys will launch Apr 22.		On Track	Spring Survey launching April		On Track	Receiving data in June to continue assessing strategies to strengthen school culture	
Staff Retention	Maintain strong communication channels through daily huddles.	Parra	On Track	Huddle slidedeck structure began 2nd full week - week of 8/26 and is reshared on Friday weekly update as ongoing resource	Slidedeck folder	On Track	Huddle slidedeck structure began 2nd full week - week of 8/26 and is reshared on Friday weekly update as ongoing resource	Slidedeck folder	On Track	Huddle slidedeck structure began 2nd full week - week of 8/26 and is reshared on Friday weekly update as ongoing resource	Slidedeck folder	On Track		Slidedeck folder
Staff Retention	Staff a Credential Specialist who has provided AJH teachers with certification/credential support.	Talent Team	On Track	Allison Roberson is Alpha's credential specialist	Credential Specialist/Grant Coordinator Job Posting	At Risk	Rescoping Credential Specialist job description to include additional teacher career development support. Posting new role in December/January.		On Track	Credentials and Talent Development Specialist scoped. Public posting expected March/April.		On Track	Currentely screening and interviewing candidates for summer start dates	Posting
Staff Retention	Develop AJH leaders' skills in professional development design and facilitation through participation in: - Summer PD for leaders - 7, 2 hour Coach Development Meetings - Cycles of feedback, revisions, rehearsal, and coaching on PD design and facilitation aligned with Alpha-wide instructional staff PD	Beth	On Track	Summer PD is complete: SY leader PD is underway. The first CDM will be 9/25.	Summer PD Schedule APS PD SAS CDM SAS PD Design and Facilitation Cycles Session Facilitation CFS (being revised)	On Track	Leaders participated in Coach Development Meeting on 9/25 and 10/23. SLT who facilitated APS wide PD on 10/2 received feedback from observers.	CDM 9/25 deck CDM 9/25 feedback report CDM 10/23 deck CDM 10/23 feedback report	On Track	SLT who facilitated APS wide PD on 2/20 received feedback from observers and coaching if they planned the session. All SLT participated in Coach Development Meeting on 12/4, 1/22, and 2/26.	CDM 12/4 deck CDM 1/22 deck CDM 2/26 deck	On Track	SLT who facilitated APS wide PD on 4/2 and 5/7 received feedback from observers and coaching if they planned the session. All SLT participated in Coach Development Meeting on 3/26 and 4/23.	CDM 3/26 deck CDM 4/23 deck
Staff Retention	Develop AJH leaders' skills in coaching through: - Calibration on Alpha Coaching Model and Abridged Coach Rubric during Summer PD for leaders - Training and development provided for SOMs and Deans on coaching - Small group "practice lab" with intensive coaching support for AJH principal	Beth	On Track	Leaders calibrated on the Alpha Coaching Model and rubric during summer PD. Coach development for SLT kicked off on 8/29; the first practice lab is 9/5. SOMs had their first coaching workshop on 7/25; Deans will have their first workshop on 9/24.	Summer PD Schedule APS PD SAS CDM SAS SOM Training #1	On Track	Deans completed their first development session of the year. AJH principal participated in coaching intensive on 10/31.	Dean Dev #1 deck Dean Dev #1 feedback report	On Track	Deans completed their second and third development sessions of the year.	Dean Dev #2 deck Dean Dev #3 deck	On Track	No planned actions for April-June 25; actions will continue in Summer 25 PD.	

Category	Action - Refer to the [redacted] section of the Improvement Plan for additional detail.	Owner	Current Status	September Status Update	Links to Evidence	November Status	November Status Update	Links to Evidence	March Status	March Status Update	Links to Evidence	June Status	June Status Update	Links to Evidence
Family Communications & Feedback	Use our family communication platforms: Konstella & DeansList	Mendoza	On Track	Mailed home in summer mailer in late July 2024.	Konstella Flyer	On Track	Sent home DeansList activation codes. Reminders to families to use Konstella during Cafecitos	October Cafecito	On Track	Reminder to families to use Konstella to stay up to date on all School stuff during Cafecitos.	January Cafecito Slides	On Track	Reminder to families to use Konstella to stay up to date on all School stuff during Cafecitos.	
Family Communications & Feedback	Monthly feedback survey opportunity at Cafecitos	Mendoza	On Track	Cafecito scheduled: 8/26, 9/16	Family Committee Interest & feedback form	On Track	Scheduled Cafecito on 11/19	Family Committee Interest & feedback form	On Track	Scheduled Cafecito in January & February	Family Committee Interest & feedback form	On Track	Scheduled Cafecito in April	Family Committee Interest & feedback form
Family Communications & Feedback	2x per year family surveys	Mendoza	On Track	Family survey will be administered in Fall 2024 (10/28-11/1) and Spring 2025 (4/28-5/2), coinciding with family conferences.		On Track	Link survey link sent to families via Konstella, email and Text Message		On Track	Q2 Family Survey shared at the of Q2	Flyer	Complete		
Family Communications & Feedback	3x per year family conferences	Mendoza	On Track	Family conferences will take place during the following weeks: - 10/28-11/1 - 2/3-2/7 - 4/28-5/2		On Track	Family conferences will take place during the following weeks: - 10/28-11/1 - 2/3-2/7 - 4/28-5/2		On Track	Family conferences will take place during the following weeks: - 10/28-11/1 - 2/3-2/7 - 4/28-5/2		Complete		
School Community Celebrations	Create and execute an annual scope and sequence for school community celebrations	Mendoza	On Track	Updating Scope & Sequence	Family Engagement Scope & Sequence	On Track	Updating Scope & Sequence	Family Engagement Scope & Sequence	On Track	Updating Scope & Sequence	Family Engagement Scope & Sequence	Complete	Updating Scope & Sequence	Family Engagement Scope & Sequence
Parent Learning Center	Provided families with educational, career, and wellness services from the Alpha Parent Learning Center, including folklorico classes, a Food Bank, and English classes.	Mendoza	On Track	We have finished our 24-25 Alpha Community Resource Guide and we will use this guide to connect families to community resources that can meet their needs and aspirations	24-25 Alpha Comunity Resource Guide link ESL program flyers - link Folklorico program flyers - link	On Track	We have finished our 24-25 Alpha Community Resource Guide and we will use this guide to connect families to community resources that can meet their needs and aspirations	24-25 Alpha Comunity Resource Guide link ESL program flyers - link Folklorico program flyers - link	On Track	We have finished our 24-25 Alpha Community Resource Guide and we will use this guide to connect families to community resources that can meet their needs and aspirations	24-25 Alpha Comunity Resource Guide link ESL program flyers - link Folklorico program flyers - link	On Track	We have finished our 24-25 Alpha Community Resource Guide and we will use this guide to connect families to community resources that can meet their needs and aspirations	24-25 Alpha Comunity Resource Guide link ESL program flyers - link Folklorico program flyers - link
Parent Volunteering	Provided parent volunteer opportunities to strengthen involvement of parents in their child's educational experience, including Los Dichos	Mendoza	On Track	Los Dichos is kicking off the first week of September, parents have already been notified	Flyer	On Track	24-25 Los Dichos Schedule	Flyer	On Track	24-25 Los Dichos Schedule	March Flyer	On Track	24-25 Los Dichos Schedule	24-25 Los Dichos Schedule
Parent Power	Strengthened parent power by providing parents with leadership opportunities to advocate for their students, including School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Leader Committee (Advocacy), and Alpha Parent Board Members.	Mendoza	On Track	Sent out SSC nomination forms to staff and families on 8/30/2024	Family Nomination Staff Nomination	On Track	SSC Meeting #1 (9/26/24) SSC Meeting # Postponed (TBD)	Slides	On Track	SSC Meeting: 1/30/25 SSC Meeting: 3/20/25	Slides Agenda	On Track	SSC Meetig: 4/24/25	Presentiion
Parent Power	Explore forming an AJH Parent Association	Mendoza	On Track	Introduction of PA to families at the September Cafecito	September Cafecito	On Track	Partnered with PIQE to provide Spanish speaking workshops 10/30: Developing Family Engagement and Partnerships at School and Community 11/6: Social-Emotional Learning & Foundation for Academic Achievement 11/13: Academics- School Accountability and Standards	Parent Participation List	On Track	We rolled out our parent association, Padres Unidos to families during our Cafecito. Provided more clarification on Committee roles. Next step is to meeting with interested memers to create a mission and vision.	Cafecito- Jan Cafecito-Feb Padres Uniods Flyer	On Track	We rolled out our parent association, Padres Unidos to families during our Cafecito. Provided more clarification on Committee roles. Next step is to meeting with interested memers to create a mission and vision.	Padres Uniods Flyer
Middle School Engagement	Expand relationship-building activities for middle school families to strengthen community among all grade levels.	Minatee + Mendoza	Not Started			On Track	1.Parent Institute for Quality Education (PIQE) Zoom Workshops 2. STEM Build & Brunch with the Hispanic Foundation of Silicon Valley	STEM Flyer	On Track	Principal Parra reviewed expectations at AJH and updates for all 8th grade students to support preparation for high school.	Flyer	On Track	Teatro Vision Audacity Performig Arts Projects Play- La Mariposa	Flyer
Facilities	Implement an updated operations and facilities walkthrough structure: - 3 additional internal walkthroughs with an AJH-specific walkthrough rubric - 3 walkthroughs done in collaboration with the Alpha network operations team utilizing CDE's Facilities Inspection Tool (FIT).	Mendoza	On Track	We have completed two facilities walkthroughs (August and September)	Link Walkthrough	On Track	Joining biweekly academic team walkthroughs to provide feedback to teams about providing more intentional space usage and organizational systems.	24-25 AJH ops walkthoughts	On Track	Joining biweekly academic team walkthroughs to provide feedback to teams about providing more intentional space usage and organizational systems.	Link Walkthrough # 1 Walkthrough # 2 (Wed Mar 26, 2025)	On Track	Joining biweekly academic team walkthroughs to provide feedback to teams about providing more intentional space usage and organizational systems.	Walkthroghs

			Alpha Facing			
Dashboard Indicator	**Action**	**Shared Data**	**Internal Data**	**Manager**	**Responsible for Update**	**Alpha Driver Alignment**
Chronic Absenteeism	Continue to Engage Everyday Labs (ESSA approved evidence based strategy)	Example Mail Nudge		Chris	Chris	Healthy & Thriving
	Implement Attendance Case Manager role, and execute on Attendance Case Manager Scope and Sequence	SAS	Tracker	Mendoza / Perez	Mendoza / Perez	Healthy & Thriving
	Attendance home visits for selected Tier 3 students		Tacker	Mendoza / Perez	Mendoza / Perez	Healthy & Thriving
	Continue using the School Attendance Review Teams (SART) for appropriate Tier 3 students		Tracker	Chris	Chris	Healthy & Thriving
	Target SWD with regular check ins between SOM and Ed Specialist		JH Tier 2 and 3 Attendance Tracker 25.26	Mendoza	Mendoza	Healthy & Thriving
	Attendance interventions (Tiered approach), based on data (data dashboard) and tiered strategies on attendance playbook		JH Tier 2 and 3 Attendance Tracker 25.26	Mendoza	Mendoza	Healthy & Thriving
	Teacher Early Warning System dashboard and calls for students absent on a bi-monthly basis.		Link	Chris	Chris	Healthy & Thriving
	Implement a Positive Attendance Culture Scope and Sequence	SAS Attendance Celebrations		Mendoza	Mendoza	Healthy & Thriving
	Continue to execute on SOM (Attendance Lead) scope and sequence, which includes accountability structures (weekly check ins (SOM + P), regular data action planning sessions, monthly meetings (SOM and Network Ops), bi-weekly Ops Team attendance check ins)	SAS Tracker Task List	Dashboard	Mendoza	Mendoza	Healthy & Thriving
	Continue to utilize DeansList communication platform	Deans List Validation Codes provided at the beginning of the year and as needed.		Mendoza	Mendoza	Healthy & Thriving
	Continue targeted actions for socioeconomically disadvantaged students: - Fund Clipper bus cards - Parent Learning Center referrals - Conduct Wake up Calls - Check ins (students with specific adults) - SLT member meets students with SEL needs at drop off - Uniform support	Uniform Loaner Procedure	- Clipper Card Student List - Uniform Donations Tracker - Parent Center Flyer	Mendoza	Mendoza	Healthy & Thriving
Suspensions	Expand Sown to Grow partnership: - Include grades Tk-8 - Continue for (5-8) - Create SEL vision with SEL champions at AJH - Provide summer PD to AJH staff	Sown to Grow website	Healthy and Thriving Dashboard	Arcadia-Sanchez Ramya (train)	Arcadia-Sanchez	Healthy & Thriving
	Implement Restorative Justice practices: - Summer and school year PD - Dean of students monitors implementation of restorative justice practices - Continue to leverage restorative justice practices (circles, check in/check out systems)			Arcadia-Sanchez	Arcadia-Sanchez	Healthy & Thriving
	Consistently and proactively monitor student behavior and culture data - Data from DeanList, student culture survey, SEL data from Sown to Grow - Monthly review to inform problem solving and action planning		Healthy and Thriving Dashboard	Dean of Students (lead) SLT engages monthly	Arcadia-Sanchez	Healthy & Thriving

			Alpha Facing			
Dashboard Indicator	**Action**	**Shared Data**	**Internal Data**	**Manager**	**Responsible for Update**	**Alpha Driver Alignment**
	Implement the Community Schools Framework: - Mental Health counselor - PD for staff - Partnerships based on need	Number of referrals, caseload size for Alpha MHC and FACTR Interns		Russ	Russ	Healthy & Thriving
ELA & Math (All Students)	Strengthen instructional practices through PD & Coaching: - Launch differentiated PLO tracks - Launch Strong Start program (new teachers) - Coaching, consistent and weekly 1-1, walkthrough, observations - Quarterly rotations of Instructional Specialists (3-8)	APS PD Participant Landing Page	PL Cabinet Presentation Walk Through Schedule 2025-26 APS Wide PD Groupings (differentiated) Walk Through Agenda	Beth	Nava Supporting: Emma, Beth, Nava. Ramya, Parra, Carla	Academic Programs (#1 The Observation Cycle)
	Curriculum Implementation: - Implement curriculum with fidelity - Coaching cycle (The Hubble - collecting data of fidelity + effectiveness)	School Compliance Data. School Quality Data	The Hubble	Parra	Carla Supporting: Emma	Academic Programs (#2 The Four Non-Negotiables for Teachers)
	Assessment strategy actions: - Administer CKLA curricular assessments - Coaches monitor data to ensure assessments taken one week of the required cadence		Curriculum Assessment Dashboard UPDATE: Curriculum Assessment Dashboard 2.0	Carla	Emma	Academic Programs (#3 Grounding Instructional Decisions in Evidence)
	Data strategy actions: - SLT conducts weekly data meetings (Radical Problem Solving Protocol) - Coaches & teachers conduct data meetings after each curriculum unit assessment (2-3x per quarter) - Build tools to monitor student progress (CKLA & StudySync)		25-26 SLT Meeting Cadence 25-26 SLT Data Meeting Overview SLT Data Meeting Guide AJH SLT Data Meeting Agenda	Parra	Emma	Academic Programs (#3 Grounding Instructional Decisions in Evidence)
	High impact tutoring		Littera Data	Scott Guagliardo	Parra	Academic Programs (#3 Grounding Instructional Decisions in Evidence)
ELA & Math (ELLs)	EL support actions: - Conduct PD summer and year = strategies for ELs - Coaches monitor implementation of EL support strategies - Tier 1 strategies	1) Joint observations with ELD Specialist to identify needed teacher supports to ensure EL Achieve curriculum is happening every day. 2) Implementation of EL Achieve assessment tracking plan across all sites. Tracking demonstrates improvement on weekly and unit assessments for EL achieve	CDM #1: Training including MLLs APS #3: ELD Focus	Leo	Dominguez Support: Funez - TK-2 (monitor) Mitchell - 3-5 (monitor) Stutsman 6-8 (monitor)	Academic Programs (#3 Grounding Instructional Decisions in Evidence)
	LTEL actions: - Implement & monitor clear cadence curricular assessments from EL Achieve - Review EL Achieve assessments during SLT Data Meeting - Ensure EL strategies include language across proficiency levels - Provide ongoing support effectiveness of integrated ELD strategies - Homeroom teachers adjust instruction strategies (LTEL) - Progress monitoring and providing differentiated support during REACH and ELD block			Parra	Dominguez	Academic Programs (#3 Grounding Instructional Decisions in Evidence)

			Alpha Facing			
Dashboard Indicator	**Action**	**Shared Data**	**Internal Data**	**Manager**	**Responsible for Update**	**Alpha Driver Alignment**
	Supplemental literacy intervention actions: - Full implementation of Ignite Reading (100 seats across grades levels, 15 min daily tutoring)		2526 Ignite Folder	Scott Guagliardo	Parra	Academic Programs (#2 The Four Non-Negotiables for Teachers)
	High Quality ELD Curriculum: - Provide training for EL Achieve	ELD Observations (March 2026)		Parra	Dominguez	Academic Programs (#2 The Four Non-Negotiables for Teachers)
ELA & Math (Students & Disabilities)	Collaboration structures: - Include SPED administrators in SLT data meetings (monthly) to review special ed data/action plan - Reset collaboration structures between special ed staff and general ed - Monthly meetings > Principal, grade level AP, & Education Specialist - Weekly collaboration > Education Specialist - Biweekly SPED team meetings	Meeting Agendas (Data Meetings, Colabs - Parra; SPED Team Meetings - Mary)		Parra	Mary	Academic Programs (#3 Grounding Instructional Decisions in Evidence)
	Education Specialist support: - Conduct co-observation of Education Specialist > AJH Coach & Special Education Program Manager - Provide a tiered support check in structure > Special Education Program Manager case manages Education Specialist	Meeting Agendas (Parra/Mary) Hubble Entries for Co-Observations (Parra/Mary) ES Check In Agendas (Mary)		Parra	Mary	Academic Programs (#1 The Observation Cycle)
	Maintain involvement with SELPA: - continued support and consultation with Program Specialist around programming for students with disabilities - Special Education teachers participate in SELPA led PD. - Attend the CEO council and our SELPA monthly Professional Learning Network meetings	SELPA PS Information SELPA PD Opportunities List of SELPA Meetings Attended		Russ	Russ	Other
	Supplemental Learning resources: - Provide a wide range of free online programming to students - Provide full classroom libraries	City of SJ Free Library Cards		Mendoza	Mendoza	Healthy & Thriving
ELA & Math (Hispanic Students)	Family volunteer program - Expand los Dichos educational program	Family Engagement Year Long Scope		Mendoza	Mendoza	Healthy & Thriving
	Explore external partnerships - Hispanic Foundation of Silicon Valley - Girls who Code		Official List- Girls Who Code	Parra	Ceci	Academic Programs (#1 The Observation Cycle)
	Family Partnership Building: - Frequent principal engagement and communication - Front office team escalates any parent concerns to full SLT/P - SLT and principal are visible during arrivals and dismissals		2526 AJH Parent Programming Attendance	Parra	Ceci	Academic Programs (#1 The Observation Cycle)
	Expand relationship building activities for middle school families - include Training families in Konstella - Create and execute an annual scope and sequence for school community celebrations	Family Engagement Calendar		Mendoza	Mendoza	Healthy & Thriving
	Improve Family communication & feedback: - communication platforms: Konstella & DeansList - Monthly feedback survey opportunity at Cafecitos - 2x per year family surveys - 3x per year family conferences	25.26 AJH Family Engagement Year Long Scope		Mendoza	Mendoza	Healthy & Thriving
	Implement an updated operations & facilities structure	AJH Operations Playbook		Mendoza	Mendoza	Healthy & Thriving

			Alpha Facing			
Dashboard Indicator	**Action**	**Shared Data**	**Internal Data**	**Manager**	**Responsible for Update**	**Alpha Driver Alignment**
Family Engagement	Parent Power: - Explore forming an AJH Parent Association - Strengthen parent power by providing parents with leadership opportunities (SSC, Board, etc)	Monthly meetings via zoom to bring families together - Padres Unidos Scope and Sequence		Mendoza	Mendoza	Healthy & Thriving
	Nutrition: - monthly food bank - access to extra fruit at arrival - Provide free breakfast and lunch to all students	- APS participates in Free Breakfast & Lunch Program for all students - Messages posted of upcoming Food Bank on Konstella		Mendoza	Alejandro, Chris	Healthy & Thriving
	Parent Learning Center supports: - Clarify visions - Explore opportunities to expand impact - Refer parents to the Learning Center			Alejandro	Mendoza	Healthy & Thriving

Action	Shared Evidence	Internal Evidence	Manager	Responsible for Update	October Status Update	October Specific Evidence	February Status Update	February Specific Evidence	May Status Update	May Specific Evidence
What we're doing — the initiative or set of activities in motion.	*Documentation we can share as requested*	*Documentation that includes student or private data (internal-only).*	*Person managing or overseeing the action item.*	*Person responsible for entering updates into this tracker.*	*1–2 sentences summarizing current progress on this action.*	*One-off or time-bound evidence for this window. (If consistent evidence is already linked in Shared or Internal Evidence, no additional update is needed here.)*	*1–2 sentences summarizing current progress on this action.*	*One-off or time-bound evidence for this window. (If consistent evidence is already linked in Shared or Internal Evidence, no additional update is needed here.)*	*1–2 sentences summarizing current progress on this action.*	*One-off or time-bound evidence for this window. (If consistent evidence is already linked in Shared or Internal Evidence, no additional update is needed here.)*
Continue to Engage EverydayLabs (ESSA approved evidence based strategy)	Screenshot Messages		Chris	Chris	We have sent multiple text nudges, and a mail nudge to families; and have sent truancy-like letters using Everyday Labs.	Schedule	We have continued to send mail and text nudges according to our calendar.	Link Mid-Year Data Review	We have continued to send mail and text nudges according to our calendar.	Alpha Public Schools Program Design - Mail_Text Nudge Calendar.pdf
Implement Attendance Case Manager role, and execute on Attendance Case Manager Scope and Sequence	SAS	Tracker	Mendoza / Perez	Mendoza / Perez	Attendance Case manager (OM) meets monthly with Ops manager. OM also meets weekly with SOM to review attendance.	n/a	The attendance Case Manager (OM) continues to meet monthly with the Ops manager. OM also meets weekly with SOM to review attendance.	Tracker	The attendance Case Manager (OM) continues to meet monthly with the Ops manager. OM also meets weekly with SOM to review attendance.	Tracker
Attendance home visits for selected Tier 3 students	Attendance Playbook	Home Visit Log	Mendoza / Perez	Mendoza / Perez	Attendance Case manager (OM) worked with our Community Manager to support home visit with her team	Home Visit Log*	Attendance Case manager (OM) worked with our Community Manager to support home visit with her team.	Home Visit Log*	Attendance Case manager (OM) worked with our Community Manager to support home visit with her team.	Home Visit Log*
Continue using the School Attendance Review Teams (SART) for appropriate Tier 3 students			Chris	Chris	We have not had students rise to the level of a SART at this point in the year.	n/a	We have had two SART meetings with families, and are scheduled to follow up with these families in early March on progress.	SART Contract (Redacted)	We have had continued follow up with previously identified SART families.	n/a
Target SWD with regular check ins between SOM and Ed Specialist	N/A	Attendance Reports	Mendoza	Mendoza	During Q1 Conferences all teachers & Ed Specialist will be provided attendance reports to share with families.	Attendance reports provided for Tier 3 students during Q1 conferences	During Q2 Conferences all teachers and Ed Specialist are provided attendance reports to share with families	Student Daily Attendance Detail bach reports printed and given to teachers.	During Q3 Conferences all teachers and Ed Specialist are provided attendance reports to share with families	Student Daily Attendance Detail bach reports printed and given to teachers.
Attendance interventions (Tiered approach), based on data (data dashboard) and tiered strategies on attendance playbook	Attendance Playbook	JH Tier 2 and 3 Attendance Tracker 25.26	Mendoza	Mendoza	Weekly reference to attendance data to priced intervention and strategies based on attendance playbook.	- 3.0 Attendance* - Everyday Labs* JH Tier 2 + 3 Attendance Tracker 25.26*	Weekly reference to attendance data to precise intervention and strategies based on attendance playbook.	- 3.0 Attendance* - Everyday Labs* JH Tier 2 + 3 Attendance Tracker 25.26*	Weekly reference to attendance data to precise intervention and strategies based on attendance playbook.	- 3.0 Attendance* - Everyday Labs* JH Tier 2 + 3 Attendance Tracker 25.26*
Teacher Early Warning System dashboard and calls for students absent on a bi-monthly basis.		Link	Chris	Chris	Teachers are given reminders and use our Teacher EWS dashboard to reach out to families of their homeroom/advisories.	Teacher EWS	Teachers are given reminders and use our Teacher EWS dashboard to reach out to families of their homeroom/advisories.	Teacher EWS	Teachers are given reminders and use our Teacher EWS dashboard to reach out to families of their homeroom/advisories.	Link
Implement a Positive Attendance Culture Scope and Sequence	SAS	P4BP Winner Log	Mendoza	Mendoza	Celebrations of our students who show great attendance done weekly, month and quarterly.	AJH Attendance Celebrations	Celebrations of our students who show great attendance done weekly, month and quarterly. Focus: January Attendance Challenge.	AJH Attendance Celebrations	Celebrations of our students who show great attendance done weekly, month and quarterly. Focus: Monday Attendance, strengthening our celebration and communication to all stakeholders.	AJH Attendance Celebrations
Continue to execute on SOM (Attendance Lead) scope and sequence, which includes accountability structures (weekly check ins (SOM + P), regular data action planning sessions, monthly meetings (SOM and Network Ops), bi-weekly Ops Team attendance check ins)	SAS Tracker . Task List	Dashboard	Mendoza	Mendoza	Weekly meetings with OM + SOM to review attendance. This supports to bring evidence and actions steps to SLT Data meetings	25.26 AJH Attendance Tracker *	Continued weekly meetings with OM + SOM to review attendance. This supports to bring evidence and actions steps to SLT Data meetings.	25.26 AJH Attendance Tracker *	Continued weekly meetings with OM + SOM to review attendance. This supports to bring evidence and actions steps to SLT Data meetings.	25.26 AJH Attendance Tracker *
Continue to utilize DeansList communication platform	DeansList	Student Weekly Reports	Mendoza	Mendoza	Provide families with DL validation codes and logging all communications.	During 7/8 orientation and Back to School Night families were given DL validation codes.	Continuing to provide families with DL validation codes and logging all communications as needed.		Continuing to provide families with DL validation codes and logging all communications as needed.	
Continue targeted actions for socioeconomically disadvantaged students: - Fund Clipper bus cards - Parent Learning Center referrals - Conduct Wake up Calls - Check ins (students with specific adults) - SLT member meets students with SEL needs at drop off - Uniform support		- Clipper Card Student List - Uniform Donations Tracker - Uniform Loaner Procedure - Parent Center Flyer	Mendoza	Mendoza	Families are welcome to visit the office to share any needs related to supporting their student, including transportation, English classes, attendance, counseling referrals, and school uniforms.	- Clipper Card Student List* - Uniform Donations Tracker* - Uniform Loaner Procedure* . - Parent Center Flyer	Families are welcome to visit the office to share any needs related to supporting their student, including transportation, English classes, attendance, counseling referrals, and school uniforms.	- Clipper Card Student List* - Uniform Donations Tracker* - Uniform Loaner Procedure* - Parent Center Flyer	Families are welcome to visit the office to share any needs related to supporting their student, including transportation, English classes, attendance, counseling referrals, and school uniforms.	- Clipper Card Student List* - Uniform Donations Tracker* - Uniform Loaner Procedure* - Parent Center Flyer

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What we're doing — the initiative or set of activities in motion.	*Documentation we can share as requested*	*Documentation that includes student or private data (internal-only).*	*Person managing or overseeing the action item.*	*Person responsible for entering updates into this tracker.*	*1–2 sentences summarizing current progress on this action.*	*One-off or time-bound evidence for this window. (If consistent evidence is already linked in Shared or Internal Evidence, no additional update is needed here.)*	*1–2 sentences summarizing current progress on this action.*	*One-off or time-bound evidence for this window. (If consistent evidence is already linked in Shared or Internal Evidence, no additional update is needed here.)*	*1–2 sentences summarizing current progress on this action.*	*One-off or time-bound evidence for this window. (If consistent evidence is already linked in Shared or Internal Evidence, no additional update is needed here.)*
Expand Sown to Grow partnership: - Include grades Tk-8 - Continue for (5-8) - Create SEL vision with SEL champions at AJH - Provide summer PD to ALL staff	Sown to Grow insights - implementation status - overall insights - teacher activity - PD Deck	Sown to Grow website SEL Tracker	Arcadia-Sanchez Ramya (train)	Arcadia-Sanchez	Dean of Students partners with the Community Schools coordinator to monitor and review implementation of social emotional learning practices at the school, through the use of Sown To Grow platform. Dean of Students and Director of Culture have regular communication with representatives of Sown To Grow to increase the use of and effectiveness of Sown To Grow in our school community.	Sown To Grow: Tracker*	Dean of Students is continuing to partner with the Community Schools coordinator to monitor and review implementation of social emotional learning practices, through the use of Sown to Grow platform. Dean of Students, the Community Schools coordinator, and the Director of Culture meet regularly to discuss the increase of and effectiveness of Sown to Grow in our school community.	Sown To Grow: Tracker	Dean of Students continued partnership with the Community Schools Coordinator to monitor and review implementation of social emotional learning practices, through the use of Sown to Grow platform. Dean of Students had a final meeting with SLT, the Community Schools Coordinator, and the Director of Culture on how to continue to progress and improve upon our SEL practices for the upcoming school year.	Sown To Grow: Tracker https://docs.google.com/document/d/17raFIX-jgKxXTlsLaMnRrxb7vH-qH25KaltvgV6ip8Y/edit?usp=sharing
Implement Restorative Justice practices: - Summer and school year PD - Dean of students monitors implementation of restorative justice practices - Continue to leverage restorative justice practices (circles, check in/check out systems)	-Student completed learning projects	Site SAS	Arcadia-Sanchez	Arcadia-Sanchez	Our school community engaged in Professional Learning Opportunities during the summer with respect to Restorative Practices. Participants engaged in steps to both hold accountable and support students (based on the research backed Social Discipline Window framework).	Restorative Practices: Responses to Behavior . Deanslist Platform: Positive Points + Accountability Points	Dean of Students has joined grade-level meetings post October to continue to expand staff skills and knowledge on restorative practices and responses to behavior. During grade-level meeting, we discuss real scenarios that are occurring, and as a team, align on appropriate responses.	GLM 1/14/26	Dean of Students has continued to meet with teachers and coaches to align on specific student supports, which includes reviewing of and implementation of restorative practices, after specific student incidents. This has contributed to lowering our school suspension rate to 3.35% this academic school year.	(see Healthy & Thriving Dashboard)
Consistently and proactively monitor student behavior and culture data - Data from DeanList, student culture survey, SEL data from Sown to Grow - Monthly review to inform problem solving and action planning	HTE Dashboard - health rounds - Sown to Grow summaries - Referral data?	Healthy and Thriving Dashboard SLT data meeting agenda	Dean of Students (lead) SLT engages monthly	Arcadia-Sanchez	Dean of Students monitors culture data in our school community using Alpha's Healthy and Thriving Dashboard. Using this information, Dean of Students partners with Director of Culture, Site Leadership Team, and Teachers to provide supports for all community members (students, teachers, families, etc).	Student Experience Infographic Health Rounds Infographic PBIS Infographic	Dean of Students continues to monitor culture data using Alpha's Healthy and Thriving Dashboard. Using this information, Dean of Students partners with Director of Culture, Site Leadership Team, and Teachers to provide supports for all community members (students, teachers, families, etc).	Student Experience Infographic Health Rounds Infographic PBIS Infographic	Dean of Students continued to monitor culture data using Alpha's Healthy and Thriving Dashboard. Dean of Students continued to use this information, partnering with stakeholders, to support all students and teachers on site. Close monitoring and partnerships with all stake holders resulted in successfully lowering the suspension rate at Alpha: Jose Hernandez to 3.35% this academic school year.	Student Experience Infographic Health Rounds Infographic PBIS Infographic
Implement the Community Schools Framework: - Mental Health counselor - PD for staff - Partnerships based on need	Number of referrals, caseload size for Alpha MHC and FACTR Interns		Russ	Russ	AJH has one full time Mental Health Counselor and 2 part-time Counseling Interns through Family Alliance for Counseling Tools and Resolution (FACTR). The team has been making counseling referrals, which are handled through the MHC and Interns. Current referral and caseload data can be found in the evidence section.	Number of total referrals: 68 Alpha MHC Caseload Size: 19 FACTR Caseload Size: 10 (split between 2 interns)	AJH has one full time Mental Health Counselor and 2 part-time Counseling Interns through Family Alliance for Counseling Tools and Resolution (FACTR). The team has been making counseling referrals, which are handled through the MHC and Interns. Current referral and caseload data can be found in the evidence section.	Number of total referrals: 129 Alpha MHC Caseload Size: 19 FACTR Caseload Size: 9 (split between 2 interns)	AJH has one full time Mental Health Counselor and 2 part-time Counseling Interns through Family Alliance for Counseling Tools and Resolution (FACTR). The team has been making counseling referrals, which are handled through the MHC and Interns. Current referral and caseload data can be found in the evidence section.	Number of total referrals: 202 Alpha MHC Caseload Size: 20 FACTR Caseload Size: 8 (split between 2 interns)

Action	Shared Evidence	Internal Evidence	Manager	Responsible for Update	October Status Update	October Specific Evidence	February Status Update	February Specific Evidence	May Status Update	May Specific Evidence
What we're doing — the initiative or set of activities in motion.	*Documentation we can share as requested*	*Documentation that includes student or private data (internal-only).*	*Person managing or overseeing the action item.*	*Person responsible for entering updates into this tracker.*	*1–2 sentences summarizing current progress on this action.*	*One-off or time-bound evidence for this window. (If consistent evidence is already linked in Shared or Internal Evidence, no additional update is needed here.)*	*1–2 sentences summarizing current progress on this action.*	*One-off or time-bound evidence for this window. (If consistent evidence is already linked in Shared or Internal Evidence, no additional update is needed here.)*	*1–2 sentences summarizing current progress on this action.*	*One-off or time-bound evidence for this window. (If consistent evidence is already linked in Shared or Internal Evidence, no additional update is needed here.)*
Strengthen instructional practices through PD & Coaching: - Launch differentiated PD tracks - Launch Strong Start program (new teachers) - Coaching, consistent and weekly 1-1, walkthrough, observations	APS Wide PD Groupings and topics Walk Through agendas and schedule	PL Cabinet Presentation Coaching PLOs 25-26 Alpha Public Schools Professional Learning System	Beth	Nava Supporting: Emma, Beth, Nava, Ramya, Parra, Carla	APS-wide Professional Learning launched on October 8th. Instructional staff were grouped by grade span and content area to deepen their expertise and strengthen their ability to address student misconceptions while effectively utilizing curricular resources to support both proactive and responsive teaching.		APS-wide Professional Learning has continued with the following sessions: - 11/10 - Built into Stepback Day: Planning for & Responding to Students with Disabilities - 12/10: Planning for and Responding to Multi-Language Learners - 2/4: Using Data to Address Misconceptions		APS-wide Professional Learning has continued with the following sessions: - 2/25 State of Alpha + Site Data Stories - 3/4 Preparing to Coach: From Observation Cycle to Conversation - 4/1 Putting It All Together: Coaching the Complete Cycle- - 4/15: Secondary: Putting it all Together: Coaching the Complete Cycle, K-5 CKLA 3.0 launch, TK: collecting data	
Curriculum Implementation: - Implement curriculum with fidelity - Coaching cycle (The Hubble - collecting data of fidelity + effectiveness)	Screenshots from the Hubble And the Hubble Handbook	The Hubble	Parra	Carla Supporting: Emma	The Observation Cycle using The Hubble launched the week of September 15th. Just as the Hubble Space Telescope orbits Earth to capture clear, unbiased views of the universe, The Hubble platform is designed to provide an objective lens into classroom practice. The Observation Cycle uses structured tools to collect meaningful data, helping educators reflect and grow. Both serve as powerful lenses—Hubble for exploring space, and The Hubble for understanding teaching—transforming raw data into insights that drive progress.		Every Coach utilizes The Hubble to determine the fidelity + effectiveness of teacher planning, teacher facilitation of learning and quality of student work.	See Curriculum Implementation under Overall Plan tab.	Every Coach utilized The Hubble to determine the fidelity + effectiveness of teacher planning, teacher facilitation of learning and quality of student work.	See Curriculum Implementation under Overall Plan tab.
Assessment strategy actions: - Administer CKLA curricular assessments - Coaches monitor data to ensure assessments taken one week of the required cadence	Screenshots from Curriculum Assessment Dashboard	Curriculum Assessment Dashboard	Carla	Emma	The AJH Leadership Team has engaged in two rounds of Assessment Data review (9/26 and 10/24).		The AJH Leadership Team has engaged in four rounds of Assessment Data review (9/26, 10/24, 1/23, and 2/27). Coaches use the curricular assessment pacing calendar to ensure assessments are being administered within one week of the required cadence and use coaching meetings with teachers to support pacing to meet this expectation.		CKLA curricular assessments, including Knowledge and Skills assessments, have been administered 50% of the time. The strongest administration takes place in Kindergarten, AJH's coaches meet at least bi-weekly with teachers to discuss instructional planning, observations, and data assessments.	
Data strategy actions: - SLT conducts weekly data meetings (Radical Problem Solving Protocol) - Coaches & teachers conduct data meetings after each curriculum unit assessment (2-3x per quarter) - Build tools to monitor student progress (CKLA & StudySync)		25-26 SLT Meeting Cadence 25-26 SLT Data Meeting Overview SLT Data Meeting Guide AJH SLT Data Meeting Agenda	Parra	Emma	The AJH Leadership Team engages in weekly data meetings on Fridays. They have been consistently meeting every Friday starting on 9/5. Instructional Leaders leverage the Assessment Dashboard and The Hubble dashboard to monitor student mastery		The AJH Leadership Team continues to engage in weekly data meetings every Friday. The Curriculum Dashboard has been updated to more easily show compliance to administering curricular assessments within the planned assessment calendar, student overall mastery, and student mastery on standards. Assistant Principals also leverage weekly grade level meetings to analyze student data and action plan remediation next steps. The Dean of Academic Instruction and Principal have used student Fall and Winter NWEA data to identify which grade levels ELA and Math Specialists will prioritize their support in. ELA and Math Specialists engage in a ~8 week cycle of support.		Since the last update, the AJH School Leadership Team has engaged in three more rounds of data meetings focused on assessments (3/27. 4/24, and 5/22). The SLT has noticed an increase in teachers using pre and mid-unit assessments to check student understanding, as well as an increase in teacher internalization of curricular resources. An opportunity continues to exist in teacher's doing this work without prompting from their coaches as well as strengthening pacing of the curriculum.	
High impact tutoring		Ignite Folder	Scott Guagliardo	Parra	Partnership with Ignite with a focus on K-4 and Littera with a focus on 5-8 Literacy, Math & ELD began at start of school year. Team meetings held for both programs and Scott Guagliardo (Dean of Academic Interventions) has ongoing check points with both partners. At this time, Dean of Academics is partnering with Assistant Principals to celebrate bright spots and problem solve around attendance and engagement opportunities - this has also include his attendance to conferences for students with ongoing need for support on engagement.		Partnership with Ignite with a focus on K-4 and Littera with a focus on 5-8 Literacy, Math & ELD continues. Team meetings held for both programs and Dean of Academic Interventions (DAI) has ongoing check points with both partners. At this time, DAI is partnering with Assistant Principals to celebrate bright spots and problem-solve around attendance and engagement opportunities. DAI attends conferences for students with ongoing needs for support with engagement.	Littera MAP Impact Data	Partnership with Ignite with a focus on K-4 and Littera with a focus on 5-8 Literacy, Math & ELD continued	

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What we're doing — the initiative or set of activities in motion.	*Documentation we can share as requested*	*Documentation that includes student or private data (internal-only).*	*Person managing or overseeing the action item.*	*Person responsible for entering updates into this tracker.*	*1–2 sentences summarizing current progress on this action.*	*One-off or time-bound evidence for this window. (If consistent evidence is already linked in Shared or Internal Evidence, no additional update is needed here.)*	*1–2 sentences summarizing current progress on this action.*	*One-off or time-bound evidence for this window. (If consistent evidence is already linked in Shared or Internal Evidence, no additional update is needed here.)*	*1–2 sentences summarizing current progress on this action.*	*One-off or time-bound evidence for this window. (If consistent evidence is already linked in Shared or Internal Evidence, no additional update is needed here.)*
Collaboration structures: - Include SPED administrators in SLT data meetings (monthly) to review special ed data/action plan - Reset collaboration structures between special ed staff and general ed - Monthly meetings > Principal, grade level AP, & Education Specialist - Weekly collaboration > Education Specialist - Biweekly SPED team meetings	Meeting Agendas (Data Meetings, Colabs - Parra; SPED Team Meetings - Mary)		Parra	Mary	- Have not participated in formal monthly SLT data meeting yet - Have reset some of the collaboration structures between GE and Sped and are strengthening those updated structures - Have participated in collaborative spaces with Principal, ES, 1 grade level AP but nothing together formally - Biweekly collaborations are happening with ESs - Biweekly sped team meetings are in full effect since the BOY		- Have not participated in formal monthly SLT data meeting yet - Biweekly collaborations are happening with ESs - Biweekly sped team meetings are calendared and taking place		- Have not participated in formal monthly SLT data meeting yet - Biweekly collaborations are happening with ESs - Biweekly sped team meetings are calendared and taking place	
Education Specialist support: - Conduct co-observation of Education Specialist > AJH Coach & Special Education Program Manager - Provide a tiered support check in structure > Special Education Program Manager case manages Education Specialist	Meeting Agendas (Parra/Mary) Hubble Entries for Co-Observations (Parra/Mary) ES Check In Agendas (Mary)		Parra	Mary	- Co observations of ESs have been scheduled - Regularly checking in with both ESs both formally and informally		-Co-observations have been calendared, but due to scheduling conflicts none of taken place yet -Regularly checking in with both ESs both formally and informally		- Participated in 1 co-observation of an education specialist and provided feedback. - Regularly checking in with Ed Specialists	
Maintain involvement with SELPA: - continued support and consultation with Program Specialist around programming for students with disabilities - Special Education teachers participate in SELPA led PD. - Attend the CEO council and our SELPA monthly Professional Learning Network meetings	SELPA PS Information SELPA PD Opportunities List of current SELPA Meetings		Russ	Russ	Regular as-needed engagement with Program Specialist by MD of SPED on complex cases. Have shared to-date offerings with the full team. Specific staff were selected to attend CPI Training on 11/3. MD of SPED regularly attends CEO Council and PLN meetings, and is a member of the SELPA's Executive Committee. September/October SELPA Meetings: -September Professional Learning Network: 9/24 -September Executive Committee Meeting: 9/25 -October CEO Council Meeting: 10/16 -October Lunch and Learn: 10/24	Assigned SELPA Program Specialist: Matthew Wintheiser Running List of SELPA PD Opportunities SELPA Governance Page	Regular as-needed engagement with Program Specialist by MD of SPED on complex cases. Have shared to-date offerings with the full team through weekly update and individual conversations. MD of SPED regularly attends CEO Council and PLN meetings, and is a member of the SELPA's Executive Committee. November - February SELPA Meetings: -November Professional Learning Network: 11/19 -January Professional Learning Network: 1/28 -January Executive Committee Meeting: 1/29	Assigned SELPA Program Specialist: Matthew Wintheiser Running List of SELPA PD Opportunities SELPA Governance Page	Regular as-needed engagement with Program Specialist by MD of SPED on complex cases. Have shared to-date offerings with the full team through weekly update and individual conversations. MD of SPED regularly attends CEO Council and PLN meetings, and is a member of the SELPA's Executive Committee. March - May SELPA Meetings: -SELPA Legal Forum - 3/6 -March PLN - 3/25 -Executive Committee Meeting - 4/23 -Executive Committee Retreat - 5/13 -CEO Council Meeting - 5/14 -May PLN - 5/20	Assigned SELPA Program Specialist: Matthew Wintheiser Running List of SELPA PD Opportunities SELPA Governance Page
Supplemental Learning resources: - Provide a wide range of free online programming to students - Provide full classroom libraries	City of San Jose Public Library	N/A	Mendoza	Mendoza	We have established a partnership with the San José Public Library to increase family access to literacy resources. Next steps include promoting library card sign-ups and coordinating upcoming outreach events.	City of San Jose Free Library cards provide to all TK-8th grade students. Access codes provided to families.	Supporting families to establish partnership with the San José Public Library to increase family access to literacy resources. Next steps include promoting library card sign-ups and coordinating upcoming outreach events.	City of San Jose Free Library cards provide to all TK-8th grade students. Access codes provided to families.	Continuing to support supporting families to establish partnership with the San José Public Library to increase family access to literacy resources. Next steps include promoting library card sign-ups and coordinating upcoming outreach events.	City of San Jose Free Library cards provide to all TK-8th grade students. Access codes provided to families. Access to checking out hotspots.

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EL support actions: - Conduct PD summer and year = strategies for ELs - Coaches monitor implementation of EL support strategies - Tier 1 strategies			Leo	Dominguez Support: Parra/Guagliardo - TK-2 (monitor) Mitchell - 3-5 (monitor) Stutsman 6-8 (monitor)	Focus on EL strategies within internalization and instructional PD during the summer in connection to IPP differentiation component. ELD Specialist focused on support of new teachers for strong start to designated ELD instruction via leading planning, co-planning and co-teaching during Q1 and partnership with coaches for integrated support next steps.		ELD Specialist has moved from focusing on providing training to teachers on designated ELD to now responding to data and prioritizing push-in support for LTEL students.		ELD Specialist continued focus on integrated supports and response to data for LTELs while starting to layer on partnership with 4th/5th grades for support of At Risk LTELs. This work is connected to PCOE focus area and ELD Specialist will also be part of observation cycle to strengthen monitoring of work in 2627 academic year.	
LTEL actions: - Implement & monitor clear cadence curricular assessments from EL Achieve - Review EL Achieve assessments during SLT Data Meeting - Ensure EL strategies include language across proficiency levels - Provide ongoing support effectiveness of integrated ELD strategies - Homeroom teachers adjust instruction strategies (LTEL) - Progress monitoring and providing differentiated support during REACH and ELD block			Parra	Dominguez	Supported via leveled out ELD and small group focus for LTELs not at 4 or at 4 but not eligible for reclassification. ELD Specialist working with 7/8 team for ELD planning and pulling LTEL small group. Shifting to add on additional integrated support during ELA in Q2 and LTEL check ins once per week for grade monitoring.		Q2 LTEL integrated support during ELA impacting Winter NWEA Reading results for LTELs (group outperformed all students) and in Q3 ELD Specialist focus is on SELPAC + supporting Literacy Instructional Specialist in 7th integrated ELA LTEL support. ELD Specialist will also be pushing into at risk LTELs for ELA (3rd-5th) focus and strengthening partnership with AIs supporting those grades.		ELD Specialist continued focus on integrated supports and response to data for LTELs while starting to layer on partnership with 4th/5th grades for support of At Risk LTELs. This work is connected to PCOE focus area and ELD Specialist will also be part of observation cycle to strengthen monitoring of work in 2627 academic year.	
Supplemental literacy intervention actions: - Full implementation of Ignite Reading (100 seats across grades levels, 15 min daily tutoring)		Ignite Folder	Scott Guagliardo	Parra	Implementation took place with seats going to K-4. Meeting with K-4 team to prepare for strong start and share teacher facing resources took place. Dean of Academics is now doing weekly monitoring to celebrate bright spots and partner with coaches + teachers to respond to opportunities.		Implementation continues to be focused on K-4, with larger numbers in K-2. Dean of Academics continues doing weekly monitoring to celebrate bright spots and partner with coaches + teachers to respond to opportunities.	Ignite Folder	Implementation was completed, focusing on K-4, with larger numbers in K-2. Dean of Academics monitored enaggement reports and progress of academic gaps for all rostered stduents. Three students were celebrated for graduating out of the program entirely as well as 86% of students finishing out of the BAK unit.	EOY YTD Data (Tab 7)
High Quality ELD Curriculum: - Provide training for EL Achieve			Parra	Dominguez	During the support confirmation of access to curriculum took place. During site PD and first 8 weeks, support took place between ELD Specialists and new teachers to ELAchieve via co-planning, modeling and co-teaching.		Training on EL Achieve has been completed for the 25-26 SY. Associate Director of ELD, in partnership with APs, will be conducting observations in March 2026 focused on the designated ELD block with the goal of identifying strengths and opportunities to improve implementation in the 26-27 academic year.	ELD Observation Plan	Training on EL Achieve has been completed for the 25-26 SY. Associate Director of ELD, in partnership with APs, will be conducting observations in March 2026 focused on the designated ELD block with the goal of identifying strengths and opportunities to improve implementation in the 26-27 academic year.	ELD Observation Plan

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Family volunteer program - Expand los Dichos educational program	- Los Dichos Program planning		Mendoza	Mendoza	We successfully launched our first Los Dichos session with strong family participation. Recruitment efforts are ongoing to continue building volunteer engagement for upcoming sessions.	Family Engagement Calendar - September - October	Continuing to build out our Dichos session. Providing all upcoming dates on Konstella for families to sign up.	Family Engagement Calendar November December	We are continuing to build out our Dichos program sessions and have posted all upcoming dates on Konstella for families to sign up.	Family Engagement Calendar April-Dichos May-Dichos TK-2 Career Day .
Explore external partnerships - Hispanic Foundation of Silicon Valley - Girls who Code	GWC Flyer		Parra	Ceci	We've established connections with Girls Who Code and the Hispanic Foundation of Silicon Valley to bring enrichment and mentorship opportunities to our students.	- Girls Who Code: 8 week program started on 10/9.	Students Participated and Graduated from the Girls WhoCode Program.	Families came to celebrate end of program for students. - Certificate	We are partnering with the **Parent Institute for Quality Education (PIQE)** to deliver workshops that empower families to foster student success at home.	PIQE Family Workbook and attendance roster.
Family Partnership Building: - Frequent principal engagement and communication - Front office team escalates any parent concerns to full SLT/P - SLT and principal are visible during arrivals and dismissals	- AJH Facebook - AJH Instagram - Konstella - DeansList - IC	Ops Playbook - Arrival/Dismissal Duties & Lunch/Recess Supervision -Penguin Newsletter	Parra	Ceci	We've strengthened family partnerships through frequent communication and engagement from the principal and leadership team. The front office ensures parent concerns are promptly shared with the SLT, while consistent visibility during arrivals and dismissals helps build trust and accessibility with families.	-Penguin Newsletter*	Family partnerships are strengthened through consistent communication, systematic escalation of parent concerns to the School Leadership Team, and regular leadership visibility during arrival and dismissal to support accessibility and trust.	Communication tiers have been streamlined to clarify roles, improve response times, and ensure consistent, timely information is shared with families and staff.	Family partnerships are strengthened through consistent communication, systematic escalation of parent concerns to the School Leadership Team, and regular leadership visibility during arrival and dismissal to support accessibility and trust.	Continued progress on the streamlined communication tiers implemented in February. We are maintaining these protocols to ensure consistent response times and clear messaging for both staff and families.

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Expand relationship building activities for middle school families - include Training families in Konstella - Create and execute an annual scope and sequence for school community celebrations	7th/8th grade Family Meeting		Mendoza	Mendoza	We're working to strengthen connections with our middle school families by hosting more events and creating meaningful opportunities to stay involved and connected.	Hosted Middle School Summer Orientation for 7th & 8th grade	The school continues to strengthen partnerships with middle school families through ongoing family meetings. Families are also provided with opportunities to volunteer and engage in schoolwide events with Padres Unidos.	- Winter Festival Volunteers (Dec) - Flea Market Volunteers (Upcoming)	Padres Unidos has taken an active role in fostering family partnerships by providing volunteer opportunities for our upcoming fundraising events.	Pardes Unidos Flea Market
Improve Family communication & feedback: - communication platforms: Konstella & DeansList - Monthly feedback survey opportunity at Cafecitos - 2x per year family surveys - 3x per year family conferences	IC Messenger DeansList Konstella Family Engagement Calendar		Mendoza	Mendoza	Family communication has improved through more consistent updates and bilingual messaging across multiple platforms, with continued focus on accessibility and clarity.	- Q1 Conferences are the week of 10/27 - Fall Family Surveys open for through 11/7	Family communication continues to be strengthened through consistent updates and bilingual messaging across multiple platforms, with an ongoing focus on accessibility and clarity.	- Q2 Conferences	Family communication has improved through more consistent updates and bilingual messaging across multiple platforms, with continued focus on accessibility and clarity.	- Q3 Conferences are the week of 10/27 - Spring Family Surveys - Community Schools Surveys
Implement an updated operations & facilities structure	APS School Operations: Detailed Roles & Responsibilities	AJH Yearly Task List	Mendoza	Mendoza	Our updated operations and facilities structure is up and running, helping teams work more efficiently and supporting students and staff more effectively.	- Williams Act Facilities Walkthrough	The updated operations and facilities structure remains fully implemented and is routinely monitored to ensure efficient team workflows and effective support for students and staff.	-Weekly Ops Team O3	The updated operations and facilities structure remains fully implemented We are continuing to maintain the updated operations and facilities structure, which remains fully implemented. We routinely monitor this structure to ensure efficient team workflows and effective support for both students and staff.	- Weekly SOM walkthroughs - Bi-Monthly Network Ops team + walkthoughts.
Parent Power: - Explore forming an AJH Parent Association - Strengthen parent power by providing parents with leadership opportunities (SSC, Board, etc)	- Sept: Padres Unidos - SSC: Sept - SSC: Oct		Mendoza	Mendoza	We have actively engaged families through family engagement initiatives, increasing participation and building leadership capacity to support school decision-making.	- Sept: Padres Unidos - SSC: Sept - SSC: Oct	Family Unidos is in full swing, actively engaging families and ensuring their voices are represented in school decision-making.	January Padres Unidos	Closed out the year reflecting on our glows and grows of Padres Unidos. Our families and ensuring their voices are strongly represented in school decision-making.	May Padres Unidos
Nutrition: - monthly food bank - access to extra fruit at arrival - Provide free breakfast and lunch to all students			Mendoza	Alejandro, Chris	Free breakfast and lunch continue to be provided for all students. Food bank continues to serve families each month: - Jul: 310 - Aug: 343 - Sep: 365 - Oct: 362	Food bank client tracker - link	Food bank continues to serve families each month: - Nov: 364 - Dec: 343 - Jan: 351 - Feb: 394	Food bank client tracker - link	Food bank continues to serve families each month: - March: 384 - April: 373 - May: 372	Food bank client tracker - link
Parent Learning Center supports: - Clarify visions - Explore opportunities to expand impact - Refer parents to the Learning Center	**Invited Parent Center to:** - New student orientations - Cafecitos - Tabling at whole school events		Alejandro	Mendoza	We've begun streamlining our Parent Learning Center family referrals to provide families with resources and classes that strengthen home-school connections.communication, and academic support. - The PLC revamped our family emergency fund, yet we haven't provided any financial assistance to JH families this year.	- Collaborating with Alejandro Espinoza on streamlining family referrals to the Parent center. - Alpha Family Emergency Fund - link	- The PLC revamped Alpha's family emergency fund. We have not needed to provide any financial assistance to JH families so far this year.	- Alpha Family Emergency Fund - link	- The PLC revamped Alpha's family emergency fund. We have not needed to provide any financial assistance to JH families so far this year.	- Alpha Family Emergency Fund - link

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Student Growth Summary Report

Aggregate by School

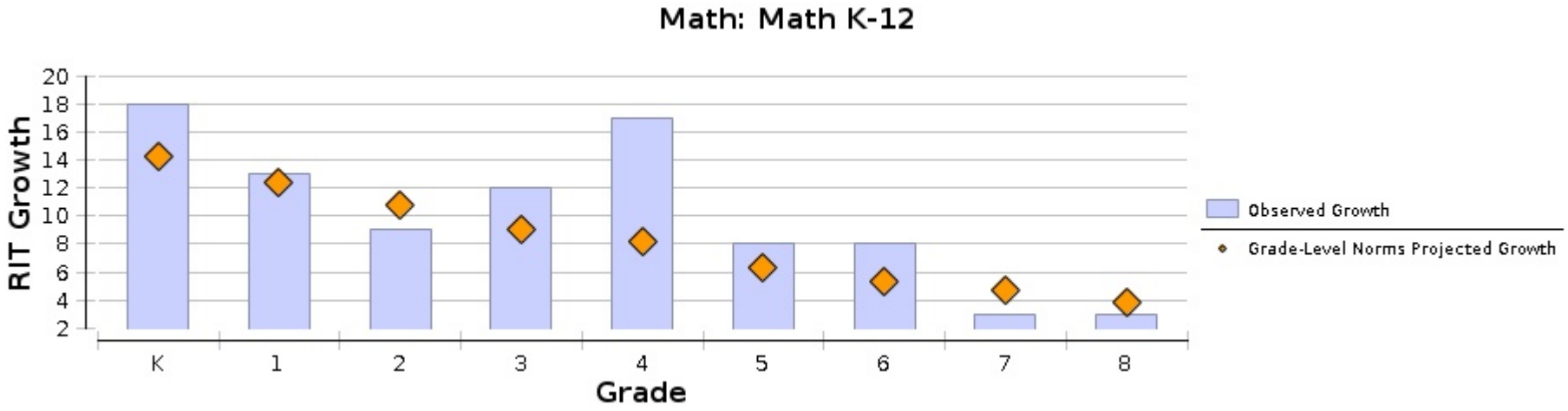
Term: Spring 2024-2025
District: Alpha Public Schools

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2024 - Spring 2025
Weeks of Instruction: Start - 11 (Fall 2024)
End - 34 (Spring 2025)
Grouping: None
Small Group Display: No

Alpha: Jose Hernandez School

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2025)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	26	139.2	11.3	16	157.5	11.1	44	18	1.8	14.3	2.13	98	26	17	65	69
1	25	152.9	15.5	2	166.0	13.4	4	13	1.8	12.4	0.34	63	25	11	44	37
2	56	173.1	16.8	15	182.0	16.9	10	9	1.0	10.7	-0.98	16	56	23	41	29
3	52	179.9	16.1	2	191.5	18.1	6	12	1.3	9.0	1.52	94	52	31	60	64
4	49	193.4	14.5	9	210.3	16.1	45	17	1.5	8.1	5.49	99	49	36	73	94
5	54	196.0	15.1	2	203.5	17.2	3	8	1.1	6.3	0.62	73	54	29	54	53
6	46	197.1	14.0	1	205.0	16.5	2	8	1.5	5.3	1.47	93	46	28	61	55
7	27	209.3	14.2	7	212.8	20.7	6	3	2.7	4.7	-0.70	24	27	10	37	31
8	45	208.7	13.0	4	211.8	13.9	3	3	1.1	3.8	-0.37	35	45	18	40	36



Explanatory Notes
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

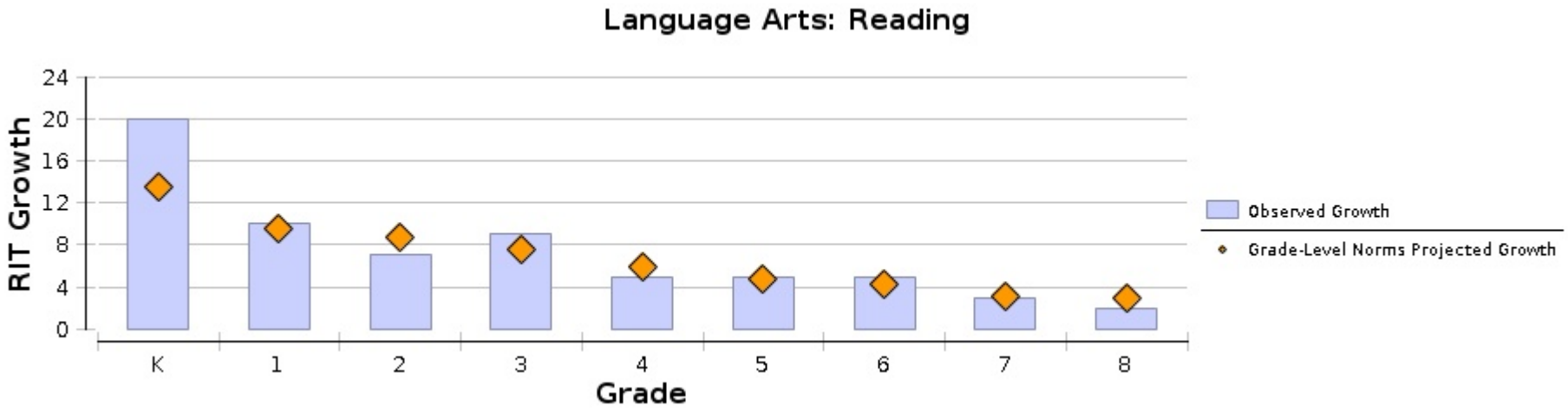
Term: Spring 2024-2025
District: Alpha Public Schools

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2024 - Spring 2025
Weeks of Instruction: Start - 11 (Fall 2024)
End - 34 (Spring 2025)
Grouping: None
Small Group Display: No

Alpha: Jose Hernandez School

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2025)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	26	133.5	7.6	7	153.2	13.4	43	20	2.6	13.5	3.02	99	26	17	65	73
1	26	142.5	11.4	1	152.4	12.7	1	10	1.3	9.5	0.21	58	26	9	35	35
2	55	161.9	18.5	1	169.0	19.7	1	7	1.1	8.7	-0.77	22	55	21	38	24
3	50	172.9	18.3	1	182.0	17.6	2	9	1.4	7.6	0.88	81	50	27	54	52
4	48	186.1	16.1	3	191.0	15.4	2	5	1.4	5.8	-0.55	29	48	20	42	44
5	53	190.8	17.1	1	195.5	17.9	1	5	1.3	4.8	-0.05	48	53	27	51	47
6	45	193.4	15.4	1	198.1	16.6	1	5	1.5	4.2	0.34	63	45	17	38	30
7	27	202.6	13.8	4	205.5	15.1	3	3	1.7	3.2	-0.19	42	27	12	44	40
8	43	205.7	15.1	4	207.8	14.7	4	2	1.5	2.9	-0.49	31	43	19	44	37



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Student Growth Summary Report

Aggregate by School

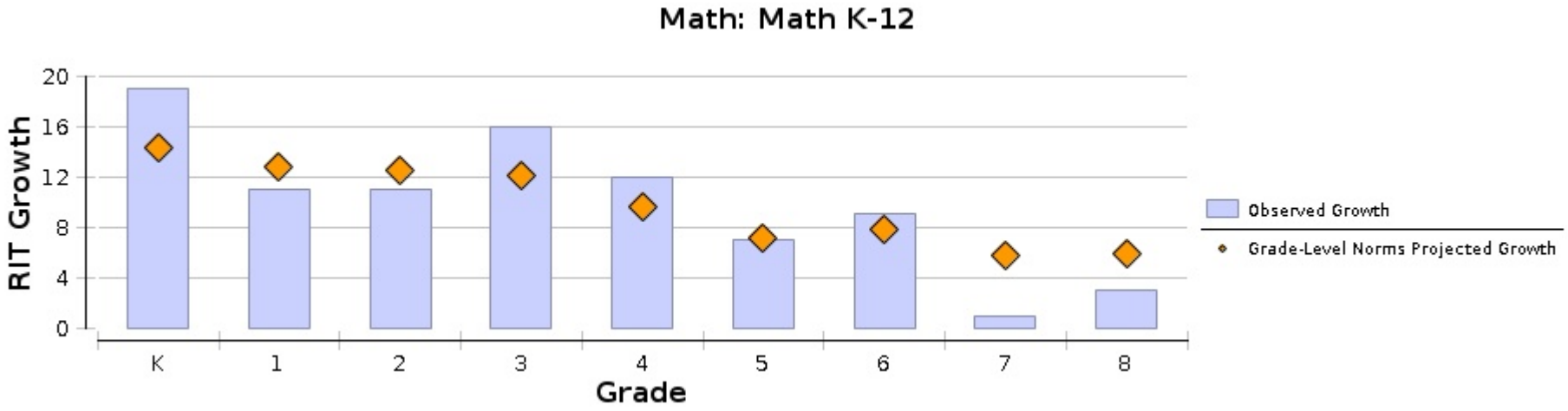
Term: Spring 2025-2026
District: Alpha Public Schools

Norms Reference Data: 2025 Norms.
Growth Comparison Period: Fall 2025 - Spring 2026
Weeks of Instruction: Start - 11 (Fall 2025)
End - 34 (Spring 2026)
Grouping: None
Small Group Display: No

Alpha: Jose Hernandez School

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2025			Spring 2026			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2026)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	30	139.5	11.2	13	158.7	10.2	48	19	1.6	14.3	1.38	92	30	22	73	69
1	28	161.0	11.3	34	172.1	14.2	27	11	1.2	12.8	-0.57	28	28	12	43	45
2	29	164.0	12.7	4	175.2	14.1	4	11	1.2	12.5	-0.38	35	29	10	34	39
3	52	182.6	14.7	25	198.6	15.9	44	16	1.0	12.2	0.95	83	52	38	73	73
4	59	188.3	15.1	7	200.6	20.0	17	12	1.5	9.6	0.47	68	59	29	49	47
5	54	200.6	10.0	18	208.0	13.2	23	7	1.1	7.2	0.04	51	54	28	52	53
6	63	204.9	13.9	19	213.6	17.4	27	9	1.1	7.8	0.14	56	63	33	52	50
7	57	206.4	14.9	10	207.2	15.2	5	1	1.0	5.7	-0.96	17	57	16	28	25
8	31	213.8	16.8	20	216.6	20.7	16	3	2.4	5.9	-0.52	30	31	9	29	29



Explanatory Notes
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

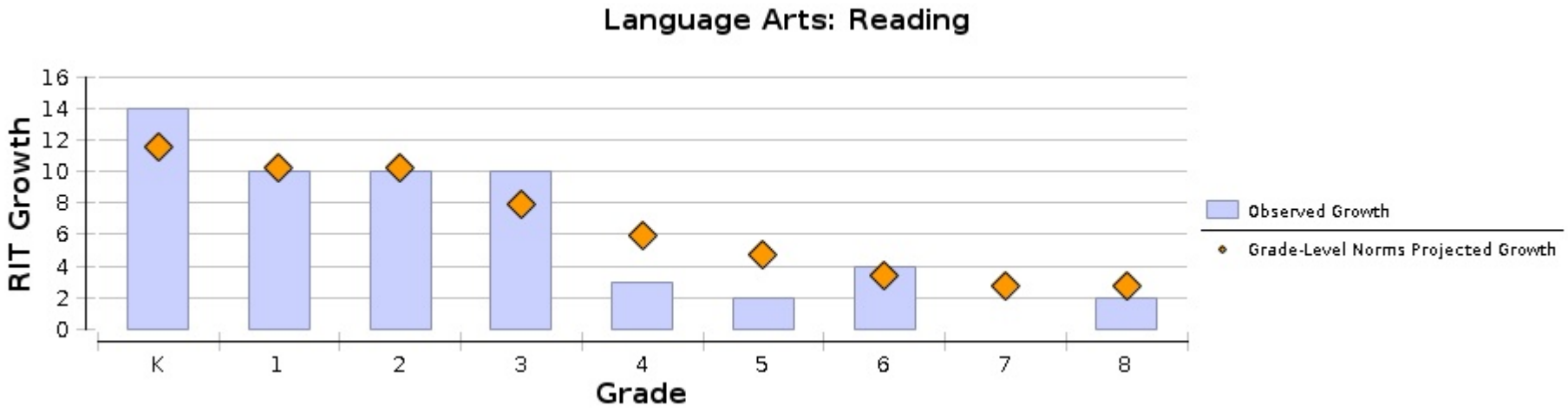
Term: Spring 2025-2026
District: Alpha Public Schools

Norms Reference Data: 2025 Norms.
Growth Comparison Period: Fall 2025 - Spring 2026
Weeks of Instruction: Start - 11 (Fall 2025)
End - 34 (Spring 2026)
Grouping: None
Small Group Display: No

Alpha: Jose Hernandez School

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2025			Spring 2026			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2026)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	21	137.2	8.5	17	151.3	11.4	39	14	1.6	11.5	0.71	76	21	13	62	55
1	27	150.9	12.1	11	160.6	13.5	13	10	1.7	10.3	-0.18	43	27	11	41	42
2	28	154.3	9.7	1	164.1	8.7	1	10	1.3	10.2	-0.12	45	28	10	36	41
3	51	176.4	18.8	11	186.2	17.1	19	10	1.5	7.9	0.49	69	51	28	55	52
4	57	183.3	17.2	5	186.4	17.7	3	3	1.2	5.9	-0.75	23	57	20	35	32
5	54	192.5	17.6	8	194.7	16.4	6	2	1.5	4.8	-0.64	26	54	23	43	41
6	64	197.9	15.3	7	202.0	16.5	12	4	1.0	3.4	0.16	56	64	37	58	57
7	56	201.9	14.6	8	202.1	17.7	7	0	1.3	2.7	-0.59	28	56	25	45	46
8	30	208.8	15.1	20	210.5	17.3	22	2	1.5	2.7	-0.19	43	30	16	53	52



Explanatory Notes
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Appendix 3

Governance:

Alpha Public Schools Bylaws

Articles of Incorporation

Non-profit Tax-Exempt Letter

Conflict of Interest Code

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BYLAWS
OF
ALPHA PUBLIC SCHOOLS, INC.
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Alpha Public Schools, Inc.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 2110 Story Road, Suite 250, San Jose, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to improve educational opportunities for students enrolled in publicly funded schools through teacher training, leadership development, the creation of student programs, managing, operating, guiding, directing, and/or promoting one or more public charter schools, and other activities that help foster excellence in public education. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall insure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07 for participation in a governmental plan under Section 414(d) of the Internal Revenue Code, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board").

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.

c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than fifteen (15), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(c). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. All directors, except any representative(s) appointed by a chartering authority, shall be designated by the existing Board of Directors.

In addition to the number of directors otherwise prescribed by these Bylaws, the Board may also include a pupil member pursuant to Education Code section 47604.2, with limited voting rights set by statute.

Board members, other than representatives appointed by a chartering authority, shall have experience in one or more general areas critical to charter schools success, including but not limited to, legal, human resources, real estate, academic knowledge, finance, community involvement/connection, fundraising, governance, relationship building, nonprofit/school operations, or shall be parent directors, as defined herein. In addition the Board will seek out members with strong geographic relationships to San Jose (and as appropriate, strong connection to East San Jose), that represent a good demographic mix, and individuals with strong board experience.

The Corporation shall reserve four (4) Board of Directors positions for parents of children currently enrolled at Alpha Public Schools, one from each Alpha school, referred to herein as the "parent directors." If during a parent director's term their child(ren) transfer to another school within the Alpha network, the parent director may continue to be counted as representing the school their child(ren) attended at the time of appointment to the Board of Directors for the remainder of the parent director's then current term. At all times, the Corporation shall make best efforts to ensure that all four parent director positions are filled.

Consistent with Education Code Section 47604(c), the chartering authority of each charter school operated and/or governed by the Corporation shall be entitled to appoint a representative to the Board of Directors, and whether and when to appoint and/or remove such a representative shall be within the chartering authority's sole discretion at any time. Any such representative shall serve solely in the chartering authority's sole discretion and exclusively pursuant to appointment

by the chartering authority or designee following any process or procedure determined by the chartering authority. The Corporation and its Board of Directors shall have no authority over or involvement in the selection, appointment, service, or removal of any such representative, and there shall be no limit on the number of consecutive or total terms such representatives may serve. Other than the declaration provision of Corporations Code section 5221(a) with regard to court orders and provisions of law regarding financial conflicts of interest, other applicable law, and Section 4 below, no restrictions on or requirements, qualifications, or procedures for the appointment, service, or removal applicable to other members of the Board of Directors shall apply to a chartering authority's representative, and such representative shall be appointed and/or removed only by and in the discretion of the chartering authority or its designee.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation except as provided by law, including, but not necessarily limited to, Government Code Section 1090 and/or the Political Reform Act of 1974. The Board may adopt other policies circumscribing potential conflicts of interest.

At all times the Corporation and its charter schools shall be operated in accordance with the requirements of the Political Reform Act of 1974 and Government Code Section 1090 *et seq*., as applied pursuant to Education Code Section 47604.1, as well as the prohibitions against conflicts applicable to nonprofit public benefit corporations. These bylaws, including this Section 4 of Article VII, and Articles IX and X, are not intended to describe all prohibitions against conflicts of interest as set forth in those laws, or to limit the requirements of those laws, but, rather, set forth only some specific prohibitions against conflicts.

Section 5. DIRECTORS' TERM. Except as provided in this Section, each director shall hold office for three (3) years and until a successor director has been designated and qualified. with each term ending on June 30 of the third year, regardless of the term start date (thus a term may be somewhat shorter than three years, but not longer). Notwithstanding, a parent director's term shall end at the earliest of (1) such time as the parent director resigns from the Board of Directors pursuant to the terms of Article VII, Section 8 hereof or (2) June 30 of the last year of their child(ren)'s enrollment at an Alpha school or (3) June 30 when the parent director's term was scheduled to end.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee. If a chartering authority elects to appoint a member of the Alpha Public Schools Board pursuant to Education Code Section 47604(c), the chartering

authority Board or designee shall nominate and choose that director. In no event shall any corporate funds be expended to support a nominee for director, including if more people have been nominated for director than can be elected.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chair of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 10. REMOVAL OF DIRECTORS. Any director, except for a representative appointed by a charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director, except for the representative appointed by the charter authorizer, shall be filled as provided in Section 11. The representative designated by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of the representative appointed by the charter authorizer will be filled as provided in Section 6.

Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within Santa Clara County, including at an Alpha Public Schools charter school, that has been designated in the notice of the meeting. All meetings of the Board

of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 14. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 15. REGULAR MEETINGS. Regular meetings of the Board of Directors, shall be held at least five times a year, at a day and time that maximizes community involvement. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 16. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 18. QUORUM. A majority of the directors then in office shall constitute a

quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 19. TELECONFERENCE MEETINGS. In compliance with Education Code Section 47604.1(c)(3)(B), a two-way conference location shall be established at each school site for every meeting of the Board of Directors. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within Santa Clara County;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;[1]

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[2]

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted. Any amendment of these bylaws to provide for

[1] This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

[2] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

compensation of directors or officers would constitute a material revision to the Corporation's charter schools' charters, and under no circumstances may any such amendment be made by a committee.

Section 22. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors to serve at the pleasure of the Board. Only committees comprised solely of directors may exercise delegated authority of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. Any such committee comprised solely of directors shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

b. Fill vacancies on the Board of Directors or any committee of the Board;

c. Amend or repeal bylaws or adopt new bylaws;

d. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

e. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

The Board will appoint an audit committee. This committee may include non-Board members, and may consist of a single person. While it may include members of a finance committee, the chair of the audit committee may not be a member of the finance committee, and members of a finance committee must constitute less than half of the audit committee. Additionally, the audit committee shall not include any employee of Alpha Public Schools or any person who has a material financial interest in any entity doing business with the Corporation. Employees may attend committee meetings but may not be committee members. Audit committee members shall not receive compensation beyond what the members of Board of Directors receive.

The Audit Committee: (1) shall recommend to the Board of Directors the retention or termination of the independent auditor; (2) may negotiate the compensation of the auditor on behalf of the Board; (3) shall confer with the auditor to satisfy the committee members that the financial affairs of the Corporation are in order; (4) shall review and determine whether to accept the audit; and (5) shall approve performance of any non-audit services to be provided by the

auditing firm.

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 25. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Financial Officer, who shall be designated as the "Treasurer." The corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. Officers, except for the Chairman of the Board and Vice-Chair, shall not also be directors (Board members).

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract. The director appointed by the charter authorizer pursuant to Education Code Section 47604(c) will not serve as an officer.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the

resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. PRESIDENT. The President, also known as the CEO, shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken. .

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c)

render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX
CONTRACTS WITH DIRECTORS

Section 1.CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors and have a material financial interest). The Board of Directors shall not participate in any conduct described as "self-dealing transactions" as defined in the Corporations Code. No member of the Board of Directors shall act in a fashion that violates the Brown Act, Government Code Section 1090, or the Political Reform Act of 1974.

ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code and law have been complied with in full.

ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably

incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII
INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

a. Adequate and correct books and records of account;
b. Written minutes of the proceedings of the Board and committees of the Board; and
c. Such reports and records as required by law.

ARTICLE XV
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of

the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;

b. The principal changes in assets and liabilities, including trust funds;

c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d. The corporation's expenses or disbursement for both general and restricted purposes;

e. Any information required under these bylaws; and

f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. For this purpose, an "interested person" is either:

(1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

(2) Any holder of more than 10 percent of the voting power of the

corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

b The amount and circumstances of any indemnifications aggregating more than $10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these Bylaws.

ARTICLE XVII
BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. Subject to the requirements of this section, the Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provision of the charters of the charter schools operated by Alpha Public Schools or make any provisions of these Bylaws inconsistent with those charters, the corporation's Articles of Incorporation, or any laws. Written notice of any proposed revisions to the Articles of Incorporation or Bylaws shall be submitted to the Santa Clara County Superintendent of Schools no less than three (3) weeks prior to the Board of Directors' consideration of adoption of the revision(s). Should the County Superintendent or designee indicate that the Santa Clara County Office of Education considers the proposed revision(s) to be a material revision to the Charter School's governance structure or a charter authorized by the Santa Clara County Board of Education, the Board of Directors may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in the Charter Schools Act (or any successor statute) for material revision to the charter(s).

In the case of a conflict between the requirements of any Charter or Memorandum of Understanding ("MOU") between Santa Clara County Office of Education and Alpha Public Schools Charter School and provisions of the Articles of Incorporation and/or these Bylaws, the Board of Directors will take prompt action to revise the Articles of Incorporation or Bylaws to make them consistent with the requirements of the Charter or MOU or seek a material revision to the charter or MOU to make the documents consistent.

ARTICLE XVIII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Alpha Public Schools, Inc., a California nonprofit public benefit corporation; that these bylaws, consisting of 15 pages, are the updated bylaws of this corporation as adopted by the Board of Directors on June 28, 2024; and that these bylaws have not been amended or modified since that date.

Executed on June 10, 2026 in San Jose, California.

Angelica Ruiz, Secretary

California Secretary of State

Business Programs Division
1500 11th Street, Sacramento, CA 95814

ALPHA PUBLIC SCHOOLS, INC.
2110 STORY ROAD
250
SAN JOSE, CA 95122

Business Amendment Filing Approved

June 29, 2026

Entity Name: ALPHA PUBLIC SCHOOLS, INC.
Entity Type: Nonprofit Corporation - CA - Public Benefit
Entity No.: 3273296
Document Type: Amendment
Document No.: BA20261347468
File Date: 06/24/2026

The above referenced document has been approved and filed with the California Secretary of State. To access free copies of filed documents, go to **biz**fileOnline.sos.ca.gov and enter the entity name or entity number in the Search module.

What's Next?

The most up to date records may be obtained by searching for the Entity Name or Entity Number in the Search module at **biz**fileOnline.sos.ca.gov.

For further assistance, contact us at (916) 657-5448 or visit **biz**fileOnline.sos.ca.gov.

Thank you for using **biz**file California, the California Secretary of State's business portal for online filings, searches, business records, and additional resources.

B4749-3684 06/24/2026 5:00 PM Received by California Secretary of State

For Office Use Only
-FILED-
File No.: BA20261347468
Date Filed: 6/24/2026

CERTIFICATE OF AMENDMENT

OF ARTICLES OF INCORPORATION

OF

ALPHA PUBLIC SCHOOLS, INC.

The undersigned certify that:

1. They are the President and the Secretary, respectively, of Alpha Public Schools, Inc., a California nonprofit public benefit corporation, with California Entity Number 3273296.

2. Article V of the Articles of Incorporation of the Corporation is amended to read as follows:

> The property of this corporation is irrevocably dedicated to public benefit purposes and no part of the net income or assets of the corporation shall ever inure to the benefit of any director, officer, or member thereof or to the benefit of any private person.
>
> Upon the dissolution or final liquidation of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07 for participation in a governmental plan under Section 414(d) of the Internal Revenue Code, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State."

3. The foregoing amendment of Articles of Incorporation has been duly approved by the Board of Directors.

4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: 6/22/26

Shara Hegde, President

Date: 6/22/26

Angelica Ruiz, Secretary

4926-3375-8893, v. 3

California Secretary of State

Business Programs Division
1500 11th Street, Sacramento, CA 95814

Request Type: Certified Copies
Entity Name: ALPHA PUBLIC SCHOOLS, INC.
Formed In: CALIFORNIA
Entity No.: 3273296
Entity Type: Nonprofit Corporation - CA - Public Benefit

Issuance Date: 06/29/2026
Copies Requested: 1
Receipt No.: 014195244
Certificate No.: 474600117

Document Listing

Reference #	Date Filed	Filing Description	Number of Pages
B4749-3684	06/24/2026	Amendment	1

** **** ****** ******** End of list ******** ****** **** **

I, SHIRLEY N. WEBER, PH.D., California Secretary of State, do hereby certify on the Issuance Date, the attached document(s) referenced above are true and correct copies and were filed in this office on the date(s) indicated above.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California on June 29, 2026.

SHIRLEY N. WEBER, PH.D.
Secretary of State

To verify the issuance of this Certificate, use the Certifcate No. above with the Secretary of State Certification Verification Search available at **biz**fileOnline.sos.ca.gov.

B4749-3684 06/24/2026 5:00 PM Received by California Secretary of State

Certificate Verification No.: 474600117 Date: 06/29/2026

For Office Use Only

-FILED-

File No.: BA20261347468

Date Filed: 6/24/2026

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Date: 6/22/26

Shara Hegde, President

Date: 6/22/26

Angelica Ruiz, Secretary

4926-3375-8893, v. 3

IRS Department of the Treasury
Internal Revenue Service
P.O. Box 2508, Room 4010
Cincinnati OH 45201

In reply refer to: 4077550279
Aug. 03, 2012 LTR 4168C 0
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BODC: TE

ALPHA PUBLIC SCHOOLS INC
% JOHN GLOVER
110 WEBSTER ST APT B
PALO ALTO CA 94301-1233

'238

Employer Identification Number: 27-1881962
Person to Contact: Sophia Brown
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your June 01, 2012, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in October 2010.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(vi).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website www.irs.gov/eo for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Alpha Public Schools hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members and all other designated employees of Alpha Public Schools ("Charter School"), as specifically required by California Government Code Section 87300.

The terms of the Model Conflict of Interest Code set forth in Title 2, Section 18730 of the California Code of Regulations, and any amendments to the Model Conflict of Interest Code subsequently adopted by the Fair Political Practices Commission (FPPC), are hereby incorporated by reference. The incorporation pages, Regulation 18730, and the attached Appendices designating positions and establishing disclosure categories, shall collectively constitute the Conflict of Interest Code of Charter School. The full text of Regulation 18730 can be found on the FPPC's website at https://www.fppc.ca.gov.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interests ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property, or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

All Statements shall be filed with the Charter School. If a statement is received in signed paper format, the Charter School's filing official shall make and retain a copy and forward the original of this statement to the filing officer, the County of Santa Clara Clerk of the Board of Supervisors. If a statement is electronically filed using the County of Santa Clara's Form 700 e-filing system, both the Charter School's filing official and the County of Santa Clara Clerk of the Board of Supervisors will receive access to the e-filed statement simultaneously.

Statements retained by the Charter School are public records available for public inspection and reproduction pursuant to Government Code section 81008.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use

his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make or participate in the making of a decision because of a disqualifying interest, he/she shall submit a written disclosure of the disqualifying interest prior to any participation in the decision-making process to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to Alpha Public Schools Chief Executive Officer, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall comply with all applicable laws and adopted policies relating to potential conflicts of interest. As required under applicable laws, Governing Board members shall recuse and disclose a disqualifying interest at the meeting during which the item in which the member has a conflict is agendized. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e. the Board member with the disqualifying interest shall refrain from voting on the matter and influencing or attempting to influence the vote on the matter) and shall comply with any applicable provisions of the Charter School bylaws. If required under the law, the Governing Board member shall leave the room when the item is heard by the Board.

To ensure the rest of the Board may take action on an item in which a

Governing Board member has a conflict of interest, the Governing Board member shall consult with legal counsel *prior* to the meeting during which consideration of the item takes place.

EXHIBIT A

Designated Positions

Designated Position	**Disclosure Category Number**
Member of the Governing Board	1
Chief Academic Officer	2
Chief Executive Officer	1
Chief Operating Officer	1
Chief Schools Officer	1
Chief Financial Officer	1
Chief Strategy Officer	1
Chief Talent Officer	1
Managing Director of Academics	3
Principal Director of Talent Development	3
Director of College Readiness & Success	3
Principal	3
Associate Director of Community Schools	2
Senior Director of Advocacy & Community Engagement	2
Managing Director of Special Education	3
Director of Development	2
Director of Human Resources	3
Director of School Operations	2
IT Manager	3

Consultant	4
Newly Created Position	*

***Newly Created Position**

A newly created position that makes or participates in the making of decisions that may foreseeably have a material effect on any financial interest of the position-holder, and which specific position title is not yet listed in the Charter School's conflict of interest code is included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation: The Chief Executive Officer may determine in writing that a particular newly created position, although a "designated position," is hired to perform a range of duties that are limited in scope and thus is not required to fully comply with the broadest disclosure requirements, but instead must comply with more tailored disclosure requirements specific to that newly created position. Such written determination shall include a description of the newly created position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officers's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Gov. Code Section 81008.)

As soon as the Charter School has a newly created position that must file statements of economic interests, the Charter School shall contact the County of Santa Clara Clerk of the Board of Supervisors Form 700 division to notify it of the new position title to be added in the County's electronic Form 700 record management system, known as eDisclosure. Upon this notification, the Clerk's office shall enter the actual position title of the newly created position into eDisclosure and the Charter School's Filing Official shall ensure that any individual(s) holding the newly created position is entered under that position title in eDisclosure.

Additionally, within 90 days of the creation of a newly created position that must file statements of economic interests, the Charter School shall update this conflict-of-interest code to add the actual position title in its list of designated positions, and submit the amended conflict of interest code to the County of Santa Clara Office of the County Counsel for code-reviewing body approval by the County Board of Supervisors. (Gov. Code Sec. 87306.)

EXHIBIT B

Disclosure Categories

Disclosure Category 1:

Persons in positions designated Category 1 must report:

A. Interests in real property which are located in whole or in part either (1) within the boundaries of any School District in which an Alpha Public Schools charter school is authorized (Alum Rock Union SD for Alpha Blanca Alvarado and Alpha José Hernández, Franklin-McKinley SD for Cornerstone Academy, and East Side Union HSD for Alpha Cindy Avitia) or (2) within two miles of the boundaries of any School District in which an Alpha Public Schools charter school is authorized, or of any land owned or used by any of these Districts, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property; and

B. Investments in, business positions in, and income (including gifts, loans, and travel payments) from sources which:

1. Are engaged in the performance of building construction or design within the Districts;
2. Are engaged in the acquisition or disposal of real property within the Districts;
3. Manufacture or sell supplies, goods, machinery or equipment of the type used by Alpha Public Schools; and
4. Are engaged in the performance of work or services of the type used by Alpha Public Schools.

Disclosure Category 2:

Persons in positions designated Category 2 must report investments in, business positions in, and income (including gifts, loans, and travel payments) from sources which (a) manufacture or sell supplies, goods, machinery or equipment

of the type used by Alpha Public Schools, or (b) are engaged in the performance of work or services of the type used by Alpha Public Schools.

Disclosure Category 3:

Persons in positions designated Category 3 must report investments in, business positions in, and income (including gifts, loans, and travel payments) from sources which (a) manufacture or sell supplies, goods, machinery or equipment of the type used by the department for which the designated employee is responsible, or (b) are engaged in the performance of work or services of the type used by the department for which the designated employee is responsible.

Disclosure Category 4:

Consultants, as defined for purposes of the Political Reform Act, shall disclose pursuant to the broadest disclosure category in the Charter School's conflict of interest code subject to the following limitation: The Chief Executive Officer may determine in writing that a particular consultant, although a "designated position," is hired to perform a range of duties that are limited in scope and thus is not required to comply fully with the disclosure requirements of the broadest disclosure category, but instead must comply with more tailored disclosure requirements specific to that consultant. Such a determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection in the same manner and location as this conflict of interest code.

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Appendix 4

Financial Documents:

APS FY25 Audit

Budget Narrative

Five Year Budget

Five Year Cash Flow

LCFF/FCMAT Calculator

FCMAT Fiscal Health Assessment

MOU-Facility Use Agreement

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ALPHA PUBLIC SCHOOLS

CONSOLIDATED FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2025

OPERATING:

Alpha Blanca Alvarado Middle School: #1375
Alpha Jose Hernandez Middle School: #1618
Alpha Cindy Avita High School: #1737
Cornerstone Academy Preparatory School: #1167

CPAs | CONSULTANTS | WEALTH ADVISORS

CLAconnect.com

ALPHA PUBLIC SCHOOLS
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CliftonLarsonAllen LLP
CLAconnect.com

INDEPENDENT AUDITORS' REPORT

Board of Directors
Alpha Public Schools
San Jose, California

Report on the Audit of the Consolidated Financial Statements

Opinion

We have audited the accompanying consolidated financial statements of Alpha Public Schools (APS), a California nonprofit public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2025, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the consolidated financial statements.

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of APS as of June 30, 2025, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the *Auditors' Responsibilities for the Audit of the Financial Statements* section of our report. We are required to be independent of Alpha Public Schools and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about APS' ability to continue as a going concern for one year after the date the consolidated financial statements are available to be issued.

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Auditors' Responsibility for the Audit of the Consolidated Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the consolidated financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the consolidated financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of APS' internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the consolidated financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the APS' ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the APS' consolidated financial statements as a whole. The Alpha: Blanca Alvarado, Alpha: Jose Hernandez, Alpha: Cindy Avitia, Cornerstone Academy Preparatory, Charter Management Organization, Alpha Facilities LLC, and Eliminations columns in the statements of financial position, activities, and cash flows as well as the supplementary information (as identified in the table of contents) accompanying supplementary schedules, and the accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200*, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards,* which are the responsibility of management, are presented for purposes of additional analysis and are not a required part of the consolidated financial statements.

Such information was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the consolidated financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the local education agency organization structure but does not include the financial statements and our auditors' report thereon. Our opinion on the financial statements does not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued a report dated December 11, 2025, on our consideration of APS' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the APS' internal control over financial reporting and compliance.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Ontario, California
December 11, 2025

ALPHA PUBLIC SCHOOLS
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
YEAR ENDED JUNE 30, 2025

	Alpha: Blanca Alvarado	Alpha: Jose Hernandez	Alpha: Cindy Avitia	Cornerstone Academy Preparatory	Charter Management Organization	Alpha Facilities LLC	Eliminations	Total
ASSETS								
CURRENT ASSETS								
Cash and Cash Equivalents	$ 4,108,615	$ 2,775,154	$ 1,421,539	$ 3,138,452	$ 3,823,900	$ 469,780	$ -	$ 15,737,440
Accounts Receivable	696,407	870,165	624,832	629,794	-	-	-	2,821,198
Intercompany Receivable	-	-	-	-	-	24,951	(24,951)	-
Prepaid Expenses and Other Assets	162,874	166,171	143,227	170,901	159,557	-	-	802,730
Total Current Assets	4,967,896	3,811,490	2,189,598	3,939,147	3,983,457	494,731	(24,951)	19,361,368
LONG-TERM ASSETS								
Certificates of Deposit	2,155,732	2,121,220	2,293,781	2,293,781	894,313	-	-	9,758,827
Property, Plant, and Equipment, Net	-	-	25,981	-	125,795	1,234,979	-	1,386,755
Other Long-Term Assets	-	-	-	-	15,000	-	-	15,000
Operating Right-of-Use Asset	10,412	10,936	-	17,326	257,190	-	(131,716)	164,148
Investment in Subsidiary	-	-	-	-	1,729,710	-	(1,729,710)	-
Total Long-Term Assets	2,166,144	2,132,156	2,319,762	2,311,107	3,022,008	1,234,979	(1,861,426)	11,324,730
Total Assets	$ 7,134,040	$ 5,943,646	$ 4,509,360	$ 6,250,254	$ 7,005,465	$ 1,729,710	$ (1,886,377)	$ 30,686,098
LIABILITIES AND NET ASSETS								
CURRENT LIABILITIES								
Accounts Payable and Accrued Liabilities	$ 475,879	$ 150,515	$ 165,301	$ 504,766	$ 361,803	$ -	$ -	$ 1,658,264
Intercompany Payable	-	-	-	-	24,951	-	(24,951)	-
Deferred Revenue	1,484,712	1,462,292	722,284	590,613	170,000	-	-	4,429,901
Operating Lease Liabilities, Current	12,172	12,785	-	12,566	263,252	-	(131,716)	169,059
Total Current Liabilities	1,972,763	1,625,592	887,585	1,107,945	820,006	-	(156,667)	6,257,224
LONG-TERM LIABILITIES								
Operating Lease Liabilities, Net	(1,761)	(1,849)	-	4,761	3,243	-	-	4,394
Total Long-Term Liabilities	(1,761)	(1,849)	-	4,761	3,243	-	-	4,394
Total Liabilities	1,971,002	1,623,743	887,585	1,112,706	823,249	-	(156,667)	6,261,618
NET ASSETS								
Without Donor Restrictions	5,163,038	4,319,903	3,621,775	5,137,548	6,182,216	1,729,710	(1,729,710)	24,424,480
Total Net Assets	5,163,038	4,319,903	3,621,775	5,137,548	6,182,216	1,729,710	(1,729,710)	24,424,480
Total Liabilities and Net Assets	$ 7,134,040	$ 5,943,646	$ 4,509,360	$ 6,250,254	$ 7,005,465	$ 1,729,710	$ (1,886,377)	$ 30,686,098

See accompanying Notes to Consolidated Financial Statements.

ALPHA PUBLIC SCHOOLS
CONSOLIDATED STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2025

	Alpha: Blanca Alvarado	Alpha: Jose Hernandez	Alpha: Cindy Avitia	Cornerstone Academy Preparatory	Charter Management Organization	Alpha Facilities LLC	Eliminations	Total
REVENUES, WITHOUT DONOR RESTRICTIONS								
State Revenue:								
State Aid	$ 4,974,762	$ 4,427,138	$ 4,255,621	$ 4,757,809	$ -	$ -	$ -	$ 18,415,330
Other State Revenue	2,129,586	2,523,544	1,575,476	1,822,534	-	-	-	8,051,140
Federal Revenue:								
Grants and Entitlements	636,447	784,094	526,998	593,677	-	-	-	2,541,216
Employee Retention Credit	655,732	621,220	793,781	793,781	586,708	-	-	3,451,222
Local Revenue:								
In-Lieu Property Tax Revenue	1,665,141	1,459,922	1,846,024	1,996,841	-	-	-	6,967,928
Contributions	223,738	88,372	46,748	154,599	650,035	-	-	1,163,492
Investment Income	-	-	-	-	900,397	357	-	900,754
Other Revenue	74,592	122,627	98,177	171,340	8,635,723	261,020	(8,888,569)	474,910
Loss from Investment in Subsidiary	-	-	-	-	(443,074)	-	443,074	-
Total Net Assets Without Donor Restrictions	10,359,998	10,026,917	9,142,825	10,290,581	10,329,789	261,377	(8,445,495)	41,965,992
EXPENSES								
Program Services	6,669,571	6,770,476	5,987,466	6,601,411	5,650,993	557,542	-	32,237,459
Management and General	2,746,851	2,618,169	2,666,356	2,718,611	4,308,303	146,909	(8,888,569)	6,316,630
Fundraising	9,475	8,559	8,528	107,003	9,053	-	-	142,618
Total Expenses	9,425,897	9,397,204	8,662,350	9,427,025	9,968,349	704,451	(8,888,569)	38,696,707
CHANGE IN NET ASSETS	934,101	629,713	480,475	863,556	361,440	(443,074)	443,074	3,269,285
Net Assets Without Donor Restrictions, Beginning of Year	4,228,937	3,690,190	3,141,300	4,273,992	5,820,776	2,172,784	(2,172,784)	21,155,195
NET ASSETS WITHOUT DONOR RESTRICTIONS, END OF YEAR	$ 5,163,038	$ 4,319,903	$ 3,621,775	$ 5,137,548	$ 6,182,216	$ 1,729,710	$ (1,729,710)	$ 24,424,480

See accompanying Notes to Consolidated Financial Statements.

ALPHA PUBLIC SCHOOLS
CONSOLIDATED STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2025

	Alpha: Blanca Alvarado	Alpha: Jose Hernandez	Alpha: Cindy Avitia	Alpha: Cornerstone Academy Preparatory	Charter Management Organization	Alpha Facilities LLC	Eliminations	Total
CASH FLOWS FROM OPERATING ACTIVITIES								
Change in Net Assets	$ 934,101	$ 629,713	$ 480,475	$ 863,556	$ 361,440	$ (443,074)	$ 443,074	$ 3,269,285
Adjustments to Reconcile Change in Net Assets to Net Cash Provided (Used) by Operating Activities:								
Depreciation	-	-	27,097	-	31,456	694,543	-	753,096
Noncash Lease Expense	-	-	-	-	6,312	-	-	6,312
Change in Investment in Subsidiary	-	-	-	-	443,074	-	(443,074)	-
Decrease (Increase) in Operating Assets:								
Accounts Receivable	66,618	(143,911)	(274,428)	384,754	524	-	-	33,557
Intercompany Receivable	-	-	-	-	-	101,733	(101,733)	-
Prepaid Expenses and Other Assets	51,603	(13,539)	(22,037)	(95,462)	(53,506)	-	-	(132,941)
Increase (Decrease) in Operating Liabilities:								
Accounts Payable and Accrued Liabilities	375,365	37,623	(63,795)	192,190	(254,379)	-	-	287,004
Intercompany Payable	-	-	-	-	(101,733)	-	101,733	-
Deferred Revenue	188,147	(377,254)	(463,303)	(680,674)	(110,000)	-	-	(1,443,084)
Net Cash Provided (Used) by Operating Activities	1,615,834	132,632	(315,991)	664,364	323,188	353,202	-	2,773,229
CASH FLOWS FROM INVESTING ACTIVITIES								
Purchases of Certificates of Deposit	(2,155,732)	(2,121,220)	(2,293,781)	(2,293,781)	5,105,687	-	-	(3,758,827)
Transfer of Property, Plant, and Equipment	-		-	1,715	(100,028)	-	-	(98,313)
Net Cash Used by Investing Activities	(2,155,732)	(2,121,220)	(2,293,781)	(2,292,066)	5,005,659	-	-	(3,857,140)
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	(539,898)	(1,988,588)	(2,609,772)	(1,627,702)	5,328,847	353,202	-	(1,083,911)
Cash and Cash Equivalents - Beginning of Year	4,648,513	4,763,742	4,031,311	4,766,154	(1,504,947)	116,578	-	16,821,351
CASH AND CASH EQUIVALENTS - END OF YEAR	$ 4,108,615	$ 2,775,154	$ 1,421,539	$ 3,138,452	$ 3,823,900	$ 469,780	$ -	$ 15,737,440

See accompanying Notes to Consolidated Financial Statements.

ALPHA PUBLIC SCHOOLS
CONSOLIDATED STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2025

	Program Services	Management and General	Fundraising	Total Expenses
Salaries and Wages	$ 17,622,060	$ 1,461,769	$ 95,250	$ 19,179,079
Pension Expenses	499,758	32,242	5,374	537,374
Other Employee Benefits	2,695,388	173,898	28,981	2,898,267
Payroll Taxes	1,201,770	77,535	12,922	1,292,227
Legal Expenses	-	94,433	-	94,433
Accounting Expenses	-	72,625	-	72,625
Instructional Materials	733,236	-	-	733,236
Other Fees for Services	3,508,884	1,612,578	-	5,121,462
Advertising and Promotion	150,132	-	-	150,132
Office Expenses	35,315	72,615	-	107,930
Information Technology	333,441	14,730	-	348,171
Occupancy Expenses	502,699	1,769,012	-	2,271,711
Travel Expenses	2,804	-	-	2,804
Conference and Meeting Expenses	64,042	-	-	64,042
Depreciation Expense	602,477	150,619	-	753,096
Insurance Expenses	-	233,708	-	233,708
Other Expenses	4,285,453	550,866	91	4,836,410
Total	$ 32,237,459	$ 6,316,630	$ 142,618	$ 38,696,707

See accompanying Notes to Consolidated Financial Statements.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

Alpha Public Schools is a California nonprofit public benefit corporation and is organized to manage and operate public charter schools. Alpha Public Schools is funded principally through state of California public education monies received through the California Department of Education (CDE).

The charters may be revoked by the sponsor for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Principles of Consolidation

The consolidated financial statements include herein represents the activities of Alpha Public Schools and its wholly owned subsidiary (collectively referred to as APS):

Alpha Public Schools: The entity includes the accounts of Alpha: Blanca Alvarado (Alpha BA), Alpha: Jose Hernandez (Alpha JH), Alpha: Cindy Avitia High School (Alpha CA), Alpha: Cornerstone Academy Preparatory (Alpha CAPS), and Alpha Public Schools Charter Management (CMO). For the year ended June 30, 2025, Alpha Public Schools has chosen to identify each charter school separately within the basic consolidated financial statements. In cases where specific identification of each charter's activities was not possible, items were allocated according to Average Daily Attendance (ADA).

Alpha Facilities LLC (LLC): The entity was created in May 2021 for the purpose of construction and holding of properties. Alpha Public Schools has both control and an economic interest in the LLC.

All significant intercompany accounts and transactions have been eliminated in consolidation.

Basis of Accounting

The consolidated financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

Basis of Presentation

The accompanying consolidated financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

Use of Estimates

The preparation of consolidated financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Cash and Cash Equivalents

APS defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

Certificates of Deposit

Certificates of deposit are recorded at fair value based on the cost value purchased. Gains and losses are recorded when the certificates of deposit matures.

Functional Allocation of Expenses

Costs of providing APS' programs and other activities have been presented in the consolidated statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit. The expenses that are allocated include occupancy, and depreciation which is allocated based on usage.

Net Asset Classes

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – We report contributions restricted by donors as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the consolidated statements of activities as net assets released from restrictions.

Accounts Receivable

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2025. Management believes that all receivables are fully collectible; therefore, no provisions for uncollectible accounts were recorded.

Property, Plant, and Equipment

Property, plant, and equipment are stated at cost, if purchased, or at estimated fair value, if donated. Depreciation is provided on a straight-line basis over the estimated useful lives of the asset. APS capitalizes all expenditures for land, buildings, and equipment in excess of $100,000.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue Recognition

Amounts received from the California Department of Education are conditional and recognized as revenue by APS based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

Contributions

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give (those with a measurable performance or other barrier and a right of return) are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Conditional Grants

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses (barriers) are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when APS has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the consolidated statement of financial position. As of June 30, 2025, APS has conditional grants of $8,458,078 of which $4,429,901 is recognized as deferred revenue in the consolidated statement of financial position.

Other Revenue

Other revenue consists primarily of food service. The performance obligation for providing these services is simultaneously received and consumed by the students; therefore, the revenue is recognized at the point of sale.

Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of APS schools are required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Income Taxes

Alpha Public Schools is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Alpha Public Schools is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. Alpha Public Schools files an exempt school return and applicable unrelated business income tax return in the U.S. federal jurisdiction and the state of California.

The LLC is considered disregarded and therefore exempt form the payment of income taxes. The LLC has been granted exemption form the California state LLC fee under the California Revenue and Taxation Code.

Leases

APS leases School Facilities, office space, and equipment. APS determines if an arrangement is a lease at inception. Operating leases are included in operating lease right-of-use (ROU) assets, and operating lease liabilities on the consolidated statement of financial position. Finance leases are included in financing ROU assets, and lease liabilities – financing on the consolidated statement of financial position.

ROU assets represent APS's right to use an underlying asset for the lease term and lease liabilities represent APS's obligation to make lease payments arising from the lease. ROU assets and liabilities are recognized at the lease commencement date based on the present value of lease payments over the lease term. As most of leases do not provide an implicit rate, APS uses a risk-free rate based on the information available at commencement date in determining the present value of lease payments. The operating lease ROU asset also includes any lease payments made and excludes lease incentives. The lease terms may include options to extend or terminate the lease when it is reasonably certain that APS will exercise that option. APS has elected to recognize payments for short-term leases with a lease term of 12 months or less as expense as incurred and these leases are not included as lease liabilities or ROU assets on the consolidated statement of financial position.

APS has elected not to separate nonlease components from lease components and instead accounts for each separate lease component and the nonlease component as a single lease component.

APS's lease agreements do not contain any material residual value guarantees or material restrictive covenants.

In evaluating contracts to determine if they qualify as a lease, APS considers factors such as if APS has obtained substantially all of the rights to the underlying asset through exclusivity, if APS can direct the use of the asset by making decisions about how and for what purpose the asset will be used and if the lessor has substantive substitution rights. This evaluation may require significant judgment.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Leases (Continued)

The individual lease contracts do not provide information about the discount rate implicit in the lease. Therefore, APS has elected to use a risk-free rate determined using a period comparable with that of the lease term for computing the present value of lease liabilities.

Subsequent Events

APS has evaluated subsequent events through December 11, 2025, the date these consolidated financial statements were available to be issued.

NOTE 2 LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprised of the following:

	Amount
Cash and Cash Equivalents	$ 15,737,440
Accounts Receivable	2,821,198
Total	$ 18,558,638

As part of its liquidity management plan, APS monitors liquidity required and cash flows to meet operating needs on a monthly basis. APS structures its financial assets to be available as general expenditures, liabilities and other obligations come due.

NOTE 3 CERTIFCATES OF DEPOSIT AND FAIR VALUE MEASUREMENTS

Certificates of Deposit are stated at fair value and are measured on a recurring basis. Fair value is defined as the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market particiants at the measurement date. Investment income or loss (including realized gains and losses on investments, interest, and dividends) is included in unrestricted revenues support unless the income or loss in restricted by donor or law.

At June 30, 2025, certificates of deposit are recorded at fair value based on the cost value purchased. Gains and losses are recorded when the certificates of deposit matures.

NOTE 3 CERTIFCATES OF DEPOSIT AND FAIR VALUE MEASUREMENTS (CONTINUED)

GAAP establishes a fair value hierarchy requires an entity to maximize the use of observable inputs and minimize the use of unobservable inputs when measuring fair value.

GAAP describes three levels of inputs that may be used to measure fair value:

Level 1 – Quoted prices in an active market for identical assets. APS had no Level 1 investments at June 30, 2025.

Level 2 – Quoted prices for similar assets and market-corroborated inputs.

Level 3 – APS' own assumptions about market participation, including unobservable assumptions about risk, developed based on the best information available in the circumstances. APS had no Level 3 investments at June 30, 2025.

Investments held at June 30, 2025 consist of Level 2 in accordance to the fair value measurement. Investments and interest income at June 30, 2025 consist of the following:

	Level 2 Total
Certificates of Deposit	$ 9,758,827
Interest Income from Certificates of Deposit	$ 307,605

NOTE 4 CONCENTRATION OF CREDIT RISK

APS maintains cash balances held in banks and revolving funds which are insured up to $250,000 by the Federal Depository Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. APS has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

NOTE 5 PROPERTY, PLANT, AND EQUIPMENT

Property, plant, and equipment in the accompanying consolidated financial statements is presented net of accumulated depreciation. Depreciation expense was $753,096 for the year ended June 30, 2025.

The components of property, plant, and equipment as of June 30, 2025 are as follows:

	Amount
Buildings and improvements	$ 3,402,596
Equipment	174,326
Total	3,576,922
Less: Accumulated Depreciation	2,190,167
Property, Plan, and Equipment, Net	$ 1,386,755

NOTE 6 RETIREMENT PLANS

Defined Contribution Plan

APS offers an Internal Revenue Code Section 403(b) retirement plan to each of its qualifying employees. APS matches 5% for eligible employees. In addition, Alpha provides a non-elective 3% contribution for all qualifying employees. During the year ended June 30, 2025, APS contributed $903,458 to this plan.

Multiemployer Defined Benefit Pension Plan

Qualified employees are covered under multiemployer defined benefit pension plans maintained by agencies of the state of California.

The risks of participating in these multiemployer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multiemployer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if APS chooses to stop participating in the multiemployer plan, it may be required to pay a withdrawal liability to the plan. APS has no plans to withdraw from this multiemployer plan.

State Teachers' Retirement System (STRS)

Plan Description

APS contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiemployer public employee retirement system defined benefit pension plan administered by STRS. Plan information for STRS is not publicly available. The plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2024 total STRS plan net assets are $341 billion, the total actuarial present value of accumulated plan benefits is $482 billion, contributions from all employers totaled $8.577 billion, and the plan is 76.7% funded. APS did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826 and www.calstrs.com.

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.205% of their salary. APS is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for year ended June 30, 2025 was 19.10% of annual payroll. The contribution requirements of the plan members are established and may be amended by state statute.

NOTE 6 RETIREMENT PLANS (CONTINUED)

State Teachers' Retirement System (STRS) (Continued)

APS' contributions to STRS for the past three years are as follows:

Year Ending June 30,	Required Contribution	Percent Contributed
2023	$ 518,233	100%
2024	$ 547,347	100%
2025	$ 537,374	100%

NOTE 7 LEASES – ASC 842

APS leases equipment as well as certain operating and office facilities for various terms under long-term, non-cancelable lease agreements. The leases expire at various dates through October 2026. The agreements generally require APS to pay real estate taxes, insurance, and repairs.

The following table provides quantitative information concerning APS's leases for the year ended June 30, 2025:

Operating Lease Costs:	$ 170,863
Other Information:	
Cash Paid for Amounts Included in the Measurement of Lease Liabilities:	
Operating Cash Flows from Operating Leases	164,568
Weighted-Average Remaining Lease Term - Operating Leases	1.0 Year
Weighted-Average Discount Rate - Operating Leases	4.50%

APS classifies the total undiscounted lease payments that are due in the next 12 months as current. A maturity analysis of annual undiscounted cash flows for lease liabilities as of June 30, 2025, is as follows:

Year Ending June 30,	Opetaring Leases
2026	$ 173,234
2027	4,410
Total Lease Payments	177,644
Less: Interest	(4,191)
Present Value of Lease Liabilities	$ 173,453

NOTE 8 CONTINGENCIES

APS has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

SUPPLEMENTARY INFORMATION

ALPHA PUBLIC SCHOOLS
SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2025

	Instructional Minutes		Traditional Calendar	
	Requirement	Actual	Days	Status
Alpha: Blanca Alvarado:				
Grade TK/K	36,000	51,415	178	In compliance
Grade 1	50,400	52,040	178	In compliance
Grade 2	50,400	55,220	178	In compliance
Grade 3	50,400	55,220	178	In compliance
Grade 4	54,000	54,595	178	In compliance
Grade 5-6	54,000	57,095	178	In compliance
Grade 7-8	54,000	59,595	178	In compliance
.				
Alpha: Jose Hernandez:				
Grade TK/K	36,000	52,095	178	In compliance
Grade 1-2	50,400	54,050	178	In compliance
Grade 3	50,400	54,175	178	In compliance
Grade 4	54,000	54,175	178	In compliance
Grade 5-6	54,000	61,470	178	In compliance
Grade 7-8	54,000	61,470	178	In compliance
Alpha: Cindy Avitia:				
Grade 9	64,800	66,200	178	In compliance
Grade 10	64,800	66,200	178	In compliance
Grade 11	64,800	66,200	178	In compliance
Grade 12	64,800	66,200	178	In compliance
Alpha: Cornerstone Academy Preparatory:				
Grade TK/K	36,000	52,380	178	In compliance
Grade 1-2	50,400	58,005	178	In compliance
Grade 3	50,400	58,005	178	In compliance
Grade 4	54,000	58,005	178	In compliance
Grade 5-6	54,000	58,800	178	In compliance
Grade 7-8	54,000	58,800	178	In compliance

See accompanying Independent Auditors' Report and the Notes to Supplementary Information.

ALPHA PUBLIC SCHOOLS
SCHEDULE OF AVERAGE DAILY ATTENDANCE (ADA)
YEAR ENDED JUNE 30, 2025

	Second Period Report		Annual Report	
	Classroom Based	Total[(a)]	Classroom Based	Total[(a)]
Alpha: Blanca Alvarado:				
Grades TK-3	178.21	178.21	178.00	178.00
Grades 4-6	162.48	162.48	161.65	161.65
Grades 7-8	114.91	114.91	114.90	114.90
ADA Totals	455.60	455.60	454.55	454.55
Alpha: Jose Hernandez:				
Grades TK-3	173.89	174.71	173.60	174.46
Grades 4-6	151.25	151.25	151.02	151.02
Grades 7-8	73.49	73.49	72.72	72.72
ADA Totals	398.63	399.45	397.34	398.20
Alpha: Cindy Avitia:				
Grades 9-12	358.49	359.28	353.70	354.70
ADA Totals	358.49	359.28	353.70	354.70
Alpha: Cornerstone Academy Preparatory:				
Grades TK-3	240.33	241.30	239.58	240.55
Grades 4-6	174.73	174.73	173.69	173.69
Grades 7-8	113.49	113.49	113.33	113.33
ADA Totals	528.55	529.52	526.60	527.57

[(a)] Difference of Classroom Based and Total ADA is due to Non-Public School Placement, as directed by the Authorizer

See accompanying Independent Auditors' Report and the Notes to Supplementary Information.

ALPHA PUBLIC SCHOOLS
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH
AUDITED CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2025

	Alpha: Blanca Alvarado	Alpha: Jose Hernandez	Alpha: Cindy Avitia	Alpha: Cornerstone Academy Preparatory
June 30, 2025 Annual Financial Report				
Fund Balances (Net Assets)	$ 5,163,038	$ 4,319,903	$ 3,621,775	$ 5,137,551
Adjustments and Reclassifications:				
Increase (Decrease) of Fund Balance (Net Assets):				
Cash and Cash Equivalents	(75,219)	32,526	42,694	-
Accounts Payable and Accrued Liabilities	(12,170)	(12,785)	-	(12,568)
Deferred Revenue	87,389	(19,741)	(42,694)	12,565
Net Adjustments and Reclassifications	-	-	-	(3)
June 30, 2025 Audited Financial Statement				
Fund Balances (Net Assets)	$ 5,163,038	$ 4,319,903	$ 3,621,775	$ 5,137,548

See accompanying Independent Auditors' Report and the Notes to Supplementary Information.

ALPHA PUBLIC SCHOOLS
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2025

Federal Grantor/Pass-Through Grantor Program or Cluster Title	Listing Number	Identifying Number	Additional Identification	Blanca Alvarado	Jose Hernandez	Cindy Avitia	Academy Preparatory	Federal Expenditures
U.S. Department of Education								
Pass-Through Program From								
California Department of Education:								
Every Student Succeeds Act:								
Title I, Part A, Basic Grants: Low-Income and Neglected	84.010	14329		$ 160,960	$ 183,779	$ 166,985	$ 106,529	$ 618,253
School Improvement (CSI) Funding for LEAs	84.010	15438		-	174,382	-	-	174,382
Total Every Student Succeeds Act				160,960	358,161	166,985	106,529	792,635
Title II, Part A, Teacher Quality	84.367	14341		19,703	21,037	19,878	15,301	75,919
Title III, Part A, Limited English Proficiency	84.365	14346		39,783	17,752	27,368	13,013	97,916
Title IV, Part A, Student Support and Academic Enrichment Program (SSAE)	84.424	N/A		10,974	12,614	13,524	10,000	47,112
Special Education Cluster: IDEA Basic Local Assistance Entitlement, Part B, Section 611	84.027	13379		82,424	79,932	74,456	96,152	332,964
Total Special Education Cluster				82,424	79,932	74,456	96,152	332,964
Coronavirus Aid, Relief, and Economic Security Act (CARES Act):								
Elementary and Secondary School Emergency Relief III (ESSER III) Fund	84.425U	15559	COVID-19	-	-	-	352,682	352,682
Total CARES Act				-	-	-	352,682	352,682
Total U.S. Department of Education				313,844	489,496	302,211	593,677	1,699,228
U.S. Department of Agriculture								
Pass-Through Program From California Department of Education: Child Nutrition Cluster:								
National School Lunch Program	10.555	23165		322,603	294,598	224,787	-	841,988
Total Child Nutrition Cluster				322,603	294,598	224,787	-	841,988
Total U.S. Department of Agriculture				322,603	294,598	224,787	-	841,988
Total Federal Expenditures				$ 636,447	$ 784,094	$ 526,998	$ 593,677	$ 2,541,216

N/A - Pass-through entity number not readily available or not applicable.

See accompanying Independent Auditors' Report and the Notes to Supplementary Information.

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

This schedule presents information on the amount of instructional time offered by APS and whether APS complied with the provisions of California Education Code.

NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

Average daily attendance is a measurement of the number of pupils attending classes of School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED CONSOLIDATED FINANCIAL STATEMENTS

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited consolidated financial statements.

NOTE 4 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of APS under programs of the federal government for the year ended June 30, 2025. The information in this Schedule is presented in accordance with the requirements of the Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of operations of APS, it is not intended to and does not present the financial position, changes in net assets, or cash flows of APS.

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

NOTE 5 INDIRECT COST RATE

APS has elected to use an indirect cost rate other than the 10 percent de minimus indirect cost rate allowed under the Uniform Guidance.

OTHER INFORMATION

ALPHA PUBLIC SCHOOLS
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2025

Alpha Public Schools (APS) is a California nonprofit public benefit corporation and is organized to manage and operate public charter schools.

APS began serving students at Alpha Blanca Alvarado Middle School in August 2012. Alpha Blanca Alvarado Middle School (#1375) is sponsored by the Alum Rock Union Elementary School District. Alpha Blanca Alvarado Middle School's charter term is valid through June 30, 2030.

APS began serving students at Alpha Jose Hernandez Middle School in August 2014. Alpha Jose Hernandez Middle School (#1618) is sponsored by the Santa Clara County Office of Education. Alpha Jose Hernandez Middle School's charter term is valid through June 30, 2027.

APS began serving students at Alpha Cindy Avitia High School in August 2015. Alpha Cindy Avitia High School (#1737) is sponsored by the East Side Union High School District. The current charter was automatically extended the charter's term by two years from the adoption of Assembly Bill 130 to June 30, 2027. In July 2023, a new bill was approved to extend most charter school petitions terms by an additional year. Therefore, the Alpha Cindy Avitia High School's charter term is extended to June 30, 2028.

Cornerstone Academy Preparatory School became part of APS in July 2016. Cornerstone Academy Preparatory School (#1167) is sponsored by the Santa Clara County Office of Education. The current charter was automatically extended the charter's term by two years from the adoption of Assembly Bill 130 to June 30, 2027. In July 2023, a new bill was approved to extend most charter school petitions terms by an additional year. Therefore, the Cornerstone Academy Preparatory School's charter term is extended to June 30, 2028.

ALPHA PUBLIC SCHOOLS
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE (CONTINUED)
YEAR ENDED JUNE 30, 2025

The Board of Directors and the Administrator as of the year ended June 30, 2025 were as follows:

Board of Directors

Member	Office	Term Expires (3-Year Term)
Peter MacDonald	Chair	June 30, 2025
Jennifer Wallner	Vice Chair	June 30, 2026
Adam Hendricks	Director	June 30, 2025
Silvia Mahan	Director	June 30, 2026
Lex Alvarez	Director	June 30, 2025
Cindy Wang	Director	June 30, 2025
Alicia Santillan	Director	June 30, 2027
Janine Ramirez	Director	June 30, 2027
Cheria Funches	Director	June 30, 2025
Mario Rosas	Director	June 30, 2026
Mary Anna Cazarez	Director	June 30, 2026
Rosa Benitez	Director	June 30, 2028
Noreen Guevara	Director	June 30, 2027

ADMINISTRATOR

Shara Hedge	Chief Executive Officer
Brandon Paige	Chief Financial Officer

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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors
Alpha Public Schools
San Jose, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States of America, the consolidated financial statements of Alpha Public Schools (APS), a nonprofit California public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2025, and the related statements of activities, cash flows, and functional expenses for the year then ended, the related notes to the consolidated financial statements, and have issued our report thereon dated December 11, 2025.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered APS's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of APS's internal control. Accordingly, we do not express an opinion on the effectiveness of APS's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of APS's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

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Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether APS' consolidated financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the consolidated financial statements amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the APS' internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering APS' internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Ontario, California
December 11, 2025

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INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Board of Directors
Alpha Public Schools
San Jose, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Alpha Public Schools compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of Alpha Public Schools major federal programs for the year ended June 30, 2025. Alpha Public Schools major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, Alpha Public Schools complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2025.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative* Requirements*, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the *Auditors' Responsibilities for the Audit of Compliance* section of our report.

We are required to be independent of Alpha Public Schools and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Alpha Public Schools compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to Alpha Public Schools federal programs.

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Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Alpha Public Schools compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Alpha Public Schools compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Alpha Public Schools compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.

- Obtain an understanding of Alpha Public Schools internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Alpha Public Schools control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the *Auditors' Responsibilities for the Audit of Compliance* section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Ontario, California
December 11, 2025

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INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE AND REPORT ON INTERNAL CONTROL OVER STATE COMPLIANCE

Board of Directors
Alpha Public Schools
San Jose, California

Report on Compliance

Opinion on State Compliance

We have audited Alpha Public Schools (APS) compliance with the types of compliance requirements applicable to APS described in the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2025. APS' applicable State compliance requirements are identified in the table below.

In our opinion, APS complied, in all material respects, with the compliance requirements referred to above that are applicable to APS for the year ended June 30, 2025.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Our responsibilities under those standards and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel are further described in the *Auditor's Responsibilities for the Audit of Compliance* section of our report.

We are required to be independent of the APS and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the APS' compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to APS' state programs.

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Auditors' Responsibility for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on APS' compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about APS' compliance with the requirements of the government program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the APS' compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.

- Obtain an understanding of APS' internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, but not for the purpose of expressing an opinion on the effectiveness of APS' internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine APS's compliance with the laws and regulations applicable to the following items:

Description	Procedures Performed
School Districts, County Offices of Education, and Charter Schools:	
Proposition 28 Arts and Music in Schools	Yes
After/Before School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable
Immunizations	Not Applicable
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Not Applicable
Career Technical Education Incentive Grant (CTEIG)	Not Applicable
Expanded Learning Opportunities Program	Yes
Transitional Kindergarten	Yes
Kindergarten Continuance	Yes
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction	Not Applicable
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Yes

Not Applicable: APS did not receive program funding or did not otherwise operate the program during the fiscal year.

Report on Internal Control over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Ontario, California
December 11, 2025

ALPHA PUBLIC SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2025

Section I – Summary of Auditors' Results

Consolidated Financial Statements

1. Type of report the auditor issued on whether the consolidated financial statements audited were prepared in accordance with GAAP: Unmodified

2. Internal control over financial reporting:

   - Material weakness(es) identified? _____ yes ____x____ no
   - Significant deficiency(ies) identified? _____ yes ____x____ none reported

3. Noncompliance material to financial statements noted? _____ yes ____x____ no

Federal Awards

1. Internal control over major federal programs:

   - Material weakness(es) identified? _____ yes ____x____ no
   - Significant deficiency(ies) identified? _____ yes ____x____ none reported

2. Type of auditors' report issued on compliance for major federal programs: Unmodified

3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? _____ yes ____x____ no

Identification of Major Federal Programs

Assistance Listing Number(s)	Name of Federal Program or Cluster
84.010	Title I, Pat A, Basic Grant: Low-Income and Neglected and ESSA: School Improvements Funding for LEAs
10.555	Child Nutrution Cluster

Dollar threshold used to distinguish between Type A and Type B programs: $ 750,000

Auditee qualified as low-risk auditee? _____ yes ____x____ no

All audit findings must be identified as one or more of the following categories:

Five Digit Code	Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
43000	Apprenticeship
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

Section II – Consolidated Financial Statement Findings

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*.

Section III – Findings and Questioned Costs – Major Federal Programs

Our audit did not disclose any matters required to be reported in accordance with 2 CFR 200.516(a).

Section IV – State Findings

There were no findings or questioned costs related to state awards for June 30, 2025.

ALPHA PUBLIC SCHOOLS
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2025

Consolidated Financial Statements (Related to Blanca Alvarado and Cornerstone Only):

2024-001 Internal Control on Closing Process over Revenue Recognition 30000

Type of Finding: Material Weakness

Criteria or Specific Requirement: In accordance with U.S. GAAP, APS should recognize revenue as it is earned, with management reviewing the supporting documents for the recorded revenues.

Condition: During our audit, APS management self-reported that the revenues for the Child Nutrition National School Lunch Program (Child Nutrition NSLP) were overstated as of June 30, 2023. Consequently, a prior period adjustment was made to decrease the beginning net assets.

Cause: APS management self-reported that a formula error in the tracking file for Child Nutrition NSLP revenues led to an overstatement of revenues for fiscal year 2023.

Status: Remediated in the current year.

Federal Awards:
There were no findings or questioned costs related to the Federal awards for the prior year.

State Awards

There were no findings or questioned costs related to the State awards for the prior year.



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Alpha: Jose Hernandez

Budget Narrative: FY28-32

This budget narrative outlines the assumptions used in the attached budget for Alpha: Jose Hernandez (AJH) during the five-year period from 2027-28 to 2031-32. Assumptions used to generate these projections have been based on rates published by the CA Department of Education, other state agencies including FCMAT, and the federal government. Additionally, historical financial data is used to inform expenditures and other local line items.

SECTION 1: REVENUES

Assumptions for Enrollment & Attendance

Alpha: Jose Hernandez has demonstrated the ability to successfully meet enrollment targets during its operations. The following enrollment assumptions are used in AJH's five-year budget. Note that these enrollment assumptions are more conservative than our targeted enrollment specified earlier within our petition.

	Year 1	Year 2	Year 3	Year 4	Year 5
	FY28	**FY29**	**FY30**	**FY31**	**FY32**
TK-3	135	135	135	135	135
4-6	147	147	147	147	147
7-8	118	118	118	118	118
Total	**400**	**400**	**400**	**400**	**400**

The average daily attendance rate is projected to be 93% in all years. P-2 Attendance for Alpha: Jose Hernandez has traditionally been close to this rate, with the overall attendance percentage at 92.85% in 2025-26.

The unduplicated pupil percentages used in our assumptions are informed by the most recent data from 2023-24 to 2025-26. These data are included in the Local Control Funding Calculator ("LCFF Calculator") generated by CA's Fiscal Crisis & Management Assistance Team (FCMAT). AJH's unduplicated pupil percentage has been between 96-99% in that three-year period, and was 98.15% in 2025-26. In AJH's surrounding district, Alum Rock Union School District, the unduplicated pupil percentage was between 82-84% in that three-year period, and was 83.99% in 2025-26. These 2025-26 percentages are the basis for our assumptions in our five-year budget.

Assumptions for Local Control Funding Formula

Like all charter schools throughout California, AJH relies upon the Local Control Funding Formula to generate its principal apportionment. AJH utilizes FCMAT's LCFF Calculator to calculate its anticipated funding. AJH uses these projections through FY29 (the last year for which the calculator generates projections). Over the course of those years, 28-31, the average COLA within FCMAT's calculator is 3.15%. For the fifth year of this projection, a COLA of 3.00% is projected.

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
	FY28	**FY29**	**FY30**	**FY31**	**FY32**
LCFF COLA	3.06%	3.34%	3.14%	3.18%	3.00%

To estimate the breakdown of LCFF Funding among sources (State Aid, Education Protection Account, and In Lieu of Property Taxes), AJH conservatively uses the FY26 amounts for In Lieu of Property Taxes and the Education Protection Account. These continue at a flat level in each future year, and inform the assumptions in AJH's Cash Flow projections.

Assumptions for Special Education Revenue (both State & Federal)

AJH is a member of the El Dorado County Office of Education (EDCOE) Charter SELPA, and receives both State and Federal Special Education funding through EDCOE. In July 2026, EDCOE provided updated guidance to its charters regarding the rates on which it will distribute increased revenues that were passed in the state's 2026-27 budget.

According to EDCOE SELPA's most recent guidance, LEAs can plan for $1,340/ADA in State Revenues and $145/ADA in Federal Revenues. As a member of the EDCOE SELPA, Alpha pays 3% Admin fees to EDCOE that are automatically applied against those revenues. Alpha also follows EDCOE guidance to pass a board-approved Resolution for Special Education Income Reallocation, thereby allocating available Special Education funds in accordance with need across Alpha schools. The resulting net rates applied to AJH are projected to be $1,383 for State Funding and $162 for Federal Funding in Year 1 (FY28). Note that this Special Education State Funding for FY28 is the only source of governmental revenue that differs from AJH's three-year Budget submitted to SCCOE in June 2026.

AJH also budgets for State Mental Health Funding, provided from CDE, at a rate of $87/ADA. Additionally, AJH has supported NPS placements as the need arises. In coordination with Alpha Public Schools and in accordance with our Financial Policies, any non-reimbursable NPS placement expense is supported by the APS Special Education Reserve.

Assumptions for Child Nutrition (both State & Federal)

Through the National School Lunch Program (NSLP), AJH receives Federal reimbursement, along with State Reimbursement provided through California. Based on AJH's implementation of its Nutrition Program, Federal Reimbursements are projected at $737/ADA while State Reimbursements are projected to be $505/ADA. In year 1 (FY28), total revenues for this program are expected to be $457,240. Total costs incurred are projected to be $457,884. The marginal difference is supported through General Fund revenues.

Assumptions for Other Federal Revenues

In addition to Special Education and Child Nutrition revenues, AJH projects the following Federal Revenue sources: Title I, Title II, Title III, Title IV. Based on historical trends, AJH anticipated minimal increases applied to these revenue sources. A COLA of 2.5% is applied in each of the future years.

Assumptions for Other State Revenue

AJH projects the receipt of the following ongoing State Revenue sources, with rates listed for FY28:

- Mandated Cost Reimbursements are projected to be $21/ADA (Prior Year), with future year increases based on LCFF COLAs.
- State Lottery Funding is projected at $280/ADA. This is estimated conservatively since increases are not guaranteed year to year. Per CDE in July 2026, FY26's rate is projected at $295.
- Prop 28 Arts & Music Funding are projected in accordance with CDE's guidance, with calculations depending on Prior Year enrollment and FRL data.
- Funding for the Expanded Learning Opportunities Program is calculated in accordance with CDE's guidance for schools that serve a student population with >75% Unduplicated Pupil Percentage. AJH's projection uses the CDE's guidance in its budgeting assumptions, and applies the state COLA in future years.
- Community Schools Funding is projected only through the end of AJH's current five-year award, which has been slated to conclude in FY29. While the most recent state budget indicates that this funding may continue, we remain conservative in our five-year budget.

In addition to these ongoing sources, AJH has also included the following one-time funding sources in its five-year projections:

- The projected remaining balances of two existing sources are assumed through FY29, for the Learning Recovery Block Grant (must be expended by June 30, 2028) and the Student Support and Professional Development Block Grant (June 30, 2029).

- AJH is also projecting funding for the Literacy Coaches and Reading Specialists Grant (LCRSG) in FY29 only, and not assuming any future year funding. This assumption is based on the 2026-27 state budget, and its previous administration of LCRSG in FY23.

Assumptions for Other Local Revenue

- AJH historically collects minimal revenues, and doesn't rely upon any outside funding for ongoing operations. A nominal amount ($1,000 per month) is projected for the collection of apparel purchases, donations, refunds, etc. Conservatively, no rate of increase is applied to this amount.

SECTION 2: EXPENSES

Assumptions for: Salaries and Benefits

AJH projects the following staffing (indicated in FTE, full-time equivalent roles) through the five-year budget period:

	Year 1	Year 2	Year 3	Year 4	Year 5
	FY28	**FY29**	**FY30**	**FY31**	**FY32**
Certificated	26.3	25.3	24.3	24.3	24.3
Classified	13.7	12.7	12.7	12.7	12.7
Total	**40.0**	**38.0**	**37.0**	**37.0**	**37.0**

Salaries are projected to increase by 3% in each year, keeping pace with inflation and reflecting AJH's commitment to teacher and staff retention. AJH provides health benefits that account for approximately 8% of salaries. Total Benefits (3000 series) account for 25.3% of salaries.

Assumptions for: Books and Supplies

Alpha: Jose Hernandez's budget for Books & Supplies is $707,862 in Year 1 (FY28), equating to $1,903 per ADA. A substantial portion of this cost is attributed to Food Services ($1,088/ADA), which is offset largely by reimbursement revenues. Other major drivers include:

- $179/ADA for Computers & Technology
- $368/ADA for Curriculum, including online and physical

In future years, per pupil rates are increased by 2.5% in the short-term (FY29) and 3.0% thereafter.

Assumptions for: Services and Other Operating Expenses

As part of Alpha Public Schools, AJH budgets for three critical components to be managed through APS' Network Team (ANT). Per Alpha's Financial Policies,

those include: 1) Management Fee, 2) Facilities Fee, and 3) Special Education Reserve Fee. Each of these are charged on a percentage basis, applied to the eligible revenue sources.

The Management Fees is set at 17% of eligible revenues (and reduces to 15% in FY30 based on longevity of operations). For that fee, Alpha's Network Team (ANT) provides the following services, related to the ongoing operations of the school. Accordingly, these expenditures are not budgeted for on a line item basis within the school's budget, because the ANT provides these services to the school.

- Audit Fees
- Business Services Fees
- Financial Service Contracts
- Payroll Processing Fees
- Insurance Expenses
- Fundraising Expenses
- Legal Fees
- Staff Recruiting Expenses
- Marketing/Outreach Expenses
- Internet/Website Consulting Expenses
- Board Expenses

In exchange for the Facilities fee at 13% of eligible revenues, the ANT provides all services for the expenses listed below. Accordingly, those expenditures are not budgeted for in the school-level budget because the ANT provides these services to the school.

- Rent and lease expenses for all Alpha schools
- New facility construction
- Facilities consulting and special projects
- Groundskeeping
- Repairs and Maintenance
- Custodial and Janitorial Services
- Utilities (electric, gas)

- Facility Loan Payments and Fees

In exchange for the Special Education Reserve Fee at 0.5%, the school is supported in protecting against sudden or unanticipated increases in special education expenditures. Specifically, fees may be expended to cover the following, in the event they arise:

- a portion of school expenses related to a non public school placement
- a portion of non-reimbursed legal expenses related to special education
- a portion of school special education expenses in the event of a school budget shortfall

Other critical Services and Operating Expenses include:

AJH budgets to pay 1% of its LCFF revenues as Oversight Fees payable to its authorizer, Santa Clara County Office of Education.

Enrichment Programs are budgeted to provide After School and Summer Programming, in accordance with Expanded Learning Opportunities Program and ASES Funding. AJH contracts with an external provider to implement these programs, and the five-year budget assumes this continued partnership.

Special Education Contracted Services are budgeted to provide specialized services that are not staffed internally, including - as needed - Occupational Therapy, Speech, and other student supports.

Assumptions for: Depreciation

No depreciation is budgeted for at AJH.

SECTION 3: ADDITIONAL NOTES

Management of Reserves and Contingencies

In alignment with APS' financial policies, AJH maintains a minimum reserve equivalent to 25% of its operating expenses. This is maintained over each year of this five-year projection, ranging from 45-47% during FY's 28-32.

	Year 1	Year 2	Year 3	Year 4	Year 5
	FY28	**FY29**	**FY30**	**FY31**	**FY32**
Beginning Balance	4,091,191	4,118,747	4,128,401	4,172,939	4,227,656
Ending Balance	4,118,747	4,128,401	4,172,939	4,227,656	4,280,817
As a % of Operating Expenses	*45%*	*45%*	*47%*	*46%*	*46%*

Cash Flow

AJH continues to maintain sufficient cash reserves throughout the five-year period covered in this petition. At all times, AJH projects positive cash flow, sufficient to meet all obligations.

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Alpha Public Schools
Alpha: Jose Hernandez
Petition Budget, FY28-32 - Per ADA Assumptions

		FY28 AJH Year 1	FY29 AJH Year 2	FY30 AJH Year 3	FY31 AJH Year 4	FY32 AJH Year 5
Summary						
Budget & Forecast						
Revenues						
8000	Local Control Funding Formula	16,366	16,909	17,439	17,996	18,535
8100	Federal Revenue	1,406	1,453	1,489	1,526	1,565
8300	Other State Revenues	6,630	6,153	4,895	5,051	5,203
8600	Local Revenues	32	32	32	32	32
8800	Fundraising and Grants	-	-	-	-	-
	TOTAL	**24,433**	**24,548**	**23,856**	**24,605**	**25,335**
Expenses						
1-2000	Compensation	10,041	9,903	9,842	10,137	10,441
3000	Employee Benefits	2,535	2,501	2,485	2,560	2,636
4000	Books and Supplies	1,903	1,950	2,009	2,069	2,131
5000	Services & Other Operating Exp.	9,880	10,167	9,400	9,692	9,983
6000	Capital Outlay	-	-	-	-	-
7000	Other Outflow	-	-	-	-	-
	TOTAL	**24,359**	**24,522**	**23,736**	**24,458**	**25,192**
Operating Income, before Depreciation		**74**	**26**	**120**	**147**	**143**

Alpha Public Schools
Alpha: Jose Hernandez
Petition Budget, FY28-32 - Per ADA Assumptions

	FY28 AJH Year 1	FY29 AJH Year 2	FY30 AJH Year 3	FY31 AJH Year 4	FY32 AJH Year 5
Student Enrollment					
Budgeted Enrollment					
TK	19	19	19	19	19
K	29	29	29	29	29
1	29	29	29	29	29
2	29	29	29	29	29
3	29	29	29	29	29
4	29	29	29	29	29
5	59	59	59	59	59
6	59	59	59	59	59
7	59	59	59	59	59
8	59	59	59	59	59
Total	**400**	**400**	**400**	**400**	**400**
Attendance Percentage					
Average	**93.0%**	**93.0%**	**93.0%**	**93.0%**	**93.0%**
ADA					
Total ADA	**372**	**372**	**372**	**372**	**372**

Alpha Public Schools
Alpha: Jose Hernandez
Petition Budget, FY28-32 - Per ADA Assumptions

Line Item Detail	FY28 AJH Year 1	FY29 AJH Year 2	FY30 AJH Year 3	FY31 AJH Year 4	FY32 AJH Year 5
REVENUES					
8000 - Revenue					
8011 - General Purpose Entitlement - State Aid	12,566	13,109	13,639	14,196	14,622
8012 - Education Protection Account Entitlement	200	200	200	200	206
8096 - Charter Schools in Lieu of Property Taxes	3,600	3,600	3,600	3,600	3,708
Total - 8010 - Principal Apportionment	**16,366**	**16,909**	**17,439**	**17,996**	**18,535**
8100 - Federal Revenue	**-**	**-**	**-**	**-**	**-**
8181 - Special Education - Entitlement	164	166	170	175	179
8220 - Child Nutrition Programs	738	756	775	794	814
8291 - Title I	357	366	375	385	394
8292 - Title II	41	46	47	48	49
8293 - Title III	80	84	86	88	90
8294 - Title IV	27	35	36	37	38
Total - 8100 - Federal Revenue	**1,406**	**1,453**	**1,489**	**1,526**	**1,565**
8300 - Other State Revenues	**-**	**-**	**-**	**-**	**-**
8381 - Special Education - Entitlement (State)	1,387	1,434	1,479	1,526	1,571
8520 - Child Nutrition - State	492	492	540	557	574
8550 - Mandated Cost Reimbursements	21	21	22	23	23
8560 - State Lottery Revenue	273	273	300	309	319
8591 - Other State Revenue - Prop 28	122	125	130	134	138
8592 - Other State Revenue - One-time Funding	791	815	-	-	-
8595 - Other State Revenue - CCSPP	806	806	-	-	-
8596 - Other State Revenue - ASES	450	464	480	496	510
8597 - Other State Revenue - ELO-P	1,590	1,627	1,852	1,910	1,968
8598 - Other State Revenue - Special Education Mental Health	93	96	93	96	99
8599 - Other State Revenue - Literacy Coaches	605	-	-	-	-
Total - 8300 - Other State Revenues	**6,630**	**6,153**	**4,895**	**5,051**	**5,203**
8600 - Other Local Revenue	**-**	**-**	**-**	**-**	**-**
8636 - Uniforms	32	32	32	32	32
Total - 8600 - Other Local Revenue	**32**	**32**	**32**	**32**	**32**
Total - 8000 - Revenue	**24,433**	**24,548**	**23,856**	**24,605**	**25,335**

Alpha Public Schools
Alpha: Jose Hernandez
Petition Budget, FY28-32 - Per ADA Assumptions

	FY28 AJH Year 1	FY29 AJH Year 2	FY30 AJH Year 3	FY31 AJH Year 4	FY32 AJH Year 5
EXPENSES	-	-	-	-	-
1000 - Certificated Salaries	-	-	-	-	-
1100 - Certificated Teachers	3,973	3,837	3,952	4,070	4,193
1101 - Stipends	193	199	205	211	217
1111 - Teacher - Elective	628	646	666	686	706
1148 - Teacher - Special Ed	645	664	684	705	726
1300 - Certificated Admin	1,351	1,391	1,075	1,107	1,140
1311 - Certificated Admin (Sp. Education)	335	345	356	366	377
Total - 1000 - Certificated Salaries	**7,125**	**7,083**	**6,937**	**7,145**	**7,360**
2000 - Classified Salaries	-	-	-	-	-
2201 - Classified Support - Sp. Ed. Paraprofessionals	325	335	345	355	366
2202 - Classified Support - Sp. Ed. Other	458	472	486	500	515
2203 - Classified Support - Paraprofessionals	907	934	962	991	1,021
2200 - Classified Support Salaries	1,690	1,741	1,793	1,847	1,902
2300 - Classified Admin	756	778	802	826	851
2400 - Classified Clerical & Office Salaries	356	183	189	194	200
2928 - Food Program Staff	115	118	122	125	129
Total - 2000 - Classified Salaries	**2,916**	**2,820**	**2,905**	**2,992**	**3,082**
3000 - Employee Benefits	-	-	-	-	-
3300 - OASDI-Medicare-Alternative	768	758	753	776	799
3400 - Health & Welfare Benefits	1,004	990	984	1,014	1,044
3500 - Unemployment Insurance	75	74	74	76	78
3600 - Workers Comp Insurance	85	84	84	86	89
3900 - Other Employee Benefits	602	594	591	608	626
Total - 3000 - Employee Benefits	**2,535**	**2,501**	**2,485**	**2,560**	**2,636**

Alpha Public Schools
Alpha: Jose Hernandez
Petition Budget, FY28-32 - Per ADA Assumptions

	FY28 AJH Year 1	FY29 AJH Year 2	FY30 AJH Year 3	FY31 AJH Year 4	FY32 AJH Year 5
4000 - Books & Supplies	**-**	**-**	**-**	**-**	**-**
4100 - Textbooks & Core Curriculum	329	337	347	358	369
4320 - Educational Software	38	39	41	42	43
4325 - Instructional Materials & Supplies	69	71	73	75	78
4330 - Office Supplies	72	74	76	78	80
4346 - Teacher Supplies	17	18	18	19	19
4350 - Uniforms	38	39	41	42	43
4352 - SPED Materials and Supplies	21	21	22	22	23
4410 - Classroom Furniture, Equipment & Supplies	51	53	54	56	57
4420 - Computers	179	184	189	195	201
4710 - Student Food Services	1,088	1,115	1,148	1,183	1,218
Total - 4000 - Books & Supplies	**1,903**	**1,950**	**2,009**	**2,069**	**2,131**
5000 - Services & Other Operating Expenses	**-**	**-**	**-**	**-**	**-**
5101 - ANT Management Fees	3,225	3,328	2,664	2,749	2,832
5102 - ANT Facility Fees	2,466	2,545	2,309	2,383	2,454
5103 - ANT Special Ed Reserve Contribution	83	86	89	92	94
5305 - Dues & Membership - Professional	24	24	25	26	27
5605 - Equipment Leases	54	55	57	59	60
5804 - Staff Appreciation	41	42	43	45	46
5805 - Administrative Fees	0	0	0	0	0
5815 - Consultants - Instructional	256	263	271	279	287
5817 - Community Services	23	23	24	25	26
5820 - Consultants	324	332	342	352	362
5824 - District Oversight Fees	162	166	174	180	185
5829 - Enrichment Program	1,619	1,660	1,710	1,761	1,814
5830 - Field Trips Expenses	93	96	99	101	104
5836 - Staff Services	12	12	13	13	13
5851 - Marketing and Student Recruiting	1	1	1	1	1
5860 - Printing and Reproduction	14	14	15	15	16
5863 - Professional Development - Site arranged	18	18	19	20	20
5864 - PD - Tuition / Credentialing	82	84	87	89	92
5865 - Professional Development - Network arranged	229	235	242	249	257
5869 - Special Education Contract Instructors	447	458	472	486	501
5874 - Sports	27	28	29	30	30
5875 - Staff Recruiting	26	26	27	28	29
5877 - Student Activities	55	57	58	60	62
5880 - Student Health Services	20	20	21	22	22
5881 - Student Information System	110	113	116	120	123
5883 - Student Incentives	45	46	47	49	50
5884 - Substitutes	376	386	397	409	422
5893 - Transportation - Student	9	9	9	9	10
5910 - Communications - Internet / Website Fees	38	39	40	41	42
Total - 5000 - Services & Other Operating Expenses	**9,880**	**10,167**	**9,400**	**9,692**	**9,983**
Total - Expense	**24,359**	**24,522**	**23,736**	**24,458**	**25,192**

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Alpha Public Schools
Alpha: Jose Hernandez
Statement of Cash Flows

		Year 1: FY28														
		Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected			
		Jul	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**YTD Total**	*AP/AR*	Forecast
Beginning Cash		**4,679,678**	**4,471,627**	**4,772,496**	**5,156,875**	**5,041,019**	**4,894,260**	**5,068,509**	**5,005,400**	**4,830,767**	**4,762,384**	**4,668,895**	**4,484,569**			
Revenues																
8000	Local Control Funding Formula	245,218	325,564	620,685	548,521	548,521	567,121	548,521	502,557	601,503	489,166	489,166	507,766	5,994,309	*93,737*	6,088,046
8100	Federal Revenue	-	-	-	46,905	24,692	24,941	71,846	24,941	24,941	71,846	24,941	24,941	339,994	*182,900*	522,894
8300	Other State Revenues	27,151	43,191	47,299	58,125	58,125	78,004	103,292	74,550	76,556	112,761	74,550	76,556	830,159	*1,636,094*	2,466,253
8600	Local Revenues	-	-	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	12,000	-	12,000
8800	Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	REVENUE TOTAL	**272,369**	**368,755**	**669,184**	**654,751**	**632,538**	**671,266**	**724,858**	**603,248**	**704,200**	**674,972**	**589,857**	**610,463**	**7,176,462**	**1,912,731**	**9,089,193**
Expenses																
1-2000	Compensation	221,012	343,624	319,207	319,207	319,207	319,207	319,207	319,207	319,207	319,207	319,207	297,688	3,735,187	-	3,735,188
3000	Employee Benefits	112,958	78,272	76,871	76,871	76,591	76,591	93,399	83,314	77,992	73,894	73,894	42,488	943,135	-	943,135
4000	Books and Supplies	32,347	40,738	31,203	41,705	58,255	58,255	58,255	58,255	58,255	58,255	63,976	58,255	617,756	*90,106*	707,862
5000	Services & Other Operating Exp.	125,340	247,267	310,976	318,532	310,952	309,318	302,813	302,813	302,837	302,813	302,813	304,889	3,441,364	*234,088*	3,675,452
6000	Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EXPENSE TOTAL	**491,657**	**709,901**	**738,256**	**756,315**	**765,005**	**763,372**	**773,675**	**763,590**	**758,291**	**754,170**	**759,891**	**703,320**	**8,737,442**	**324,194**	**9,061,637**
Operating Cash Inflow (Outflow)		**(219,288)**	**(341,145)**	**(69,073)**	**(101,564)**	**(132,467)**	**(92,105)**	**(48,816)**	**(160,341)**	**(54,091)**	**(79,198)**	**(170,034)**	**(92,857)**	**(1,560,980)**	***1,588,537***	**27,556**
Balance Sheet Transactions																
	Accounts Receivable	467,743	654,841	467,743			280,646									
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-			
	Accounts Payable	(372,965)														
	Summer Holdback	(59,018)	11,696	10,231	10,231	10,231	10,231	10,231	10,231	10,231	10,231	10,231	(51,760)			
	Deferred Revenue	(24,523)	(24,523)	(24,523)	(24,523)	(24,523)	(24,523)	(24,523)	(24,523)	(24,523)	(24,523)	(24,523)	(24,523)			
Ending Cash - Total in Primary Checking		**4,471,627**	**4,772,496**	**5,156,875**	**5,041,019**	**4,894,260**	**5,068,509**	**5,005,400**	**4,830,767**	**4,762,384**	**4,668,895**	**4,484,569**	**4,315,429**			
Days of Cash on hand		*180*	*192*	*208*	*203*	*197*	*204*	*202*	*195*	*192*	*188*	*181*	*174*			

Alpha Public Schools
Alpha: Jose Hernandez
Statement of Cash Flows

		Year 2: FY29														
		Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected			
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	YTD Total	AP/AR	Forecast
Beginning Cash		**4,315,429**	**4,165,569**	**4,464,953**	**4,833,486**	**4,693,360**	**4,520,272**	**4,673,237**	**4,583,537**	**4,469,741**	**4,462,104**	**4,429,106**	**4,305,346**			
Revenues																
8000	Local Control Funding Formula	233,727	314,073	600,001	527,837	527,837	546,437	527,837	568,265	667,211	554,874	554,874	573,474	6,196,448	93,737	6,290,185
8100	Federal Revenue	-	-	-	49,353	25,309	25,565	74,918	25,565	25,565	74,918	25,565	25,565	352,321	188,142	540,463
8300	Other State Revenues	27,524	43,565	47,364	58,209	58,209	76,822	100,224	75,107	77,094	110,652	75,107	77,094	826,974	1,462,088	2,289,062
8600	Local Revenues	-	-	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	12,000	-	12,000
8800	Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	REVENUE TOTAL	**261,252**	**357,638**	**648,565**	**636,600**	**612,556**	**650,024**	**704,179**	**670,137**	**771,070**	**741,643**	**656,746**	**677,333**	**7,387,743**	**1,743,967**	**9,131,710**
Expenses																
1-2000	Compensation	214,038	340,327	315,178	315,178	315,178	315,178	315,178	315,178	315,178	315,178	315,178	293,013	3,683,983	-	3,683,984
3000	Employee Benefits	111,410	77,199	75,817	75,817	75,541	75,541	92,119	82,172	76,922	72,882	72,882	41,905	930,206	-	930,206
4000	Books and Supplies	33,156	41,757	31,983	42,748	59,712	59,712	59,712	59,712	59,712	59,712	65,576	59,712	633,202	92,359	725,561
5000	Services & Other Operating Exp.	129,005	254,739	320,040	327,786	320,016	318,342	311,674	311,674	311,698	311,674	311,674	313,801	3,542,123	240,182	3,782,305
6000	Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EXPENSE TOTAL	**487,608**	**714,022**	**743,019**	**761,529**	**770,447**	**768,773**	**778,683**	**768,736**	**763,511**	**759,445**	**765,310**	**708,432**	**8,789,515**	**332,541**	**9,122,057**
	Operating Cash Inflow (Outflow)	**(226,357)**	**(356,384)**	**(94,454)**	**(124,930)**	**(157,891)**	**(118,749)**	**(74,504)**	**(98,599)**	**7,559**	**(17,802)**	**(108,564)**	**(31,099)**	**(1,401,772)**	**1,411,426**	**9,654**
Balance Sheet Transactions																
	Accounts Receivable	478,183	669,456	478,183			286,910									
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-			
	Accounts Payable	(324,194)														
	Summer Holdback	(52,234)	11,571	10,062	10,062	10,062	10,062	10,062	10,062	10,062	10,062	10,062	(50,934)			
	Deferred Revenue	(25,259)	(25,259)	(25,259)	(25,259)	(25,259)	(25,259)	(25,259)	(25,259)	(25,259)	(25,259)	(25,259)	(25,259)			
Ending Cash - Total in Primary Checking		**4,165,569**	**4,464,953**	**4,833,486**	**4,693,360**	**4,520,272**	**4,673,237**	**4,583,537**	**4,469,741**	**4,462,104**	**4,429,106**	**4,305,346**	**4,198,054**			
Days of Cash on hand		*168*	*180*	*195*	*189*	*182*	*188*	*185*	*180*	*180*	*178*	*173*	*169*			

Alpha Public Schools
Alpha: Jose Hernandez
Statement of Cash Flows

		Year 3: FY30														
		Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected			
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	YTD Total	AP/AR	Forecast
Beginning Cash		**4,198,054**	**4,019,313**	**4,298,149**	**4,670,246**	**4,576,492**	**4,448,898**	**4,623,797**	**4,585,321**	**4,518,009**	**4,556,885**	**4,575,048**	**4,497,538**			
Revenues																
8000	Local Control Funding Formula	243,834	324,180	618,194	546,030	546,030	564,630	546,030	585,455	684,401	572,064	572,064	590,664	6,393,574	*93,737*	6,487,311
8100	Federal Revenue	-	-	-	50,587	25,942	26,204	76,791	26,204	26,204	76,791	26,204	26,204	361,129	*192,846*	553,975
8300	Other State Revenues	2,333	18,374	22,290	33,073	33,073	53,385	79,225	51,666	53,716	90,711	51,666	53,716	543,228	*1,277,853*	1,821,081
8600	Local Revenues	-	-	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	12,000	-	12,000
8800	Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	REVENUE TOTAL	**246,168**	**342,554**	**641,683**	**630,889**	**606,244**	**645,419**	**703,245**	**664,525**	**765,520**	**740,765**	**651,134**	**671,783**	**7,309,931**	**1,564,436**	**8,874,367**
Expenses																
1-2000	Compensation	209,353	339,432	313,528	313,528	313,528	313,528	313,528	313,528	313,528	313,528	313,528	290,698	3,661,236	-	3,661,236
3000	Employee Benefits	110,722	76,722	75,349	75,349	75,074	75,074	91,550	81,665	76,447	72,431	72,431	41,647	924,463	-	924,463
4000	Books and Supplies	34,151	43,009	32,943	44,030	61,503	61,503	61,503	61,503	61,503	61,503	67,543	61,503	652,198	*95,130*	747,328
5000	Services & Other Operating Exp.	123,188	226,862	294,122	302,100	294,097	292,373	285,505	285,505	285,530	285,505	285,505	287,696	3,247,988	*248,814*	3,496,802
6000	Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EXPENSE TOTAL	**477,414**	**686,025**	**715,942**	**735,008**	**744,203**	**742,479**	**752,086**	**742,201**	**737,009**	**732,968**	**739,008**	**681,544**	**8,485,886**	**343,943**	**8,829,829**
	Operating Cash Inflow (Outflow)	**(231,246)**	**(343,471)**	**(74,259)**	**(104,119)**	**(137,959)**	**(97,060)**	**(48,841)**	**(77,676)**	**28,512**	**7,798**	**(87,874)**	**(9,761)**	**(1,175,954)**	**1,220,492**	**44,538**
Balance Sheet Transactions																
	Accounts Receivable	435,992	610,388	435,992			261,595									
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-			
	Accounts Payable	(332,541)														
	Summer Holdback	(50,946)	11,919	10,364	10,364	10,364	10,364	10,364	10,364	10,364	10,364	10,364	(52,462)			
	Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-			
Ending Cash - Total in Primary Checking		**4,019,313**	**4,298,149**	**4,670,246**	**4,576,492**	**4,448,898**	**4,623,797**	**4,585,321**	**4,518,009**	**4,556,885**	**4,575,048**	**4,497,538**	**4,435,316**			
Days of Cash on hand		*162*	*173*	*188*	*184*	*179*	*186*	*185*	*182*	*184*	*184*	*181*	*179*			

Alpha Public Schools
Alpha: Jose Hernandez
Statement of Cash Flows

		Year 4: FY31														
		Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected			
		Jul	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**YTD Total**	*AP/AR*	Forecast
Beginning Cash		**4,435,316**	**4,194,241**	**4,399,647**	**4,723,340**	**4,626,692**	**4,495,312**	**4,640,200**	**4,600,440**	**4,531,950**	**4,569,869**	**4,589,636**	**4,511,044**			
Revenues																
8000	Local Control Funding Formula	253,691	334,037	635,935	563,771	563,771	582,371	563,771	605,179	704,125	591,788	591,788	610,388	6,600,615	*93,737*	6,694,352
8100	Federal Revenue	-	-	-	51,851	26,590	26,859	78,710	26,859	26,859	78,710	26,859	26,859	370,157	*197,667*	567,824
8300	Other State Revenues	2,416	18,456	22,504	33,222	33,222	54,180	80,841	52,373	54,487	92,659	52,373	54,487	551,219	*1,327,772*	1,878,991
8600	Local Revenues	-	-	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	12,000	-	12,000
8800	Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	REVENUE TOTAL	**256,107**	**352,493**	**659,639**	**650,044**	**624,783**	**664,610**	**724,523**	**685,611**	**786,671**	**764,357**	**672,220**	**692,934**	**7,533,991**	**1,619,176**	**9,153,167**
Expenses																
1-2000	Compensation	215,634	349,615	322,934	322,934	322,934	322,934	322,934	322,934	322,934	322,934	322,934	299,419	3,771,073	-	3,771,073
3000	Employee Benefits	114,044	79,024	77,609	77,609	77,327	77,327	94,297	84,115	78,741	74,604	74,604	42,896	952,196	-	952,196
4000	Books and Supplies	35,175	44,300	33,931	45,351	63,348	63,348	63,348	63,348	63,348	63,348	69,570	63,348	671,764	*97,983*	769,748
5000	Services & Other Operating Exp.	127,020	233,977	303,255	311,473	303,229	301,453	294,379	294,379	294,405	294,379	294,379	296,636	3,348,966	*256,466*	3,605,432
6000	Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EXPENSE TOTAL	**491,873**	**706,915**	**737,730**	**757,367**	**766,838**	**765,062**	**774,958**	**764,776**	**759,428**	**755,266**	**761,487**	**702,300**	**8,744,001**	**354,449**	**9,098,450**
Operating Cash Inflow (Outflow)		**(235,767)**	**(354,422)**	**(78,091)**	**(107,323)**	**(142,055)**	**(100,452)**	**(50,435)**	**(79,165)**	**27,243**	**9,092**	**(89,267)**	**(9,366)**	**(1,210,009)**	**1,264,727**	**54,718**
Balance Sheet Transactions																
	Accounts Receivable	391,109	547,552	391,109			234,665									
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-			
	Accounts Payable	(343,943)														
	Summer Holdback	(52,474)	12,276	10,675	10,675	10,675	10,675	10,675	10,675	10,675	10,675	10,675	(54,036)			
	Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-			
Ending Cash - Total in Primary Checking		**4,194,241**	**4,399,647**	**4,723,340**	**4,626,692**	**4,495,312**	**4,640,200**	**4,600,440**	**4,531,950**	**4,569,869**	**4,589,636**	**4,511,044**	**4,447,643**			
Days of Cash on hand		*169*	*177*	*190*	*186*	*181*	*187*	*185*	*183*	*184*	*185*	*182*	*179*			

Alpha Public Schools
Alpha: Jose Hernandez
Statement of Cash Flows

		Year 5: FY32														
		Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected			
		Jul	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**YTD Total**	*AP/AR*	Forecast
Beginning Cash		**4,447,643**	**4,203,845**	**4,418,000**	**4,752,960**	**4,653,980**	**4,519,352**	**4,670,450**	**4,629,929**	**4,549,094**	**4,588,840**	**4,605,747**	**4,521,604**			
Revenues																
8000	Local Control Funding Formula	264,043	344,389	655,127	582,405	582,405	601,563	582,405	614,090	726,985	607,394	607,394	626,552	6,794,750	*100,433*	6,895,183
8100	Federal Revenue	-	-	-	53,148	27,255	27,530	80,678	27,530	27,530	80,678	27,530	27,530	379,411	*202,608*	582,020
8300	Other State Revenues	2,493	18,533	22,705	33,360	33,360	54,947	82,408	53,068	55,246	94,563	53,068	55,246	558,998	*1,376,363*	1,935,361
8600	Local Revenues	-	-	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	12,000	-	12,000
8800	Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	REVENUE TOTAL	**266,535**	**362,922**	**679,032**	**670,112**	**644,220**	**685,240**	**746,691**	**695,888**	**810,961**	**783,835**	**689,193**	**710,529**	**7,745,159**	**1,679,404**	**9,424,563**
Expenses																
1-2000	Compensation	222,103	360,103	332,622	332,622	332,622	332,622	332,622	332,622	332,622	332,622	332,622	308,402	3,884,206	-	3,884,206
3000	Employee Benefits	117,465	81,394	79,938	79,938	79,646	79,646	97,126	86,638	81,103	76,843	76,843	44,183	980,762	-	980,762
4000	Books and Supplies	36,231	45,629	34,949	46,712	65,249	65,249	65,249	65,249	65,249	65,249	71,657	65,249	691,917	*100,923*	792,840
5000	Services & Other Operating Exp.	130,831	240,997	312,353	320,817	312,326	310,497	303,211	303,211	303,237	303,211	303,211	305,536	3,449,435	*264,160*	3,713,595
6000	Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EXPENSE TOTAL	**506,629**	**728,123**	**759,862**	**780,088**	**789,843**	**788,014**	**798,207**	**787,719**	**782,211**	**777,924**	**784,332**	**723,369**	**9,006,321**	**365,082**	**9,371,403**
	Operating Cash Inflow (Outflow)	**(240,094)**	**(365,201)**	**(80,829)**	**(109,976)**	**(145,624)**	**(102,774)**	**(51,516)**	**(91,831)**	**28,750**	**5,912**	**(95,139)**	**(12,840)**	**(1,261,162)**	***1,314,322***	**53,160**
Balance Sheet Transactions																
	Accounts Receivable	404,794	566,712	404,794			242,876									
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-			
	Accounts Payable	(354,449)														
	Summer Holdback	(54,049)	12,644	10,996	10,996	10,996	10,996	10,996	10,996	10,996	10,996	10,996	(55,657)			
	Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-			
Ending Cash - Total in Primary Checking		**4,203,845**	**4,418,000**	**4,752,960**	**4,653,980**	**4,519,352**	**4,670,450**	**4,629,929**	**4,549,094**	**4,588,840**	**4,605,747**	**4,521,604**	**4,453,107**			
Days of Cash on hand		*169*	*178*	*191*	*187*	*182*	*188*	*186*	*183*	*185*	*186*	*182*	*179*			

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FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

Alpha: Jose Hernandez (129213) - June '26

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
General Assumptions								
COLA & Augmentation	8.22%	1.07%	2.30%	4.31%	3.06%	3.34%	3.14%	3.18%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Student Assumptions:								
Enrollment Count	459	439	432	430	400	400	400	400
Unduplicated Pupil Count (UPC)	453	423	424	420	390	391	391	390
Unduplicated Pupil Percentage (UPP)	98.17%	97.63%	97.74%	97.41%	97.78%	97.65%	97.61%	97.68%
Current Year LCFF Average Daily Attendance (ADA)	412.93	399.49	404.68	399.90	372.00	372.00	372.00	372.00
Funded LCFF ADA	412.93	399.49	404.68	399.90	372.00	372.00	372.00	372.00
LCFF ADA Funding Method	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-	-	-
Funded NSS ADA	-	-	-	-	-	-	-	-
LCFF Entitlement Summary								
Base Grant	$4,158,570	$4,061,168	$4,216,066	$4,357,802	$4,178,781	$4,318,363	$4,453,979	$4,595,656
Grade Span Adjustment	207,958	182,264	161,384	139,737	144,006	148,777	153,422	158,318
Adjusted Base Grant	$4,366,528	$4,243,432	$4,377,450	$4,497,539	$4,322,787	$4,467,140	$4,607,401	$4,753,974
Supplemental Grant	857,325	828,573	855,704	876,211	845,364	872,432	899,457	928,736
Concentration Grant	783,355	763,478	824,864	847,494	814,564	841,766	868,195	895,815
Total Base, Supplemental and Concentration Grant	$6,007,208	$5,835,483	$6,058,018	$6,221,244	$5,982,715	$6,181,338	$6,375,053	$6,578,525
Allowance: Necessary Small School	-	-	-	-	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-	-	-	-	-
Add-on: Transitional Kindergarten	46,878	52,186	101,862	102,203	105,331	108,847	112,258	115,827
Total Allowance and Add-On Amounts	$46,878	$52,186	$101,862	$102,203	$105,331	$108,847	$112,258	$115,827
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	**$6,054,086**	**$5,887,669**	**$6,159,880**	**$6,323,447**	**$6,088,046**	**$6,290,185**	**$6,487,311**	**$6,694,352**
Miscellaneous Adjustments	-	-	-	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	**$ 6,054,086**	**$ 5,887,669**	**$ 6,159,880**	**$ 6,323,447**	**$ 6,088,046**	**$ 6,290,185**	**$ 6,487,311**	**$ 6,694,352**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 14,661	$ 14,738	$ 15,222	$ 15,813	$ 16,366	$ 16,909	$ 17,439	$ 17,996
Additional State Aid	-	-	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	6,054,086	5,887,669	6,159,880	6,323,447	6,088,046	6,290,185	6,487,311	6,694,352
LCFF Sources Summary								
Funding Source Summary								
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*	*$ 1,402,802*	*$ 1,446,298*	*$ 1,339,101*	*$ 1,339,101*	*$ 1,339,101*	*$ 1,339,101*	*$ 1,339,101*	*$ 1,339,101*
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 82,586	$ 79,898	$ 80,936	$ 79,980	$ 74,400	$ 74,400	$ 74,400	$ 74,400
Net State Aid *(excludes Additional State Aid)*	$ 4,568,698	$ 4,361,473	$ 4,739,843	$ 4,904,366	$ 4,674,545	$ 4,876,684	$ 5,073,810	$ 5,280,851
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	**$ 6,054,086**	**$ 5,887,669**	**$ 6,159,880**	**$ 6,323,447**	**$ 6,088,046**	**$ 6,290,185**	**$ 6,487,311**	**$ 6,694,352**

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

Alpha: Jose Hernandez (129213) - June '26

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Funding Source by Resource-Object								
State Aid (Resource Code 0000, Object Code 8011)	$ 4,568,698	$ 4,361,473	$ 4,739,843	$ 4,904,366	$ 4,674,545	$ 4,876,684	$ 5,073,810	$ 5,280,851
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	$ 82,586	$ 79,898	$ 80,936	$ 79,980	$ 74,400	$ 74,400	$ 74,400	$ 74,400
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ -	$ (16)	$ 8	$ -	$ -	$ -	$ -	$ -
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
% Change		0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
In-Lieu of Property Taxes (Object Code 8096)	1,402,802	1,446,298	1,339,101	1,339,101	1,339,101	1,339,101	1,339,101	1,339,101
Entitlement and Source Reconciliation								
Basic Aid/Excess Tax District Status	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement	$ 6,054,086	$ 5,887,669	$ 6,159,880	$ 6,323,447	$ 6,088,046	$ 6,290,185	$ 6,487,311	$ 6,694,352
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	$ 6,054,086	$ 5,887,669	$ 6,159,880	$ 6,323,447	$ 6,088,046	$ 6,290,185	$ 6,487,311	$ 6,694,352
LCAP Percentage to Increase or Improve Services Calculation								
Base Grant (*Excludes add-ons for TIIG & Transportation)*	$ 4,413,406	$ 4,295,618	$ 4,479,312	$ 4,599,742	$ 4,428,118	$ 4,575,987	$ 4,719,659	$ 4,869,801
Supplemental and Concentration Grant funding in the LCAP year	$ 1,640,680	$ 1,592,051	$ 1,680,568	$ 1,723,705	$ 1,659,928	$ 1,714,198	$ 1,767,652	$ 1,824,551
Projected Additional 15% Concentration Grant funding in the LCAP year	$ 180,774	$ 176,187	$ 190,353	$ 195,576	$ 187,976	$ 194,255	$ 200,353	$ 206,726
Percentage to Increase or Improve Services	37.17%	37.06%	37.52%	37.47%	37.49%	37.46%	37.45%	37.47%

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

Alpha: Jose Hernandez (129213) - June '26

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Necessary Small School Allowance by School								
District Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-	-	-
District Funded NSS ADA	-	-	-	-	-	-	-	-
District NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #1								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #2								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #3								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #4								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #5								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

Alpha: Jose Hernandez (129213) - June '26

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PER-ADA FUNDING LEVELS								
Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$ 15,065.73	$ 15,220.49	$ 15,670.07	$ 16,337.62	$ 16,845.99	$ 17,404.62	$ 17,950.16	$ 18,523.48
Grades 4-6	$ 13,852.33	$ 13,995.21	$ 14,407.94	$ 15,022.15	$ 15,489.67	$ 16,004.28	$ 16,505.62	$ 17,031.75
Grades 7-8	$ 14,262.30	$ 14,409.14	$ 14,834.18	$ 15,466.17	$ 15,947.77	$ 16,477.52	$ 16,994.05	$ 17,536.83
Grades 9-12	$ 16,958.75	$ 17,134.74	$ 17,639.38	$ 18,390.38	$ 18,963.50	$ 19,593.69	$ 20,206.90	$ 20,852.41
Base Grants								
Grades TK-3	$ 9,919	$ 10,025	$ 10,256	$ 10,698	$ 11,025	$ 11,393	$ 11,751	$ 12,125
Grades 4-6	$ 10,069	$ 10,177	$ 10,411	$ 10,860	$ 11,192	$ 11,566	$ 11,929	$ 12,308
Grades 7-8	$ 10,367	$ 10,478	$ 10,719	$ 11,181	$ 11,523	$ 11,908	$ 12,282	$ 12,673
Grades 9-12	$ 12,015	$ 12,144	$ 12,423	$ 12,958	$ 13,355	$ 13,801	$ 14,234	$ 14,687
Grade Span Adjustment								
Grades TK-3	$ 1,032	$ 1,043	$ 1,067	$ 1,113	$ 1,147	$ 1,185	$ 1,222	$ 1,261
Grades 9-12	$ 312	$ 316	$ 323	$ 337	$ 347	$ 359	$ 370	$ 382
Prorated Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$ 10,951	$ 11,068	$ 11,323	$ 11,811	$ 12,172	$ 12,578	$ 12,973	$ 13,386
Grades 4-6	$ 10,069	$ 10,177	$ 10,411	$ 10,860	$ 11,192	$ 11,566	$ 11,929	$ 12,308
Grades 7-8	$ 10,367	$ 10,478	$ 10,719	$ 11,181	$ 11,523	$ 11,908	$ 12,282	$ 12,673
Grades 9-12	$ 12,327	$ 12,460	$ 12,746	$ 13,295	$ 13,702	$ 14,160	$ 14,604	$ 15,069
Prorated Base Grants								
Grades TK-3	$ 9,919	$ 10,025	$ 10,256	$ 10,698	$ 11,025	$ 11,393	$ 11,751	$ 12,125
Grades 4-6	$ 10,069	$ 10,177	$ 10,411	$ 10,860	$ 11,192	$ 11,566	$ 11,929	$ 12,308
Grades 7-8	$ 10,367	$ 10,478	$ 10,719	$ 11,181	$ 11,523	$ 11,908	$ 12,282	$ 12,673
Grades 9-12	$ 12,015	$ 12,144	$ 12,423	$ 12,958	$ 13,355	$ 13,801	$ 14,234	$ 14,687
Prorated Grade Span Adjustment								
Grades TK-3	$ 1,032	$ 1,043	$ 1,067	$ 1,113	$ 1,147	$ 1,185	$ 1,222	$ 1,261
Grades 9-12	$ 312	$ 316	$ 323	$ 337	$ 347	$ 359	$ 370	$ 382
Supplemental Grant	20%	20%	20%	20%	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 2,190	$ 2,214	$ 2,265	$ 2,362	$ 2,434	$ 2,516	$ 2,595	$ 2,677
Grades 4-6	$ 2,014	$ 2,035	$ 2,082	$ 2,172	$ 2,238	$ 2,313	$ 2,386	$ 2,462
Grades 7-8	$ 2,073	$ 2,096	$ 2,144	$ 2,236	$ 2,305	$ 2,382	$ 2,456	$ 2,535
Grades 9-12	$ 2,465	$ 2,492	$ 2,549	$ 2,659	$ 2,740	$ 2,832	$ 2,921	$ 3,014
Actual - 1.00 ADA, Local UPP as follows:	*98.17%*	*97.63%*	*97.74%*	*97.41%*	*97.78%*	*97.65%*	*97.61%*	*97.68%*
Grades TK-3	$ 2,150	$ 2,161	$ 2,213	$ 2,301	$ 2,380	$ 2,456	$ 2,533	$ 2,615
Grades 4-6	$ 1,977	$ 1,987	$ 2,035	$ 2,116	$ 2,189	$ 2,259	$ 2,329	$ 2,404
Grades 7-8	$ 2,035	$ 2,046	$ 2,095	$ 2,178	$ 2,253	$ 2,326	$ 2,398	$ 2,476
Grades 9-12	$ 2,420	$ 2,433	$ 2,492	$ 2,590	$ 2,680	$ 2,765	$ 2,851	$ 2,944
Concentration Grant (>55% population)	65%	65%	65%	65%	65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 7,118	$ 7,194	$ 7,360	$ 7,677	$ 7,912	$ 8,176	$ 8,432	$ 8,701
Grades 4-6	$ 6,545	$ 6,615	$ 6,767	$ 7,059	$ 7,275	$ 7,518	$ 7,754	$ 8,000
Grades 7-8	$ 6,739	$ 6,811	$ 6,967	$ 7,268	$ 7,490	$ 7,740	$ 7,983	$ 8,237
Grades 9-12	$ 8,013	$ 8,099	$ 8,285	$ 8,642	$ 8,906	$ 9,204	$ 9,493	$ 9,795
Actual - 1.00 ADA, Local UPP >55% as follows:	*27.6000%*	*27.6800%*	*28.9900%*	*28.9900%*	*28.9900%*	*28.9900%*	*28.9900%*	*28.9900%*
Grades TK-3	$ 1,965	$ 1,991	$ 2,134	$ 2,226	$ 2,294	$ 2,370	$ 2,445	$ 2,522
Grades 4-6	$ 1,806	$ 1,831	$ 1,962	$ 2,046	$ 2,109	$ 2,179	$ 2,248	$ 2,319
Grades 7-8	$ 1,860	$ 1,885	$ 2,020	$ 2,107	$ 2,171	$ 2,244	$ 2,314	$ 2,388
Grades 9-12	$ 2,211	$ 2,242	$ 2,402	$ 2,505	$ 2,582	$ 2,668	$ 2,752	$ 2,840

Fiscal Health Risk Analysis
for Charter Schools

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

Charter School:
Alpha: Jose Hernandez

		Response	Alpha Notes
1. Annual Independent Audit Report			
1.1	Has the charter school corrected prior year audit findings without affecting its fiscal health (e.g., material apportionment or internal control findings)?	n/a	
1.2	Has the independent audit report for the most recent fiscal year been completed and presented to the board within the statutory timeline?	yes	
1.3	Were the charter school's most recent and prior two audit reports free of findings of material weaknesses?	no	FY21: No findings FY22: No findings FY23: One finding state compliance finding for CAPS FY24: One finding related to NSLP accruals for AJH; prior year finding resolved FY25: No findings; prior year finding resolved
1.4	Has the charter school corrected all reported audit findings from the current and past two audits?	yes	
1.5	Does the audit report disclose any charter management organization (CMO) or related party transactions?	yes	Alpha Public Schools is the CMO, and Alpha Faciliites LLC owns modular classrooms.
Self-assessment notes: See Column H			
2. Budget Development and Adoption			
2.1	Does the charter school develop and use written budget assumptions and multiyear projections that are reasonable, are supported by detailed calculations or other evidence, and have been clearly articulated?	yes	Budget workbooks are used to identify assumptions.
2.2	Does the charter school use a budget development method other than a prior-year rollover budget, and if so, does that method include tasks such as review of prior year estimated actuals by major object code and removal of one-time revenues and expenses?	yes	Annual Planning Calendar is used to define this process.
2.3	Does the charter school use position control data for budget development?	yes	We maintain a Position Control spreadsheet that is reconciled with Payroll.
2.4	Did the charter school submit its SB 740 determination timely, if nonclassroom-based, and was it approved by CDE for full funding?	n/a	We are classroom-based.
2.5	Does the charter school calculate the Local Control Funding Formula (LCFF) revenue correctly? If the LCFF is calculated for the charter school, has the charter school verified the data used within the calculation?	yes	LCFF FCMAT Calculators are used.
2.6	If the charter school budgets for private revenues or donations, does it have a contingency plan should those revenues not materialize?	n/a	No material fundraising budgeted at site
2.7	Does the budget development process include input from parents and other key stakeholders (e.g., staff, administrators, the governing board, the community, etc.)?	yes	SSC meetings are held regularly, and surveys are administered.
2.8	Does the charter school budget reflect expending restricted funds before unrestricted funds?	yes	-
2.9	Have the local control accountability plan (LCAP) and the budget been adopted within statutory timelines established by Education Code Section 47604.33 and submitted to the authorizer and county office of education by July 1 for the current and past two fiscal years?	yes	-
2.10	Has the charter school refrained from including carryover funds in its adopted budget?	yes	
2.11	Other than objects in the 5700s and 7300s and appropriate abatements in accordance with the California School Accounting Manual, does the charter school avoid using negative or contra expenditure accounts?	yes	The only negative expenses appearing on our register are for any bill credits
2.12	Does the charter school have a documented policy and/or procedure for evaluating the proposed acceptance of grants and other types of restricted funds and the potential multiyear impact on the charter school's unrestricted fund?	no	Alpha doesn't currently document this policy.
2.13	Does the charter school adhere to a budget calendar that includes statutory due dates, major budget development tasks and deadlines, and the staff member/department responsible for completing them?	yes	
Self-assessment notes: See Column H			
3. Budget Monitoring and Updates			
3.1	Are actual revenues and expenses consistent with the most current budget?	yes	YTD actuals are reviewed on a monthly basis.
3.2	Are budget revisions posted in the financial system at each interim report, at a minimum?	no	Our budget reports are maintained in Alpha's model, with actuals exported to match.
3.3	Are clearly written and articulated budget assumptions and notes that support budget revisions communicated to the board at each interim report, at a minimum?	yes	There is a standing financial report at each board meeting, and interims are approved by the board.
3.4	If applicable, following board approval of increased compensation for employees (salary and/or benefits), does the charter school make necessary budget revisions in the financial system to reflect settlement costs before the next financial reporting period?	yes	
3.5	Has the charter addressed any fiscal deficiencies the authorizer has identified in its oversight letters in the current and prior two fiscal years?	n/a	
3.6	Does the charter prohibit processing of requisitions or purchase orders when the budget is insufficient to support the expenditure?	yes	Budget modifications between line items are permitted if funds allow, for shifting of budget between line items.
3.7	Does the charter encumber and adjust encumbrances for salaries and benefits?	n/a	N/A based on prior communication.
3.8	Are all balance sheet accounts in the general ledger reconciled at least at each interim report and at year end close?	yes	
3.9	For the most recent and two prior fiscal years, have the interim reports and the unaudited actuals been adopted and filed with the chartering authority and the county superintendent of schools within the timelines established in Education Code?	yes	
Self-assessment notes: See Column H			
4. Cash Management			

Fiscal Health Risk Analysis
for Charter Schools

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FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

Charter School:

Alpha: Jose Hernandez

		Response	Alpha Notes
4.1	Are cash and investment accounts held by the charter school reconciled monthly?	yes	
4.2	Does the charter school forecast its cash receipts and disbursements at least 18 months out, updating the actuals and reconciling the remaining months to the budget monthly to ensure cash flow needs are known?	yes	
4.3	Does the charter school have a reasonable plan to address cash flow needs during the current fiscal year and subsequent year?	yes	
4.4	Does the charter school's short-term cash flow plan accurately account for accounts receivable factoring or other forms of cash advances or borrowing?	n/a	
4.5	Does the charter school have sufficient cash resources in its other funds/accounts to support its current and projected obligations?	yes	
4.6	If intercharter borrowing or transfers occur, are those funds documented and reconciled?	yes	
4.7	If the charter school is managing cash through external borrowing, does the charter school's cash flow projection include repayment based on the terms of the loan agreement?	n/a	

Self-assessment notes: See Column H

5. Collective Bargaining and Unrepresented Employee Agreements or Compensation Agreements

5.1	Has the charter school addressed whether salaries and/or benefits will be increased for all its employees for the prior two fiscal year(s)?	n/a	
5.2	Has the charter school addressed whether salaries and/or benefits will be increased for all its employees for the current year?	yes	
5.3	Does the charter accurately quantify the effects of increased salaries and/or benefits and include them in its budget and multiyear projections?	yes	
5.4	Did the charter school analyze and identify related costs or savings, if any (e.g., statutory benefits, and step and column salary increase), for the current and subsequent years, and did it identify ongoing revenue sources or expenditure reductions to cover the estimated costs of salary and/or benefits increases?	yes	
5.5	In the current and prior two fiscal years, has the charter school settled the total cost of the compensation increases at or under the funded cost-of-living adjustment (COLA)?	n/a	-
5.6	If compensation increases are still unresolved for the past two years, has the charter school identified resources to cover the estimated costs of settlements?	n/a	We do not have any unresolved increases.

Self-assessment notes: See Column H

6. Contributions and Transfers

6.1	Does the charter school have a board-approved plan to eliminate, reduce or control any contributions/transfers from the unrestricted resources to restricted programs?	yes	
6.2	If any contributions/transfers were required for restricted programs in either of the prior two fiscal years, and this is still necessary in the current year, did the charter school budget for them at reasonable levels?	yes	

Self-assessment notes: See Column H

7. Deficit Spending (Unrestricted General Fund)

7.1	Is the charter school avoiding deficit spending in the current fiscal year?	no	We project deficit spending based on a board approved budget.
7.2	Is the charter school projected to avoid deficit spending in both of the two subsequent fiscal years?	no	We do have deficit projections in future years. At AJH, we have focused these investments on our Improvement Plan, submitted as part of the Charter Renewal process.
7.3	If the charter school has deficit spending in the current or two subsequent fiscal years, has the board approved and implemented a plan to reduce and/or eliminate deficit spending?	yes	
7.4	Has the charter school decreased deficit spending over the past two fiscal years?	yes	

Self-assessment notes: See Column H

8. Employee Benefits

8.1	Has the charter school completed an actuarial valuation in accordance with Governmental Accounting Standards Board (GASB) or Financial Accounting Standards Board (FASB) requirements to determine its unfunded liability for other post-employment benefits (OPEB)?	no	
8.2	Does the charter school have a plan to fund its liabilities for retiree health and welfare benefits?	yes	
8.3	Has the charter school followed a policy to limit accrued vacation balances?	yes	
8.4	If health insurance is offered, has the charter school conducted a verification and determination of eligibility for benefits for all active and retired employees and dependents within the last five years?	yes	
8.5	Does the charter school track, reconcile and report employees' compensated leave balances?	yes	

Self-assessment notes: See Column H

9. Enrollment and Attendance

9.1	If applicable, has the charter school submitted its Pupil Estimates for New or Significantly Expanding Charters (PENSEC) due to significant expansion?	n/a	

Fiscal Health Risk Analysis
for Charter Schools

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FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

Charter School:
Alpha: Jose Hernandez

		Response	Alpha Notes
9.2	Has the charter school's enrollment been increasing or remained stable for the current and two prior years?	no	AJH: There have been planned decreases based on facility constraints. CAPS: Enrollment has remained stable.
9.3	Does the charter school monitor and analyze enrollment and average daily attendance (ADA) data at least monthly through the second attendance reporting period (P2)?	yes	
9.4	Does the charter school track historical enrollment and ADA data to establish future trends?	yes	
9.5	Do charter school sites maintain an accurate record of daily enrollment and attendance that is reconciled monthly at the site and total charter school levels?	yes	
9.6	Has the charter school certified its California Longitudinal Pupil Achievement Data System (CALPADS) data by the required deadlines (Fall 1, Fall 2, EOY) for the current and two prior years?	yes	
9.7	Are the charter school's enrollment projections and assumptions based on historical data, industry-standard methods, and other reasonable considerations?	yes	
9.8	Do all applicable sites and departments review and verify their respective CALPADS data and correct it as needed before the report submission deadlines?	yes	

Self-assessment notes: See Column H

10. Facilities

10.1	Does the charter school have sufficient and available capital outlay funds to cover all contracted obligations for capital facilities projects?	yes	
10.2	Does the charter school properly track and account for facility-related projects?	yes	
10.3	Does the charter school use its facilities fully in accordance with the Office of Public School Construction's loading standards?	yes	
10.4	Does the charter school include facility needs (maintenance, repair, and operating requirements) when adopting a budget?	yes	
10.5	Has the charter school conducted regular facilities inspections and resolved any outstanding issues?	yes	
10.6	Does the charter school have an up-to-date long-range facilities master plan?	no	We don't maintain a formal plan given ownership by the district, but have documented long-term leases.

Self-assessment notes: See Column H

11. Fund Balance/Net Position and Reserve for Economic Uncertainty

11.1	Is the charter school able to maintain the minimum reserve for economic uncertainty in the current year in accordance with best practices and as defined by 5 CCR 15450?	yes	
11.2	Is the charter school able to maintain the minimum reserve for economic uncertainty in the two subsequent years?	yes	
11.3	If the charter school is not able to maintain the minimum reserve for economic uncertainty, does the multiyear financial projection include a board-approved plan to restore the reserve?	n/a	
11.4	Is the charter school's projected unrestricted fund balance stable or increasing in the two subsequent fiscal years?	yes	
11.5	If the charter school has unfunded or contingent liabilities or one-time costs, does the unrestricted fund balance include reserves above the recommended reserve level?	n/a	
11.6	Does the charter school have adequate cash reserves to ensure it can meet its financial obligations in the current and two subsequent years?	yes	

Self-assessment notes: See Column H

12. General Fund - Current Year

12.1	Does the charter school ensure that one-time revenues do not pay for ongoing expenditures?	yes	
12.2	Is the percentage of the charter school's unrestricted expenditure budget that is allocated to salaries and benefits at or below the district statewide average for the current year?	n/a	N/A is indicated because data regarding the district statewide average has not been made available for comparison.
12.3	Is the percentage of the charter school's unrestricted expenditure budget that is allocated to salaries and benefits at or below the district statewide average for the two prior years?	n/a	N/A is indicated because data regarding the district statewide average has not been made available for comparison.
12.4	If the charter school has received any uniform complaints or legal challenges regarding local use of supplemental and concentration grant funding in the current or two prior years, is it addressing the complaint(s)?	n/a	
12.5	Does the charter school either ensure that restricted dollars are sufficient to pay for staff assigned to restricted programs or have a plan to fund these positions with unrestricted funds?	yes	
12.6	Is the charter school using its restricted dollars fully by expending allocations for restricted programs within the required time?	yes	
12.7	Does the charter school account for all program costs, including the maximum allowable indirect costs, for each restricted resource?	no	We do not always apply the maximum allowable cost across all of the restricted programs.

Self-assessment notes: See Column H

13. Information Systems and Data Management

Fiscal Health Risk Analysis
for Charter Schools

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

Charter School:

Alpha: Jose Hernandez

		Response	Alpha Notes
13.1	Does the charter school use an integrated financial and human resources system?	no	Our systems are as follows: Financial: Netsuite HRIS: Trinet Payroll: Paylocity
13.2	Can the system(s) provide key financial and related data, including personnel information, to help the charter school make informed decisions?	yes	We have processes in place for reviewing across systems.
13.3	Has the charter school accurately identified students who are eligible for free or reduced-price meals, English learners, and foster youth, in accordance with the LCFF and its LCAP?	yes	

Self-assessment notes: See Column H

14. Internal Controls and Fraud Prevention

14.1	Does the charter school have controls that limit access to its financial system and include multiple levels of authorization?	yes	
14.2	Are the charter school's financial system's access and authorization controls reviewed and updated upon employment actions (e.g., resignations, terminations, promotions, or demotions) and at least annually?	yes	
14.3	Does the charter school ensure that duties in the following areas are segregated, and that they are supervised and monitored?		
	• Accounts payable (AP)	yes	
	• Accounts receivable (AR)	yes	
	• Purchasing and contracts	yes	
	• Payroll	yes	
	• Human resources (HR)	yes	
14.4	Are beginning balances for the new fiscal year posted and reconciled with the ending balances for each fund from the prior fiscal year?	yes	
14.5	Does the charter school review and clear prior year accruals by first interim?	yes	Yes; not all accruals have cleared by First Interim (i.e., Lotto)
14.6	Does the charter school reconcile all suspense accounts, including salaries and benefits, at least at each interim reporting period and at the close of the fiscal year?	yes	
14.7	Has the charter school reconciled and closed the general ledger (books) within the time prescribed by the authorizer?	yes	
14.8	Does the charter school have processes and procedures to discourage and detect fraud?	yes	
14.9	Does the charter school maintain an independent fraud reporting hotline or other reporting service(s)?	no	
14.10	Does the charter school have a process for collecting and following up on reports of possible fraud?	yes	
14.11	Does the charter school have an internal audit process?	yes	

Self-assessment notes: See Column H

15. Leadership and Stability

15.1	Does the charter school have a chief financial official who has been with the entity more than two years?	yes	
15.2	Does the charter school have a superintendent/executive director who has been with the entity more than two years?	yes	
15.3	Does the superintendent/executive director meet on a scheduled and regular basis with all members of their administrative team?	yes	
15.4	Is training on financial management and budget provided to site and department administrators who are responsible for budget management?	yes	
15.5	Is there adherence to a monthly schedule for board meetings?	yes	Board meetings are held every other month.
15.6	Are board meeting agendas and minutes posted to the charter school's website?	yes	
15.7	Does the governing board adopt and revise policies, administrative regulations and/or bylaws annually?	yes	
15.8	Are newly adopted or revised policies and administrative regulations implemented, communicated and available to staff?	yes	
15.9	Are board members trained in areas such as the board's role, governance, board policy, human resources, and community relations every two years?	yes	
15.10	Does the charter school have nonprofit exempt status that has not been revoked, denied or suspended?	yes	
15.11	Is the charter school's management staff without a conflict of interest, defined as a related party with the organization CMO or other related service provider?	yes	

Self-assessment notes: See Column H

16. Multiyear Projections

16.1	Does the charter school develop multiyear projections for a minimum of two subsequent fiscal years?	yes	
16.2	If the charter school has developed multiyear projections, do they include detailed assumptions that align with industry standards?	yes	

Fiscal Health Risk Analysis
for Charter Schools

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

Charter School:

Alpha: Jose Hernandez

		Response	Alpha Notes
16.3	To help calculate its multiyear projections, did the charter school prepare an accurate LCFF calculation with multiyear considerations?	yes	
16.4	Does the charter school use its most current multiyear projection in making financial decisions?	yes	

Self-assessment notes: See Column H

17. Debt and Risk Management

17.1	Are the sources of repayment for debt {such as certificates of participation (COPs), bridge financing, revenue anticipation notes (RANs), selling of accounts receivables and other borrowing} stable, predictable, and other than unrestricted general fund?	n/a	
17.2	If the charter school has issued debt, has its credit rating remained stable or improved in the current or prior two fiscal years?	n/a	
17.3	If the charter school is self-insured, does the charter have a recent (every two years) actuarial study and a plan to pay for any unfunded liabilities?	n/a	
17.4	If the charter school has debt (such as COPs, bridge financing, RANs, selling of accounts receivables and other borrowing), is the total of annual debt service payments no greater than 2% of the charter school's unrestricted general fund revenues?	n/a	

Self-assessment notes: See Column H

18. Position Control

18.1	Does the charter school account for all positions and costs?	yes	
18.2	Does the charter school reconcile budget, payroll, and position control regularly, meaning at least at budget adoption and interim reporting periods?	yes	
18.3	Does the charter school identify a budget source for each new position before the position is authorized by the governing board?	yes	Budget sources are budgeted for annually and budget is approved by the governing board.
18.4	Does the governing board approve all new positions and extra assignments (e.g., stipends) before positions are posted?	no	Governing Board approves the budget, which includes those assumptions. Additionally, the board approves the scales on which roles are based. The board does not approve all positions / stipends individually.
18.5	Has the charter school adopted staffing ratios for certificated, classified, and administrative positions in the past three years, and are the ratios being followed?	yes	These are developed internally, and approved in our budgeting process.
18.6	Do managers and staff responsible for the charter school's human resources, payroll and budget functions meet regularly to discuss issues and improve processes?	yes	

Self-assessment notes: See Column H

19. Special Education

19.1	Does the charter school monitor, analyze and adjust staffing ratios, class sizes and caseload sizes to align with statutory requirements and industry standards?	yes	
19.2	Does the charter school access available funding sources for costs related to special education (e.g., excess cost pool, legal fees, mental health)?	yes	
19.3	Does the charter school use appropriate tools to help it make informed decisions about whether to add services (e.g., special circumstance instructional assistance process and form, transportation decision tree)?	yes	Managing Director of Special Education and team leverage those best practices.
19.4	Does the charter school budget and account correctly for all costs related to special education (e.g., transportation, due process hearings, indirect costs, nonpublic schools and/or nonpublic agencies)?	yes	
19.5	Is the charter school's rate of identification of students as eligible for special education comparable with countywide and statewide average rates?	yes	
19.6	If the charter receives federal funds, does the charter school analyze whether it will meet the maintenance of effort requirement at each interim reporting period?	yes	

Self-assessment notes: See Column H

Total Risk Score, All Areas	**8.6%**

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7.1

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue, San Jose, CA 95127

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION - BOARD OF TRUSTEES

To the Board of Trustees: Date: October 13, 2025

Subject: **Approve First Amendment to the Facilities Use Agreement and Memorandum of Understanding with Alpha Public Schools**

Staff Analysis: Alpha Public Schools operate Alpha: Blanca Alvarado and Alpha: Jose Hernandez charter schools within the District under approved charter petitions. The District currently provides facilities for these schools at the former Slonaker School site, located at 1601 Cunningham Avenue, San Jose.

In accordance with Education Code Section 47614(b), school districts must provide charter schools with facilities that are reasonably equivalent to those of district students. The First Amendment extends the current Facilities Use Agreement for one additional year, from July 1, 2026, through June 30, 2027, to allow both parties time to negotiate a new five-year Facilities Use Agreement.

Recommendation: It is the recommendation of the Interim Superintendent that the Board of Trustees approve the First Amendment of the Facilities Use Agreement with Alpha Public Schools which extends the Facilities Use Agreement for a one-year term through June 30, 2027.

Submitted by: Teresa DeCelles Title: Assistant Superintendent, Business Services

Approved by: Sandra Garcia Title: Interim Superintendent

To the Board of Trustees:

Recommend Approval

7.1
Agenda Placement

Meeting: October 23, 2025
Regular Board Meeting

Sandra Garcia, Interim Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: Andres Quintero Seconded by: Corina Herrera-Loera

Approved: 5 Not Approved: 6 Tabled: 6

FIRST AMENDMENT TO FACILITIES USE AGREEMENT AND MOU

THIS FIRST AMENDMENT TO FACILITIES USE AGREEMENT AND MOU ("AMENDMENT") is effective October 2025, by and between the Alum Rock Union Elementary School District, a subdivision of the State of California, (hereinafter referred to as "District") and Alpha Public Schools, Inc., a California Non-Profit Public Benefit Corporation, dba and operating Alpha: Blanca Alvarado Middle School and Alpha: José Hernández School, (hereinafter referred to as "Charter Schools").

WHEREAS, District and Charter Schools are parties to a Facilities Use Agreement and MOU ("FUA") with a term commencing July 1, 2021 and ending June 30, 2026 for the provision of facilities to the Charter Schools in lieu of Prop. 39 and relating to Charter Schools's use of District Premises at 1601 Cunningham Avenue, San Jose, California, as described in the FUA;

WHEREAS, the District and Charter Schools desire to amend the FUA to extend its Term for one (1) additional year from July 1, 2026 to June 30, 2027.

NOW THEREFORE, for good and valuable consideration, the sufficiency of which is hereby acknowledged, the District and Charter Schools agree to amend the FUA as follows:

1. Section 1 of the FUA ("Term") is hereby amended to extend the Term of the FUA for one (1) additional year from July 1, 2026 to June 30, 2027 (the "Extension Period").

2. Miscellaneous.

    a. Titles, Heading, Etc. The titles and headings of the articles, sections, and subsections of this Amendment have been inserted for convenience of reference only and shall in no way modify any of the terms or provisions hereof.
    b. Severability. In the event any provision of this Amendment shall be held invalid or unenforceable by any court of competent jurisdiction, such holding shall not invalidate or render unenforceable the remainder of this Amendment.
    c. Governing Law. This Amendment shall be governed by and construed in accordance with the laws and judicial decisions of the State of California, except as such laws may be preempted by any federal rules, regulations, and laws. Unless otherwise required by state law, the Parties hereto expressly acknowledge and agree that any judicial action to interpret or enforce the terms of this Amendment shall be brought and maintained in the state and federal courts located in the County of Santa Clara.

d. Execution in Counterparts. This Amendment may be executed in counterparts, each of which shall be an original and all of which shall constitute but one and the same instrument.

e. Electronic Signatures. Each of the Parties hereto agrees that the transaction consisting of this Amendment may be conducted by electronic means. Each party agrees, and acknowledges that it is such Party's intent, that if such Party signs this Amendment using an electronic signature, it is signing, adopting, and accepting this agreement that that signing this First Amendment using an electronic signature is the legal equivalent to having placed its handwritten signature on this Amendment on paper. Each Party acknowledges that it is being provided with an electronic or paper copy of this Amendment in a usable format.

3. Effect of Amendment. Except to the extent expressly amended by this Amendment, all of the respective terms, conditions, and provisions of the FUA shall remain in full force and effect. In the event of any conflict or inconsistency between the terms and conditions of the FUA and the terms and conditions of this Amendment, the terms and conditions of this Amendment shall govern and control.

4. This Amendment shall be subject to approval of District's Board of Trustees.

IN WITNESS WHEREOF, the parties have executed this Amendment on the dates set forth below.

District: ALUM ROCK UNION ELEMENTARY SCHOOL

By: Sandra Hance
Title: Interim Superintendent
Date: 10/24/25
Board Approved: _____

Charter Schools: ALPHA PUBLIC SCHOOLS, INC.
DBA Alpha: Blanca Alvarado School & Alpha: José Hernández School

By: Chris Kang
Title: Acting CEO / Chief Operating Officer
Date: 10/8/2025

Santa Clara County Office of Education

Initial Charter Petition	☐
Charter Material Revision	☐
Charter Renewal	☒
On Appeal	☐

Education Code §§ 47605
47607, 47607.2

CHARTER REVIEW MATRIX – DISTRICT APPEAL

Proposed Charter School	Petitioner Contact Information	Petition Review Timeline	
Name of Proposed Charter School: Alpha: José Hernández	Name: Shara Hegde	**Petition Received:**	
Location of Proposed School(s): 1601 Cunningham Ave. San José, CA 95122	Title: Chief Executive Officer	**Public Hearing:** (60 days from receipt)	
Grade Level: TK-8	Phone/Cell: (408) 780-1551	**Board Decision:** (90 days from receipt)	
District of Proposed Charter School: Alum Rock Union Elementary School District	Email: shegde@alphapublicschools.org	☐ **30 day extension granted** (90 days from receipt, may be extended 30 days if agreed by petitioner(s) and SCCOE)	

Denial by District	
Evidence of district denial	Yes ☐ No ☐
District's written factual findings	Yes ☐ No ☐ Not Available ☐
Date of district denial:	n/a
Received by County Board within 30 days	Yes ☐ No ☐
Copy of the charter as denied, including signatures	Yes ☐ No ☐
Description of any changes necessary to reflect the County Board as the authorizer	Yes ☐ No ☐
Signed certification stating petitioner(s) will comply with all applicable law	Yes ☐ No ☐

Instructions to Review Team: This checklist is designed to guide the review of charter school petitions. Your **comments** are essential to understanding your assessment and will be used as part of the final analysis and report to the County Board.
Instructions to Charter Petitioner: As you complete this Matrix, please note the specific page(s) on which each item is addressed. If the terms of the charter are not explicit in compliance with the particular item in the checklist, provide detail in the applicable notes section in order that the SCCOE may readily determine to what provision(s) you are referring in the checklist.

Legend:
Required to be included in every charter petition and/or Memorandum of Understanding.
Applies to Petition Renewals Only
Applies to both Material Revisions and Renewals Only

	REQUIRED ELEMENTS: Education Code § 47605 (b) (1)-(8)				
		Yes	No	N/A	Page
❒	The charter school presents a sound educational program?	☐	☐	☐	29-84
❒	The petitioners are demonstrably unlikely to successfully implement the program?	☐	☐	☐	101-125;183-184; App. 4
❒	The petition contains the required signatures? (not required for renewals)	☐	☐	☐	n/a
❒	The petition contains an affirmation of each of the conditions described in Education Code § 47605(d) (1)?	☐	☐	☐	1-3
❒	The initial review finds that the petition has included all of the required elements (A-O)? ***Note: Audits Element is no longer required; see Affirmations & Declaration for audit compliance***	☐	☐	☐	

☐	The petition includes a declaration of whether the charter school shall be the exclusive employer of charter school employees for purposes of Educational Employment Relations Act (EERA)?	☐	☐	☐	1
☐	The charter school is demonstrably likely to serve the interests of the entire community in which the school is proposing to locate, considering fiscal impact of the school? (new charters only)	☐	☐	☐	n/a
☐	The school district is positioned to absorb the fiscal impact of the district (new charters only)	☐	☐	☐	n/a

	REQUIRED PETITION SIGNATURES IF CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a)				
		Yes	No	N/A	Page
	• 50% of the permanent status teachers currently employed at the public school to be converted.			☐	n/a

	REQUIRED PETITION SIGNATURES IF NOT CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a)				
		Yes	No	N/A	Page
	• 50% of parents/guardians of number of students expected to attend in year 1	☐	☐	☐	n/a
	OR				
	• 50% of the number of teachers expected to teach at the charter school during its 1st year	☐	☐	☐	n/a

	NOTIFICATION UPON APPROVAL: Education Code § 47605 (3) (i)				
		Yes	No	N/A	Page
☐	The petition acknowledges that, should the charter be granted, the petitioner will provide a written notice of the approval and a copy of the petition to: • The California Department of Education • State Board of Education	☐	☐	☐	n/a

	REQUIRED AFFIRMATIONS: Education Code § 47605(d)	Yes	No	N/A	Page
☐	Statements affirming that school will be non-sectarian in its programs, admission policies, employment practices, and all other operations; will not charge tuition; and will not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in Penal Code § 422.55 or association with such persons, including immigration status; not base admission on place of residence within California except as specified by law; admit any student who wishes to attend so long as there is space; hold a random lottery if there is not space; comply with the mandated admissions preference requirements; and provide the required notice in the event a student is expelled or leaves the school without graduating or completing the school year.	☐	☐	☐	1-3; 141-145

	CHARTER RENEWAL REQUIRED ELEMENTS: Evidence to Support Renewal and/or Material Revision (CCR) Title 5 Section 11966.4			
		Yes	No	Page
☐	Required fiscal reports and audits demonstrating past performance and likely future financial viability of the school	☐	☐	App. 4
☐	Compliance with all state and federal laws applicable to charter schools and fulfilling the terms of the charter	☐	☐	1-3
☐	Academic performance data reports showing increases in pupil academic achievement for all student groups; dashboard, CAASPP, LCAP and annual updates	☐	☐	19-28
☐	Annual visits and annual reports, including correcting any deficiencies identified curing annual reviews and visits.	☐	☐	9-10; 99-100
☐	Inspections or observations of any part of the charter school at any time	☐	☐	100
☐	Documentation that charter has met minimum academic performance criteria per 47607(b) and 47607.2	☐	☐	9-28
☐	Past performance of academics and operations and future plans for improvement establish likelihood of success.	☐	☐	9-28
☐	Includes updates to comply with all laws that have gone into effect since previous approval or renewal	☐	☐	n/a
Strengths:				
Areas of Concerns:				

Conclusions

DETAILED REVIEW - REQUIRED ELEMENTS: Education Code § 47605(A-O)				
A	**Educational Program**	**Evidence**	**Addressed in Petition**	**Page**
❒	**1. Targeted School Populations**		☐	30-32
	Age, grade levels and number of students	☐		30
	• Number of students per classroom	☐		30, 35
	• Maximum enrollment predicted for school	☐		30
	Type of desired student populations	☐		30-31
❒	**2. Attendance**		☐	32-34
	• Describes whether multiple sites will be included	☐		n/a
	• Indicates proposed opening date(s)	☐		CP, 5
❒	Attendance requirements		☐	32-34
	• Includes length of school day and year	☐		32-34
	• Submit for approval the specific means to be used for student attendance accounting and reporting, satisfactory to support state average daily attendance claims and to satisfy audits related to attendance that may be conducted.	☐		3, 32
	• For independent study, specific means of determining and recording attendance, including means of determining it is the enrolled student doing the work and specifically what amount of work/time counts as a day of attendance.	☐		3, 34
❒	**3. What it Means to be an Educated Person in the 21st Century**		☐	36
❒	Objective of enabling pupils to become self-motivated, competent, lifelong learners		☐	37
	Clear list of general academic skills and qualities important for an educated person	☐		37
❒	**4. Description of How Learning Best Occurs**		☐	37-84
	Persuasive instructional design	☐		37-40
	• Broad outline (not entire scope and sequence) of the curriculum content	☐		41-55
	• Description of instructional approaches and strategies	☐		37-40; 41-55
	• Description of learning environment (e.g. traditional, independent study)	☐		34-35; 37-40
	Proposed program strongly aligned to school's mission	☐		36-38
	Affirmation or description of curriculum aligned to student performance standards	☐		38-39; 41-55
	Outline of plan or strategy to support students not meeting pupil outcomes	☐		66-70
	Instructional design or strategies based upon successful practice or research	☐		37-40
	Instructional strategies for special education, English learners, etc.	☐		66-84
	Proposed program/curriculum reflects a focus on adopted CCSS and NGSS	☐		38-39; 41-55
	Educational Program describes professional development for teachers	☐		55-58
	Minimal instructional time (instructional minute calculations)	☐		32-34
	Includes school calendar	☐		33-34
❒	**5. Transitional Kindergarten program outlines developmentally appropriate learning outcomes, using modified curriculum, specialized instruction, and assessment for all students (Only if Charter offers Kindergarten)**		☐	41-42; 95-96
❒	**6. English Learner Services**		☐	51-52; 70-75
❒	All eligible students enrolled in the charter school will receive appropriate English Learner services in accordance with applicable state and federal law.		☐	70-71

❒	Staff members providing English Learner Services are appropriately credentialed.		☐	74
❒	A description of the manner in which students are identified as requiring English Learner Services		☐	70-72
❒	A description of the process for reclassification of English Leaners		☐	72-73
❒	An acknowledgment of the responsibility of the charter school to provide access to grade-level core curriculum for English Learners. (Check for reference to the use and implementation and New Proficiency Level Descriptors (PLD) as part of California English-language Development Standards.)		☐	51-52; 70, 73-74
❒	References to curriculum and materials that will be utilized in the instruction of English Learners		☐	51-52; 73-74
❒	Petition explains how English Learners will be reclassified and how English Learners and reclassified English Learners will be monitored		☐	72-75
Strengths:				
Areas of Concerns:				
Conclusions:				
❒	**7. LCFF/LCAP Annual Goals and Annual Actions to Achieve Goals for Subgroups in EC 52052**		☐	84-85
❒	Charter includes language that assures compliance with LCFF/LCAP		☐	84-85
❒	Describes **annual goals for all pupils and for each subgroup of pupils identified** in EC 52052 to be achieved in each of the **8 state priorities**, as described in EC 52060(d), that apply for the grade levels served or the nature of program operated by the charter school.		☐	App. 2
	❒ A. Conditions of Learning	☐		App. 2
	(Priority 1) Basic Needs	☐		App. 2
	(Priority 2) Implementation of State Standards	☐		App. 2
	(Priority 7) Course Access	☐		App. 2
	❒ B. Pupil Outcomes	☐		App. 2
	(Priority 4) Pupil Achievement (College and Career)	☐		App. 2
	(Priority 8) Other Pupil Outcomes	☐		App. 2
	❒ C. Engagement	☐		App. 2
	(Priority 3) Parental Involvement	☐		App. 2
	(Priority 5) Pupil Engagement	☐		App. 2
	(Priority 6) School Climate	☐		App. 2
	Provides specific annual actions to achieve these goals for each of the student groups listed below:	☐		App. 2
	❒ Racial/Ethnic groups	☐		App. 2
	❒ Low-income students, including homeless students	☐		App. 2
	❒ English Learners	☐		App. 2
	❒ Students with disabilities	☐		App. 2
	❒ Foster youth	☐		App. 2
❒	**8. Transferability of High School Courses EC 47605 (b) (5) (A) (iii)**		☐	n/a
	If serving high school students, describes how district/charter school informs parents of:	☐		n/a
	❒ Transferability of courses to other public high schools; and	☐		n/a
	❒ Eligibility of courses to meet college entrance requirements	☐		n/a
	❒ Courses that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable, and courses meeting the UC/CSU "a-g" admissions criteria may be considered to meet college entrance requirements)	☐		n/a

Strengths:

Areas of Concern:

Conclusions

i	Special Education/SELPA	Evidence	Addressed in Petition	Page
❒	Identifies whether or not is an independent LEA for special education purposes (with verifiable written assurances)		☐	75-76; 79-84
❒	Consulted with the Santa Clara County SELPA Director		☐	n/a
	• Discussed special education responsibilities of charter	☐		75-84
	• Discussed application of SELPA policies	☐		76, 78-81, 84
❒	In writing explains how special education services will be provided consistent with SELPA plan and/or policies and procedures		☐	75-84
	• Includes fiscal allocation plan	☐		76, 84
❒	If charter not an independent LEA (School of SCCOE for Special Ed):		☐	n/a
	• Clarifies in charter the responsibilities of each party for service delivery	☐		n/a
	❒ Referral	☐		n/a
	❒ Assessment	☐		n/a
	❒ Instruction	☐		n/a
	❒ Due Process	☐		n/a
	❒ Agreements describing allocation of actual and excess costs	☐		n/a
	❒ Charter fiscally responsible for fair share of any encroachment on general funds	☐		n/a
❒	Identifies whether or not is an independent LEA for special education purposes (with verifiable written assurances)		☐	75-76; 79-84
	• Consulted with the Santa Clara County SELPA Director ***Note: El Dorado County SELPA***	☐		76
	• Discussed special education responsibilities of charter	☐		75-84
	• Discussed application of SELPA policies	☐		76, 78-81, 84
	• In writing explains how special education services will be provided consistent with SELPA plan and/or policies and procedures	☐		75-84
	• Includes fiscal allocation plan	☐		76, 84
	• Identifies whether or not is an independent LEA for special education purposes (with verifiable written assurances)	☐		76
	• Consulted with the Santa Clara County SELPA Director ***Note: El Dorado County SELPA***	☐		76
	• Discussed special education responsibilities of charter	☐		75-84
	• Discussed application of SELPA policies	☐		75-84
❒	Petition includes the following assurances:		☐	2
	• The charter will comply with all provisions of IDEA and plan for how it will comply	☐		75-84
	• No student will be denied admission based on disability or lack of available services	☐		75-76

	• The charter will include a description of the school's SST process as it relates to identification of students who may qualify for Special Education	☐		68-69; 78-80
☐	Staff members providing special education services are appropriately credentialed		☐	78-79; 81
☐	Any facility used by the school does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs		☐	76
☐	The charter school will assume full responsibility for appropriate accommodations to address the needs of any student		☐	76-78; 79-81
☐	The responsibility of the school to provide special education, instruction and related serves to the students enrolled in the school regardless of students' district of residence		☐	76
☐	Specialized instruction and services available at the school		☐	81-82
☐	The provision of Designated Instruction and Services (DIS)		☐	78; 81-82
☐	Special transportation for students whose IEPs indicate that service is necessary for the provision of FAPE		☐	76, 185
☐	The procedures for ensuring that students are referred, assessed and served in a timely manner		☐	78-80
☐	A description of the school's "Search and Service" procedures		☐	78-80
☐	The dispute resolution procedures that will apply to any disputes between educational entities, including the SELPA and LEA, regarding the provision of special education services in the charter school.		☐	83-84
☐	Petition describes process for notifying district of residence and chartering district when a special education student enrolls, becomes eligible, ineligible and/or leaves charter school		☐	78-79
☐	Overview of how special education funding and services will be provided by:		☐	76, 78-84
	• Charter School	☐		76, 78-84
	• Charter Granting Agency	☐		76; 185
	• SELPA			76, 84
☐	Petition describes the transition to or from a district when a student with an IEP enrolls in, or transfers out of, the charter school		☐	78-79; 82-83
ii	**Implementation of Section 504 of the Rehabilitation Act**	**Evidence**	**Addressed in Petition**	**Page**
☐	All eligible enrolled students will receive appropriate accommodations and modifications consistent with Section 504 of the Rehabilitation Act	☐		76-78
☐	No student "otherwise eligible to enroll in the charter school" will be denied enrollment due to disability, or the charter school's inability to provide necessary services	☐		76-77, 83
☐	All staff members providing services to the student are familiar with the identified needs of the student	☐		77-78
☐	Any facility used by the school does not present physical barriers limiting eligible students' full participation in the educational and extracurricular program	☐		76
☐	The charter school will assume full responsibility for appropriate accommodations, modifications and services to address the needs of any student regardless of the student's district of residence	☐		76-77
☐	Includes plan and appropriate staffing for 504 compliance	☐		76-78
iii	**Implementation of Americans with Disabilities Act (ADA)**	**Evidence**	**Addressed in Petition**	**Page**
☐	Affirms charter's obligations to comply with ADA		☐	75-76
☐	Any facility used by charter will be ADA compliant		☐	76

Strengths:

Areas of Concern:

Conclusions

B	Measurable Student Outcomes - "Exit Outcomes" or "Graduation Standards"	Evidence	Addressed in Petition	Page
☐	**Pupil outcomes are measurable, i.e. specific assessments listed for each exit outcome.**		☐	
	How pupil outcomes will address state content and performance standards in core academics.	☐		85-89; 91-95
	Exit outcomes include acquisition of academic and non-academic skills.	☐		85-87
	Concise (one page) list of exit outcomes encompass specific skills, not too vague.	☐		85-86
	Affirmation that "benchmark" skills and specific classroom-level skills will be developed.	☐		86-87
	Affirmation/description that exit outcomes will align to mission, curriculum and assessments.	☐		87
	Affirmation that college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the "A–G" requirements.	☐		88
	Lists school-wide student performance goals students will make over a given period of time, projected attendance, dropout, or graduation rate goals, etc.	☐		87-90; App 2 LCAP
	Acknowledges that exit outcomes and performance goals may need to be modified over time.	☐		87
	If high school, graduation requirements defined.	☐		n/a
	If high school, WASC accreditation standards addressed.	☐		n/a
☐	**LCFF/LCAP Measurable Goals of the Education Program: Charter provides assurance that all identified student groups will meet performance goals that are stated in the charter**		☐	**84-85, 87-90; App 2 LCAP**
☐	Statement that pupil achievement measurements will include the elements listed below:		☐	87-89
☐	Alignment with state priorities 52060 (d) and description of **how** the charter will address all 8 state priorities		☐	88-90
☐	(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.		☐	87-88
☐	(B) The Dashboard indicators, as described in Section 52052/alternative academic performance data		☐	88
☐	(C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state board-approved career technical educational standards and frameworks,		☐	88, but n/a
☐	(D) The percentage of English learner pupils who make progress toward English proficiency as measured by the English Learner Proficiency Assessment of California or any subsequent assessment of English proficiency, as certified by the state board.		☐	88
☐	(E) The English learner reclassification rate.		☐	88

❒	(F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.		☐	n/a
❒	(G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program.		☐	n/a
For Charter Renewal, EC 47607 and 47607.2 holds that <u>increases</u> in pupil academic achievement for <u>all groups</u> of students served by the charter school is defined as one year of growth for each year in school.				
❒	Provided evidence (including data and documentation) establishing that students have increased their academic achievement schoolwide and for all numerically significant student subgroups		☐	9-17; 19-28; 22-26
❒	Evidence that the charter school served all students who wished to attend the school should there be sufficient space		☐	141-145
The High Achieving threshold for renewal per EC 47607(c)(2)(A):				
❒	1. The charter school has received the highest two performance levels schoolwide on all the state indicators included on the Dashboard for which it receives performance levels; or		☐	n/a
❒	2. For all measurements of academic performance (ELA, Math, English Language Proficiency, College/Career Readiness), the charter school has received performance levels that are the same or higher than the state average.		☐	n/a
The Low Achieving threshold for renewal per EC 47607.2(a)(1) - Denial:				
❒	1. The charter school has received the lowest two performance levels schoolwide on all the state indicators included on the Dashboard for which it receives performance levels; or		☐	n/a
❒	2. For all measurements of academic performance (ELA, Math, English Language Proficiency, College/Career Readiness), the charter school has received performance levels that are the same or lower than the state average.		☐	n/a
❒	A charter may be renewed <u>only</u> if both of the following: the charter is making meaningful steps to address the underlying cause or causes of low performance <u>and</u> there is clear and convincing evidence that the school is making progress established by one year's growth for each year in school or strong post-secondary outcomes.		☐	n/a
The Mid-Achieving threshold for renewal per EC 47607.2(b)(1):				
❒	Review of dashboard state and local indicators, greater weight will be given to academic indicators		☐	19-22
❒	Verifiable data evidence of either: 1 year's growth per year in school or strong post-secondary outcomes		☐	22-26; 22-24
Strengths:				
Areas of Concern:				
Conclusions:				

C	The Method by Which Pupil Progress in Meeting Outcomes Will be Measured	Evidence	Addressed in Petition	Page
	At least one assessment method or tool listed for each of the exit outcomes	☐		91-95
	Assessments include multiple, valid and reliable measures using traditional/ alternative tools	☐		91-95
	Chosen assessments are appropriate for standards and skills they seek to measure	☐		91-95
	Affirmation/description of how assessments align to mission, exit outcomes, and curriculum	☐		87; 91-92
	Describes minimal required performance level necessary to attain each standard	☐		92-95
	Outlines a plan for collecting, analyzing and reporting student/school performance data	☐		98-100
	Method of measuring outcomes aligns with SARC		☐	91, 99
☐	**LCFF/LCAP Assurance that methods of assessment are aligned with measurable student outcomes**		☐	**84-89, 91-100; App 2**
☐	(A) Utilizes a variety of assessment tools that include multiple, valid and reliable measures using traditional/alternative tools appropriate to the skills, knowledge, or attitudes being assessed. Including, at a minimum tools that employ objective means of assessment.		☐	91-95
☐	(B) Include the annual assessment tools as required by state and federal assessments (CAASPP, ELPAC, etc.)		☐	91-93
☐	(C) Outlines a plan for collecting, analyzing, and reporting data continuously to monitor and improve the charter school's educational program.		☐	98-100
☐	(D) Presents a coherent plan for using student assessments data to evaluate and inform instruction on an on-going basis		☐	92-95, 99-100
☐	(E) Committed plan to share performance information with students, families and public agencies		☐	98-100

Strengths:

Areas of Concern:

Conclusions

D	Governance Structure of School (Including Parental Involvement)	Evidence	Addressed in Petition	Page
☐	Describes what role parents have in the governance of the school		☐	109-110
☐	Describes key features of governing structure (usually a board of directors) such as:		☐	101-107
	• Size/composition of board	☐		103-104
	• Board committees or advisory councils	☐		105-106; 109-110
	• Board's scope of authority/responsibility/conflict of interest	☐		102-107
☐	Status as a non-profit corporation		☐	102; 185
☐	Tax exempt status	☐		102; 185; App 3
☐	If non-profit, provisions for liability for debts		☐	102-103; 183-186
☐	Has set of bylaws, policies or similar documents	☐		102; App 3
☐	Initial governing board members identified by name or the process used to select them and future board members	☐		103-104
☐	Clear description of school's legal status and determination of whether a board member from the charter-granting agency is on the board of the charter	☐		102-104
☐	Demonstrates compliance with Brown Act		☐	104-106
☐	Annual Review and Revision of the Local Control Accountability Plan (LCAP).		☐	106, 110; 183

❒	Detailed description of any relationship with for profits, including CMO/EMO		☐	n/a
❒	Compliance with transparency and public accountability		☐	102, 104-106
	• Public Records Act	☐		102
	• Political Reform Act of 1974	☐		102, 105-106
	• Government Code 1090 et seq.	☐		102, 105-106
	• Brown Act	☐		104-106

Strengths:

Areas of Concern:

Conclusions

E	Qualifications to be Met by Individuals to be Employed by The School	Evidence	Addressed in Petition	Page
	Identifies roles and functions of staff members (including…) • Job Descriptions for Positions • Identifies key staff positions with the charter school	☐		115-124
	Process for staff selection	☐		114-115
	Procedure for adequate background checks	☐		114-115; 132-133
	Salaries and benefits for all employees	☐		169-170; App 4
	Measures of assessment of performance	☐		111-112; 125-126
❒	Describes specific key qualifications (knowledge, experience, education, certification, etc.) sufficient to ensure the health and safety of pupils and staff.	☐		113-125; 127-133
❒	Defines "core, college preparatory" teachers/affirms they will hold appropriate credentials (Commission on Teacher Credentialing Certificate/Permit) • Confirms that these teachers will teach only within the restrictions of their credentials		☐	120-121; 2
❒	Identifies any non-core, non-college prep teaching positions staffed by non-certified teachers and their qualifications, understanding that no flexibility is given to charter schools on credentialing requirements – ALL teachers must have appropriate credentials during school day for instructional minutes	☐		121-122
	The credentials/qualifications of other charter school staff (e.g., counselors, librarians, administrators, nurses and others)	☐		115-125
	Statement of acknowledgment that all employees are subject to state and federal employment laws	☐		114
	Explains how teachers will learn the curricula	☐		57-59; 125-126

Strengths:

Areas of Concern:

Conclusions

F	Health and Safety Procedures	Evidence	Addressed in Petition	Page
☐	Affirms that each employee will furnish the school with a criminal record summary		☐	127, 132-133
☐	Outlines specific health and safety practices addressing such key areas as:	☐		127-136
	• Seismic safety (structural integrity and earthquake preparedness)	☐		127, 133-135
	• Natural disasters and emergencies	☐		127, 133-135
	• Immunizations, health screenings, administration of medications, employee TB testing	☐		127-129
	• Tolerance for use of drugs and/or tobacco	☐		127, 132
	• Staff training on emergency and first aid response	☐		127-129, 134-135
	• Description of the charter school's safety plan and disaster preparedness plan	☐		127, 133-135
	References/accompanied by more detailed set of health and safety related policies/procedures	☐		127-136
☐	Method for conducting criminal background checks for potential employees, contractors, and volunteers as required by law to ensure that the charter does not hire any person who has been convicted of a violent serious felony, including ongoing updates		☐	132-133; 114-115

Strengths:

Areas of Concern:

Conclusions:

G	Means to Achieve a Reflective Racial and Ethnic, Special Education, and English Learner Balance	Evidence	Addressed in Petition	Page
☐	Lists several specific practices/policies likely to lead to a diverse applicant pool/enrollment: practices and policies appear to be selected to target relevant racial and ethnic, special education, and English Learner groups	☐		138-140
	• Describes the means by which the school will achieve, or has achieved, racial and ethnic, special education, and English Learner balance which is reflected of the district/COE's general student population	☐		138-140
☐	Renewal: Includes racial and ethnic, special education, and English Learner make-up data and identifies means charter will use to address any underrepresented populations	☐		137-138

Strengths:

Areas of Concern:

Conclusions:

H	Admissions Policies and Procedures Consistent with 47605(d)	Evidence	Addressed in Petition	Page

☐	Mandatory assurances regarding non-discriminatory admission procedures		☐	141-142
☐	Clearly describes admissions procedures, including any preferences • Identifies that the charter school will give preference to pupils who reside in the district and how the charter school will employ this preference • Preferences will be approved at a public hearing and cannot be changed without a material revision • Preferences consistent with federal, state law Preferences will not result in limiting access for students with disabilities, academically low-achieving, English Learners, neglected or delinquent pupils, homeless pupils, economically disadvantaged pupils, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation		☐	141-145 143-144 144 144 141-144
	Includes a copy of an annual parent/student contract and/or handbook, if available	☐		143, 145
☐	Includes detailed description of the admissions procedure, including how any public random drawing is implemented, including the steps in the process and how any preferences are applied.		☐	143-145
	Provides application and admission timelines	☐		143-134
☐	Specifies all information to be requested on any application		☐	143
☐	Specifies when and how parents will be notified on application and annually that volunteerism is not required for acceptance to or continued enrollment at the charter School		☐	142, 145, 2

Note that with regard to student recruitment, charter schools cannot recruit students in any way that discriminates against students on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in 422.55 of the Penal Code, including immigration status, or association with such persons. In advertising for students, charter schools are required by federal law to distribute materials in ways that effectively reach all segments of the parent community. Charter schools must also be sure to safeguard the rights of parents/guardians who are limited-English proficient, providing materials in languages other than English in order to communicate effectively with all parent groups. Similarly, in recruiting students of parents/guardians with disabilities, outreach materials should be available upon request in various alternative formats (such as Braille or large print, or in public meetings where interpreters are available).

Strengths:

Areas of Concern:

Conclusions

I	Financial Audit	Evidence	Addressed in Petition	Page
☐	Procedure to select and retain independent auditor	☐		n/a
☐	Qualifications of independent auditor	☐		n/a
☐	Audit will employ generally accepted accounting procedures	☐		n/a
☐	Describe specific scope of audit	☐		n/a
☐	Timing of audit and to whom it will be sent	☐		n/a
☐	Process for resolving audit exceptions and deficiencies to satisfaction of granting agency	☐		n/a
☐	Describes manner in which the audit will be made public	☐		n/a
☐	Describes manner in which the charter school will keep track of financial data and compile information in the prescribed format needed for the annual statement of receipts and expenditures for the prior fiscal year that is due to the authorizing board by Sept. 15 of each year		☐	n/a
☐	Proof of knowledge of requirement and the process by which charter school will submit quarterly financial reports to its chartering authority and the county superintendent of schools (required by AB 1137)		☐	n/a
☐	Describes services the charter intends to contract out to the district/SCCOE or another provider (if not included in a memorandum of understanding)	☐		n/a

Note: Financial Audit Element no longer required; requirement met in Declaration and Assurances

Strengths:

Areas of Concern:

Conclusions

J	Pupil Suspension Expulsion Procedures	Evidence	Addressed in Petition	Page
☐	Includes new legal language in header and throughout the section	☐		147-167
☐	Student code of conduct and process by which this information is given to students and parents/guardians	☐		148-149
☐	Procedure for involving parents, students and staff in designing and implementing a discipline policy	☐		148
☐	Detailed process by which student may be suspended or expelled or involuntarily removed for any reason		☐	147-168
☐	Describes disciplinary steps to be taken prior to suspension or expulsion	☐		148-149; 158-159
☐	Identifies the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners' reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's pupils and their parents (guardians).	☐		148-158
☐	Identifies the detailed procedures by which pupils can be suspended or expelled.		☐	158-164
☐	Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.		☐	158-163
☐	Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in regard to suspension and expulsion, including by providing specific additional or special procedures applicable to pupils with disabilities or for whom the charter school has a basis of knowledge the student might be disabled.		☐	149, 165-168
☐	Outline how detailed policies and procedures regarding suspension and expulsion will be periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion, with clear understanding that any modifications are permitted only through the material revision process.	☐		148-149
☐	What educational alternative, if any, will be provided to students who were suspended or expelled	☐		159, 163-165
☐	Describes who or what body will be responsible for final suspension/expulsion decisions	☐		158-163
☐	Describes appeal procedures	☐		163, 166-167
☐	Identifies process by which the charter school will notify the superintendent of the school district of the expelled student's last known address within 30 days and send a copy of student's cumulative record, including transcripts of grades and health records to the school district		☐	2-3
☐	Outlines or describes strong understanding of relevant laws protecting constitution rights of students, generally, and of disabled and other protected classes of students	☐		147-149, 165-168
☐	Policies balance students' rights to due process with responsibility to maintain a safe learning environment	☐		147-148, 158-163
☐	Explains how the charter school will comply with federal and state constitutional procedural and substantive due process requirements consistent with:		☐	147-150

	1. Suspension of less than 10 days includes notice of the charges, an explanation of the evidence supporting the charges, and an opportunity for the pupil to present his/her side of the story. 2. For suspensions of more than 10 days and all expulsions: a. Timely written notice of the charges and the pupil's rights. b. A hearing before a neutral officer within a reasonable number of days, including a fair opportunity for the pupil to present testimony, evidence, and witnesses; confront and cross-examine adverse witnesses, and bring legal counsel or advocate. c. Contain the statement required by Education Code concerning requirements for involuntary removal for any reason.			
☐	Explains how resident school district or COE will be involved in disciplinary matters	☐		163-165, 2-3
Strengths:				
Areas of Concern:				
Conclusions				

K	Staff Retirement System	Evidence	Addressed in Petition	Page
☐	Statement of whether staff will participate in STRS, PERS, or Social Security (if STRS, then all teachers must do so)		☐	169
☐	Specifies which retirement system for each position		☐	169
☐	Identifies the position responsible for ensuring appropriate arrangements for coverage have been made and complied with		☐	169
	Relationship between teachers and district/county bargaining unit	☐		173-174
	Process by which salaries, benefits, working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined	☐		114-115, 169
	Labor procedures which will be applied to employees	☐		114-115, 173-174
	Process for resolving complaints/grievances	☐		176-178
	Process for ensuring due process	☐		169
	Manner by which staff members will be covered by STRS, PERS, Social Security or Medicare	☐		169
	Process for staff recruitment, selection, evaluation and termination	☐		112-115
	Procedure for processing and monitoring credentials if required	☐		114-115
☐	Establish compliance with Ed Code 47611		☐	169
Strengths:				
Areas of Concern:				
Conclusions				

L	Attendance Alternatives	Evidence	Addressed in Petition	Page
☐	States that students may attend other district schools or pursue an inter-district or intradistrict transfer in accordance with existing enrollment and transfer policies of their district or county of residence or description of other attendance alternatives		☐	171
☐	Specifies that attendance at charter does not grant right of attendance in district or SCCOE schools or programs		☐	171
Strengths:				

Areas of Concern:

Conclusions

M	Description of Employee Rights	Evidence	Addressed in Petition	Page
❒	Description of employee rights upon leaving school district or SCCOE		☐	173
	• Acknowledgment whether collective bargaining contract in district/SCCOE will be controlling	☐		173
	• Whether and how charter school staff may resume employment within the district/SCCOE	☐		173
	Sick/vacation leave (ability to carry it over to and from charter school)	☐		173
	• Whether charter school staff will continue to earn service credit (tenure) in district/SCCOE while at charter school	☐		173
	• How employees will be paid (e.g. salaried, hourly, etc.)	☐		169
	• Describes employee benefits	☐		169-170
	• Identifies intended employment status of charter school employees (exempt/non-exempt)	☐		169
	• Describes how rights will be communicated to prospective employees	☐		173

Strengths:

Areas of Concern:

Conclusions

N	Dispute Resolution Process	Evidence	Addressed in Petition	Page
❒	Outlines a simple process for charter and granting agency to settle disputes	☐		175-176
	Process indicates whether it is binding on school or granting agency/fair process	☐		175-176
	Step by step process for identifying/framing dispute points	☐		175-176
	• Whether internal charter disputes may be brought to granting agency	☐		176-177
	• Identifies specific parties to be involved at each step	☐		175-176
	• Basic rules at each step	☐		175-176
	• Which results are binding	☐		175-176
❒	Includes SCCOE's required dispute resolution process – should be updated for renewals to include SCCOE's process)	☐		175-176

Strengths:

Areas of Concern:

Conclusions

O	Closure of Charter School	Evidence	Addressed in Petition	Page
❒	Outlines an adequate process to be used if the charter school closes		☐	179-181
❒	Process includes a final audit of the charter school that includes specific plans for disposition of all assets and liabilities of the charter school and for the maintenance and transfer of public records and pupil records (per code)		☐	179-181
❒	Process must, at a minimum, comply with all requirements of Cal. Code of Regs., title 5, section 11962.	☐		179-181

Strengths:

Areas of Concern:

Conclusions

REQUIRED SUPPLEMENTAL INFORMATION: Education Code § 47605(g)

i	Administrative Services	Evidence	Addressed in Petition	Page
❒	Describes how charter administrative services will be acquired or provided		☐	184-185; 125
❒	Describes how the day-to-day administrative operations will be handled	☐		107-108; 118-125

Strengths:

Areas of Concern:

Conclusions

ii	Civil Liability	Evidence	Addressed in Petition	Page
❒	Did the petitioners provide information regarding the potential civil liability effects, if any, upon the school, and the school district where the charter school operates or proposes to operate and upon the county board of education and SCCOE?		☐	185-186
❒	Appropriate insurance coverage in conformance with SCCOE risk management standards		☐	185-186
❒	Indemnification/defense/hold harmless of SCCOE		☐	184-186

Strengths:

Areas of Concern:

Conclusions

iii	Financial Plan	Evidence	Addressed in Petition	Page
❒	First year operational budget includes:		☐	App 4
❒	• Start-up costs		☐	n/a
❒	Cash flow for first three years		☐	App 4
❒	Financial projections for first three years		☐	App 4
❒	FCMAT Fiscal Health		☐	App 4

Strengths:

Areas of Concern:

Conclusions

iv	Labor Relations	Evidence	Addressed in Petition	Page
❒	Specifies whether charter or local school district will be employer for EERA purposes		☐	1-2
❒	Specifies whether it is the charter school or the corporation that will be the employer	☐		1-2; 102; 173-174
❒	Evidences charter's clear understanding that employees are not required to engage in collective bargaining, but they have that right if they choose to do so.	☐		1-2

Strengths:

Areas of Concern:

Conclusions

v	Planning Assumptions	Evidence	Addressed in Petition	Page
❒	• Number/types of students	☐		30-31
❒	• Number of staff	☐		App 4; 113-125
❒	• Teacher/student ratio	☐		30, 35
❒	• Facilities needs	☐		185; App 4

❒	• Whether the charter school will participate in the National School Lunch Program	☐		128-129
❒	• Costs of all major items are identified and within reasonable market ranges	☐		183; App 4
❒	• Revenue assumptions in line with state and federal funding guidelines	☐		183; App 4
❒	• Revenue from "soft sources" (e.g., donations, grants and fundraisers) less than 10% of ongoing operational costs	☐		App 4
❒	• Timeline allows window for grant applications to be submitted and funded	☐		n/a

Strengths:

Areas of Concern:

Conclusions

vi	Start-Up Costs (New petitions only)	Evidence	Addressed in Petition	Page
❒	• Clearly identifies most major start-up costs	☐		n/a
❒	• Staffing	☐		n/a
❒	• Facilities	☐		n/a
❒	• Equipment and Supplies	☐		n/a
❒	• Professional Services	☐		n/a
❒	• Assumptions in line with overall school design plan	☐		n/a
❒	• Identifies potential funding source that could or would fund these costs	☐		n/a
❒	• Timeline allows for grant and fundraising	☐		n/a

Strengths:

Areas of Concern:

Conclusions

vii	Annual Operating Budget	Evidence	Addressed in Petition	Page
❒	• Annual revenues and expenditures clearly identified by source and expenditures are clearly identified by destination (i.e. object codes).	☐		App 4
❒	• Revenue assumptions closely related to applicable state and federal funding formulas	☐		App 4
❒	• Expenditure assumptions reflect school design plan	☐		App 4
❒	• Expenditure assumptions reflect prevailing or market costs	☐		App 4
❒	• "Soft" revenues (e.g. fund-raises and grants) are not critical to solvency	☐		App 4
❒	• Strong reserve or projected ending balance (the larger of 2–5% of expenditure or $25,000)	☐		App 4
❒	• If first year is not in balance, the long-term plan identifies solvency in future years and sources of capital sufficient to cover deficits until year budget is projected to balance.	☐		App 4
❒	• Budget clearly indicates restricted versus general operating/flexible funds.	☐		App 4
❒	• Expenditure for sufficient insurance to name SCCOE as also insured/hold harmless agreement	☐		App 4
❒	• Expenditure sufficient for reasonably expected legal services	☐		App 4
❒	• Expenditure for Special Education excess costs consistent with current experience in county	☐		App 4
❒	• Description of all insurance the charter school will purchase, complete with annual cost	☐		App 4

❒	• First year budget premised on realistic year 1 ADA	☐		App 4

Strengths:

Areas of Concern:

Conclusions

viii	Cash Flow Analysis	Evidence	Addressed in Petition	Page
❒	• Monthly projection of revenue receipts in line with state/federal funding disbursements	☐		App 4
❒	• Expenditures projected by month and correspond with typical/reasonable schedules	☐		App 4
❒	• Show positive fund balance each month and/or identify sources of working capital	☐		App 4

Strengths:

Areas of Concern:

Conclusions

ix	Long-term Plan	Evidence	Addressed in Petition	Page
❒	• Projects revenues and expenditures for at least three additional years (in addition to first year budget).	☐		App 4
❒	• Revenue assumptions based on reasonable potential growth in state and federal revenues	☐		App 4
❒	• Revenue assumptions based on reasonable student growth projections	☐		App 4
❒	• Expenditure projections are inflated by reasonable cost-of-living and inflation assumptions and school growth assumptions.	☐		App 4
❒	• Projected annual fund balances are positive or likely sources of working capital are identified to cover projected deficits.	☐		App 4

Strengths:

Areas of Concern:

Conclusions

x	District Impact Statement	Evidence	Addressed in Petition	Page
	• Does the charter include an impact statement?	☐		185-186
	• Provides estimated numbers of students anticipated to enroll	☐		30
	• Identify whether or not will request district-owned facilities	☐		185; App 4

Strengths:

Areas of Concern:

Conclusions

xi	Grade Level, Geographic and Site Limitations	Evidence	Addressed in Petition	Page
	• Does the Petition demonstrate that it will operate a single charter school within the geographic jurisdiction of the school district?	☐		185
	○ If not, does the Petition demonstrate any basis for an exception	☐		n/a
	• Does the Petition identify where the school will operate?	☐		185
	• Does the Petition demonstrate that it will not serve grade levels not served by the district unless it serves all of the grade levels served by the district?	☐		185

Strengths:	
Areas of Concern:	
Conclusions	

xii	Annual Financial Report	Evidence	Addressed in Petition	Page
	• Does the Petition demonstrate that the charter school shall provide the authorizer with a copy of an annual financial report in a format prescribed by the State Superintendent of Public Instruction?	☐		183
Strengths:				
Areas of Concern:				
Conclusions				

xiii	Facilities / Transportation	Evidence	Addressed in Petition	Page
❒	• Specify where school intends to be located and describes facilities to be used by the charter school.	☐		185
❒	• Present a written agreement (a lease or similar document) indicating the charter school's right to use the principal school site identified by the petitioners for at least the first year of the charter school's operation and evidence that the facility will be adequate for the charter school's needs. Not later than June 1, present a written agreement (or agreements) indicating the charter school's right to use any ancillary facilities planned for use in the first year of operation (any ancillary facilities or additional sites must be approved with Charter or by a material revision).	☐		App 4
❒	• Present evidence that the facility is located in an area properly zoned for operation of a school and has been cleared for student occupancy by all appropriate local authorities.	☐		133-134; 185; App 4
❒	• Transportation arrangements, if any, including compliance with IDEA and McKinney Vento (Note that if charter schools provide transportation to and/or from school or while at school, they may be subject to state and federal laws governing vehicles, drivers, etc.)	☐		135, 185; 76-77
Strengths:				
Areas of Concern:				
Conclusions				

xiv	Insurance Coverage	Evidence	Addressed in Petition	Page
❒	Describes minimum insurance coverage consistent with SCCOE risk management requirements	☐		183-184
❒	• Not later than June 1, (or such earlier time as charter school may employ individuals or acquire or lease property or facilities for which insurance would be customary), submit documentation of adequate insurance coverage, including liability insurance, which shall be based on the type and amount of insurance coverage maintained in similar settings.	☐		184
❒	• Liability of district/county to handle payments if charter school defaults: • for schools organized pursuant to Non-Profit Benefit Corporation Law • for schools not covered by Non-Profit Benefit Corporation Law • AB 1994 • General Assurances "Boiler Plate" Language	☐		102-103, 184, 186
❒	Indemnification/Defense/Hold Harmless of SCCOE consistent with SCCOE risk management requirements.	☐		184
Strengths:				
Areas of Concern:				

Alpha: José Hernández

Charter Renewal Petition

Respectfully submitted to the

:

Santa Clara County Board of Education

August 12, 2026~~1, 2024~~

Renewal Term: ~~for the term of~~

July 1, 2027 –~~2025 –~~ June 30, 2032~~2027~~





by

Julianna Parra, Principal

Alpha: José Hernández

Shara Hegde, Chief Executive Officer

Alpha Public Schools

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2: *Theory of Action*: LCAP, School Improvement Plan, Improvement Plan Tracker, 24-25 & 25-26 Student Growth Reports

3: *Governance*: Alpha Public Schools Bylaws, Articles of Incorporation, Non-profit tax-exempt letter, Conflict of Interest Code

4: *Financial Documents*: APS FY25 Audit, Budget Narrative, Five Year Budget, Five Year Cash Flow, LCFF/FCMAT Calculator, FCMAT Fiscal Health Risk Assessment, MOU, Facility Use Agreement

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~~CERTIFICATION OF COMPLETE CHARTER PETITION~~

Santa Clara County Office of Education

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.	■ YES ☐ 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.	■ YES ☐ 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.	■ YES ☐ 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.	■ YES ☐ NO

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

Name of Charter School:
Alpha: José Hernández

Shara Hegde, CEO	08-01-24	
Name & Title of Lead Petitioner	DATE	Signature of Lead Petitioner
Name & Title of County Personnel Receiving Petition	DATE	Signature of County Personnel Receiving Petition

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Affirmations & Declaration

As the authorized lead petitioner, I, Shara Hegde, hereby certify that the information submitted in this petition for renewal of the California public charter school named ~~AFFIRMATIONS AND DECLARATION~~

Alpha: José Hernández ("~~(~~Alpha," "AJH," or the "Charter School"),~~)~~, operated by Alpha Public Schools, a nonprofit public benefit corporation, located within the boundaries of the Alum Rock Union Elementary School District ("ARUSD," "Alum Rock," or the "District"),~~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 of my knowledge and belief; and further, I understand that if the charter is renewed, ~~of~~ the Charter School~~. Alpha~~ will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Alpha Public Schools declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act ("~~(~~EERA").~~)~~ [Ref. Education Code Section 47605(c)(6)]. Alpha: José Hernández ~~Public Schools~~ recognizes the employees' rights under the EERA provisions to organize for collective bargaining.
- The Charter School shall be nonsectarian~~non-sectarian~~ in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine

admission. Except as required by Education Code Section 47605(e)(2) and Education Code Section 51747.3,~~)~~ admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities, including~~,~~ but not limited to, Section 504 of the Rehabilitation Act of 1973 ("~~(~~Section 504") ~~),~~ Title II of the Americans with Disabilities Act of 1990 ("~~(~~ADA") ~~),~~ and the Individuals with Disabilities Education Improvement Act of 2004 ("~~(~~IDEA") ~~).~~
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("~~(~~CTC") ~~)~~ certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)(1~~Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. Education Code Sections 47605(l)(1) and 47605.4(a~~)]

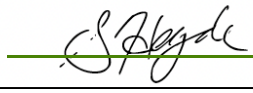
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D)~~),~~ including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's~~student's~~ records or requiring a parent, guardian, or student to submit the student's~~student's~~ records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("~~(~~CDE")~~)~~ notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- The Charter School shall, on a regular basis, consult with its parents, legal guardians, and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("~~(~~ESEA"),~~)~~, as reauthorized and amended by the Every Student Succeeds Act ("~~(~~ESSA").~~)~~
- ~~The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, et seq. (CPRA).~~
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("~~(~~FERPA").~~)~~
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, et seq. ("CPRA").
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, et seq. ("~~(~~Brown Act"). ~~)~~.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- 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").~~)~~
- To the extent the Charter School provides independent study programs, the Charter School shall comply with Education Code Section 51744 *et seq*. and all implementing regulations.
- The Charter School shall comply with the financial audit requirements~~meet or exceed the legally required minimum number~~ of Education Code Section 41020, as

mandated by AB 126 (2026).~~school days.~~ [Ref. Education~~Title 5 California~~ Code ~~of Regulations~~ Section 47605(m)]~~11960].~~



August 5, 2026



~~August 1, 2024~~

Shara Hegde, Chief Executive Officer Date
Lead Petitioner~~Date~~

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Executive Summary

~~Alpha: José Hernández~~

~~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 one of the highest percentages~~percent~~ of Unduplicated Pupils (97%) of any traditional elementary or charter elementary schools~~middle school~~ in the county, the Charter school is serving a community of students with a diverse and significant range of assets and needs — and we are serving them well.

Why We Exist

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

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

Today, collaboration with families continues to be an essential element. Alpha: José Hernández is a vital part of the East Side community – it has been a "community school" since long before the formal state-funded program existed. We enroll a significant number of newcomer students every year (15% in 2025-26).~~20253-264) 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 Charter 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. (2026~~202~~64, January 21~~2~~14). *Alpha: José Hernández School: Primary and short-term enrollment count by subgroup.*



Alpha: José Hernández students pictured with astronaut and school namesake, José Hernández



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,~~ Sacred Heart Community Service, HOPE, ~~Latinos United for a~~

~~New America (LUNA),~~ Second Harvest, and the Hispanic Foundation of Silicon Valley~~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 April 2026, we partnered with Mesa Verde through Sacred Heart Community Services to build a community garden at our school. The garden will directly benefit the families we serve, many of whom face limited access to healthy and affordable food options. This initiative not only provides fresh vegetables to our community, but also creates meaningful learning opportunities for students to better understand agriculture, nutrition, sustainability, and the importance of healthy living. Through hands-on experiences in the garden, students also develop a deeper appreciation for the labor and dedication of the agricultural workers who help put food on our tables every day. This partnership reflects the Charterour school's commitment to supporting the whole child and strengthening the well-being of the broader community we proudly serve. ~~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.~~


Integrity
Excellence
Leadership
Relationship
Joy
alpha



Families from Alpha: *José Hernández* Jose Hernandez building the community garden.





Students from Alpha Jose Hernandez taking care of the community garden.

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

Implementation of the Board-Adopted Improvement Plan: Two-Year Overview

Purpose and Legal Framework

On October 16, 2024, the Santa Clara County Board of Education granted Alpha: José Hernández ("AJH" or "the Charter School") a two-year renewal term. Consistent with Education Code Section 47607.2(a)(4), the Charter School's governing body adopted a written improvement plan identifying the causes of low performance and the meaningful steps AJH would take to address them. This section documents implementation of that plan over the 2024-25 and 2025-26 school years and the measurable increases in academic achievement that resulted, consistent with Education Code Section 47607.2(a)(3)(B).

Monitoring and Accountability Structure

AJH built a formal monitoring system around the improvement plan and reported against that system on a fixed schedule throughout the term.

Improvement Plan Tracker
AJH maintained a structured tracker organizing every action in the improvement plan by California School Dashboard ("Dashboard") indicator and student group, with a named manager and a named person responsible for updates for each action. Each action is supported by specific evidence, such as professional development materials, data dashboards, meeting notes, or activity trackers. Status updates were entered in three windows each yearwith each entry requiring a narrative progress summary and time-bound supporting evidence.

Written Reports to the Santa Clara County Office of Education
AJH produced formal written academic updates on a recurring basis across the entire term: December 2024, March 2025, July 2025, November 2025, March 2026, and June 2026. Each update documented implementation bright spots, areas of continued opportunity, and a summary of impact against the four Dashboard indicators that drove the low-performing designation. NWEA Student Growth Summary Reports and the Improvement Plan Tracker were shared as supporting evidence to accompany these reports.

Progress Monitoring Meetings with the Santa Clara County Office of Education
The Charter School's staff met with the Santa Clara County Office of Education staff for ongoing progress monitoring meetings against the improvement plan. Meetings took place on December 18, 2024, March 26, 2025, July 21, 2025, November 17, 2025, March 11, 2026, and June 10, 2026. During these meetings, staff reviewed academic and school climate data and

partnered in analyzing the implementation bright spots and opportunities that led to these results.

Underlying Causes of Low Performance Designation
Based on AJH's 2022 and 2023 Dashboard results, the improvement plan identified four underlying causes of the low performing designation: Chronic Absenteeism, Suspension Rate, English Language Arts ("ELA"), and Mathematics. AJH's performance status was Red or Orange on these indicators on the 2023 Dashboard, both overall and for numerically significant subgroups. Therefore, the improvement plan targeted movement to Yellow or better on school climate indicators and measurable gains in ELA and Mathematics.

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

~~Our Students and Families~~

~~East San José~~

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

~~Community Population~~

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

- ~~Have a significantly lower household median income, 22% below that of the City of San José and 36% below the greater San José area. When looking at the specific tracts in which our students live, this drops precipitously.~~
- ~~Did not have the opportunity for high educational attainment. 35% do not have a high school diploma, compared to only 17% in San José and 13% in the greater San José area. And whereas 48% of adults in greater San José have a Bachelor's degree or higher, and~~

40% in San José proper, only 16% in East San José do. Again, looking at the individual neighborhoods where Alpha's families live, this drops further.

- Reside in some of the highest density population neighborhoods in the region, at 10,210/square mile in East San José and 11,150/square mile in Alum Rock.

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

In San José, 15% of all children with immigrant parents live in linguistic isolation, meaning they have limited exposure to English at home.[3] At Alpha: José Hernández, a full 7584% of our students are or have been English learners (EL) at one point – the vast majority of whom have immigrant parents. The extended time away from schools had a devastating effect on these students' English language acquisition process, as they had limited interaction with the English language during this extended time away from school.

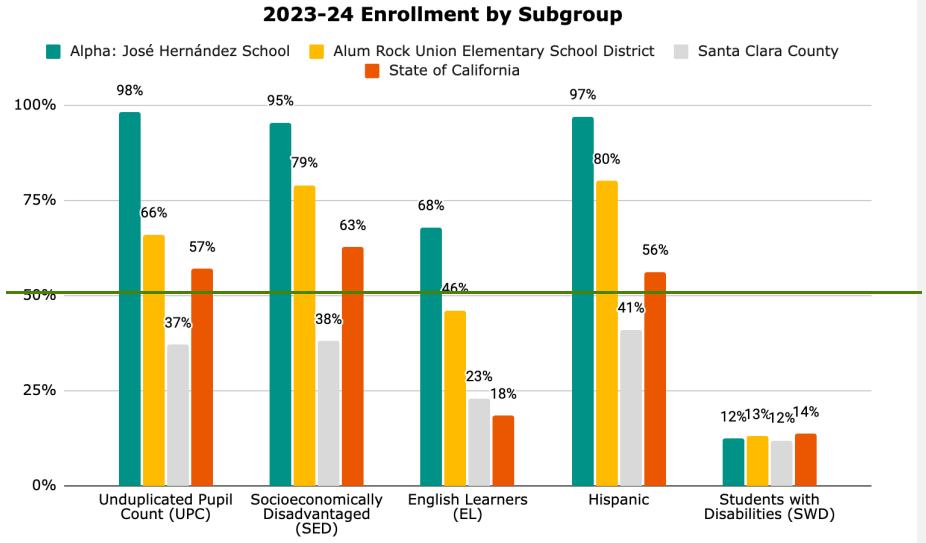
Finally, the pandemic placed extreme stress on families and students alike with detrimental impacts on their mental health. Many families were ineligible for pandemic relief funding through the CARES Act, causing financial hardship and stress. A full 40 percent of ELs' families were dealing with food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

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

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

Student Demographics

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



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

~~detailed in the 2020 census above.~~

	AJH 2022 Dashboard All Students	AJH 2023 Dashboard All Students ~~24 Student Demographics~~			AJH 2023 Performance Status
	~~Alpha: José Hernández~~	~~Alum Rock Union Elementary School District~~		~~Santa Clara County~~	~~California~~
Chronic Absenteeism~~Unduplicated Pupil Count~~[4]	36.2~~98.0~~%	~~66%~~		37.3%	Red (Red for all numerically significant subgroups)~~5 7%~~
Suspension Rate	3.1%	6.2%			Red (Red for all numerically significant subgroups)
English Language Arts	80.3 points below standard	93.3 points below standard			Red (Red for all numerically significant subgroups)
Mathema	125 points below standard	Orange (Red for Hispanic students, Socioeconomically Disadvantaged Students, and Students with Disabilities)~~Socio~~	~~95.4%~~	~~79.0%~~	~~38.1%~~	~~62.7%~~

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[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.~~

tics	intsbelowstandard	economically Disadvantaged			
FRPM Eligibility		**92.8%**	56.0%	35.9%	61.7%
English Learner Progress Indicator		37.2% making progress**67.9%**	48.0% making progress45.5%	Green22.7%	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%

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[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/t3immdemgraphics.asp

[7] Ibid.

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

~~Asian~~	~~**1.1%**~~	~~11.5%~~	~~56.1%~~	~~9.9%~~

Performance colors were not available on the 2022 Dashboard.

Meaningful Steps to Address

A summary of the meaningful steps the Charter School took during the 2024-2025 and 2025-2026 school years to address the underlying causes of low performance is documented below by focus area of the improvement plan.

Chronic Absenteeism

AJH implemented the actions identified in the improvement plan to reduce chronic absenteeism for all students and subgroups, including:

- **Attendance Playbook:** The AJH Operations Team was trained on and executed the tiered approach to attendance interventions outlined in the Alpha Public Schools Attendance Playbook.
- **Attendance Case Manager:** AJH implemented an Attendance Case Manager role to identify and support at-risk students. The Attendance Case Manager followed a defined scope and sequence for their work and was supported through monthly network-wide meetings and weekly meetings with their manager.
- **EverydayLabs:** AJH partnered with EverydayLabs, an ESSA-approved evidence-based strategy for addressing absenteeism, to execute email and text nudge campaigns against a published calendar to support student attendance.
- **Teacher Early Warning System:** Teachers used an Early Warning System dashboard to contact families of chronically absent students in their homerooms and advisories on a bi-monthly cadence.
- **Positive Attendance Culture:** AJH created and executed a Positive Attendance Culture scope and sequence with weekly, monthly, and quarterly celebrations.
- **Home Visit Program:** AJH established a home visit protocol to use on an as-needed basis for Tier 3 students.
- **School Attendance Review Teams ("SART"):** AJH established a SART structure to use on an as-needed basis for Tier 3 students. AJH held SART meetings with identified families, established SART contracts, and provided ongoing support to these students.
- **Remove Barriers for Socioeconomically Disadvantaged Students:** AJH provided transit cards, uniform donations, referrals to the Alpha Public Schools Parent Learning Center, designated adult check-ins, and wake-up calls to remove barriers for high-need students and families to attend school.

Suspension Rate

AJH implemented the actions identified in the improvement plan to lower the suspension rate across all students and subgroups, including:

- **Social-Emotional Learning:** Sown to Grow, a comprehensive social-emotional learning program, was expanded to grades TK-8. The Dean of Students and Community Schools Coordinator jointly monitored implementation through the platform, meeting regularly with the Director of Culture and, at year end, with the full School Leadership Team to set the following year's social-emotional learning priorities.
- **Restorative Justice Practice:** Staff engaged in summer professional learning on restorative justice practice. During the school year, the Dean of Students joined grade-level meetings to align team responses to behavior and met with teachers and coaches after specific incidents to align on student supports.
- **Behavior and Culture Data Monitoring:** The Dean of Students monitored culture data using Alpha's Healthy and Thriving Dashboard, which collected data on the leading indicators of suspension rate, including social-emotional check-in data from Sown to Grow, bi-annual student culture survey results, and student referrals. The Dean of Students partnered with the School Leadership Team and teachers to analyze data and provide appropriate support to students.
- **Mental Health Counseling:** AJH staffed one full-time Mental Health Counselor and two part-time counseling interns through the Family Alliance for Counseling Tools and Resolution to provide counseling services to students.

ELA and Math, All Students

AJH implemented the actions identified in the improvement plan to improve academic outcomes for all students in ELA and Math, including:

- **Differentiated Professional Learning Opportunities:** Instructional staff participated in differentiated professional development throughout the school year focused on strengthening instructional practices. In addition, new to AJH teachers participated in Strong Start, an intensive program at the start of the school year to ensure teachers have a strong foundation for instruction and classroom culture.
- **Coaching & Observation Cycles:** AJH strengthened its coaching and observation cycle by improving the tools, platform, and accountability of these processes. AJH set a bi-weekly teacher observation target, and coaches input data into the Alpha Public Schools observation cycle dashboard, The Hubble, to analyze the fidelity and effectiveness of teacher planning, teacher facilitation of learning, and the quality of student work.
- **High-Quality Instructional Materials:** AJH purchased and trained staff to use CKLA and StudySync for ELA and Eureka Math. Teachers completed regular instructional planning protocols, and leaders monitored the use of curricular materials with fidelity through observations and coaching.
- **Assessment & Data Strategy:** AJH established a standardized assessment calendar and developed dashboards to monitor assessment administration and student performance against standards. Teachers, coaches, and leaders participated in recurring data meetings to analyze results and plan instructional responses.

- **Investments in Instructional Support Roles:** AJH created and staffed Math Instructional Specialist, Literacy Instructional Specialist, and Dean of Academic Interventions roles for the 2025-26 school year. The Math and Literacy Instructional Specialists were deployed in data-driven cycles that included coaching, classroom-based intervention, and targeted small-group instruction. The Dean of Academic Interventions coordinated Academic Interventionists, tutoring partners, and progress monitoring of results.
- **High Dosage Tutoring:** AJH implemented Ignite Reading in grades K-4 for early literacy intervention and Littera in grades 5–8 for literacy, math, and English Language Development ("ELD"). The Dean of Academic Interventions maintained standing checkpoints with both partners and worked across stakeholders to address attendance and engagement barriers.

ELA and Math, English Learners and Long-Term English Learners ("LTELs")
AJH implemented the actions identified in the improvement plan to improve academic outcomes for English Learners and Long-Term English Learners.

- **Professional Learning and Integrated ELD Monitoring:** AJH provided summer and school-year professional learning to instructional staff on strategies to support English Learners, and coaches monitored the implementation of EL support strategies through observations and coaching.
- **ELD Specialist:** AJH staffed the ELD Specialist role to support designated ELD instruction, teacher implementation of integrated ELD strategies, and push-in support for identified students.
- **Support for LTELs:** AJH analyzed chronic absenteeism data specific to LTEL students to more strategically support this subgroup with attendance. The ELD Specialist provided direct support for LTEL students, partnered with teachers to support planning for LTELs, and prioritized support for At-Risk LTEL students in 4th and 5th grade.
- **Monitoring EL Achieve Curriculum Implementation:** In Spring 2026, the Associate Director of ELD and Assistant Principals observed designated-ELD blocks across grades to identify strengths and priorities to improve implementation in the 26-27 academic year.

ELA and Math, Students with Disabilities ("SWDs")
AJH implemented the actions identified in the improvement plan to improve academic outcomes for Students with Disabilities.

- **General Education & Special Education Collaboration Structures:** AJH strengthened collaboration structures between general education and special education staff and across special education team members to support instructional planning, implementation of student accommodations, progress monitoring, and coordinated responses to student needs.

- **Special Education Local Plan Area ("SELPA") Consultation and Professional Learning:** AJH maintained strong involvement with the Charter School's SELPA, El Dorado County Office of Education, through consultation on complex cases, SELPA-led professional learning opportunities for staff, and regular participation by the Alpha Public Schools Managing Director of Special Education at CEO Council and SELPA monthly Professional Learning Network meetings to provide the most up-to-date information related to Students with Disabilities.

ELA and Math, Hispanic Students
AJH implemented the actions identified in the improvement plan to improve academic outcomes for Hispanic students.

- **Bilingual Family Communication:** AJH distributed family communications in English and Spanish, staffed a bilingual front-office, and provided oral and written translation for meetings and programs to increase access to school information and resources.
- **Family Partnerships:** AJH used Cafecitos (coffee with the principal), family conferences, bilingual surveys, and Padres Unidos (the parent association) to gather feedback, connect families to school leaders, and strengthen family voice in school decisions.
- **Los Dichos Family Volunteer Program:** AJH organized monthly parent volunteer read-alouds through the Los Dichos program, where families sign up to read an intentionally selected book in English and/or in Spanish that celebrates different cultures and lead a related activity in their students' class.
- **External Partnership Opportunities:** AJH partnered with the Hispanic Foundation of Silicon Valley, Girls Who Code, and the Parent Institute for Quality Education to provide student enrichment activities, digital-literacy opportunities, and workshops that equip families to support student success at home.

ELA and Math, Socioeconomically Disadvantaged Students ("SED")
AJH implemented the actions identified in the improvement plan to improve academic outcomes for SED students.

- **Technology and Online Learning Access:** AJH maintained one-to-one Chromebook access for all students, provided hotspots upon request, and provided grade-appropriate online learning tools to students.
- **At-Home Literacy Resources:** AJH maintained classroom libraries, partnered with Gordon Philanthropies to distribute books and school supplies, and expanded access to San José Public Library cards, literacy resources, and hotspots.
- **Nutrition and Basic Needs Support.** AJH provided free breakfast and lunch to all students, distributed extra fruit at arrival, and connected families to the Alpha Public Schools Parent Learning Center's monthly food bank.

- **Parent Learning Center Services:** AJH connected families to services through Alpha's Parent Learning Center, including adult English classes, food assistance, Know Your Rights workshops, and the Alpha Family Emergency Fund.

Measurable Results

2024-2025 School Year Results (Year One)
The 2025 California School Dashboard reflects the results of the first year of improvement plan implementation. AJH improved its overall results across all four indicators: Chronic Absenteeism, Suspension Rate, and Mathematics, and English Language Arts. While AJH saw similar improvement in results across most subgroups, LTEL students experienced declines across all indicators. The green shading below indicates the groups that demonstrated improvement from the 2023-24 school year to the 2024-25 school year.

Chronic Absenteeism						
Dashboard	All	SWD	EL	LTEL	Hispanic	SED
2024	35.8%	40.9%	33.9%	32.7%	36.3%	35.7%
2025	30.5%	30.4%	29.6%	34.9%	30.8%	30.8%
Differential	**–5.2 pp**	**–10.5 pp**	**–4.3 pp**	**+2.2 pp**	**–5.5 pp**	**–4.8 pp**

Suspension Rate						
Dashboard	All	SWD	EL	LTEL	Hispanic	SED
2024	5.4%	7.6%	5.6%	16.1%	5.6%	5.4%
2025	4.2%	9.9%	5.6%	26.1%	4.1%	4.5%
Differential	**–1.2 pp**	**+2.3 pp**	**–0.0 pp**	**+10 pp**	**–1.5 pp**	**–0.9 pp**

English Language Arts						
Dashboard	All	SWD	EL	LTEL	Hispanic	SED
2024	–109.3 DFS	–162 DFS	–119.4 DFS	–118.3 DFS	–113 DFS	–110.5 DFS

English Language Arts						
Dashboard	**All**	**SWD**	**EL**	**LTEL**	**Hispanic**	**SED**
2025	−98.8 DFS	−146.9 DFS	−109.7 DFS	−121.1 DFS	−102.1 DFS	−104.9 DFS
Differential	**+10.5 pts**	**+15.1 pts**	**+9.7 pts**	**−2.8 pts**	**+10.9 pts**	**+5.7 pts**

Mathematics						
Dashboard	**All**	**SWD**	**EL**	**LTEL**	**Hispanic**	**SED**
2024	−127.3 DFS	−170.4 DFS	−135.5 DFS	−177.4 DFS	−131.3 DFS	−128.0 DFS
2025	−120.0 DFS	−157.3 DFS	−129.6 DFS	−188.5 DFS	−123.5 DFS	−123.5 DFS
Differential	**+7.3 pts**	**+13.1 pts**	**+5.9 pts**	**−11.1 pts**	**+7.8 pts**	**+4.4 pts**

2025-2026 School Year Results (Year Two)

At the time of submission, the 2026 California School Dashboard has not been published. However, internal data from the 2025-2026 school year projects continued improvement across all four indicators identified as an underlying cause of low performance. The green shading below indicates the groups that are projected to demonstrate improvement from the 2024-25 school year to the 2025-26 school year.

Chronic Absenteeism						
	All	**SWD**	**EL**	**LTEL**	**Hispanic**	**SED**
2025 Results (Dashboard)	30.5%	30.4%	29.6%	34.9%	30.8%	30.8%
2026 Results (Internal)	25.4%	20.0%	24.0%	23.1%	25.6%	26.1%
Differential	**-5.1 pp**	**-10.4 pp**	**-5.6 pp**	**-11.8 pp**	**-5.2 pp**	**-4.7 pp**

Suspension Rate						
	All	SWD	EL	LTEL	Hispanic	SED
2025 Results (Dashboard)	4.2%	9.9%	5.6%	26.1%	4.1%	4.5%
2026 Results (Internal)	3.6%	7.5%	4.4%	12.8%	3.5%	2.3%
Differential	**-0.6 pp**	**-2.4 pp**	**-1.2 pp**	**-13.3 pp**	**-0.6 pp**	**-2.2 pp**

At the time of submission, all student results on the 2025-26 school year California Assessment of Student Performance and Progress English Language Arts and Math assessments have not been published. Therefore, AJH used NWEA MAP Growth Data as an interim measure of academic growth. NWEA identifies the Conditional Growth Index (CGI) as an aggregate growth measure that can be used to show growth for a group of students.

According to NWEA guidance in using MAP Growth Data for AB1505: "For both the student and school CGI values, a CGI range of –0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more) in a subject and indicates that the growth observed is generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure."

The green shading below indicates the groups that made "one year's growth" each year. AJH met the annual growth threshold schoolwide and for all reported student groups in both Reading and Math in the 2024-25 and 2025-26 school years.

NWEA MAP Math Conditional Growth Index					
	All	SWD	EL	Hispanic	SED
2025 Results (Internal: Fall '24 - Spring '25)	0.2	0.1	0.1	0.1	0.1
2026 Results (Internal: Fall '25 - Spring '26)	0.0	0.1	-0.1	-0.1	0.0

NWEA MAP Reading Conditional Growth Index					
	All	SWD	EL	Hispanic	SED
2025 Results (Internal: Fall '24 - Spring '25)	-0.1	-0.2	-0.2	-0.1	-0.1

NWEA MAP Reading Conditional Growth Index					
	All	SWD	EL	Hispanic	SED
2026 Results (Internal: Fall '25 - Spring '26)	-0.2	-0.2	-0.2	-0.2	-0.2

Conclusion

Across the two-year renewal term, AJH implemented the systems, staffing investments, instructional supports, and monitoring structures set forth in its improvement plan and achieved measurable progress against the four indicators that led to its previous low-performing designation. As a result of these actions, AJH has experienced measurable growth in the Chronic Absenteeism, Suspension Rate, Mathematics, and English Language Arts Dashboard indicators, and the Charter School has moved from a low-performing to a middle-performing designation over the two-year renewal term.

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.

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

[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.

~~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.~~

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

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CHARTER RENEWAL CRITERIA

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 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 deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are 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 – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of the students, evaluated using the Dashboard and Education Code Section 47607.2(b).

The CDE has published a list of high-, middle-, and low-performing charter schools. Alpha: José Hernández~~Jose Hernandez (AJH)~~ is pleased to have been deemed a middle-performing school by the CDE and is thus entitled to a default renewal standard, for a five-year term.

The state indicators applying to AJH include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade eight~~twelve~~
- English Learner Progress: grades one through eight~~twelve~~
- English language arts/literacy: grades three through eight ~~and eleven~~
- Mathematics: grades three through eight ~~and eleven~~

- Sciences: grades five and eight

Alpha: José Hernández meritsJose Hernandez fits into the middle performing category, as determined by law and the California Department of Education, and is thus eligible, as clearly demonstrated by the evidence for meeting the criteria for charter renewal as shown below, for a term of 5 years.

For middle-performing charter schools, Education Code Section 47607.2(b) mandates that the charter authorizerDistrict considers the performance, schoolwide and for all numerically significant student subgroups, of the Charter School on the state and local indicators on the Dashboard. The charter authorizerDistrict shall provide greater weight to measurements of academic performance, which include the California Assessment of Student Performance and Progress ("CAASPP") ELA and math assessments, the California Science Test ("CAST"), and the English Learner Progress indicator ("ELPI"), and the College/Career indicator ("CCI").

Alpha: José HernándezJose Hernandez documents its performance, in support of approval of its charter renewal petition, below:

CA School Dashboard State and Local Indicators

The following charts reflect Alpha: José Hernández'sJose Hernandez's 2024 and 2025 Dashboard performance indicator colors for all students and, for comparison purposes, the District's and the State's.

Alpha: José HernándezJose Hernandez has had a mix of indicator colors for the past two years, with the Suspension Rate indicator remaining at yellow while all otherall indicators hadhaving the same or a higher color in 2025 compared to 2024.

2024 and 2025 Dashboard Performance Indicator Colors

Indicator	AJH		Alum Rock Union		State	
	2024	2025	2024	2025	2024	2025
ELA (academic)	Red	Orange	Yellow	Yellow	Orange	Yellow
Math (academic)	Red	Orange	Yellow		Orange	Orange / Yellow

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ELPI (academic)	Red	Green	Green	Orange	Orange	Yellow
Science (academic)	*	Orange		Orange		Yellow
Chronic Absenteeism	Orange	Yellow	Red	Yellow	Yellow	Yellow
Suspension Rate	Yellow	Yellow	Green	Yellow	Green	Green

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~~**2025 Dashboard Performance Indicator Colors**~~

~~Indicator~~	~~AJH~~	~~Alum Rock Union~~	~~State~~
~~ELA (academic)~~	~~Orange~~	~~Yellow~~	~~Yellow~~
~~Math (academic)~~	~~Orange~~	~~Orange~~	~~Yellow~~
~~ELPI (academic)~~	~~Green~~	~~Orange~~	~~Yellow~~
~~Chronic Absenteeism~~	~~Yellow~~	~~Yellow~~	~~Yellow~~
~~Suspension Rate~~	~~Yellow~~	~~Yellow~~	~~Green~~

~~*CA School*~~ *Dashboard indicator colors for All Students from 2024 and 2025 compared to District and State*

AJH demonstrates neither high-performing nor low-performing status by criterion one for renewal, which requires all colors to be either red and orange or blue and green for two years. As such, AJH's performance category is determined by criterion two: comparison to state schoolwide and by student group for academic indicators.

The following charts reflect Alpha: José Hernández's~~Jose Hernandez's~~ 2024 and 2025 Dashboard indicator status scores for all students and student groups that perform below the state's All Students average on the academic indicators: English language arts ("~~(~~ELA")~~)~~ distance from standard ("~~(~~DFS"),~~),~~ mathematics DFS, Science points earned, and English learner progress Indicator ("~~(~~ELPI") percentage~~) percent~~ making progress.

Instances where Alpha: José Hernández~~Jose Hernandez~~ exceeded the statewide average are shaded~~highlighted~~ in green. Only numerically significant student groups with at least 30 students are shown, following criteria listed for determining performance category for renewal. The following student subgroups are represented: English Learners ("EL"), Long-Term English

Learners (“LTEL”), Socioeconomically Disadvantaged students (“SED”), Students with Disabilities (“SWD”), and Hispanic students. By having a mix of indicators above and below the state level, Alpa José Hernández demonstrates its middle-performing category for renewal by criterion two.

2024 & 2025 ~~CA School~~ Dashboard Scores for Academic Indicators compared to the State

	ELA		Math	Science		ELPI	
	2024	**2025**	**2024**	**2025**	**2025**	**2024**	**2025**
All	-109.3 DFS (96.1 pts lower)	-98.8 DFS (90.7 pts lower)	-127.3 DFS (79.7 pts lower)	-120 DFS (77.6 pts lower)		35.0 Pts (17.6 pts lower)	
EL	-119.4 DFS (51.8 pts lower)	-109.7 DFS (49.8 pts lower)	-135.5 DFS (42.1 pts lower)	-129.6 DFS (43.5 pts lower)	31.6 Pts (9.5 pts lower)	33% (12.7% lower)	47% (0.6% higher)
LTEL	-118.3 DFS (8.7 pts lower)	-121.1 DFS (16.6 pts lower)	-177.4 DFS (13.9 pts lower)	-188.5 DFS (29.6 pts lower)	28.9 Pts (5.1 pts lower)	61% (15.2% higher)	55.6% (6.5% higher)
SED	-110.5 DFS (69.6	-104.9 DFS (69.6	-128 DFS (49.8 pts lower)	-123.5 DFS (50.6 pts lower)		34.5 pts (12.6 pts lower)	

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	pts lower)	pts lower)					
SWD	-162 DFS (66.4 pts lower)	-146.9 DFS (57.5 pts lower)	-170.4 DFS (46.1 pts lower)	-157.3 DFS (36.6 pts lower)			
Hispanic	-113 DFS (73.7 pts lower)	-102.1 DFS (68.4 pts lower)	-131.3 DFS (52.1 pts lower)	-123.5 DFS (49.9 pts lower)	34.2 pts (12.9 pts lower)		

CA School Dashboard status scores for All Students and significant student groups in 2024 and 2025 with comparison to State score in parentheses

Alpha: José Hernández~~Jose Hernandez~~ also met all its local indicators on the Dashboard in both 2024 and 2025.

Indicators	2024 Dashboard	2025 Dashboard
BASICS: Teachers, Instructional Materials, Facilities	STANDARD MET	STANDARD MET
Implementation of Academic Standards	STANDARD MET	STANDARD MET
Parent and Family Engagement	STANDARD MET	STANDARD MET
Local Climate Survey	STANDARD MET	STANDARD MET
Access to a Broad Course of Study	STANDARD MET	STANDARD MET

Dashboard Local Indicators: 2024 and 2025

Verified Data: MAP Growth by NWEA

NWEA identifies the Conditional Growth Index ("CGI") as an aggregate growth measure that can be used to show growth for a group of students. ~~NWEA identifies the Conditional Growth Index (CGI) as an aggregate growth measure that can be used to show growth for a group of students.~~ NWEA provides the School Conditional Growth Index for each grade level with at least 10 students tested in its Student Growth Summary Report. Since the Student Growth Summary Report only provides CGI scores split by grade level, many of the student group results are

redacted. NWEA also provides student-level CGI scores in its data exports. Based on guidance from NWEA researchers, we utilized the Student CGI value to calculate the student group averages.

According to NWEA guidance in using MAP Growth Data for AB1505: "For both the student and school CGI values, a CGI range of –0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more) in a subject and indicates that the growth observed is generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure."

The tables below show the School Conditional Growth Index ~~(CGI)~~ by grade level and the average Student CGI for each significant student group at Alpha: José Hernández~~Jose Hernandez~~ for:

- Fall '22 to Spring '23
- Fall '23 to Spring '24
- Fall '24 to Spring '25
- Fall '25 to Spring '26

The green shading~~highlights~~ below indicates~~indicate~~ the groups that made "one year's growth" each year. NWEA's Student Growth Summary report does not provide a schoolwide average, so the schoolwide score below is the average of Student CGI values for all students tested following guidance from NWEA.~~.~~ In July 2025, new norms were released from NWEA Map. Data prior to the 2026 school year uses norms released in 2020; data for 2025-26 uses norms released in 2025.

In 2025 and 2026, Alpha: José Hernández~~Jose Hernandez~~ met the growth target schoolwide and for all significant student groups~~subgroups~~ in both math and reading. In the year prior, Alpha: José Hernández~~Jose Hernandez~~ met the growth target schoolwide and for three of four student groups~~subgroups~~. The strong growth measures achieved by Alpha: José Hernández~~Jose Hernandez~~ demonstrate that students are consistently growing at least one year's worth every year.

NWEA MAP MATH CONDITIONAL GROWTH INDEX				
Student Grade / Group	**Fall '22 – Spring '23**	**Fall '23 – Spring '24**	**Fall '24 – Spring '25**	**Fall '25 – Spring '26**
All Students Tested	**-0.3**	**0.0**	**0.2**	**0.0**

K	0.94	0.10	2.13	1.38
1st	2.51	0.93	0.34	-0.57
2nd	0.98	-0.45	-0.98	-0.38
3rd	-0.22	1.14	1.52	0.95
4th		2.28	5.49	0.47
5th	-1.24	-4.18	0.62	0.04
6th	-3.27	-0.03	1.47	0.14
7th	-1.37	0.52	-0.70	-0.96
8th	-2.82	1.73	-0.37	-0.52
English Learners	*-0.3*	*-0.1*	*0.1*	*-0.1*
Socioeconomically Disadvantaged	*-0.3*	*0.0*	*0.1*	*0.0*
Students with disabilities	*-0.6*	*-0.4*	*0.1*	*0.0*
Hispanic	*-0.3*	*0.0*	*0.1*	*-0.1*
NWEA READING CONDITIONAL GROWTH INDEX				
Student Grade / Group	**Fall '22 – Spring '23**	**Fall '23 – Spring '24**	**Fall '24 – Spring '25**	**Fall '25 – Spring '26**
All Students Tested	**-0.4**	**-0.1**	**-0.1**	**-0.2**
K	-1.79	-2.16	3.02	0.71
1st	2.56	0.11	0.21	-0.18
2nd	-0.21	-0.25	-0.77	-0.12
3rd	-0.37	0.81	0.88	0.49
4th		0.19	-0.55	-0.75
5th	-1.19	-1.80	-0.05	-0.64
6th	-2.62	-0.45	0.34	0.16
7th	0.04	2.44	-0.19	-0.59
8th	-2.75	2.83	-0.49	-0.19
English Learners	*-0.4*	*-0.1*	*-0.2*	*-0.2*
Socioeconomically Disadvantaged	*-0.4*	*-0.1*	*-0.1*	*-0.2*
Students with disabilities	*-0.6*	*-0.4*	*-0.2*	*-0.2*
Hispanic	*-0.4*	*-0.1*	*-0.1*	*-0.2*

NWEA MAP School Conditional Growth Index by grade level from Student Growth Summary Report; schoolwide and student group averages from Data Export Combined Data File matched to CALPADS 8.1 Student Profile report

The table below summarizes the number of student groups~~grade levels~~ that met the one year's growth target of -0.2 to 0.2 CGI. The years and subjects where 50% or more of the student groups~~grade levels~~ met the target are shaded~~highlighted~~ in green.

NWEA MAP Fraction of Student Groups~~Grade Levels~~ Tested Meeting One Year's Growth				
	Fall '22 – Spring '23	**Fall '23 – Spring '24**	**Fall '24 – Spring '25**	**Fall '25 – Spring '26**
Math	0/4 Student Groups~~3/8 Grades~~	3/4 Student Groups and Schoolwide~~7/9 Grades~~	4/4 Student Groups and Schoolwide~~6/9 Grades~~	4/4 Student Groups and Schoolwide~~5/9 Grades~~
Reading	0/4 Student Groups~~2/8 Grades~~	3/4 Students Groups and Schoolwide~~5/9 Grades~~	4/4 Student Groups and Schoolwide~~6/9 Grades~~	4/4 Student Groups and Schoolwide~~6/9 Grades~~

Count of student groups ~~grade levels~~ meeting the annual growth target of the grade levels with at least 10 students with growth scores

Through AB 126 (2026), the Legislature reinstituted verified data as a factor for middle- and low-performing charter schools. The CDE explains:

~~Historically, AB1505 also included participation criteria for verified data. "~~To be eligible for inclusion as verified data, a data source (assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. In the case of academic progress information, the charter school must demonstrate that it has administered the assessment to, and included the results of, at least 95 percent of pupils for whom the assessment is appropriate. To put data in context, the charter school's enrollment must be included (by grade, if appropriate). In addition, the number of missing (in the postsecondary data) or non-tested students must be identified.[12]~~."~~

The tables below show the count of students with growth scores and the count of students enrolled from Fall to Spring, according to CALPADS end-of-year reporting. Those counts were used to produce the participation rate for growth below.

[12] https://www.cde.ca.gov/sp/ch/verifdatacrit.asp

The green shadinghighlights below indicatesindicate the years the charter School met the 95% participation rate criteria schoolwide.

NWEA MATH: PARTICIPATION RATE								
Student Grade / Group	**2022-2023**		**2023-2024**		**2024-2025**		**2025-2026**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
All Grades	**394 / 412**	**96%**	**417 / 418**	**100%**	**380 / 393**	**97%**	**403 / 404**	**100%**
K	47 / 49	96%	29 / 29	100%	26 / 28	93%	30 / 30	100%
1st	46 / 48	96%	59 / 60	98%	25 / 27	93%	28 / 28	100%
2nd	50 / 52	96%	55 / 55	100%	56 / 58	97%	29 / 29	100%
3rd	52 / 56	93%	53 / 53	100%	52 / 52	100%	52 / 52	100%
4th			58 / 58	100%	49 / 50	98%	59 / 59	100%
5th	26 / 27	96%	24 / 24	100%	54 / 54	100%	54 / 54	100%
6th	56 / 59	95%	30 / 30	100%	46 / 49	94%	63 / 64	98%
7th	60 / 62	97%	56 / 56	100%	27 / 27	100%	57 / 57	100%
8th	57 / 59	97%	53 / 53	100%	45 / 48	94%	31 / 31	100%
English Learners	256 / 272	94%	273 / 274	100%	252 / 261	97%	*259 / 260*	*100%*
Socioeconomically Disadvantaged	384 / 402	96%	407 / 408	100%	364 / 377	97%	*386 / 387*	*100%*
Students with disabilities	50 / 53	94%	60 / 60	100%	61 / 63	97%	*68 / 68*	*100%*
Hispanic	374 / 391	96%	404 / 405	100%	366 / 379	97%	*386 / 387*	*100%*
NWEA READING: PARTICIPATION RATE								
Student Grade / Group	**2022-2023**		**2023-2024**		**2024-2025**		**2025-2026**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
All Grades	**401 / 412**	**97%**	**414 / 418**	**99%**	**373 / 393**	**95%**	**388 / 404**	**96%**
K	48 / 49	98%	29 / 29	100%	26 / 28	93%	21 / 30	70%
1st	48 / 48	100%	59 / 60	98%	26 / 27	96%	27 / 28	96%
2nd	51 / 52	98%	55 / 55	100%	55 / 58	95%	28 / 29	97%

3rd	53 / 56	95%	53 / 53	100%	50 / 52	96%	51 / 52	98%
4th			56 / 58	97%	48 / 50	96%	57 / 59	97%
5th	26 / 27	96%	24 / 24	100%	53 / 54	98%	54 / 54	100%
6th	58 / 59	98%	30 / 30	100%	45 / 49	92%	64 / 64	100%
7th	61 / 62	98%	55 / 56	98%	27 / 27	100%	56 / 57	98%
8th	56 / 59	95%	53 / 53	100%	43 / 48	90%	30 / 31	97%
English Learners	262 / 272	96%	270 / 274	99%	245 / 261	94%	244 / 260	94%
Socioeconomically Disadvantaged	391 / 402	97%	404 / 408	99%	358 / 377	95%	371 / 387	96%
Students with disabilities	50 / 53	94%	60 / 60	100%	62 / 63	98%	66 / 68	97%
Hispanic	381 / 391	97%	401 / 405	99%	359 / 379	95%	371 / 387	96%

NWEA growth participation rate based on students with growth scores divided by the count of students enrolled from Fall to Spring

Comparisons to Local Schools

To demonstrate how Alpha: José Hernández~~Jose Hernandez~~ serves its community well, it can also be compared to local schools with similar demographics. The Comparison schools of Aptitud Community Academy at Goss and O.S. Hubbard Elementary were chosen as those where AJH students would have otherwise attended~~all schools~~ in Alum Rock Union Elementary School District, following Santa Clara County Office of Education guidance in the 2024~~district serving overlapping grade levels to~~ Alpha: José Hernández Charter School Staff Analysis~~Jose Hernandez within 10% of its socioeconomic disadvantaged (SED) student population and/or schools within four miles, serving overlapping grade levels, that are within both 10% of its SED population and 10% of its English learner (EL) population. Demographic comparisons are based on 2025 enrollment as reported by the CA Dashboard~~.

Alpha: José Hernández~~Jose Hernandez~~ is listed in the table below alongside its comparison schools with each school's ~~schools' district, grades served, and~~ key demographic groups by percentage of the total student body in 2025. Key demographic groups are SED, EL, SWD, Hispanic,~~socioeconomically disadvantaged (SED), English learners (EL),~~ and unduplicated pupil percentage ("~~(~~UPP").~~)~~. SED, EL, SWD, and Hispanic student~~EL~~ data are from the 2025 ~~CA~~ Dashboard, UPP data is from DataQuest's 2025 CALPADS UPC Source File. Among~~Of~~ its comparison schools, Alpha: José Hernández~~Jose Hernandez~~ has ~~a higher percentage of SED and~~

~~EL students than any school in Alum Rock Union Elementary district,~~ the highest percentage of SED, EL, and UPP~~unduplicated~~ students and comparable rates of SWD and Hispanic students.~~of all its comparisons, the second highest SED %, and the fourth highest EL %.~~

School	SED ~~District~~ %	EL ~~Grades Served~~ %	SWD~~SED~~ %	Hispanic~~EL~~ %	UPP %
Alpha: José Hernández~~Jose Hernandez~~	92.7~~SCCOE~~	67.0~~K-8~~	12.3~~92.7~~	96.8~~67.0~~	96.4
Aptitud Community Academy at Goss	89.4~~Alum Rock~~	53.9~~K-8~~	13.2~~89.4~~	87.0~~53.9~~	91.5
~~Lyndale Elementary~~	~~Alum Rock~~	~~K-5~~	~~83.6~~	~~56.4~~	~~87.9~~
O. S. Hubbard Elementary	~~Alum Rock~~85.7	~~K-8~~47.3	~~85.7~~10.1	~~47.3~~88.5	89.2
~~San Antonio Elementary~~	~~Alum Rock~~	~~K-5~~	~~92.3~~	~~58.6~~	~~95.7~~
~~Thomas P. Ryan Elementary~~	~~Alum Rock~~	~~K-5~~	~~84.6~~	~~56.7~~	~~90.2~~
~~ACE Empower Academy~~	~~SCCOE~~	~~5-8~~	~~96.3~~	~~71.4~~	~~96.3~~
~~ACE Inspire Academy~~	~~SJU~~	~~5-8~~	~~89.3~~	~~70.2~~	~~91.2~~
~~Jeanne R. Meadows Elementary~~	~~FME~~	~~K-6~~	~~85.9~~	~~59.7~~	~~93.6~~
~~Lowell Elementary~~	~~SJU~~	~~K-5~~	~~87.0~~	~~66.3~~	~~93.0~~
~~Rocketship Los Suenos Academy~~	~~SCCOE~~	~~K-5~~	~~83.5~~	~~60.2~~	~~90.3~~
~~Santee Elementary~~	~~FME~~	~~K-6~~	~~92.5~~	~~61.0~~	~~95.6~~
~~Voices College-Bound Language Academy at Mt. Pleasant~~	~~SCCOE~~	~~K-8~~	~~84.7~~	~~63.0~~	~~91.5~~
~~Washington Elementary~~	~~SJU~~	~~K-5~~	~~83.6~~	~~71.1~~	~~94.1~~

Alpha: José Hernández~~Jose Hernandez~~ and Comparison Schools Demographics, according to the 2025Dashboard~~CA Dashboard~~ and CALPADS UPC Source File

Academic Performance across Comparison Schools: English Language Arts and Math

Academic performance at Alpha: José Hernández~~Jose Hernandez~~ and its comparison schools is demonstrated~~demonstration~~ with the ~~CA~~ Dashboard measure of Distance from Standard, ~~(DFS),~~ which evaluates performance on the ~~California Assessment of Student Performance and Progress (~~CAASPP~~)~~ exams by average the difference between each student's score from the

score required for an achievement level of "Standard Met" on the ELA and Math exams. The table below shows 2025 data by student group, alongside the change in average DFS (represented by "Δ")~~)~~ at each school from 2024 to 2025. Text in red indicates instances where Alpha: José Hernández~~Jose Hernandez~~ had a higher 2025 DFS score, or showed higher increase from 2024, than the given comparison.

Dashboard ELA: 2025 Score and Change from 2024													
	School	All		EL		LTEL		SED		SWD		Hisp	
		2025	Δ	2025	Δ	2025	Δ	2025	Δ	2025	Δ	2025	Δ
K-8	**Alpha**: José Hernández ~~Jose Hernandez~~	**-98.8**	**10.5**	**-109.7**	**9.7**	**-121.1**	**-2.8**	**-104.9**	**5.6**	**-146.9**	**15.1**	**-102.1**	**10.9**
K-8	Aptitud Community Academy at Goss	-59.5	0.0	-74.7	9.1	-89.7	4.7	-63.3	1.3	-142.9	-11.0	-69.6	0.4
	O. S. Hubbard Elementary	-93.2	-4.6	-122.5	5.8	-144.1	20.7	-102.4	-5.1	-144.6	23.8	-104.9	-8.9
	~~Voices College-Bound Language Academy at Mt. Pleasant~~	~~-78.6~~	~~27.0~~	~~-95.1~~	~~34.9~~	~~-134.6~~	~~7.8~~	~~-77.7~~	~~30.4~~	~~-118.3~~	~~12.9~~	~~-78.6~~	~~28.0~~
~~K-5/ K-6~~	~~Jeanne R. Meadows Elementary~~	~~-52.7~~	~~8.5~~	~~-66.9~~	~~5.3~~			~~-57.5~~	~~12.1~~	~~-105.5~~	~~-1.7~~	~~-64.3~~	~~7.5~~
	~~Lowell Elementary~~	~~-113.6~~	~~7.9~~	~~-125.1~~	~~10.6~~			~~-116.9~~	~~7.4~~	~~-119.2~~	~~2.5~~	~~-117.6~~	~~10.4~~
	~~Lyndale Elementary~~	~~-67.8~~	~~23.3~~	~~-85.3~~	~~15.8~~			~~-75.5~~	~~23.1~~	~~-100.4~~	~~3.8~~	~~-80.2~~	~~22.7~~
	~~Rocketship Los Suenos Academy~~	~~-22.7~~	~~14.9~~	~~-33.7~~	~~23.9~~			~~-25.3~~	~~14.7~~	~~-86.4~~	~~46.1~~	~~-31.1~~	~~13.5~~
	~~San Antonio Elementary~~	~~-78.5~~	~~4.9~~	~~-82.7~~	~~6.2~~			~~-85.5~~	~~12.2~~	~~-148~~	~~17.4~~	~~-92.2~~	~~10.5~~
	~~Santee Elementary~~	~~-77.4~~	~~12.9~~	~~-90.4~~	~~18.4~~			~~-78.7~~	~~16.5~~	~~-156.6~~	~~4.5~~	~~-86.5~~	~~13.3~~

	~~Thomas P. Ryan Elementary~~	~~-89.3~~	~~1.2~~	~~-90.5~~	~~15.1~~			~~-96.7~~	~~-2.8~~	~~-135~~	~~10.1~~	~~-100.4~~	~~-8.5~~
	~~Washington Elementary~~	~~-79.8~~	~~2.6~~	~~-79~~	~~17.5~~			~~-82.4~~	~~-1.1~~	~~-99.2~~	~~12.3~~	~~-83.3~~	~~0.5~~
~~5-8~~	~~ACE Empower Academy~~	~~-115.6~~	~~-5.3~~	~~-128.5~~	~~-4.8~~	~~-132.9~~	~~-10.1~~	~~-116.4~~	~~-6.8~~	~~-155.1~~	~~29.4~~	~~-120.6~~	~~-8.5~~
	~~ACE Inspire Academy~~	~~-100.6~~	~~6.6~~	~~-120~~	~~6.8~~	~~-111.4~~	~~22.7~~	~~-112.6~~	~~1.4~~	~~-154.2~~	~~-6.7~~	~~-102.9~~	~~5.7~~

Dashboard Math: 2025 Score and Change from 2024													
	School	**All**		**EL**		**LTEL**		**SED**		**SWD**		**Hisp**	
		2025	Δ	2025	Δ	2025	Δ	2025	Δ	2025	Δ	2025	Δ
K-8	**Alpha**: José Hernández ~~Jose Hernandez~~	**-120**	**7.3**	**-129.6**	**5.9**	**-188.5**	**-11.1**	**-123.5**	**4.5**	**-157.3**	**13.1**	**-123.5**	**7.8**
K-8	Aptitud Community Academy at Goss	-81	-4.2	-93.5	-4.0	-171.9	-30.8	-85.1	-2.4	-157.4	0.9	-94.5	-5.0
	O. S. Hubbard Elementary	-116.3	-4.9	-133.8	-0.3	-174.8	23.7	-124.5	-2.6	-163.3	29.4	-129.1	-6.3
	~~Voices College-Bound Language Academy at Mt. Pleasant~~	~~-97~~	~~24.8~~	~~-111.2~~	~~24.7~~	~~-143.4~~	~~51.9~~	~~-93.3~~	~~25.9~~	~~-142~~	~~-14.8~~	~~-97~~	~~24.4~~
~~K-5/ K-6~~	~~Jeanne R. Meadows Elementary~~	~~-67.1~~	~~5.5~~	~~-74.3~~	~~9.0~~			~~-71.4~~	~~8.6~~	~~-128.8~~	~~-27.3~~	~~-78~~	~~5.2~~
	~~Lowell Elementary~~	~~-113.9~~	~~-11.3~~	~~-125.1~~	~~-11.7~~			~~-115.4~~	~~-10.2~~	~~-142.9~~	~~3.9~~	~~-117.8~~	~~-13.2~~
	~~Lyndale Elementary~~	~~-84.8~~	~~7.5~~	~~-96.2~~	~~7.6~~			~~-88.5~~	~~12.8~~	~~-115.4~~	~~-7.3~~	~~-95.6~~	~~11.7~~
	~~Rocketship Los Suenos Academy~~	~~4.1~~	~~12.9~~	~~3~~	~~27.2~~			~~5.3~~	~~16.9~~	~~-79~~	~~17.5~~	~~-7~~	~~9.2~~
	~~San Antonio Elementary~~	~~-91.2~~	~~-7.9~~	~~-87.1~~	~~3.9~~			~~-99.7~~	~~-1.8~~	~~-172.2~~	~~-7.7~~	~~-107.7~~	~~-3.6~~
	~~Santee Elementary~~	~~-99.6~~	~~-1.6~~	~~-106.4~~	~~4.1~~			~~-101.2~~	~~1.3~~	~~-162.6~~	~~-15.9~~	~~-108.2~~	~~-0.7~~

	Thomas P. Ryan Elementary	-98.2	-17.5	-96.7	-15.9			-103.4	-18.7	-153.3	-10.9	-104.6	-19.5
	Washington Elementary	-87.3	-5.4	-88.9	-1.6			-89.8	-10.7	-129.2	7.0	-88.6	-6.1
5-8	ACE Empower Academy	-127.2	-5.8	-131.8	-3.4	-138.3	-9.6	-128	-8.0	-192.3	14.0	-129.7	-7.1
	ACE Inspire Academy	-98.4	31.0	-118.3	25.6	-121.3	35.3	-110.7	23.6	-190.9	-18.9	-100.2	30.4

Dashboard Distance from Standard and Change in DFS from 2024 to 2025 schoolwide and by student group for Alpha: Jose Hernandez and comparison schools

The tables below summarize the CAASPP performance at Alpha: Jose Hernandez compared to its comparison schools. The first table shows the fraction of comparison schools that Alpha: Jose Hernandez had a higher DFS than its comparison schools. The second table shows the fraction of comparison schools that Alpha: Jose Hernandez increased its DFS from 2024 to 2025 by more points than of its comparison schools. Cells are highlighted green for instances where Alpha: Jose Hernandez~~Herhandez~~ performed above a majority of its comparison schools. AJH had more growth from 2024 to 2025 than a majority of its comparison schools for all students in both ELA and Math, and for four of its five student groups in Math.

2025 Dashboard ELA and Math: AJH Comparison to Local Schools						
Subject	**ALL**	**EL**	**LTEL**	**SED**	**SWD**	**Hispanic**
ELA	AJH performed above 3/13 comparison schools	AJH performed above 4/13 comparison schools	AJH performed above 3/5 comparison schools	AJH performed above 3/13 comparison schools	AJH performed above 4/13 comparison schools	AJH performed above 4/13 comparison schools
Math	AJH performed above 1/13 comparison schools	AJH performed above 2/13 comparison schools	AJH performed above 0/5 comparison schools	AJH performed above 2/13 comparison schools	AJH performed above 6/13 comparison schools	AJH performed above 2/13 comparison schools
2024 to 2025 Dashboard Change in ELA and Math: AJH Comparison to Local Schools						
Subject	**ALL**	**EL**	**LTEL**	**SED**	**SWD**	**Hispanic**

ELA	AJH increased more than 9/13 comparison schools	AJH increased more than 6/13 comparison schools	AJH increased more than 1/5 comparison schools	AJH increased more than 6/13 comparison schools	AJH increased more than 9/13 comparison schools	AJH increased more than 8/13 comparison schools
Math	AJH increased more than 9/13 comparison schools	AJH increased more than 8/13 comparison schools	AJH increased more than 1/5 comparison schools	AJH increased more than 8/13 comparison schools	AJH increased more than 10/13 comparison schools	AJH increased more than 9/13 comparison schools

Dashboard Distance from Standard and Change in DFS from 2024 to 2025 schoolwide and by student group for Alpha: José Hernández Jose Hernandez and comparison schools, summarized

Alpha: José Hernández had stronger performance than one of its two comparison schools in both ELA and Math for at least three of its five significant student groups. In Math, Alpha: José Hernández also performed above both of its comparison schools for Students with Disabilities. Comparing growth between 2024 and 2025, AJH had better growth than both comparison schools schoolwide and for three of five student groups in ELA and Math.

While Alpha: José Hernández had Jose Hernandez has lower scores schoolwide than many of its comparison schools in ELA and Math, its demographics show that it serves they serve a higher needs population than its comparison schools. Additionally, the growth Alpha: José Hernández Jose Hernandez demonstrated from 2024 to 2025 proves a continued effort to increase its performance and serve its students well. **[Recommendation: elaborate more on efforts to increase Math and ELA performance].**

Academic Performance across Comparison Schools: English Learner Progress Indicator (ELPI)

The CA Dashboard uses the ELPI to report progress towards proficiency of English learners by measuring the percentage of English learners either making progress on the English Language Proficiency Assessments for California ("{ELPAC")} or maintaining the highest proficiency level. ELPI data from the last five years is shown in the table below for Alpha: José Hernández Jose Hernandez and its comparison schools. Instances where comparison schools performed below Alpha: José Hernández Jose Hernandez in the given school year are indicated in red. Over the past few years, Alpha: José Hernández Jose Hernandez has had a large range of ELPI scores, with

an average of 43% of students making progress, and has performed above both ~~a majority of~~ its comparison schools in two~~three~~ of the past five years with ~~CA~~ Dashboard data, including 2025.

2019-2025 Dashboard % English Learners Making Progress ~~(ELPI)~~						
	School	**2019**	**2022**	**2023**	**2024**	**2025**
K-8	**Alpha:** José Hernández~~Jose Hernandez~~	**49.0**	**37.2**	**48.0**	**33.0**	**47.0**
K-8	Aptitud Community Academy at Goss	39.2	38.1	54.8	47.0	41.1
	O. S. Hubbard Elementary	32.3	53.4	36.7	38.4	40.9
	~~Voices College-Bound Language Academy at Mt. Pleasant~~	~~36.0~~	~~42.3~~	~~33.9~~	~~19.4~~	~~47.9~~
~~K-5/K-6~~	~~Jeanne R. Meadows Elementary~~	~~65.5~~	~~41.2~~	~~59.3~~	~~38.9~~	~~52.2~~
	~~Lowell Elementary~~	~~46.8~~	~~62.3~~	~~42.7~~	~~29.5~~	~~45.5~~
	~~Lyndale Elementary~~	~~41.2~~	~~45.2~~	~~45.7~~	~~46.4~~	~~21.9~~
	~~Rocketship Los Suenos Academy~~	~~22.3~~	~~30.8~~	~~63.3~~	~~42.9~~	~~45.1~~
	~~San Antonio Elementary~~	~~42.1~~	~~28.1~~	~~47.7~~	~~34.1~~	~~48.4~~
	~~Santee Elementary~~	~~46.9~~	~~52.7~~	~~55.9~~	~~37.6~~	~~61.7~~
	~~Thomas P. Ryan Elementary~~	~~37.7~~	~~47.9~~	~~34.9~~	~~40.2~~	~~45.5~~
	~~Washington Elementary~~	~~64.2~~	~~44.3~~	~~46.3~~	~~46.2~~	~~34.5~~
~~5-8~~	~~ACE Empower Academy~~	~~49.0~~	~~50.9~~	~~41.2~~	~~33.1~~	~~38.5~~
	~~ACE Inspire Academy~~	~~48.5~~	~~47.2~~	~~32.8~~	~~42.7~~	~~38.2~~

Dashboard English Learner Progress Indicator from 2019-2025 (years with reported data) for Alpha: José Hernández~~Jose Hernandez~~ and comparison schools

DataQuest Stability Rate

DataQuest releases schoolwide reports on stability rate, identifying the percentage of students receiving a full year of learning in the same school in a given school year. Over the past five years, Alpha: José Hernández~~Jose Hernandez~~ has maintained a consistent stability rate, averaging 89%. In the most recent four years, Alpha: José Hernández~~Jose Hernandez~~ has been above one or both~~a majority~~ of its comparison schools every year, being ~~, and~~ above both~~all its comparison schools~~ in 2022, ~~and~~ 2023, and 2025. The high stability rate at AJH relative to its comparison schools is indicative of a positive culture at the Charter school. The past five years

of data is shown in the table below, with red text indicating instances where a comparison school had a lower stability rate than Alpha: José Hernández~~Jose Hernandez~~.

2021-2025 DataQuest Stability Rate (%)						
	School	**2021**	**2022**	**2023**	**2024**	**2025**
K-8	**Alpha:** José Hernández~~**Jose Hernandez**~~	90	90	91	86	86
K-8	Aptitud Community Academy at Goss	91	81	82	86	85
	O. S. Hubbard Elementary	92	85	81	84	83
	~~Voices College-Bound Language Academy at Mt. Pleasant~~	~~90~~	~~81~~	~~82~~	~~81~~	~~84~~
~~**K-5/K-6**~~	~~Jeanne R. Meadows Elementary~~	~~92~~	~~85~~	~~86~~	~~89~~	~~83~~
	~~Lowell Elementary~~	~~95~~	~~83~~	~~83~~	~~73~~	~~83~~
	~~Lyndale Elementary~~	~~89~~	~~80~~	~~80~~	~~84~~	~~83~~
	~~Rocketship Los Suenos Academy~~	~~95~~	~~86~~	~~90~~	~~87~~	~~85~~
	~~San Antonio Elementary~~	~~94~~	~~76~~	~~83~~	~~83~~	~~89~~
	~~Santee Elementary~~	~~93~~	~~80~~	~~85~~	~~85~~	~~80~~
	~~Thomas P. Ryan Elementary~~	~~91~~	~~76~~	~~81~~	~~85~~	~~81~~
	~~Washington Elementary~~	~~92~~	~~83~~	~~84~~	~~85~~	~~82~~
~~**5-8**~~	~~ACE Empower Academy~~	~~95~~	~~85~~	~~79~~	~~85~~	~~90~~
	~~ACE Inspire Academy~~	~~94~~	~~82~~	~~87~~	~~83~~	~~84~~

DataQuest Stability Rate from 2021-2025 for Alpha: José Hernández~~Jose Hernandez~~ and comparison schools

Renewal Requirements Met

A

~~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~~ petition renewed pursuant to Section 47607.2(b) (~~middle school humanities teacher. During this time, she earned her Master of Science in Education with a focus in Elementary Studies from the Johns Hopkins University and began to look into more specialized opportunities to further her impact.~~

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

~~***Liz Minatee, Assistant Principal***~~

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

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

~~Savina Vargas, Assistant Principal~~

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

~~Savina joined Alpha: José Hernández as a part-time learning coach in 2017. She then moved into the 6th-grade STEM teacher role for five years before moving into a leadership role in the 2022-23 school year. Prior to joining Alpha: José Hernández, Savina worked as an Operations Manager for a program focused on supporting returning, reinstated, and transfer students into the University of California, Merced. This work further supported her love for wanting to support others in any way she could in the academic setting.~~

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

~~MaríaJosé Fúnez Castro, Assistant Principal~~

~~MaríaJosé Fúnez Castro is an Assistant Principal at Alpha: José Hernández. Born and raised in Honduras, MaríaJosé immigrated to the United States to pursue her dream career of becoming a teacher. In 2017, she began her teaching career working in a dual immersion school as a TK/kindergarten teacher demonstrating a strong commitment to educational equity. MaríaJosé joined Alpha: Blanca Alvarado School as their founding kindergarten teacher. Deeply committed to creating safe learning spaces for students, families and staff, she transitioned into a school~~

leadership role as a School Operations Manager. Her passion for educational equity then led her to serve as a Program Manager at Catholic Charities; this work significantly broadened her perspective on educational equity and community engagement. MaríaJosé's experiences over the years have shown her that fostering strong community ties is essential for creating an equitable and supportive learning environment for students.

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

Charles Arcadia-Sanchez, Dean of Students

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

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

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

Cecilia Mendoza, School Operations Manager

Cecilia Mendoza is the school operations manager at Alpha: José Hernández. Cecilia is a firm believer in the power of collaboration among families, schools, and communities to support

~~students in overcoming obstacles and pursuing opportunities and choices. Growing up as a first-generation Mexican American provided Cecilia with many benefits, including the opportunity to grow up in a culturally diverse community and gain educational and personal experiences that influenced her decision to work in the education sector.~~

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

~~**Alpha Public Schools**~~

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

~~***Shara Hegde, Chief Executive Officer***~~

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

~~Before assuming the role of chief executive officer, she served as Alpha Public Schools' chief schools officer, directing the academic program vision and providing coaching and management to several key senior leaders. Under her leadership, all schools at Alpha Public Schools made significant academic progress while growing in enrollment and students served. Prior to joining~~

~~the Alpha Public Schools team, Shara served as the founder, executive director, and principal of Cornerstone Academy Preparatory School, a TK-8 elementary charter school that is now part of the Alpha Public Schools network. Since its opening in 2010, Alpha: Cornerstone Academy has been amongst the highest performing schools in the city of San José. It was named a California Distinguished School in 2014 and 2018, as well as a 2023 School to Watch by the California Department of Education.~~

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

~~***Chris Kang, Chief Operating Officer***~~

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

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

~~***Cynthia Martínez Nava, Chief Schools Officer***~~

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

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

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

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

~~***Nicole Wais, Chief Strategy Officer***~~

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

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

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

~~***Brandon Paige, Chief Financial Officer***~~

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

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

~~***Jorge Arellano, Senior Director of Community Advocacy and Engagement***~~

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

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

~~An East San José native, Jorge graduated from ARUSD schools and is passionate in his wish to see all students in the community experience success in school. Jorge's academic and professional career started at San José City College, where he took general education classes before transferring to Santa Clara University. During his three years there, he worked with special needs students and students who were not doing well in school. At Santa Clara University, Jorge attained a BA in sociology while working at the Bill Wilson Center as a~~

~~counselor. He continued at Santa Clara University until receiving his teacher credential and MEd in education. Jorge also holds an administrative services credential from the Santa Clara County Office of Education.~~

~~Russ Michaud, Managing Director of Special Education~~

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

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

~~Dr. Rosie Carlson, Managing Director of Academics~~

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

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

~~Before stepping into her current role, Rosie was the principal of Alpha: José Hernández, where she established strong foundational systems for the school, invested in building the adult and~~

student culture, and led the team to achieve stronger results year after year. Prior to this, Rosie served as a school leader and a teacher at Aspire Public Schools in Los Angeles. Rosie began her teaching career in East Palo Alto as a 3rd grade teacher.

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

Erin Bryan, Chief Talent Officer

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

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

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

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

Our Future Commitment

Alpha Public Schools is deeply committed to the community of East San José. From 2014 when Alpha: José Hernández opened its doors to today, we have held a singular focus in our work: ensuring that students from underserved communities are prepared to compete successfully on life's uneven playing field — to struggle, to overcome, and to thrive. We believe all children

~~have a fundamental right to an excellent education and we look forward to providing this over the course of the next charter term. We stand side by side with the Santa Clara County Office of Education in this work.~~

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

~~(1) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.~~

~~(2) Encourage the use of different and innovative teaching methods.~~

~~(3) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.~~

~~(4) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.~~

~~(5) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.~~

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

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

~~Please see **Appendix 1 – Letters of Support** to hear from key community members voicing their support for the charter~~ renewal term of 5 years. As clearly demonstrated by the evidence above, AJH meets this renewal criterion, and should be granted a renewal term of 5 years.~~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~~

ELEMENT A. EDUCATIONAL PROGRAM

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

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

Mission & Vision

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

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

~~*Ultimately,*~~ *Vision*: T~~t~~he: 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 ("APS") believes strong character development is essential for preparing students for future success. All APS community members learn, demonstrate, and embody the following core values:~~.~~

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

Targeted StudentSchool Population ~~and Community Interest~~

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

Age, Grade Levels, and Student Enrollment

Alpha: José Hernández provides a TK through 8th grade continuum, with a target enrollment of 560 students.

~~Alpha: José Hernández provides a TK through 8th grade continuum, currently serving [#] students in the 2025- 461 students[13], with a target enrollment of 560 students. Originally opened to serve middle school students, APS saw the need to work with students and families earlier in their education. Building upon the successful practices of Alpha: Cornerstone Academy Preparatory School, the Charter School successfully expanded its program to include TK through 4th grade over the last charter term. To do so, Alpha: José Hernández grew by one grade per year starting with TK/K in 2019-20 and continuing through 2023-24 when the continuum was complete from TK through 8th grade. 2024-25 was~~will be the first year in which the Charter School's own 4th graders ~~rose~~will rise to fill the 5th grade seats.

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

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

Number of Students per Classroom									
TK	K	1st	2nd	3rd	4th	5th	6th	7th	8th
20	30	30	30	30	30	30	30	30	30

[13] ~~DataQuest. (n.d.) *2023-24 Enrollment reports*. California Department of Education. https://dq.cde.ca.gov/dataquest/.~~

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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 socioeconomically~~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.

2025-26 Student Demographics

Source: Dataquest

Subgroups	AJH	Alum Rock Union ESD	Santa Clara County	State California
Socioeconomically Disadvantaged	95.2%	76.2%	40.1%	63.1%
English Learner	64.7%	40.7%	20.5%	16.2%
Special Education	15%	14.8%	12.8%	14.8%
Newcomer	0%	0.4%	0.3%	0.8%
Latino	95.7%	79.1%	40.4%	56%
African American	0.2%	0.7%	1.6%	4.8%

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Asian	0.7%	12.1%	31.4%	10.3%
Filipino	1.8%	4.2%	3.5%	2.2%
Pacific Islander	0.2%	0.3%	0.4%	0.4%
White	0.7%	1.5%	14.9%	19.7%
Two or More Races	0.7%	1.8%	6.1%	4.9%

~~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)[14]~~	~~13%~~	~~-~~	~~5%~~	~~3%~~
~~Mobility (Non-stable enrollment)[15]~~	~~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%~~

[14] ~~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*~~

[15] ~~Data is from 2022-23, the most recent available on Dataquest.~~

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

Community Need

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

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

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

These are also the neighborhoods that were hit hardest by the Covid-19 pandemic. The vast majority of families held jobs as essential workers, and therefore were more exposed to health risks. It also meant that their children were attempting to learn at home, often alone. Adding to

this, as 76%[16] ~~84%~~ of students are or have been English learners, the extended time away from schools placed them in linguistic isolation. The impact on these neighborhoods was devastating – 30 of the first 100 deaths in San José happened in Mayfair alone. Our students and families are still working to heal the harm on their health, their welfare, and their children's education.

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

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

Attendance ~~Requirements~~

Alpha: José Hernández is a single-site school offering ~~will offer annually~~, at a minimum, the annual number of minutes of instruction set forth in Education Code section 47612.5(a)(1) 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 Title 5, California Code of Regulations~~, Title 5~~, Section 11960.

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. AJH 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 schoolwide Average Daily Attendance has steadily increased year over year, and our chronic absenteeism rate has decreased year over year. This has been achieved through such strategies as: developing and executing on an Alpha Attendance Playbook of procedures and strategies,

[16] Source: DataQuest 25-26 Ever EL Report

increasing our touchpoints to families and students around attendance, and installing attendance case managers for our Tier 2 and Tier 3 chronically absent students.

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 County~~chartering authority~~ with attendance reports as required.

A Focus on More

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

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

> ~~"~~*Children in all socioeconomic groups are learning at the same rate, at least when it comes to basic skills, during the school year, and that nearly all the differences in achievement between poor and middle-class children are rooted in the inequities that young people experience outside the schoolhouse door: namely, before they begin kindergarten, and once in school, during out-of-school time. These inequities are especially pronounced during the summer months, when middle-class children continue to learn or hold steady in reading and language skills, while poor children lose knowledge and skills.~~,~~"*~~[17]~~

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

~~[17] 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.*~~

~~**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.[18] 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 schoolwide Average Daily Attendance (ADA) has steadily increased year over year, and our chronic absenteeism rate has decreased year over year. This has been achieved through such strategies such as: developing and executing on a Alpha Attendance playbook of procedures and strategies, increasing our touchpoints to families and students around attendance, and installing attendance case managers for our Tier 2 and Tier 3 chronically absent students.~~— our students are back in our classrooms through a strategic effort, with a 91% attendance rate and climbing.~~

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

School Day

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

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

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

charter. The Charter School calendar, bell schedule, and calculation of instructional minutes will be submitted to the Countychartering 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.

Academic Calendar



Please see **Appendix 3 – Curriculum & Instruction** for an example of the yearly calendar, the 2026-272023-24 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 very 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 5174451745, *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[19] —** Classrooms have an average of 30 students, with two teachers playing a role as the primary adults in a student's life at the Charter 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

[19] 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.

families, who are able to develop a relationship with a single teacher who provides specific information about a child's performance in each core area, and can also provide an overview of both academic growth and character development.

- **7th - 8th Grade** — Classrooms have an average of 30 students, and these grades follow the departmentalized model, with four teachers playing a role teaching the core subjects (English Language Arts, Math, Science, and History/Social Studies) to students. Each student is also assigned to an advisor, who knows the student well and supports their growth plan.

Remote Learning Contingency Plan

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

Educational Philosophy

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

Further, we believe it is our collective responsibility to create a healthy, thriving environment where every student can become the best version of themselves and access an excellent education. We lead with empathy, recognizing that every behavior is a person's best attempt to get a need met. This mindset guides how we support, challenge, and hold one another accountable with care. By fostering safety, trust, belonging, joy and pride, we help students build confidence, resilience, and purpose needed to thrive in school and beyond.

~~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.~~

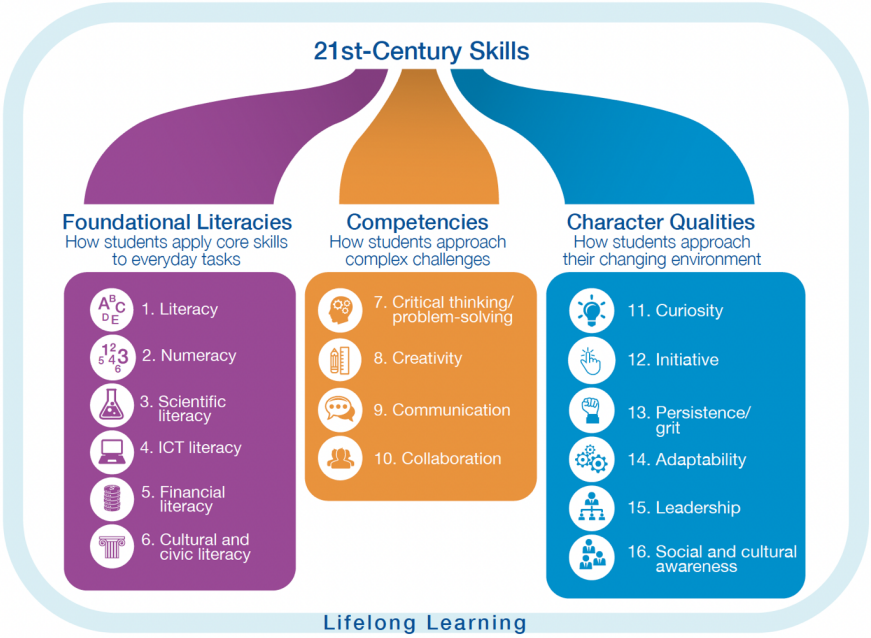
This educational philosophy drives our instructional program, including how we believe learning best occurs as well as our instructional practices and selection of curriculum. ~~Furthermore, it drives the strategic planning process as illustrated in the 2024-25 APS Strategic Plan, which is~~ provided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

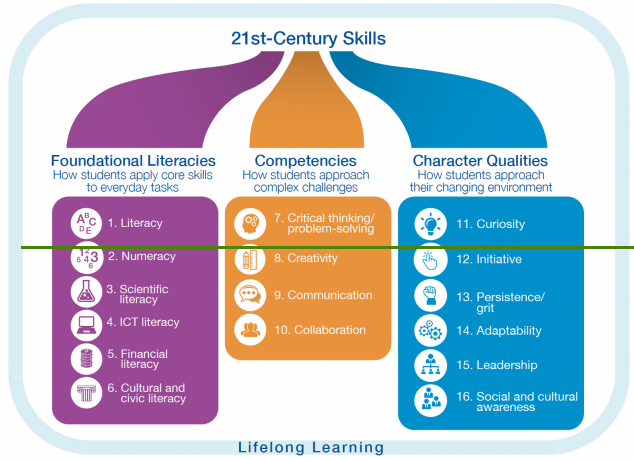
What it Means to Be an Educated Person in the 21st Century

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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.[~~20~~] We believe all children have a fundamental right to an excellent education that prepares them for success in college and to live with integrity. Alpha works diligently to impart the foundational literacies, competencies, and character qualities detailed in the figure below by the time a student has completed middle school. Alpha aims to support its students to become self-motivated, competent, lifelong learners.

[~~20~~] ~~World 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/.~~


21st-Century Skills
Foundational Literacies
How students apply core skills to everyday tasks
1. Literacy
2. Numeracy
3. Scientific literacy
4. ICT literacy
5. Financial literacy
6. Cultural and civic literacy
Competencies
How students approach complex challenges
7. Critical thinking/ problem-solving
8. Creativity
9. Communication
10. Collaboration
Character Qualities
How students approach their changing environment
11. Curiosity
12. Initiative
13. Persistence/ grit
14. Adaptability
15. Leadership
16. Social and cultural awareness
Lifelong Learning


21st-Century Skills
Foundational Literacies
How students apply core skills to everyday tasks
1. Literacy
2. Numeracy
3. Scientific literacy
4. ICT literacy
5. Financial literacy
6. Cultural and civic literacy
Competencies
How students approach complex challenges
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8. Creativity
9. Communication
10. Collaboration
Character Qualities
How students approach their changing environment
11. Curiosity
12. Initiative
13. Persistence/ grit
14. Adaptability
15. Leadership
16. Social and cultural awareness
Lifelong Learning

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/KindergartenK~~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 Charter school community focuses its attention on several key areas. This research includes the Education Trust's *Dispelling the Myth*,[~~21~~] Fordham Institute's *Needles in a Haystack*,[~~22~~] Nellie Mae Education Foundation's *Advancing Racial Equity in Public Education,*[~~23~~] and Zaretta Hammond's *Culturally Responsive Teaching and the Brain*.[~~24~~]

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:

~~[21] Education Trust. (2005). *Dispelling the myth: High poverty schools exceeding expectations.* https://edtrust.org/resource/dispelling-the-myth/.~~
~~[22] Fordham Institute. (2010). *Needles in a haystack: Lessons from Ohio's high-performing urban high schools.* https://fordhaminstitute.org/national/research/needles-haystack.~~
~~[23] 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/.~~
~~[24] Hammond, Zaretta L. (2015) *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students.* Corwin.~~

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

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

Standards-aligned

The instructional program at AJH is grounded in the rigor of the Common Core State Standards (“~~(~~CCSS”)~~),),~~ Next Generation Science Standards (“~~(~~NGSS”)~~),),~~ History-Social Science Framework, English Language Development (“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 State standards that will be covered for each subject and grade level. Teachers are trained on their curriculum and implementation tools during intensive summer professional development. Ongoing support through ~~weekly~~ professional development, collaborative planning time, and ~~weekly~~ coaching ensure proper implementation.

Brain-based

Alpha uses brain-based learning design, aligning teaching methods with how the brain processes and retains information, with the aim of optimizing learning outcomes. This involves igniting students’ brains into wanting to engage in a complex task, creating relevant and

meaningful learning activities that engage students, ensuring variety in learning activities, and providing time for feedback and reflection.

Internalized

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

Data Driven

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

All teachers engage in collaborative data analysis with their coach and team of teachers, examining student work such as exit tickets, quizzes, unit assessments, projects, and writing assignments. This collaboration ensures teachers know exactly where their students are performing and can make appropriate changes to upcoming lessons. It also allows staff to compare data, share best practices, and normalize grading applications. Specifically, this process helps support student groups ~~subgroups~~ such as English learners and students with disabilities by identifying specific learning needs and implementing specialized strategies to address them.

Additionally, scheduled *Launch and Data Days*~~*Stepback Days*~~ enable all staff to analyze network and site-based data to inform future planning, ensuring strong alignment between State 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.~~

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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 theirhis or her knowledge and understanding of content. Instruction properly integrated with technology allows more individualized and differentiated delivery of the curriculum.

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

Supporting Conditions

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

Healthy and Thriving Environment

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

Family Empowered

Family involvement is encouraged at many levels, from parent advocate, to volunteer, to family leader. Families are both encouraged and supported in helping to improve the academic outcomes for their children, as well as the efficacy of the Charter School's~~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 Charter 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 Charter 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 José~~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, local educational agencies ("LEA")~~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 charter authorizer~~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. Designated~~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.

The Charter School shall comply with the classroom size, adult to student ratio, and teacher qualification requirements, as set forth in Education Code Section 48000(g), for its TK classrooms.

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



~~*Source: https://www.reallygreatreading.com/scarboroughs-reading-rope*~~

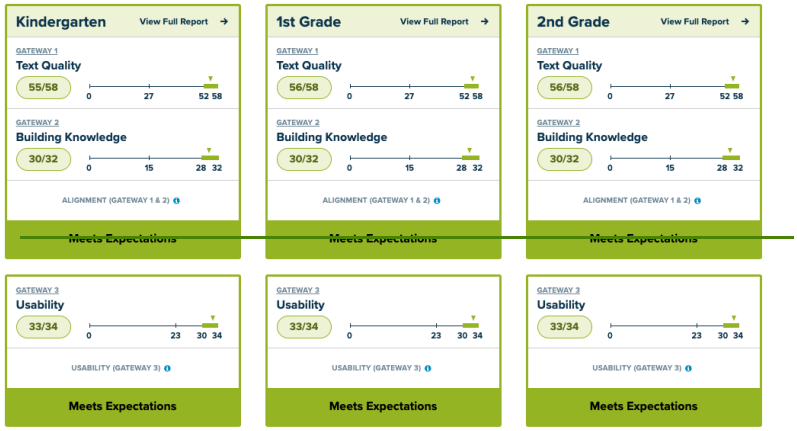
Alpha utilizes three core curricula across the TK through 8th grade ELA continuum:

- **Amplify Core Knowledge Language Arts ~~(~~"~~(~~CKLA"~~),),~~ TK - 5th** – Amplify CKLA is grounded in the Science of Reading.~~ In alignment with Scarborough's Rope,~~ the program combines knowledge-building and research-based foundational skills to develop strong readers, writers, and thinkers. Amplify CKLA receives the highest rating of *Meets Expectations*~~is rated *green*~~ on all indicators by EdReports,~~ as seen in the figure below,~~[26] meets the criteria for Tier I-Strong Evidence as an education intervention under ESSA,

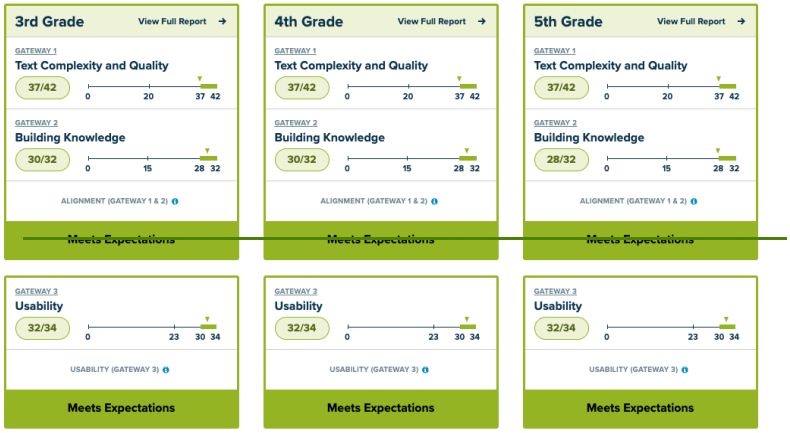
[25] ~~Scarborough, H.S. (2001). *Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice*. In Neuman, S., & Dickinson, D. (Eds.). *Handbook for research in early literacy*. Guilford Press.~~

[26] ~~Ed Reports. (2014). *Amplify: Core knowledge language arts (CKLA)*. https://www.edreports.org/reports/overview/core-knowledge-language-arts-ckla-2015.~~

and is recognized by the Knowledge Matters Campaign for its excellence in intentionally building knowledge. Additionally, CKLA has been found to be particularly effective for students from low-income areas, whose growth outperformed both the control group and students from high- and middle- income areas.[27]



[27] 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.



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

- **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.[28]

Alpha also utilizes the following supplemental curricula:

- **Lalilo, TK - 3rd –**
- **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

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

~~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 – 3rd2nd –** F~~Similar to Freckle, and also ~~f~~rom Renaissance Learning, Lalilo is an online tool for K, 1st, 2nd, and 3rd~~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.~~

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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.~~

All incoming kindergarten students receive universal screening for reading difficulties, including dyslexia, utilizing state approved assessment tools. This screening continues, annually, for all students through the second grade.

Instructional Practice

ELA receives~~is provided~~ additional time and focus within the AJH~~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, 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 State~~academic~~ standards.
Text-Based Learning	Students engage with a variety of literary and informational texts aligned with State~~academic~~ standards. These texts are carefully selected to build vocabulary, comprehension, and critical thinking skills.

Close Reading and Analysis	Students participate in close reading activities where they analyze texts deeply for meaning, author's purpose, and literary devices. This encourages students to cite evidence from the text to support their interpretations.
SyncBlasts	Students explore non-fiction articles (SyncBlasts) that cover a range of topics across disciplines. These articles help students build content knowledge, critical thinking skills, and the ability to evaluate sources.
Writing Instruction	Students receive explicit instruction in writing through scaffolded assignments that guide them through the writing process—from brainstorming and drafting to revising and editing. They may also engage in peer review activities to provide and receive constructive feedback.
Skill Development	Students participate in lessons that focus on language and grammar skills essential for effective communication. These lessons cover topics such as vocabulary development, sentence structure, punctuation, and literary analysis.
Digital Resources	Students access a digital library that includes multimedia elements such as audio recordings, videos, and interactive activities. These resources support differentiated instruction and engage students through varied modalities.
Collaborative Learning	Students may collaborate with peers on discussions, projects, or peer review activities facilitated by StudySync's platform. This fosters communication skills, teamwork, and deeper understanding of content.

Assessments

The core and supplementary curricula in both CKLA and StudySync are anchored in curriculum-embedded assessments. While students receive grade-level instruction aligned with the Common Core State Standards in English Language Arts, assessments tailored to individual student levels enable targeted support and opportunities for acceleration. CKLA employs a range of formal and informal assessments, such as comprehension checks, fluency assessments, writing prompts, and phonics assessments, ensuring mastery of content and skills while guiding instructional planning. StudySync integrates formative and summative assessments including quizzes, writing assignments, performance tasks, and automated scoring tools, providing ongoing feedback to guide instructional decisions and support student progress effectively. Additionally, all students in grades K-3 take the DIBELS assessment to monitor progress of

foundational literacy skills and all students in grades 4-8 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.

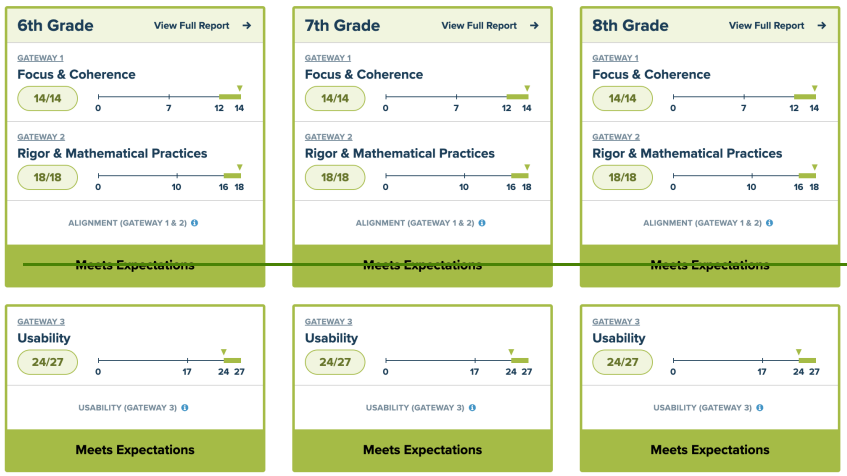
Core Curriculum

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

- **Eureka Math^2, TK~~—~~8th** – Eureka Math^2 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 supports are built into the Eureka Math^2~~Math~~ program, providing scaffolding as needed and necessary to support all students in accessing grade-level mathematics.~~.~~ Eureka Math^2 is~~Math was the first cohesive math curriculum for grades Pre-K through 12th grade completely~~ aligned to the CCSS in Mathematics.[29] ~~The~~ The curriculum receives~~earned~~ the highest rating by~~ratings from~~ EdReports of *Meets Expectations* for grades K-8~~.org~~ across all categories: Focus & Coherence, Rigor & Mathematical Practices ~~(focus/coherence, rigor~~, and usability. ~~in the classroom), as seen in the figure below.~~[30]

~~[29] Great Minds. (n.d.). *Eureka Math^2: Exponentially greater.* https://greatminds.org/math.~~
~~[30] Ed Reports. (2015). *Great minds: Eureka Math.* https://www.edreports.org/reports/overview/eureka-math-2015~~


Kindergarten
View Full Report
GATEWAY 1
Focus & Coherence
14/14
0 7 12 14
GATEWAY 2
Rigor & Mathematical Practices
18/18
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ALIGNMENT (GATEWAY 1 & 2)
Meets Expectations
GATEWAY 3
Usability
24/27
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USABILITY (GATEWAY 3)
Meets Expectations
1st Grade
View Full Report
GATEWAY 1
Focus & Coherence
14/14
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GATEWAY 2
Rigor & Mathematical Practices
18/18
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ALIGNMENT (GATEWAY 1 & 2)
Meets Expectations
GATEWAY 3
Usability
24/27
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USABILITY (GATEWAY 3)
Meets Expectations
2nd Grade
View Full Report
GATEWAY 1
Focus & Coherence
14/14
0 7 12 14
GATEWAY 2
Rigor & Mathematical Practices
18/18
0 10 16 18
ALIGNMENT (GATEWAY 1 & 2)
Meets Expectations
GATEWAY 3
Usability
24/27
0 17 24 27
USABILITY (GATEWAY 3)
Meets Expectations
3rd Grade
View Full Report
GATEWAY 1
Focus & Coherence
14/14
0 7 12 14
GATEWAY 2
Rigor & Mathematical Practices
18/18
0 10 16 18
ALIGNMENT (GATEWAY 1 & 2)
Meets Expectations
GATEWAY 3
Usability
24/27
0 17 24 27
USABILITY (GATEWAY 3)
Meets Expectations
4th Grade
View Full Report
GATEWAY 1
Focus & Coherence
14/14
0 7 12 14
GATEWAY 2
Rigor & Mathematical Practices
18/18
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ALIGNMENT (GATEWAY 1 & 2)
Meets Expectations
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Usability
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USABILITY (GATEWAY 3)
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ALIGNMENT (GATEWAY 1 & 2)
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Usability
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USABILITY (GATEWAY 3)
Meets Expectations



~~*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:~~

- **IXL, 4th-8th** – IXL is an online tool that grades 4-8 utilize to provide personalized additional practice with standards-aligned skills in Math.

Instructional Practice

- ~~**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 Math^2 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 Math^2 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.
Math Fluency Activities ~~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 Math^2 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 to ~~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~~ monitor 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

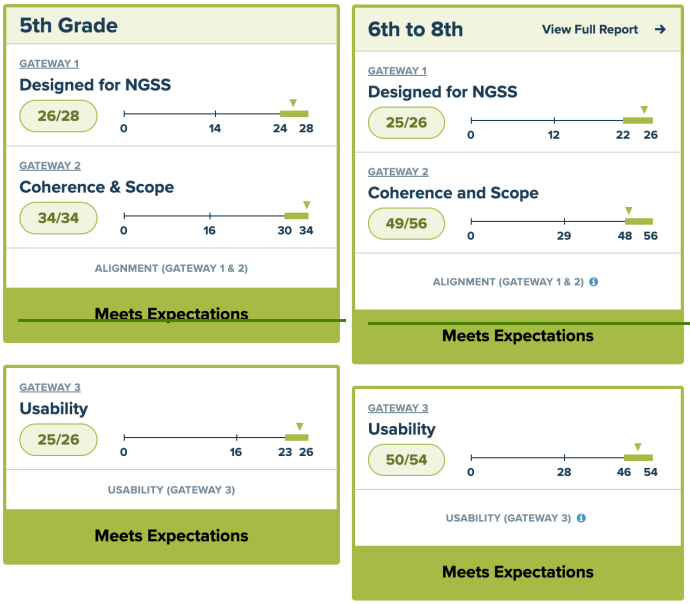
Science instruction at the Charter~~our~~ school offers grade-level, State standards-based learning aligned with the Next Generation Science Standards. This curriculum emphasizes a three-dimensional approach, focusing on the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts essential for achieving these State 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 concepts through literacy ~~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.[31] Amplify Science reflects state-of-the-art practices in science teaching and learning and receives ~~is a~~the highly ~~highest rated Science curriculum reviewed~~rating by EdReports of *Meets Expectations* across all categories for both TK/K through 5th grade[32] and 6th through 8th grade.~~,~~[33] ~~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)~~

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

~~[31] Amplify. (n.d.) *Amplify science: A phenomena-based science curriculum.* https://www.amplify.com/programs/amplify-science.~~
~~[32] Ed Reports. (2022). *Amplify science, K – 5.* https://www.edreports.org/compare/results/science-k-5.~~
~~[33] Ed Reports. (2018). *Amplify science, 6 – 8.* https://www.edreports.org/compare/results/science-6-8 .~~

~~***Instructional Practice***~~

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. In addition, all students in grades 5 and 8 participate in the California Science Test that is administered once per year.

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.[34] 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.[35]

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

~~***Instructional Practices***~~

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

~~[34] 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.~~
~~[35] National Geographic Learning. (n.d.) *National Geographic social studies.* Cengage. https://ngl.cengage.com/search/showresults.do?N=201+4294891961+4294918395+4294891796.~~

implications of these omissions. Additionally, students are encouraged to seek out representations of underrepresented perspectives to foster a more inclusive understanding of history.

Assessment

~~***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 State 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***~~

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 State standards and frameworks by teachers, providing students with direct instruction, guided and independent practice, and engaging hands-on experiences.

~~***Instructional Practices***~~

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’ English Language development from one proficiency level to the next, Systematic ELD builds a solid foundation in English by:
    - Utilizing a developmental continuum of language skillsskill that is researched -based
    - .
    - Focusing content around essential oral and written communication that is grade -appropriate and relevant to the student experience inside and outside of the classroom.
    - Allowing students to practice a variety of foundational English skills to develop their rhythm and cadence, vocabulary, understanding colloquial expressions, discourse norms, and the different forms of register.
    - Emphasizing the oral language development by providing multiple opportunities in every lesson to develop student confidence, accuracy, and fluency
    - .
    - Providing
    - Provides opportunities to reflect and increase student awareness of how English works.

Understanding

- ~~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.[36]

- **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 providing appropriate, explicit oral and written language instruction and practice.[37]

Instructional Practices

Instructional Practices

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

At the Charterour 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,

[36] EL Achieve. (n.d.). *Systematic ELD*. https://www.elachieve.org/systematic-eld/.
[37] EL Achieve. (n.d.). *Constructing meaning*. https://www.elachieve.org/constructing-meaning/.

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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, the Charterour 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

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 theCalifornia 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	• Recognize own emotions and their influence on behavior • Accurately assess own strengths and limitations

	• Well-grounded sense of confidence and purpose
Self-Management	• 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	• 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	• Communicate and cooperate/Negotiate conflict situations • Establish and maintain healthy and supportive relationships • Effectively navigate settings with diverse individuals and groups
Responsible Decision-Making	• 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.[38]

[38] ~~Sown to Grow. (n.d.) Every student: Seen, heard, understood, known, supported. https://www.sowntogrow.com/.~~

~~***Instructional Practice***~~

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

~~**Materials and Technology**~~ ~~**analog digital cabinet presentation_4.2.26**~~

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. Alpha's selection of instructional materials reflects a deliberate balance between analog (hands-on, physical, and paper-based) and digital (screen-mediated) learning experiences. This balance is grounded in research on student outcomes and the science of learning, which indicates that certain foundational skills develop most effectively through direct, physical engagement: writing by hand strengthens memory and retention, printed text supports deeper reading and comprehension, and concrete manipulatives build conceptual understanding before students move to abstract representation. National and international assessment data (NAEP and PISA) further suggest that students who experience an intentional mix of analog and digital learning tend to outperform those in heavily digital-only environments. Accordingly, Alpha treats technology as a purposeful tool rather than the default mode for all tasks. The guiding question is not *whether* to use technology, but *when* and *for what purpose*.

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Instructional materials include, but are not limited to, the following:

- Textbooks and printed novels
- Student workbooks and consumables
- Math manipulatives (e.g., base-10 blocks, fraction tiles, measurement tools)
- Computers and Projection Devices

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- Software Programs
- Laboratory Science Materials
- Test Preparation Guides
- Internet Connectivity
- Research and Reading Library Materials
- Maps and Atlases
- Dictionaries and Thesauruses
- California Physical Fitness Test Equipment

The proportion of analog to digital learning is calibrated by grade band. In the earliest grades (TK-2), instruction is analog-heavy, emphasizing phonics tiles, counting objects, pencil-and-paper writing, read-alouds, and handwriting practice, with brief and purposeful digital use under direct teacher guidance. In grades 3-5, analog work remains dominant (e.g., workbooks, manipulatives, printed texts, and written responses) complemented by targeted adaptive practice and scaffolded digital research. In grades 6-8, the balance broadens to include print annotation, written analysis, and physical science labs alongside digital research, multimedia projects, and collaboration tools. Balance is understood not as a fixed daily ratio, but as intentional sequencing across units, weeks, and grade bands.
The scope-and-sequence maps in Alpha's adopted curricula specify when print-based tasks, hands-on tools, and digital resources are each appropriate, and the analog components are structural rather than optional.

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

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. Include embedded assessments

Digital tools are adopted when they accelerate access, practice, or differentiation in ways that analog approaches cannot, and are deployed with intention so that screen-based work complements, rather than displaces, the hands-on and paper-based experiences shown to support durable learning.

~~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. Alpha continuously engages the technology community so richly found in our geographic area. Alpha constantly evaluates — and where appropriate — selects new computer-based content for the Charter School, in addition to the programs currently in use by Alpha schools, with which we have had success in improving student performance. Criteria for selection are that programs:~~

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

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

Professional Development

In order to realize our organization's mission and vision, we aim to cultivate excellent teachers, leaders, and support staff. Staff development is at the heart of Alpha's approach, guided by an underlying principle: that developing~~stated theory of change: *If we develop*~~ *excellent coaches* enables them to~~, *then they will*~~ *develop excellent educators, which* in turn results~~*will result*~~ *in improved student outcomes.*

Alpha establishes development priorities annually. Using qualitative and quantitative data, we identify specific focus areas for both leaders and teachers. These focus areas are: (1) aligned with our role-specific rubrics; (2) tailored to the needs of our returning cohort; and (3) designed to improve student outcomes through a deliberate chain of development, building a specific skill in school leaders so they can help teachers grow in a corresponding skill, which in turn helps students learn more.

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 skills:~~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 State Standards~~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 APS~~Alpha~~ community and interaction norms.

~~8.~~ The beliefs, knowledge, and skills in the Vision of Excellent Teaching form the basis for other tools, including the APS Teacher Rubric.

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~~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 our vision for adult learning, including the learning design for specific sessions. Sessions are designed and evaluated against the APS Session Planning and Facilitation Criteria for Success. ~~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. Network leaders then facilitate four total weeks of development for school staff; participation in those four weeks depends on both role and tenure. ~~T~~hose 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 belief theory of change, which holds that adult learning is a key driver for accelerating student learning. The table below provides an example of the typical summer professional development schedule.

2024-25 Alpha Public Schools Summer Professional Development Schedule		
Week	**Attendees**	**Focus Areas**
1 (4 days)	School Leadership Team members Executive Team Academic Team	- Orientation (Goals, LCAP, Scorecards) and enablers - People management - Instructional leadership - Healthy and thriving environment - Role-specific learning - Student support - Individual and team planning

2 (3 days)	All new APS staff	- Orientation to APS - HR / Payroll / Tech - ~~APS programs (Alumni Success, Parent Learning Center)~~ - ~~Teambuilding~~ - Mandatory trainings (e.g. mandated reporter) - Healthy and thriving environment - Supporting students with disabilities - Supporting multilingual learners - Performance management
3 (4 days)	All new instructional staff	- ~~Teacher rubric and performance management~~ - Academic model - Curriculum training - ~~Classroom management~~ - Planning and internalization - Data analysis
4 (2 ~~5~~ days)	All APS instructional staff	- Academic model - Curriculum training - Planning~~PUnit planning~~ and internalization - Grade level collaboration - Healthy and thriving environment - Restorative practices - Classroom management - Supporting multilingual learners - Social -emotional learning
5 (6 ~~10~~ days)	Alpha: José Hernández staff	- Charter 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, data days ~~Stepback Days~~, and an all -staff event~~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 throughout~~in~~ the school year. Approximately once per month, ~~all~~ network-wide professional development brings together instructional ~~-~~staff with similar job~~-alike~~ functions. For example, teachers across APS's~~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~~**by Role**				
Role	**Skills or Focus~~Leaders~~**	**Learning Opportunity~~New Educators~~**	**Frequency~~Returning Educators~~**	
Teachers + Instructional Support Staff~~Site PD (2-3/month)~~	~~Facilitating PD~~	~~Site-specific training~~ ~~policies~~ ~~Grade-band and content area meetings~~	Site PD	1-2 Wednesdays / month
Instructional methodologies (aligned with multi-year strategy)			APS PD	6 Wednesdays / year
New teachers / new-to-	Classroom management ~~Coaching~~	Strong Year (Strong Start + APS PD strand) ~~Planning~~ ~~Internalization~~	9 Wednesdays / year ~~Planning~~ ~~Data-driven instruction~~	

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Alpha Public Schools teachers ~~APS PD (6-7-8/year)~~	~~development~~	~~Environment & Relationships~~ • ~~Classroom management~~		
Assistant Principals and instructional deans	Instructional methodologies (aligned with multi-year strategy) ~~Environment & Relationships~~ ~~• Diversity, Equity, Inclusion, & Belonging~~ ~~Supporting All Learners~~ • ~~SPED Team & ELD Lead specific sessions~~		Coach Development Meeting	6 Wednesdays / year
	Coaching		Coaching Seminar	2 times / year
Deans and School Operations Managers	Data analysis and response		Coach Development Meeting	6 Wednesdays / year
Principals	Instructional methodologies (aligned with multi-year strategy)		Coaching Development Meeting	6 Wednesdays / year
	Coaching		Coaching Seminar	2 times / year
	Data analysis and response		School Outcomes Council	Every four weeks
All instructional staff ~~Stepback Day (2/year)~~	~~Foundations & Planning~~ ~~• State of Alpha – Data analysis~~ ~~• and response~~ • Grade band and content area ~~• Alpha: José Hernández – Data analysis~~ ~~Planning~~		Data days	2 times / year

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	• ~~Cross site collaboration in grade bands and content areas~~(across sites)		
~~Winter Retreat Day~~	~~Foundations & Planning~~ ~~• State of Alpha~~ ~~Environment & Relationships~~ ~~• Adult social, emotional, and cultural development and connection~~		

Alpha Public Schools Professional Development by Role			
Role	Skill/s or Focus	Learning Opportunity	Frequency
Teachers + Instructional Support Staff	Site-specific policies Grade band and content area meetings	Site PD	1-2 Wednesdays / month
	Instructional methodologies (aligned with multi-year strategy)	APS PD	6 Wednesdays / year
New teachers / new-to-Alpha teachers	Classroom management	Strong Year (Strong Start + APS PD strand)	9 Wednesdays / year
APs and instructional deans	Instructional methodologies (aligned with multi-year strategy)	Coach Development Meeting	6 Wednesdays / year
	Coaching	Coaching Seminar	2 times / year
Deans and SOMs	Data analysis and response	Coach Development Meeting	6 Wednesdays / year
Principals	Instructional	Coaching	6 Wednesdays / year

	methodologies (aligned with multi-year strategy)	Development Meeting	
	Coaching	Coaching Seminar	2 times / year
	Data analysis and response	School Outcomes Council	Every four weeks
All instructional staff	Data analysis and response Grade band and content area collaboration (across sites)	Data days	2 times / year

~~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.~~

Evaluation of Professional Learning?

Ultimately, we measure the impact of our professional learning by how it improves student outcomes. Our program evaluation framework draws on Thomas Guskey's work on evaluating the impact of professional development and lays out several levels from the input (adult learning) to the goal (improved student outcomes). First, we must create a positive learning experience that participants experience as useful, clear, and well-organized. At the end of each professional learning session, we ask participants to rate the following statements on a four -point scale, where 1 = Strongly Disagree and 4 = Strongly Agree. Statements:

- The facilitator communicated at least one clear learning objective in each session.
- We met the objective of the session/s.
- .

- The facilitator effectively responded to participant learning, questions, and misconceptions throughout the session.
- There was time for processing and application of learning throughout the session.
- The facilitator's tone, volume, pace, and presence supported learning.
- I am satisfied with the logistics, facilities, and communication for today's session/s.
- .

Our target for quantitative statements is that the average for every learning opportunity is 95% Agree / Strongly Agree. Three open-ended responses invite participants to tell us more about what was effective or ineffective about the learning experience.

Once we create a useful, clear, and well-organized learning experience, we must also ensure that participants learn the intended knowledge and skills during the session. Every learning opportunity includes practice or application, which enables us to collect data and artifacts to assess participant learning during the session. On the end of session survey, we ask participants to explain the core ideas in their own words and respond to 1-2 open-ended, content-specific questions that allow us to assess learning.

The next levels of the framework involve implementation of new knowledge and skill. Structures such as the observation cycle (including coaching conversations) and walkthroughs allow us to monitor implementation. We analyze student work samples and curricular assessment data to ensure that implementation has the intended effect on student learning.

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 Playbook ~~Alpha Coaching Rubric~~ which ~~holds the following foci:~~ outlines the expectations for what instructional coaching looks like at Alpha. There are three areas of practice that we expect to appear in every instructional coaching conversation:

- ~~**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)~~

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- **Coaching conversation components** - Success Analysis, Deep Dive, Close Out, Evidence-Based Reflection & Feedback, and Skill Focus;
- **Coaching moves** - - Ask clear, effective questions, Identify and deliver high leverage feedbackhigh leverage feedback effectively, Lead with perspective and expertise, Practice and maintain emotional agility, Communicate effectively, Ground conversations in work artifacts, Balance accountability and support to ensure growth;
- **Conversation content** - alignment with our multi-year strategy initiatives and the focus areas of our Alpha Public Schools-wide professional learning.

The cadence of c~~oaching~~coaching support at Alpha depends on role and tenure: ~~occurs on at least a weekly basis, through the following avenues:~~

- **New Educators** - ~~—~~Biweekly coaching focused on healthy and thriving environment~~Six weeks of intensive coaching and practice labs at the beginning of the year to ensure a *strong start*.~~
- **Classroom Teachers -** Biweekly to quarterly, depending on grade band / content area alignment with multi-year strategy
- ~~**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~~
- ~~**Assistant principals / instructional deans - Monthly coaching from their principal focused on their coaching of teachers**~~
- ~~**Principals - Monthly coaching from their manager focused on their coaching of SLT members**~~
- ~~**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.~~
- **All others -** incorporated into check -ins with their manager;, cadence varies

Evaluation of Coaching

Like the overarching professional learning system, instructional coaching is intended to improve student outcomes. Before we apply the program evaluation framework to coaching, the first step is to ensure fidelity to our coaching playbook. Coaches participate in observation cycles, where network team members review videos of their coaching and score it on the Alpha

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Coaching Conversation Rubric, a tool that measures the level of proficiency on the coaching conversation components, coaching moves, and conversation content.

We evaluate the participant experience through in-the-moment feedback as well as a Coaching Impact Survey, administered twice a year. Coaches assess in-the-moment learning through the success of the practice and application. Additionally, the degree to which the participant is able to clearly articulate the next step (including rationale and implementation) gives insight into their newly developed understanding.

Structures such as the observation cycle (including coaching conversations) and walkthroughs allow us to monitor implementation. We analyze student work samples and curricular assessment data to ensure that implementation has the intended effect on student learning.

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

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Family Involvement

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

Pillar	Impact	Examples
Programs and Services (Parent Learning Center)	The Alpha Parent Center provides families with educational, career, and wellness programs to champion their agency in the community.	• Adult English classes • Community food bank • Support with social resources • Folklórico classes • Los Dichos program (family multicultural literacy)

School Community	Events and convenings bring together students, families, and staff to build and celebrate community.	● 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.	● 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.	● Parent Council ● English Learner Advisory Committee ● Alpha Board membership ● Parent associations ● Community organizing trainings ● Parent leader committees ● Research meetings ● Voter education ● Candidate forums

The images below provide an example of the typical family engagement calendar for the Charter School.

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2026-2027 FAMILY ENGAGEMENT CALENDAR

Mark your calendars for a fun-filled year!
** All Dates Are Subject To Change **

July	August	September	October
23: New Family -Cookies & Connections @ 12-3PM 	**04:** 7th/8th Family MANDATORY Meeting @ 4-5:30PM **05:** TK/K Academy & Parent Meeting @ 8-10AM **07:** Welcome Night @ 4:30-6:30PM **11:** First Day of School **27:** Padres Unidos @ 5PM 	**01:** Cafecito @ 8:30AM **10:** Back To School @ 5 PM **16:** Los Dichos (TK-4) @ 8:30AM **24:** School Picture Day **24:** SSC #1 @ 4:15PM **30:** ELAC Meeting @ TBD 	**16:** Fall Festival 4:30-6:30 PM **22:** SSC #2 @ 4:15-5:15PM **26-30:** Q1 Conferences + Award **31:** Pepe's Fall Parade 

November	December	January	February
02: Picture Makeups **10:** Cafecito @ 8:30-9:30AM **18:** Los Dichos (TK-4) @ 8:30AM 	**08:** Cafecito @ 8:30-9:30AM **14-18:** Theme Week **16:** Los Dichos (TK-4) 8:30 AM 	**07:** Padres Unidos @ 5pm **14:** SSC #3 @ 4:15PM **15:** AJH Winter Festival @ 5-6:30PM **21:** ELAC #2 @ TBD 	**08-12:** Candy Grams Sale **10:** Family Conferences **22-26:** Kindness Week **24:** Family Conferences **24:** Los Dichos (TK-4) @ 8:30 AM **25:** SSC #4 @ 4:15PM 

March	April	May	June
01-05: Read Across America **02:** Cafecito @ 8:30AM **09:** 8th Grade Promotion Meeting @ 5:00PM **17:** Los Dichos (TK-4) @ 8:30AM **18:** SSC #5 @ 4:15PM **24:** Spring Egg Hunt 	**09:** 8th Grade Promotion Photo **09:** Spring Elementary Dance **15:** Spring Open House **20:** ELAC # 3 **22:** SSC #6 @ 4:15PM **26-30:** Conferences & Q3 Awards **26-30:** Themed Week 	**06:** Padres Unidos Game Night @ 5-6:30 PM **12:** Los Dichos (TK-4) @ 8:30AM **13:** 8th Promotion Family Meeting **28:** Last Day of School **TBD:** 8th Grade Promotion **TBD:** Kinder Promotion 	

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2026-2027 Calendario de Participación Familiar

¡Marquen sus calendarios para un año lleno de diversión!

** Todas las fechas están sujetas a cambios **

Julio	Agosto	Septiembre	Octubre
24: Nuevas familias: Galletas y conexiones @ 12-3PM 	**04:** Reunión de padres y de la Academia TK/K @ 8-10AM **04:** Reunión obligatoria para familias de 7.º y 8.º, de 4:00 a 5:30 PM **07:** Noche de bienvenida @ 4:30-6:30PM **11:** Primer Día de Clases **27:** Padres Unidos @ 5PM 	**01:** Cafecito @ 8:30AM **10:** Noche de Regreso a Clases @ 5PM **16:** Los Dichos (TK-4) @ 8:30AM **24:** Día de la Foto Escolar **24:** SSC #1 @ 4:15PM **30:** Reunión del ELAC @ TBD 	**16:** Festival de Otoño @ 4:30-6:30PM **22:** SSC #2 @ 4:15-5:15PM **26-30:** Conferencias y Premios del Primer Trimestre **31:** El desfile de otoño de Pepe 

Noviembre	Diciembre	Enero	Febrero
02: Repetición de fotos **10:** Cafecito @ 8:30-9:30AM **18:** Los Dichos (TK-4) @ 8:30AM 	**08:** Cafecito @ 8:30-9:30AM **14-18:** Semana Temática **16:** Los Dichos (TK-4) 8:30 AM 	**07:** Padres Unidos @ 5pm **14:** SSC #3 @ 4:15PM **15:** Festival de Invierno @ 5-6:30PM **21:** ELAC #2 @ TBD 	**08-12:** Venta de Candy Grams **10:** Conferencias Familiares **22-26:** Semana de la Amabilidad **24:** Conferencias Familiares **24:** Los Dichos (TK-4) @ 8:30 AM **25:** SSC #4 @ 4:15PM 

Marzo	Abril	Mayo	Junio
01-05: Leer en todo Estados Unidos **02:** Cafecito @ 8:30AM **09:** Reunión de promoción de 8.º grado @ 5:00PM **17:** Los Dichos (TK-4) @ 8:30AM **18:** SSC #5 @ 4:15PM **24:** Búsqueda de huevos de primavera 	**09:** Foto de graduación de 8.º grado **09:** Baile de primavera de la escuela primaria **20:** ELAC # 3 **22:** SSC #6 @ 4:15PM **26-30:** Conferencias y premios del tercer trimestre **26-30:** Semana temática 	**06:** Noche de juegos de Padres Unidos @ 5-6:30PM **12:** Los Dichos (TK-4) @ 8:30AM **13:** Reunión familiar de la 8.º promoción **28:** Último día de clases **Por determinar:** Promoción de 8.º grado **Por determinar:** Promoción de Kinder 	

~~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 demonstrating~~who are~~ high levels of academic achievement~~ achieving~~, students demonstrating~~who are~~ low levels of academic achievement~~ 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.

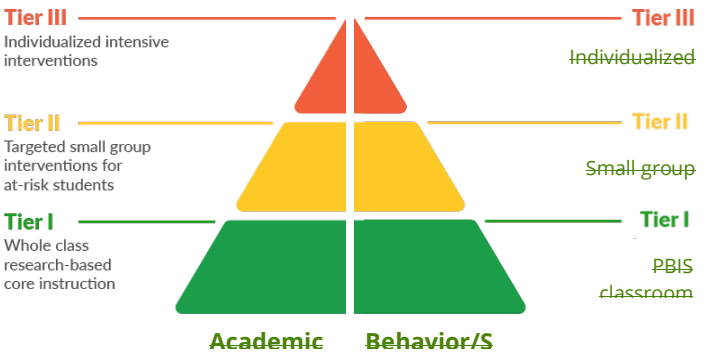
- **Tier 1 – Universal Support** (whole population)
    - Interventions and supports that are available and provided to 100% of the population served. This can include everything from core curricula to school-wide incentive systems.
        - Example – Start with a rigorous academic model that emphasizes 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 the Charter~~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), and 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 (minimal~~standard not met~~) or level two (developing~~standard nearly met~~) on the SBAC state assessments~~assessment~~, those who earn one or more grades of “C-” or lower per grading period, or those who score below proficiency level on interim benchmark assessments. Students designated as low-achieving may or may not qualify for special education services (as discussed below). Additionally, students designated as low-achieving require holistic support that goes beyond academic interventions, which are addressed through the robust MTSS model described above.

Low-achieving students benefit from learning experiences that have clear and high expectations combined with a supportive learning environment. Additionally, low-achieving and at-risk students benefit greatly from placement in a classroom with students who achieve at different levels. Low-achieving students are thoroughly integrated into the entire student body at the Charter School and participate fully in all aspects of the curriculum.

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

Academically High-Achieving Students

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

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

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

Students Who Are English Learners

Overview

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

The majority of students currently enrolled in Alpha: José Hernández ~~School~~ are multi-language learners who speak a language other than English at home. Alpha supports all students in becoming proficient in academic English through a combination of Integrated and Designated ELD in accordance with California's ELD roadmap.[39]

[39] ~~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~~

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

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

Identification, Designation & Notification

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

English Language Proficiency Assessment

All students who indicate that their home language is ~~one~~ other than English are tested with the ELPAC. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: beginning beginning to develop ~~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 for whom there is no record of results from an administration of an English language proficiency test, is assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window is a four-month window after January 1 (February 1 - May 31). The English language proficiency of all currently enrolled English learners is assessed by administering the test during the annual assessment window.

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

Ongoing Assessment, Monitoring, and Reclassification Procedures

Alpha complies with all applicable state and federal laws in regard to the testing and service requirements for English learners. Students who are identified as ELs take the ELPAC annually

to determine growth in English language proficiency until they are reclassified. Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in ~~and~~ basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

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

Instruction and Intervention Strategies for Students Who Are ELs

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

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

Integrated ELD

Integrated ELD is not a curriculum, but rather a set of instructional practices and scaffolds that support all students to develop the academic language needed to access the core content curriculum. Teachers need to understand the language demands of State~~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, utilization of curriculum-suggested leveled supports based on proficiency, 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 viewed~~lifted~~ as an asset, and translanguaging is encouraged.[40]

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

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

Achieve as its Designated ELD curriculum. Students are regrouped by language development level for 30 minutes daily of Designated ELD instruction.

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

English Learner Advisory Committee

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

Teacher Qualifications and Professional Development

Alpha is committed to hiring an instructional staff that can meet the needs of all students, including students who are ELs. As such, all teachers at AJH~~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 or other CTC-recognized EL Authorization.

Alpha supports all teachers in their ongoing growth and professional development in serving students who are ELs. Professional development is provided to all administrators and teachers on effective strategies for serving students who are ELs in both integrated and designated settings. Professional development is provided on site for teachers in these programs and strategies, as well as through ongoing coaching.

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

Monitoring and Evaluation of Program Effectiveness

Alpha monitors and evaluates the effectiveness of the program by carefully monitoring and evaluating the instructional practices employed by our staff and the growth and achievement of

the students we serve. For students who are ELs, the Charter School tracks progress toward academic, social, emotional, and behavioral goals in the same way it does for any student. In addition, the Charter School carefully tracks student progress toward fluency in English. Key assessments in measuring the progress of ELs include the SBAC, the ELPAC, the NWEA MAP, and classroom -based assessments aligned with the State Standards~~CCSS~~.

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

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

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

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

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

Special Education

Alpha leverages MTSS as its foundation in ensuring we serve all students in achieving their academic, social, emotional, and behavioral outcomes. The MTSS model is described in detail

earlier in **Element A – Educational Program, Serving All Students**. In addition to supports through the MTSS structure, AJH~~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 (“FAPE”) 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, ADA, Section 504, and any other civil rights laws~~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 County~~chartering authority~~ and SELPA guidelines pertaining to students with disabilities.

SELPA Affiliation

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

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

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

Alpha retains its right to operate as a public school of the County~~authorizer~~ within which it operates for purposes of special education, pursuant to Education Code Section 47641(b). Should Alpha exercise this right, the specific manner in which special education and related

services will be provided and funded shall be set forth in a Memorandum of Understanding (“~~(~~MOU”)~~,)~~, delineating the respective responsibilities of Alpha and the County. The language that follows is not meant to preclude alternative arrangements between the County and Alpha as agreed upon in the MOU.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

Alpha recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504. The Charter School assumes full responsibility for providing appropriate accommodations, modifications and services to address the needs of any student regardless of the student’s district of residence.

A 504 team is assembled by the 504 Coordinator and includes the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team reviews the student’s existing records, including academic, social, and behavioral records, and is responsible for making a determination as to whether an evaluation for a 504 Plan is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation is carried out by the 504

team, which evaluates the nature of the student's disability and the impact upon the student's education. This evaluation includes consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator ensures that teachers include 504 Plans with lesson plans for short-term substitutes and that they review the 504 Plan with a long-term substitute. A copy of the

504 Plan is maintained in the student's file. Each student's 504 Plan is reviewed at least once per year to determine the appropriateness of the Plan and any needed modifications to the plan, if any. Each student's 504 Plan is reviewed every three years to determine continued eligibility.

Services for Students under the IDEA

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

Staffing

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

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

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

Notification and Coordination

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

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

Identification

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

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

As an independent LEA for special education purposes, Alpha is solely responsible for compliance with state and federal Child Find requirements. Alpha implements policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students who have or may have exceptional needs that qualify them to receive special education services.

Referral for Assessment

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

Development and Implementation of Individualized Education Program ~~(IEP)~~

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

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

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

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

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

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

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

Alpha understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education is the decision of the IEP team, pursuant to the IEP process. Programs, services and placements are provided to all eligible Charter School students

in accordance with the policies, procedures, and requirements of the SELPA and State and Federal law.

IEP Review

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

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

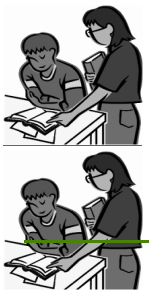
Unless otherwise specified on the student's IEP, parents are informed of the student's progress toward meeting annual goals and whether the student is expected to meet their annual goals at least as frequently as report cards are provided for Alpha's non-special education students.

Alpha also provides all home-school coordination and information exchange. Alpha is also responsible for providing all curriculum (including alternative curriculum, when appropriate)~~),~~, 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	AJH~~Alpha Public Schools~~ believes in inclusion, and supports teachers in planning and executing targeted, varied, and purposeful push-in support for students with special needs.
	Pull-Out Support	For students that require additional support, Alpha offers pull-out academic groups for students that require small group instruction in order to make academic progress. Pull-out support can be focused on access (e.g. supporting students in accessing grade level content) and/or intervention (e.g. supporting students in closing foundational skills gaps). The frequency and duration of this support falls across a wide spectrum depending on the needs of the student.
	Center for Learning and Inclusive Practices ("(CLIP")) - 1601 Campus*	Driven by student need, the CLIP Program serves students with significant disabilities, providing them with the intensive support they need while also fostering inclusion in our school communities. The program centers around a small staff to student ratio, modified and alternative curriculums, and functional communication and academic support.

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  	Related Services	Alpha provides all related services that are indicated in the IEP, including speech, counseling, occupational therapy, adapted physical education, and any other service listed in the IEP.
 	Evaluation	At Alpha, we strive to constantly improve our effectiveness. To this end, we carefully evaluate our teachers, programs, and student outcomes to ensure that we are providing our community with the best education possible.

*The running of this program, plus decisions around the size and scope, is contingent on the number of students requiring this type of support.

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 during the same academic year, 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.

LCFF/LCAP Annual Goals and Annual Actions to Achieve Goals for Subgroups in EC 52025

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of AJH's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in AJH's LCAP (Appendix 2). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help AJH to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

~~ELEMENT B — MEASURABLE PUPIL OUTCOMES~~

ELEMENT B. MEASURABLE STUDENT 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 attitudes~~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 numerically significant subgroups of pupils.
-
- **Exit Outcomes**
-
- Alpha has identified a concise set of exit outcomes, including the academic and non-academic skills, knowledge, and aptitudes that every Alpha student is expected to demonstrate by the time they complete the Charter School's TK/Kindergarten through 8th grade program. These exit outcomes operationalize Alpha's mission, that all scholars develop the academic skills and leadership habits required to succeed in college and live with integrity, and are drawn directly from Alpha's definition of what it means to be an educated person in the 21st century, as set forth in Element A: its Foundational Literacies, Competencies, and Character Qualities, together with the social-emotional competencies of the CASEL framework. They are deliberately specific, rather than aspirational generalities, so that progress toward them can be taught, assessed, and reported at the classroom level.

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Academic Exit Outcomes

By the time a student completes 8th grade at Alpha, the student will be able to:

- Read, comprehend, and analyze complex grade-level texts across genres, and cite textual evidence to support inferences and claims (Literacy).
- Write clear, organized, and well-reasoned arguments, narratives, and explanatory pieces for a range of audiences and purposes (Literacy).
- Reason quantitatively, model and solve multi-step problems, and justify mathematical thinking using grade-level concepts and procedures (Numeracy).
- Apply the practices of scientific inquiry – asking questions, analyzing data, and constructing evidence-based explanations – to understand natural phenomena (Scientific literacy).
- Locate, evaluate, and ethically use information and digital tools to research, create, and communicate (Information, Communication, and Technology literacy).
- Apply foundational financial-literacy concepts to everyday decisions and tasks (Financial literacy).
- Demonstrate understanding of cultural, civic, and historical contexts and engage as an informed and responsible member of a community (Cultural and civic literacy).

Non-Academic Exit Outcomes (Leadership Habits and Character)

By the time a student completes 8th grade at Alpha, the student will be able to:

- Think critically and solve problems by analyzing information, weighing options, and reaching reasoned conclusions.
- Generate original ideas and approaches, demonstrating creativity in academic and real-world tasks.
- Communicate effectively in speaking, writing, and listening across academic and social settings.
- Collaborate productively with peers and adults, contributing to and learning from a team.
- Demonstrate the character qualities of curiosity, initiative, persistence and grit, adaptability, leadership, and social and cultural awareness.
- Demonstrate the CASEL social-emotional competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Benchmark and Classroom-Level Skill Development

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- Alpha affirms that these exit outcomes are developed through, and supported by, grade-level benchmark skills and specific classroom-level skills. Alpha's curriculum and scope-and-sequence maps identify, for each grade and subject, the benchmark skills students must master to remain on track toward the exit outcomes. Teachers, in turn, translate those benchmark skills into specific, measurable classroom-level learning objectives and daily instruction, so that a student's progress toward the exit outcomes can be monitored continuously – not only at the point of exit. This progression from classroom-level objective to grade-level benchmark to TK/K-8 exit outcome ensures vertical coherence across the program and allows teachers and leaders to identify and respond to learning gaps in real time.

- **Alignment of Exit Outcomes to Mission, Curriculum, and Assessments**

- Alpha's exit outcomes are intentionally aligned to the Charter School's mission, curriculum, and assessments. The exit outcomes are derived from Alpha's mission and its educational philosophy as articulated in Element A, ensuring that what students are expected to demonstrate at exit is the same vision the Charter school was founded to deliver. Alpha's adopted, standards-aligned curriculum is designed to build the benchmark and classroom-level skills that ladder up to each exit outcome. Finally, the assessments described in Element C, including state assessments, interim growth assessments, and classroom and performance-based measures, are selected specifically to provide evidence of student progress toward these exit outcomes and the state content and performance standards to which they are aligned. In this way, mission, curriculum, instruction, and assessment form a single coherent system.

- **School-Wide Student Performance Goals**

- Alpha has established school-wide student performance goals, both schoolwide and for each numerically significant subgroup, to be achieved over the term of the charter. These goals, set forth in detail in the Pupil Outcomes section and in the Charter School's LCAP, include annual academic-growth and achievement targets (e.g., one year or more of growth on the fall-to-spring NWEA assessments in ELA and mathematics, and annual improvement in SBAC Distance from Standard), English-learner progress and reclassification targets, and engagement and climate targets. Because Alpha serves grades TK-/K–8, its engagement goals address attendance and persistence rather than high-school graduation: Alpha projects average daily attendance at or above 95%, a

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middle-school dropout rate of 0%, and continued reduction of chronic absenteeism, ensuring students exit 8th grade prepared to enter and succeed in high school. Suspension and expulsion targets and student safety and belonging targets round out the school-wide goals.

- Alpha acknowledges that these exit outcomes and performance goals are growth-oriented and may need to be refined, updated, or modified over time as the state standards, statewide assessments, Dashboard methodology, and the needs of Alpha's students evolve. Consistent with the LCAP provisions below and Element C, any such modification to the outcomes, targets, or methods of measurement shall not be considered a material revision to the charter.

- **Pupil Achievement Measurements**

- Consistent with Education Code Section 52060(d) and the pupil-achievement priority, AJHAlpha affirms that its measurements of pupil achievement shall include all of the following elements, as applicable to the grade levels served by the Charter School (TK/K-8):

  - **(A) Statewide assessments.** Results on the assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33, or any subsequent assessment certified by the State Board – for Alpha, CAASPP)the California Assessment of Student Performance and Progress (CAASPP), including the Smarter Balanced summative assessments in ELA and mathematics and the California Science Test (“(CAST).
  - ”).

  - **(B) Dashboard indicators / alternative academic performance data.** The California School Dashboard indicators described in Section 52052, including the Academic Indicator (Distance from Standard in ELA and mathematics), and any applicable alternative academic performance data.

  - **(C) UC/CSU (A-G) and career technical education completion.** The percentage of pupils who successfully complete courses satisfying University of California and California State University entrance requirements, or state board-approved CTE sequences or programs of study. As a TK/K-8 school, Alpha does not enroll students in grades 9-12; this measure therefore applies to Alpha's responsibility to ensure students exit 8th grade prepared to

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enter and succeed in A-G and CTE pathways in high school, and is not directly measured at the grade levels Alpha serves.

- **(D) English learner progress toward proficiency.** The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC), or any subsequent assessment of English proficiency, as certified by the State Board, as reflected in the English Learner Progress Indicator (ELPI).
- **(E) English learner reclassification rate.** The rate at which English learner pupils are reclassified as fluent English proficient.
- **(F) Advanced Placement examination results.** The percentage of pupils who pass an Advanced Placement examination with a score of 3 or higher. AP examinations are a high-school measure; this element applies to the grade levels served and is not applicable to Alpha's TK/K-8 program.
- **(G) Early Assessment Program / college preparedness.** The percentage of pupils who participate in, and demonstrate college preparedness under, the Early Assessment Program (EAP). The EAP is administered in grade 11; this element applies to the grade levels served and is not applicable to Alpha's TK/K-8 program.

How the Charter Addresses the Eight State Priorities

The pupil outcomes and goals identified in this Element B, together with the LCAP referenced below, address and align to theall eight state priorities identified in Education Code Section 52060(d) that apply to the grade levels Alpha serves, as summarized below:

#1	State Priority	How Alpha Addresses It
1	**Basic Services (Conditions of Learning)**	Alpha provides appropriately assigned and credentialed teachers, sufficient access to State standards-aligned instructional materials, and safe, well-maintained facilities.

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		Measured by teacher misassignment rates, the Williams sufficiency of materials review, and facility inspections.
2	**Implementation of State Standards**	Alpha implements the California Common Core State Standards (ELA/literacy and mathematics), NGSS, ELD, and all other State adopted content standards through its adopted curriculum and instructional design. Measured by internal local-indicator surveys and curriculum-implementation reviews.
3	**Parental Involvement**	Alpha seeks and incorporates parent input through its Parent Council, English Learner Advisory Committee, family conferences, and surveys, and promotes participation of families of unduplicated and exceptional-needs pupils. Measured by participation rates and the local parent-engagement indicator.
4	**Pupil Achievement**	Alpha measures academic achievement through the statewide and local assessments detailed in the Pupil Achievement Measurements section below, including CAASPP/SBAC results, Dashboard indicators, EL progress and reclassification, and growth on interim assessments.
5	**Pupil Engagement**	Alpha monitors attendance, chronic absenteeism, and middle-school dropout to ensure students are engaged and present. Targets include average daily attendance at or above 95% and a middle-school dropout rate of 0%.
6	**School Climate**	Alpha cultivates a healthy and thriving environment promoting safety and belonging. Measured by suspension and expulsion rates, and by school-climate survey results on student safety and connectedness to a caring adult.

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7	**Course Access**	Alpha ensures all students, including unduplicated pupils and students with disabilities, have access to and enroll in the broad course of study described in Element A across all grade levels served (TK/K–8). Measured by master-schedule and enrollment review.
8	**Other Pupil Outcomes**	Alpha tracks pupil outcomes in the subject areas of the broad course of study — including science, social studies, physical education, and the arts — through interim assessments, performance tasks, and report-card data aligned to its exit outcomes.

-
- *Because Alpha serves grades TK/K-8, Priorities 7 (Course Access) and 8 (Other Pupil Outcomes) are addressed through the broad course of study described in Element A rather than through high-school course-completion measures. A reasonably comprehensive description of Alpha's annual goals, specific actions, and expected measurable outcomes for each applicable state priority – both schoolwide and for each numerically significant subgroup – is provided in the Charter School's LCAP and in Element 1.*

~~*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*~~

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~~students can achieve the goals it sets. Please see Appendix 2 – Theory of Action for the 2024-27 LCAP for Alpha: José Hernández.~~

~~Pupil Outcomes~~

~~Alpha has identified the following measurable pupil outcomes to demonstrate that Alpha students have attained the skills, knowledge, and aptitudes specified as goals in the charter school's educational program.~~

~~All Alpha students, including those who are identified as part of significantly significant subgroups, will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math. Due to the growth orientation of Alpha's desired pupil outcomes, the specific targets will change over time. The specific targets listed in the sub-bullets below reflect those in the Charter School's current LCAP:~~

- ~~Fall to Spring NWEA – ELA: One year of growth or more~~
  - ~~Conditional Growth Index (CGI): > -0.20~~
- ~~Fall to Spring NWEA – Math: One year of growth or more~~
  - ~~Conditional Growth Index (CGI): > -0.20~~
- ~~SBAC Distance from Standard (DFS) – ELA: Annual improvement in DFS overall and for all subgroups~~
  - ~~All Students: 78 pts below (Orange indicator on California School Dashboard)~~
  - ~~EL: 100 pts below (Orange)~~
  - ~~SWD: 137 pts below (Orange)~~
  - ~~Hispanic: 82 pts below (Orange)~~
  - ~~SED: 81 pts below (Orange)~~
- ~~SBAC Distance from Standard (DFS) – Math: Annual improvement in DFS overall and for all subgroups~~
  - ~~All Students: 110 pts below (Orange)~~
  - ~~EL: 129 pts below (Orange)~~
  - ~~SWD: 206 pts below (Orange)~~
  - ~~Hispanic: 117 pts below (Orange)~~
  - ~~SED: 116 pts below (Orange)~~
- ~~English Learner Progress Indicator (ELPI): Students progressing at least one ELPI level annually~~
  - ~~56% (Green indicator on California School Dashboard)~~
- ~~EL reclassification rate~~
  - ~~10%~~
- ~~EL access to CCSS and ELD standards~~
  - ~~Maintain 4.0 or higher on internal local indicator survey~~
- ~~Implementation of academic standards~~
  - ~~Maintain 4.0 or higher on internal local indicator survey~~

- ~~Sufficient access to standards-aligned instructional materials~~
  - ~~100%~~

~~Al Alpha students will experience a healthy & thriving school environment that promotes the safety and belonging of all students. This will be measured in the following ways:~~

- ~~Suspension Rate~~
  - ~~All Students: 2.7% (Green indicator on California School Dashboard)~~
  - ~~EL: 2.6% (Green)~~
  - ~~Hispanic: 2.7% (Green)~~
  - ~~SED: 2.7% (Green)~~
  - ~~SWD: 2.7% (Green)~~
- ~~Average Daily Attendance (ADA)~~
  - ~~≥ 95%~~
- ~~Middle School Drop Out Rate~~
  - ~~0%~~
- ~~Chronic Absenteeism~~
  - ~~All Students: 28% (Yellow indicator on California School Dashboard)~~
  - ~~EL: 30% (Yellow)~~
  - ~~Hispanic: 29% (Yellow)~~
  - ~~SED: 28% (Yellow)~~
  - ~~SWD: 30% (Yellow)~~
- ~~Expulsion Rate~~
  - ~~0%~~
- ~~Percentage of students who feel safe at school~~
  - ~~≥95%~~
- ~~Percentage of students who feel that there is at least one adult who cares about them ≥95%~~

~~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.~~

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ELEMENT C. METHODS TO ASSESS PUPIL PROGRESS TOWARD MEETING OUTCOMES~~Goal 1 – Focused Subgroup Supports~~		
~~Goals~~	**~~Metrics (Measurements)~~**	**~~3 Year Goal (Outcomes)~~**
~~**Goal 1:** All student groups will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math.~~ ~~This work is aligned to the following State Priorities:~~ ~~● **State Priority 2**: Implementation of State Standards~~ ~~● **State Priority 4**: Student Achievement~~ ~~This work is aligned to the following APS strategic priorities:~~ ~~● Clarify the Academic Program~~	~~EL access to CCSS and ELD standards~~ ~~*Data source:* Local Indicator Priority 2 Survey (internal)~~	~~Maintain 4.0 or higher~~
	~~English Learner Progress Indicator~~ ~~*Data source:* California School Dashboard~~	~~56% (Green)~~
	~~Reclassification Rates~~ ~~*Data source:* Internal calculation~~	~~10%~~
	~~SBAC Distance from Standard (DFS) ELA, by all significant student groups~~ ~~*Data source:* 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~~ ~~*Data source:* California School Dashboard~~	~~EL: Orange 129 pts below~~ ~~SWD: Orange 206 pts below~~ ~~Hispanic: Orange 117 pts below~~ ~~SED: Orange 116 pts below~~
~~Actions~~		
~~The Charter School will engage in actions to support achievement of the goal, as set forth and subject to annual revision as defined in the school LCAP:~~ ~~1. 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)**
Goal 2: Support growth and achievement for all students through strong instructional practices, informed by our assessment and data strategy. This work is aligned to the following State Priorities: • **State Priority 2**: Implementation of State Standards • **State Priority 4**: Student Achievement • **State Priority 7**: Course Access • **State Priority 8**: Pupil Outcomes This work is aligned to the following APS strategic priorities: • Clarify the Academic Program	Sufficient Access to Standards-Aligned Instructional Materials *Data source:* School Accountability Report Card (SARC)	100%
	Implementation of academic standards *Data source:* Local Indicator Priority 2 Survey (internal)	4.0 or higher
	SBAC Distance from Standard (DFS) ELA, all students *Data source:* California School Dashboard	Orange 78 pts below
	SBAC Distance from Standard (DFS) Math, all students *Data source:* California School Dashboard	Orange 110 pts below
	Other Pupil Outcomes: Fall to Spring NWEA Conditional Growth Index (CGI) ELA *Data source:* NWEA Assessment	> .20
	Other Pupil Outcomes: Fall to Spring NWEA Conditional Growth Index (CGI) Math *Data source:* NWEA Assessment	> .20
Actions		
The Charter School will engage in actions to support achievement of the goal, as set forth and subject to annual revision as defined in the school LCAP: 1. Strengthen instructional practices		

2. Execute on a standardized assessment strategy
3. Leverage a high quality curriculum
4. Implement a data strategy, supported by a robust data platform
5. Provide online platforms and technology
6. Staff Associate Teachers
7. Offer a broad course of study

Goal 3 – Healthy & Thriving Environment		
Goals	**Metrics (Measurements)**	**3-Year Goal (Outcomes)**
Goal 3: Develop and cultivate a healthy and thriving school environment that promotes the safety and belonging of all students. This work is aligned to the following State Priorities: ● **State Priority 1**: Basic ● **State Priority 5**: Student Achievement ● **State Priority 6**: School Climate This work is aligned to the following APS strategic priorities: ● Clarify the Academic Program	Suspension Rate *Data source:* California School Dashboard	All: 2.7% (Green) EL: 2.6% (Green) Hispanic: 2.7% (Green) SED: 2.7% (Green) SWD: 2.7% (Green)
	Average Daily Attendance (ADA) *Data source:* CALPADS	≥95%
	Middle School Drop Out Rate *Data source:* Internal calculation	0%
	Chronic Absenteeism *Data source:* California School Dashboard	All: 28% (Yellow) EL: 30% (Yellow) Hispanic: 29% (Yellow) SED: 28% (Yellow) SWD: 30% (Yellow)
	# of identified instances where facilities do not meet the *good repair* standard *Data source:* School Accountability Report Card (SARC)	Facility Rating of Good or Exemplary

	Expulsion Rate *Data source*: Internal calculation	0%
	% of students who feel safe at school *Data source*: Internal survey	≥95%
	% of students who feel that there is at least one adult who cares about them *Data source*: Internal survey	≥95%

Actions

The Charter School will engage in actions to support achievement of the goal, as set forth and subject to annual revision as defined in the school LCAP:

1. 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	% of families that feel a sense of belonging & connectedness to the school community *Data source*: Internal survey	≥95%

engagement to support student achievement and wellness This work is aligned to the following State Priorities: ● **State Priority 3**: Parental Involvement and Family Engagement ● **State Priority 6**: School Climate This work is aligned to the following APS strategic priorities: ● Strengthen Parent Engagement & Community Advocacy	% of families that agree that the school listens to family voice and input when making decisions *Data source*: Internal survey	≥95%
	% of families that are satisfied with the amount of opportunities provided to families to participate in school activities and programs (by subgroups) *Data source*: Internal survey	≥95%
	% of families that are satisfied with the level of physical and emotional safety *Data source*: Internal survey	≥95%
Actions		
The Charter School will engage in actions to support achievement of the goal, as set forth and subject to annual revision as defined in the school LCAP: 1. Strengthen family communication strategies 2. Create an execute on an annual scope and sequence for school community events and celebrations 3. Maintain and improve services from the Alpha Parent Learning Center 4. Expand parent school partnerships through parent volunteer opportunities 5. Develop parent power by providing parents with leadership opportunities		

Goal 5 - Talent Retention		
Goals	**Metrics (Measurements)**	**3 Year Goal (Outcomes)**
Goal 5: Hire, develop, value, and retain a high-quality faculty & staff This work is aligned to the following State Priorities:	% of teachers appropriately assigned and credentialed *Data source*: Internal calculation	100%

• **State Priority 1**: Basic This work is aligned to the following APS strategic priorities: • Retain Alpha's Team	Teacher perception on the spring TNTP question regarding Learning Environment *Data source*: TNTP Insight Survey	4.0
Actions		
The Charter School will engage in actions to support achievement of the goal, as set forth and subject to annual revision as defined in the school LCAP: 1. Provide teachers with professional development and coaching 2. Facilitate robust professional development for new staff 3. Develop instructional excellence in instructional support staff 4. Offer leadership development opportunities to leaders 5. Foster a healthy and thriving school culture 6. Provide all teachers with certification / credential support 7. Use a variety of strategies to hire a diverse, highly qualified, and appropriately credentialed teaching staff 8. Capture staff feedback to regularly reevaluate compensation and benefits		

Local Control and Accountability Plan

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

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

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~~ELEMENT C – METHODS TO ASSESS PUPIL PROGRESS TOWARD MEETING OUTCOMES~~

~~Governing Law:~~ The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." ~~-~~ Education Code Section 47605(c)(5)(C).

Alpha uses a variety of assessment tools that are appropriate for the grade level, curriculum, subject matter, skills, knowledge, and attitudes being assessed. These assessments are aligned with the Charter School's mission, academic program, the 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
  - Dynamic Indicators of Basic
  - DIBELS
  - ~~STAR Early Literacy~~
  - ~~o~~ Skills ("DIBELS")
  - ELPAC
  - Curriculum Assessments
  - Grades
- Culture & Operations Data
  - Attendance
  - Discipline

- Culture Survey
- Student Demographics
- Address Reports

- Scorecards & Combination Data
  - School Scorecards
  - ~~o~~ Network Scorecards
  - ~~o 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 ***(or CAA, as applicable)*** Provide criterion-based data on mastery of grade level State	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 student groups to~~groups~~~~subgroups to~~ inform classroom, school, and network levels adjustments to practice.	Proficient or Advanced~~Meets Standard~~

standards and growth over time.			
CAST ***(or CAA and California Alternate Performance Assessment ("CAPA"), as applicable)*** Provide data on mastery of grade level State 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 student groups subgroups to inform classroom, school, and network levels adjustments to practice.	Proficient or Advanced~~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
Desired Results Developmental Profile ("(DRDP) **")** Monitors development of	TK; Kinder with an IEP and age 5	Teachers collect weekly evidence to track learning and developmental progress and inform support	N/A

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age-appropriate progress as defined by the California Preschool Learning Foundations .	throughout SY 3x per a year	.	
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 State Standards~~standard~~
Projects & Products **(e.g. research projects, essays, lab reports, homework, etc.)** Provide data on student progress toward mastery of grade level State standards.	TK - 8 ELA, Math, Science, Social Studies, Art, Spanish, Physical Education, & Designated ELD Ongoing, and at the end of each	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 State Standards~~standard~~

	unit of study		
Curriculum Embedded Formative & Summative Assessments Provide data on student progress toward mastery of grade level State 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 State standard
NWEA MAP Provide data on students'~~student~~ incoming academic levels. Monitor student growth over time in math and reading.	K - 8 ~~ELA~~ Math 4 - -8 ELA 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 State Standards~~standard~~ High growth and/or High Proficiency, or on growth trajectory to reach proficiency by end of 12th grade
~~**STAR Early Literacy**~~ ~~Provide data on student incoming reading levels.~~ ~~Monitor student growth over time in ELA.~~	~~TK – 2~~ ~~ELA~~ ~~Annually, in fall, winter, and spring~~	~~Analytic scoring completed by teachers, using locally designed rubrics that clearly define mastery of standards.~~ ~~Provide data that supports teachers in carefully planning instruction that meets students where they are and moves them forward.~~	~~Meeting grade level standard and CCSS mastery~~
DIBELS DIBELS (Dynamic Indicators of Basic Early Literacy Skills) monitors progress	K - 3 ELA Annually, in the fall,	Provides progress towards grade-level benchmarks and identifies specific skills to target in support of student progress towards the benchmark	Benchmark scores provided by DIBELS

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of foundational literacy skills,	winter, and spring		
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 State Standards~~standard~~.	Meeting grade level State Standards~~standard~~

Grading Policy

~~Please see **Appendix 5 — Assessment** for the APS Grading Policy, which incorporates data from these assessments.~~

Grading Policy

Alpha Public Schools employs a consistent, network-wide grading policy, including at AJH, that translates the assessment data described above into clear, regular reports of each student's progress toward mastery of grade-level State standards. Grading is grounded in the Charter School's mission — ensuring all scholars develop the academic skills required to succeed in college and beyond — and in a developmental philosophy in which students are given scaffolds, feedback, and multiple opportunities

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to demonstrate mastery. Toward that end, teachers and leaders provide review sessions before major summative assessments, study guides that build the study skills students will need in college, opportunities to retake major summative assessments, structured acceptance of late work (which may be mildly penalized), and conferencing with students whose grades reflect missing work.

Grade Categories

Student grades are organized into two categories that, together, communicate both academic mastery and the college-readiness behaviors that support it:

Mastery Grades are assigned after the teacher has taught specific content or skills and students have had the opportunity to practice them. Their purpose is to measure whether a student has mastered a particular skill, concept, or standard.

College-Readiness Grades provide the student and family with information on college-readiness skills, including preparedness for class, organized materials, working well independently, collaborating well in group activities, engaging in whole-class learning, and meeting deadlines.

Gradebook Requirements by Grade Band

The minimum required assignments and category weights for each grade band are summarized below. English Language Development (ELD) is a core content class graded on the same basis and reported as Pass / No Pass; REACH is likewise reported as Pass / No Pass.

Transitional Kindergarten (DRDP-Based)

In Transitional Kindergarten, progress is monitored against the eight developmental domains of the Desired Results Developmental Profile (DRDP).

Category	Assignment Type	Required Minimum / Quarter
8 Domain Measures (DRDP)	Observations: 2–3 of the 8 domains per week (rotating)	Weekly
8 Domain Measures (DRDP)	Work Samples (ELA / Math): 1 per week, per subject	Weekly

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College-Readiness Grades	Independent Practice	2 per week
College-Readiness Grades	Participation	Weekly

Grades K-4

Category	Assignment Type	Required Min. / Qtr.	Weight
Mastery Grades	Assessments / Tests (ELA, Math)	Per pacing guide	40%
Mastery Grades	Projects (Social Studies, Science); Exit Tickets	1 project; 1 exit ticket / week	20%
College-Readiness Grades	Independent Practice	2 per week	25%
College-Readiness Grades	Participation	Weekly	15%

Grades 5-8

Category	Assignment Type	Required Min. / Qtr.	Weight
Mastery Grades	Assessments / Tests	Per pacing guide	30%
Mastery Grades	Projects / Essays	1	20%
Mastery Grades	Exit Tickets, etc.	1 per week	20%
College-Readiness Grades	Independent Practice	2 per week	25%
College-Readiness Grades	Participation	Weekly	5%

Electives (Grades 1-8)

Elective courses are reported as Pass / Not Pass in grades 1-4 and as letter grades in grades 5-8.

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Category	Assignment Type	Required Min. / Qtr.	Weight
Mastery Grades	Final Project	1 per quarter	40%
Mastery Grades	Portfolios, Essays, Exit Tickets	1 per 2 weeks	25%
College-Readiness Grades	Independent Practice	2 per week	15%
College-Readiness Grades	Participation	Weekly	20%

Grading Scales

Quarter and semester grades are reported on the following scales:

Mark (Grades K-4)	Percentage
4	95% and above
3	75% and above
2	61% and above
1	Below 61%

Letter Grade (Grades 5-8)	Percentage
A	89.5 – 100
B	79.5 – 89.4
C	69.5 – 79.4
D	59.5 – 69.4 (no credit)
F	50 – 59.4 (no credit)

Opportunities to Demonstrate Mastery

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Consistent with its developmental philosophy, the Charter School provides students multiple opportunities to demonstrate mastery. Students may retake mastery assignments (other than end-of-term or semester finals) after engaging in corrective learning activities such as test corrections, practice work, or office hours, and the highest mastery score earned is recorded in the gradebook. Because a score of zero has a disproportionate effect on a student's overall grade, the lowest score a student may earn on a mastery assignment is 50%, except in cases of academic dishonesty, which are addressed under the Charter School's cheating policy. Students receive at least two college-readiness grades and one mastery grade each week.

Late Work and Extra Credit

As a developmental school that provides students with multiple opportunities for feedback, practice, and learning from mistakes, the Charter School maintains a late-work and extra-credit policy that may mildly penalize late work while still allowing students to demonstrate mastery. Under the network guidelines, missing assignments may be submitted up to one week before grades are due for at least 50% credit; at least one extra-credit opportunity is offered each quarter, upon request, to any student who wishes to improve a grade but does not have multiple missing assignments depressing the average; and test corrections are offered on assessments.

Gradebook Accountability

Coaches and school leaders are responsible for regular gradebook audits, which review the timeliness of grade submission and any skewed distribution of failing or passing grades. Coaches and school leaders partner with the teacher to determine appropriate next steps, ensuring grading practices remain accurate, timely, and equitable across classrooms.

Grading for Students with Disabilities

Students with disabilities make progress on their Individualized Education Program (IEP) goals, which is reported each quarter in an IEP progress report. These students also receive grades in the classes in which they are enrolled, based on the grading practices described above. Where specified in a student's IEP, modified work and modified grading expectations are provided; the parameters of any such modification are agreed upon on a case-by-case basis by the IEP team. Students are not assigned an incomplete or a score of zero for assignments given while they are receiving pull-out special education services, and they receive feedback on work completed during those services both in the moment and through quarterly progress 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 their designee.
- All results from assessments given at the Charter school are inputted by faculty members.
- All information pertaining to student goals is inputted by faculty members.

Analysis

- Individual students, their families, and faculty members analyze each student's individual performance through progress reports as well as report cards.
- The Charter School faculty analyze data from all of the tools listed for individual students as well as schoolwide~~school wide~~, at least four times per year.
- The Board reviews the data, and the faculty's analysis of it, regularly to monitor and improve the Charter School's educational program.

Reporting

- Results from all of the tools listed above are available for each individual student and their parents to view at all times via a secure web-based platform that can be accessed from any internet connection or on specially designated computers at the Charter school during regular operating hours.
- The Charter School will publish a School Accountability Report Card ("SARC") that will be posted on the Charter 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 numerically significant 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 County~~chartering authority~~, parents, Board of Directors, and community at large. The SARC will be posted on the Charter School's website and made available in the main office.

Continuous Improvement

Alpha is committed to using student performance data to refine and improve the educational program. In order to drive instruction, teachers collect and analyze data on a regular basis. It is essential that staff understand what students are learning and areas in which students need more assistance. Teachers participate regularly in collaborative data analysis to inform instructional planning and student support. ~~Every week teachers participate in an hour of collaborative data analysis.~~ This includes the analysis of exit tickets, quizzes, unit assessments, projects, and writing assignments. This ensures teachers know exactly where their students are performing and can make appropriate changes to upcoming lessons. It also allows for staff to compare data, share best practices, and normalize on grading applications.

There are also scheduled *Data Days* ~~*Stepback Days*~~ where all staff analyze network and site-based data to inform future planning. This ensures that there is strong alignment between State standards, instructional practice, curriculum, and student need.

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Too often, schools accumulate data but fail to have a plan for analysis and action. These regularly scheduled practices allow for professional development that focuses on effective uses of data, data analysis, and the development of school-wide action plans based on student performance data.

~~Please see **Appendix 5 – Assessment** for samples of APS Data Strategy Professional Development for Teachers and for Leaders, as well as Data Meeting Guides, Agendas, and Worksheets for both.~~

County Visitation/Inspection

Alpha will comply with a County requested visitation process to enable the County to gather information needed to validate the Charter School's performance and compliance with the terms of this charter. Additionally, Alpha agrees to and submits to the right of the County to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.

Response to Inquiries

Pursuant to Education Code Section 47604.3 the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County ~~Office of Education, County Board of Education,~~ and the State Superintendent of Public Instruction.

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~~ELEMENT D – GOVERNANCE STRUCTURE~~

ELEMENT D. GOVERNANCE STRUCTURE

"~~Governing Law:~~ The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." ~~-~~ Education Code Section 47605(c)(5)(D)~~.~~)

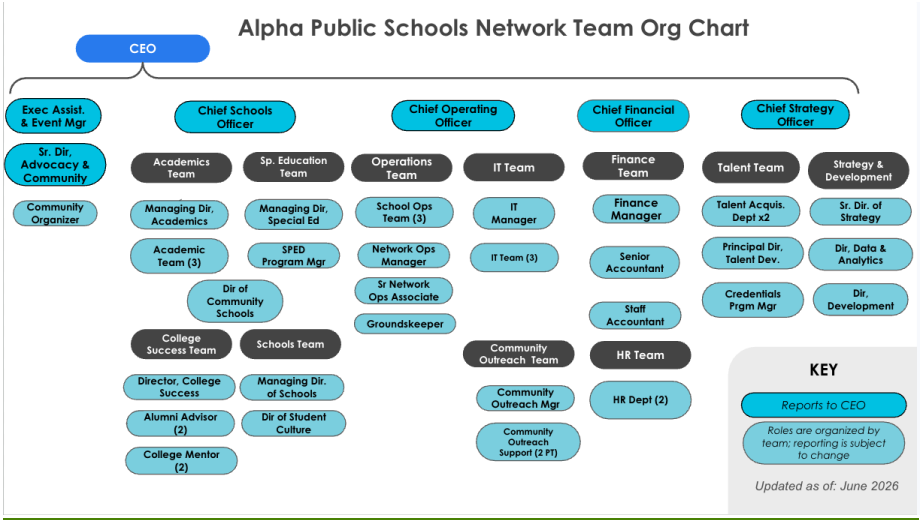
Overview

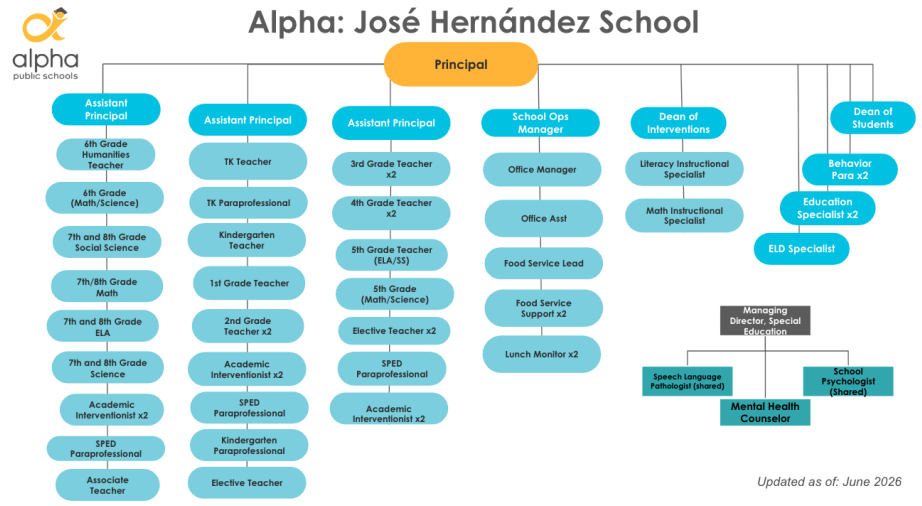
Alpha Public Schools believes that all children have a fundamental right to an excellent education. Alpha: José Hernández works in collaboration with families to ensure all scholars develop the academic skills and leadership habits required to succeed in college and live with integrity.

The governance structure of the Charter School, operated by a California Nonprofit Public Benefit Corporation, has the following components:

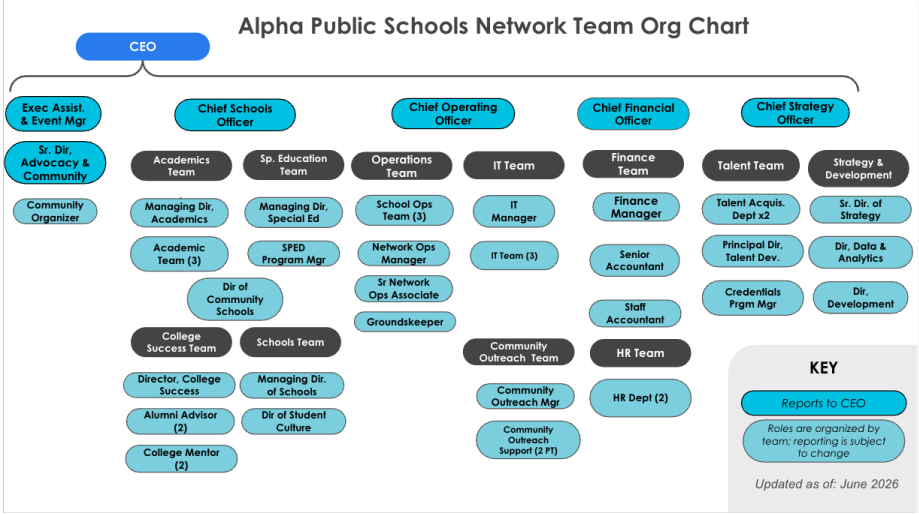
- Board of Directors
- Chief Executive Officer ("~~(~~CEO")~~)~~
- Principal
- Parent Council
- English Learner Advisory Committee

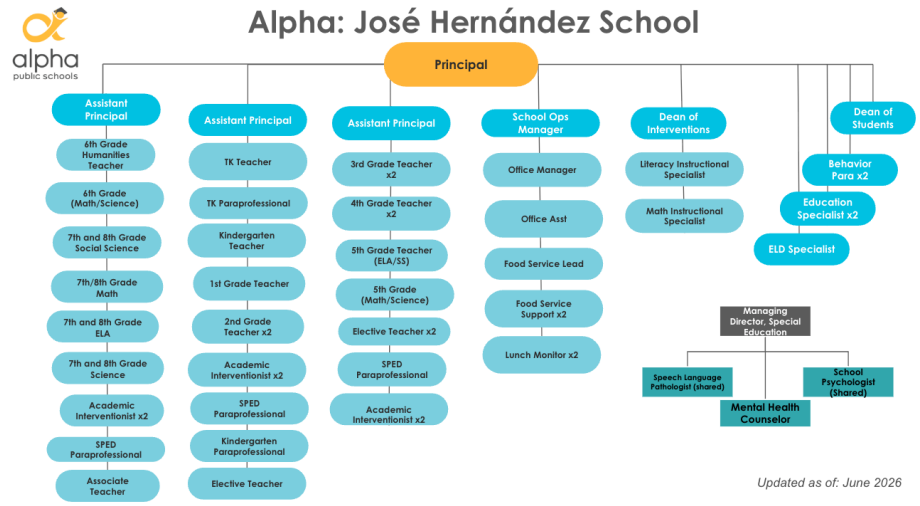
The Organizational Charts for Alpha Public Schools and Alpha: José Hernández are as follows. ~~Full page versions are available in **Appendix 7 – Governance**.~~

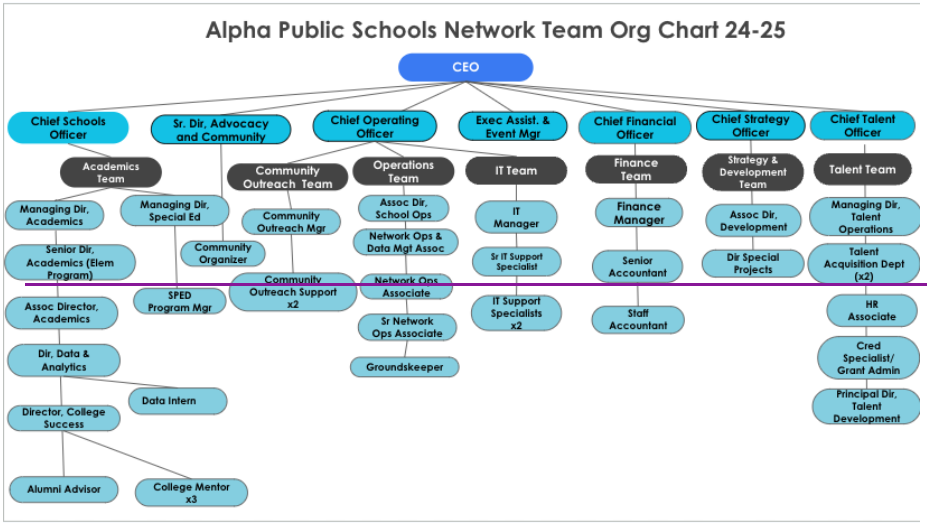

Alpha Public Schools Network Team Org Chart
CEO
Exec Assist. & Event Mgr
Sr. Dir, Advocacy & Community
Community Organizer
Chief Schools Officer
Academics Team
Managing Dir, Academics
Academic Team (3)
Dir of Community Schools
College Success Team
Director, College Success
Alumni Advisor (2)
College Mentor (2)
Sp. Education Team
Managing Dir, Special Ed
SPED Program Mgr
Schools Team
Managing Dir. of Schools
Dir of Student Culture
Chief Operating Officer
Operations Team
School Ops Team (3)
Network Ops Manager
Sr Network Ops Associate
Groundskeeper
IT Team
IT Manager
IT Team (3)
Community Outreach Team
Community Outreach Mgr
Community Outreach Support (2 PT)
Chief Financial Officer
Finance Team
Finance Manager
Senior Accountant
Staff Accountant
HR Team
HR Dept (2)
Chief Strategy Officer
Talent Team
Talent Acquis. Dept x2
Principal Dir, Talent Dev.
Credentials Prgm Mgr
Strategy & Development
Sr. Dir. of Strategy
Dir, Data & Analytics
Dir, Development
KEY
Reports to CEO
Roles are organized by team; reporting is subject to change
Updated as of: June 2026

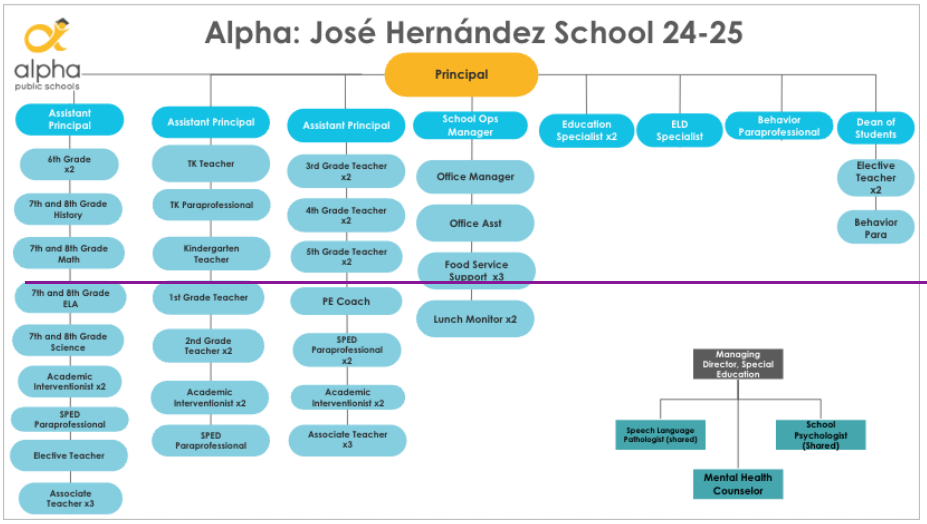

Alpha: José Hernández School
alpha public schools
Principal
Assistant Principal
6th Grade Humanities Teacher
6th Grade (Math/Science)
7th and 8th Grade Social Science
7th/8th Grade Math
7th and 8th Grade ELA
7th and 8th Grade Science
Academic Interventionist x2
SPED Paraprofessional
Associate Teacher
Assistant Principal
TK Teacher
TK Paraprofessional
Kindergarten Teacher
1st Grade Teacher
2nd Grade Teacher x2
Academic Interventionist x2
SPED Paraprofessional
Kindergarten Paraprofessional
Elective Teacher
Assistant Principal
3rd Grade Teacher x2
4th Grade Teacher x2
5th Grade Teacher (ELA/SS)
5th Grade (Math/Science)
Elective Teacher x2
SPED Paraprofessional
Academic Interventionist x2
School Ops Manager
Office Manager
Office Asst
Food Service Lead
Food Service Support x2
Lunch Monitor x2
Dean of Interventions
Literacy Instructional Specialist
Math Instructional Specialist
Dean of Students
Behavior Para x2
Education Specialist x2
ELD Specialist
Managing Director, Special Education
Speech Language Pathologist (shared)
School Psychologist (Shared)
Mental Health Counselor
Updated as of: June 2026

Non-Profit Public Benefit Corporation




Alpha: José Hernández School
alpha
public schools
Principal
Assistant Principal
6th Grade Humanities Teacher
6th Grade (Math/Science)
7th and 8th Grade Social Science
7th/8th Grade Math
7th and 8th Grade ELA
7th and 8th Grade Science
Academic Interventionist x2
SPED Paraprofessional
Associate Teacher
Assistant Principal
TK Teacher
TK Paraprofessional
Kindergarten Teacher
1st Grade Teacher
2nd Grade Teacher x2
Academic Interventionist x2
SPED Paraprofessional
Kindergarten Paraprofessional
Elective Teacher
Assistant Principal
3rd Grade Teacher x2
4th Grade Teacher x2
5th Grade Teacher (ELA/SS)
5th Grade (Math/Science)
Elective Teacher x2
SPED Paraprofessional
Academic Interventionist x2
School Ops Manager
Office Manager
Office Asst
Food Service Lead
Food Service Support x2
Lunch Monitor x2
Dean of Interventions
Literacy Instructional Specialist
Math Instructional Specialist
Dean of Students
Behavior Para x2
Education Specialist x2
ELD Specialist
Managing Director, Special Education
Speech Language Pathologist (shared)
School Psychologist (Shared)
Mental Health Counselor
Updated as of: June 2026


Alpha Public Schools Network Team Org Chart 24-25
CEO
Chief Schools Officer
Sr. Dir, Advocacy and Community
Chief Operating Officer
Exec Assist. & Event Mgr
Chief Financial Officer
Chief Strategy Officer
Chief Talent Officer
Academics Team
Community Outreach Team
Operations Team
IT Team
Finance Team
Strategy & Development Team
Talent Team
Managing Dir, Academics
Managing Dir, Special Ed
Community Outreach Mgr
Assoc Dir, School Ops
IT Manager
Finance Manager
Assoc Dir, Development
Managing Dir, Talent Operations
Senior Dir, Academics (Elem Program)
Community Organizer
Network Ops & Data Mgt Assoc
Sr IT Support Specialist
Senior Accountant
Dir Special Projects
Talent Acquisition Dept (x2)
Assoc Director, Academics
SPED Program Mgr
Community Outreach Support x2
Network Ops Associate
IT Support Specialists x2
Staff Accountant
HR Associate
Dir, Data & Analytics
Sr Network Ops Associate
Cred Specialist/ Grant Admin
Data Intern
Groundskeeper
Principal Dir, Talent Development
Director, College Success
Alumni Advisor
College Mentor x3


Alpha: José Hernández School 24-25
alpha public schools
Principal
Assistant Principal
Assistant Principal
Assistant Principal
School Ops Manager
Education Specialist x2
ELD Specialist
Behavior Paraprofessional
Dean of Students
6th Grade x2
TK Teacher
3rd Grade Teacher x2
Office Manager
Elective Teacher x2
7th and 8th Grade History
TK Paraprofessional
4th Grade Teacher x2
Office Asst
Behavior Para
7th and 8th Grade Math
Kindergarten Teacher
5th Grade Teacher x2
Food Service Support x3
7th and 8th Grade ELA
1st Grade Teacher
PE Coach
Lunch Monitor x2
7th and 8th Grade Science
2nd Grade Teacher x2
SPED Paraprofessional x2
Academic Interventionist x2
Academic Interventionist x2
Academic Interventionist x2
SPED Paraprofessional
SPED Paraprofessional
Elective Teacher
Associate Teacher x3
Associate Teacher x3
Managing Director, Special Education
Speech Language Pathologist (shared)
School Psychologist (Shared)
Mental Health Counselor

~~Legal Status~~

Alpha Public Schools has constituted itself as a tax-exempt 501(c)(3) California non-profit~~nonprofit~~ public benefit corporation pursuant to California nonprofit public benefit corporation law, as Alpha Public Schools, Inc.

Alpha: José Hernández is a direct funded charter school operated by Alpha Public Schools in accordance with Education Code Section 47604(a). Alpha is governed pursuant to the corporate bylaws adopted by the Board of Directors of Alpha Public Schools, which are consistent with the terms of this charter, the Charter Schools Act, and all other applicable laws. Alpha has adopted a Conflict of Interest Code that complies with Government Code Section 1090 *et seq*. as set forth in Education Code Section 47604.1, the Political Reform Act, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. All eligible filers file Form 700 annually. ~~will file Form 700 annually. The Corporate Bylaws and Conflict of Interest Code are brought to the Board for review, update, and approval on at least a bi-annual basis.~~ The Board of Directors shall comply with the California Public Records Act.

Alpha Public School's Articles of Incorporation, Corporate Bylaws, Conflict of Interest Code, and IRS Nonprofit Determination Letter are included in **Appendix** 3~~7 – Governance~~.

Alpha: José Hernández shall operate autonomously from the County~~chartering authority~~ with the exception of supervisory oversight as required by statute. ~~To support SCCOE in its oversight, Alpha will provide documents that are requested by the authorizer and will provide reports that are requested of us via their annual report, following their annual visit. This report is inclusive of topics identified by SCCOE, which are provided to Alpha in writing no later than 30 days before the presentation date.~~

Pursuant to Education Code Section 47604(d), the County Board shall not be liable for the debts and obligations of Alpha Public Schools, operated as a California 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 County Board has complied with all oversight responsibilities required by law.

Board of Directors

Alpha Public Schools is governed by a Board of Directors (~~"hereinafter the~~ *Board*" or "Board of Directors")~~)~~ in accordance with its adopted bylaws, which shall be consistent with the terms of this charter. The Board shall be ultimately responsible for the operation and activities of the Charter School. The Board shall be governed in its operations and its actions by the corporate bylaws of the organization, which shall be consistent with the charter, the Charter Schools Act, and all other applicable laws. The primary ~~methods for executing~~ Board responsibilities are to create, adopt and monitor a long-term strategic plan and associated budget, and to employ and evaluate the CEO. ~~Please see **Appendix 2 – Theory of Action** for the 2024-25 APS Strategic Plan.~~

Board Composition, Selection, and Term

In accordance with the Alpha Public Schools bylaws, the Board consists of no fewer than~~at least~~ five (5) members and no more than~~should not exceed~~ fifteen (15) members. In accordance with Education Code Section 47604(c), the County~~chartering authority~~ shall be entitled to a single representative on the Board of Directors of the non-profit~~nonprofit~~ public benefit corporation. If the County~~chartering authority~~ appoints a representative to serve on the Board of Directors, APS~~the Corporation~~ may appoint an additional director to ensure an odd number of Board members. With the exception of the potential County ~~authorizer~~ appointed representative, Board members shall have experience in one or more areas critical to charter school success, including but not limited to: legal, human resources, real estate, academic knowledge, finance, community, involvement/connection, fundraising, governance, relationship building, nonprofit/school operations. In addition, Alpha Public Schools will seek out members with strong geographic relationships to San José (and, as appropriate, strong connection to East San José), that represent a good demographic mix, and that have strong board experience. No interested persons, as defined in the corporate bylaws, may serve on the Board.

All directors shall be designated by the existing Board, except for the County Board~~chartering authority~~ representative, if any. All directors shall have full voting rights, including any representative appointed by the County Board~~chartering authority~~ as consistent with Education Code Section 47604(c).

Under Alpha Public Schools'~~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 County~~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. The ~~and in **Appendix 7 – Governance**~~ CEO or their designee will provide a complete list of Board Members and Officers to the County~~chartering authority~~ by July 1 of each year.

Name	Title	Term Length	Board Term Ends
Peter MacDonald	Board Chair	3 years	June 30, 2028~~202~~8~~5~~
Jennifer Wallner	Board Vice Chair	3 years	June 30, 2029~~202~~9~~6~~
~~Silvia Mahan~~	~~Board Director~~	~~3 years~~	~~June 30, 2026~~
Adam Hendricks	Board Director	3 years	June 30, 2028~~202~~8~~5~~
~~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, 2028~~202~~8~~5~~
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
Ines Valenzuela	Board Director	3 years	June 30, 2028
Michael White (Parent Director)	Board Director	3 years	June 30, 2028
Rohit Nayak	Board Director	3 years	June 30, 2028
Rosa Benitez (Parent Director)	Board Director	3 years	June 30, 2027
Maureen Israel	Board Director	3 years	June 30, 2029
Kanika Radhakrishnan	Board Director	3 years	June 30, 2029

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 APS~~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 APS~~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 composed~~comprised~~ solely of directors may exercise delegated authority of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. Committees, if appointed, will meet in accordance with the Brown Act, if applicable.

Advisory Committees

The Board may also, in accordance with the Corporate Bylaws, create one or more advisory committees composed of directors and non-directors, including faculty, parents, community members or other members of the public with varying areas of expertise. The purpose of a committee is to provide advice, expertise, and resources as necessary related to charter schools, finances, facilities, and other areas relevant to the success of the Charter School. The Board of Directors will select the committees.

Board Professional Development

All members of the board participate in annual training that covers, at a minimum, ethics, Conflicts of Interest, the Political Reform Act, Government Code Section 1090, *et seq.,* as set forth in Education Code Section 47604.1, and the Brown Act. In addition, new Board members are partnered with experienced ones in order to further the new Board members' effectiveness.

Board Responsibilities

APS Board Members are expected to contribute to the Board's work in each of the following ways:

- Commit to Alpha Public Schools's~~Alpha's~~ mission and proudly evangelize on behalf of the organization, promoting support and belief in the work being done in our schools to their friends, families, and in public
- Serve as ambassadors, advocates, and community representatives of the organization
- Attend board meetings (6-8 meetings in a typical year), including one annual retreat, in person
- Review materials for and participate in all Board meetings
- Serve on at least one committee and/or participate in other key initiatives via ad hoc working group participation
- Visit the campus and/or attend other Alpha-hosted events at least once a year
- Respond to emails or calls on a timely basis
- Complete all mandatory compliance filings and trainings
- Complete an evaluation each year that covers each of self, committee and whole Board performance
- Contribute financially at a level that is personally meaningful
- Be curious, humble, open-minded, and inclusive; and consistently demonstrate integrity in both words and actions

Additional technical responsibilities of the Board include, but are not limited to, the following:

- Oversee the implementation of the charter
- Approve and monitor the Charter School budget, fiscal reports, and the Charter School's fiscal practices

- Act as a fiscal agent, including the receipt of state and federal funds, as well as grants and donations
- Contract with an external independent auditor to produce an annual financial audit, then review and approve independent annual financial audit
- Review and approve Local Control and Accountability Plan
- Approve contracts and expenses exceeding $100,000, in accordance with Education Code Section 47605(e)(6)
- Approve and monitor the Charter School's facility arrangements and plans
- Hire, oversee, evaluate, dismiss, and determine the compensation of the CEO
- Approve and monitor implementation of Board Policies
- Participate in the dispute resolution procedure and complaint procedures when necessary
- Take action on recommended student expulsions

Alpha Public Schools may initiate and carry out any program or activity, or may otherwise act in any manner which is not in conflict with, or inconsistent with, or preempted by, any law and which is not in conflict with this charter or 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 audit(s), ~~audits,~~ and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing~~;~~,
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Charter School Board of Directors will attend an in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics (AB 2158), conflicts of interest, the Brown Act, and public school finance (AB 640).

To the extent allowable by law, the Board of Directors may delegate the implementation of its duties to the employees of the organization or other responsible parties. At the current time, consistent with best practice, the Alpha Public Schools Board of Directors oversees operations but delegates day-to-day authority to the Chief Executive Officer, who is responsible for the day-to-day operations but may delegate certain responsibilities to other staff, including the Principal at the Charter School. The Principal may delegate their responsibilities further to other school site staff such as the Assistant Principal, the 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 County~~charter authorizer~~ under the Charter Schools Act.

Key Network Personnel

Alpha Public Schools's executive leadership team consists of individuals with strong expertise in the key functional areas of running a Charter Management Organization ("CMO"). These positions may include those listed below.

~~**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.
- 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.

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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.

- Oversee the effective administration of Alpha Public School'sAlpha's Human Resources functions

Family Involvement

As

~~***Chief Talent Officer***~~

~~The duties of the Chief Talent Officer (CTO) with regard to the Board shall include, but not be limited to, the following, which may be completed by the CTO or their designee:~~

- ~~Work collaboratively with the executive leadership team to align human capital strategies with network goals and priorities.~~
- ~~Provide regular reports and updates to the CEO and Board on Talent initiatives and progress.~~
- ~~In partnership with the board and CEO, develop and implement strategies to promote diversity, equity, and inclusion within the network's workforce.~~

~~Complete Job Descriptions for the Chief positions can be found in **Appendix 11 – Organizational Team**.~~

~~School Site Personnel~~

~~***Principal***~~

~~The Principal works full-time within the Charter School and communicates with and reports directly to the Chief Schools Officer or their designee. The Principal is the instructional leader and key person at the Charter School responsible for supervising the teachers and non-instructional staff at the school. The Principal is responsible for guiding the Charter School student achievement outcomes as outlined in the Educational Program.~~

~~The responsibilities of the Principal or their designee may include, but are not limited to, the following:~~

- ~~Attend chartering authority meetings as necessary and stay in direct contact with the chartering authority regarding changes, progress, etc.~~
- ~~Supervise all employees of the Charter School.~~

- ~~Provide timely performance evaluations of all Charter School employees.~~
- ~~Provide comments and recommendations regarding policies presented by others to the Board.~~
- ~~Stay abreast of school laws and regulations.~~
- ~~Participate in the dispute resolution procedure and the complaint procedure when necessary.~~
- ~~Establish and execute enrollment procedures.~~
- ~~Develop and administer the budget in accordance with generally accepted accounting principles.~~
- ~~Provide assistance and coordination to the faculty in the development of curriculum.~~
- ~~Oversee parent/student/teacher relations.~~
- ~~Attend IEP meetings when necessary.~~
- ~~Supervise student disciplinary matters.~~
- ~~Coordinate the administration of Standardized Testing.~~
- ~~Plan and coordinate student orientation.~~
- ~~Attend Board meetings and attend, as necessary, any District meetings as the charter representative.~~
- ~~Establish procedures designed to carry out Board policies.~~

~~A complete Job Description for the Principal can be found in **Appendix 11 – Organizational Team**.~~

~~Family Involvement~~

~~As the school~~ was established by parents to serve the needs of their families and students, we believe it is imperative parents continue to be actively engaged and have a seat at the table when decisions are being made. Alpha has a strong vision for parent leadership and believes it plays a strong role in helping parents realize their power to bring about change.

Procedurally, the Charter School has the following two family government bodies, consistent with the statutory requirements for each group with respect to composition and training:

- The Parent Council
- The English Learner Advisory Committee

Details on each group are provided below. Meeting agendas and minutes are posted on the Charter School's website., ~~with the 2023-24 Parent Council Agendas and Meeting Minutes provided in **Appendix 6 – Family Involvement.**~~

Parent Council

Alpha works with families to form a Parent Council which is established to facilitate communication between all members of the organization and to bring needed human resources to help meet the goals and objectives of the school. Meetings are held regularly and the Charter School principal or~~and~~ their designee actively participates. In this way, parents have direct and regular communication with the Charter School's leadership. Alpha parents develop their organization based on the needs of their community.

The Parent Council also assists with the development and annual review of the Charter School's Local Control and Accountability Plan, as required by law.

English Learner Advisory Committee

Alpha: José Hernández has an English Learner Advisory Committee ("ELAC"). ~~-~~ All families have the opportunity to participate in the Charter School's ELAC, with parents of ELs comprising at least the same percentage of the ELAC membership as ELs constitute that of the total student population. The ELAC advises the CEO, Principal, and staff on programs and services for English learners, advise the Charter School Leadership on the development of the LCAP and LCAP Federal Addendum, develop the Charter School's needs assessment, implement the Charter School's annual language census, and help make parents aware of the importance of regular school attendance.

Parental Involvement

Families are encouraged to become actively involved in the Charter School and their child's education. Several opportunities for family involvement exist and include:

- Parents are encouraged to attend the *cafecitos* or parent workshops each year. These meetings are planned by school leadership, in conjunction with other educational partners, and address such topics as high school and college preparation, academic program, school culture, and organizational planning.
- Parents are invited to all school social functions.
- Parents are asked to complete a parent satisfaction survey each year.

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- APS Board meetings are open to the public, and parents are encouraged to attend.

Importantly, another decision-making body our parents are engaged with is the APS Board. We reserve four (4) board seats for APS parents to serve as board members, including a representative of Alpha: José Hernández. We value parent directors' experience and voices, and their input positively impacts the direction of Alpha Public Schools.

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 APS'sAlpha'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 Assistant PrincipalSchool 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 APSAlpha 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 Charter 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 school breaks (6 weeks throughout the school year in addition to 1 week during the summer)~~
- ~~Tuition assistance in support of securing a bachelor's degree and/or teaching credential at an accredited college/university~~
- ~~Generous paternity/maternity leave benefits including 4 weeks of paid parental leave in addition to the state and federal leave allowances~~
- ~~Employee Assistance Program that provides access to professional services for workplace, life, and wellbeing support and services~~
- ~~Relocation assistance for teammates moving from 250+ miles away~~

~~Please see **Appendix 11 – Organizational Team** for a copy of the 2024-25 APS Teacher Salary Scale, 2024-25 APS Starting Salary Schedule (across all job functions), and an APS Overview of Benefits. Please see **Appendix 8 – Handbooks** for a copy of the APS Employee Handbook, which contains additional information on Employee Systems, Benefits, and Rights.~~

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~~ELEMENT E – EMPLOYEE QUALIFICATIONS~~

ELEMENT E. EMPLOYEE QUALIFICATIONS

~~"Governing Law:~~ The qualifications to be met by individuals to be employed by the charter school~~."~~ ~~-~~ Education Code Section 47605(c)(5)(E).

Qualifications for All Employees

Alpha Qualifications

Alpha recruits and employs professional, effective, and qualified personnel for all administrative, instructional, and non-instructional support positions. These employees demonstrate a belief in the mission, program design, instructional philosophy, and curriculum documented in this charter.

Alpha specifically seeks out employees who are:

- **Committed** – Employees who are committed to working with students in traditionally underserved communities. Approximately 80% of Alpha's students are from under-resourced communities and will be the first in their families to go to college. The majority of students identify as Latino.
- **Focused on Growth** – Employees who exhibit a strong commitment not only to our students, but also to their own continuous professional development. Employees possess the ability to receive and implement feedback quickly.
- **Collaborative** – Employees who are team-oriented and are able to implement school-wide systems effectively and consistently.
- **Organized** – Employees who are self-motivated and reliable, with the ability to plan and execute tasks.
- **Experienced** – Employees who have taught in an under-resourced community, and/or have a background of shared experience with scholars.
- **Bilingual** – Employees who are conversational in Spanish or Vietnamese (preferred)~~.is a plus.~~

They are also expected to possess the personal characteristics, skills, knowledge, and experience required by their individual Job Description, as detailed further below.

Additional Legal Qualifications

In accordance with Education Code Section 47605(e)(1), Alpha Public Schools shall be nonsectarian in its employment practices and all other operations. Alpha: José Hernández shall not discriminate against any individual (employee or student) based upon the actual or perceived characteristics of race, color, religion, creed, sex and pregnancy, childbirth or related medical conditions, nationality, national origin, ancestry, ethnic group identification, genetic information, age, physical or mental disability, medical condition, family care status, military and veteran status, marital status, sexual orientation, gender, gender identity, gender expression, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation or prohibited by Education Code Section 220. All employees are subject to applicable state and federal employment laws.

In compliance with Education Code Section 44050 all employees must adhere to Alpha's adopted Professional Boundaries on employee interactions with students, which is provided on an annual basis at the beginning of the school year to all employees via the Employee Handbook and to all Students and Families via the Family Handbook. ~~The APS Employee Handbook and APS Family Handbook are posted on the APS website and~~ available in ~~**Appendix 8 – Handbooks.**~~

All employees must comply with the Alpha employee processing policies and procedures, which are maintained at the APS central office and available for County~~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 APS~~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 and~~, Wellness, &~~ Safety Procedures** of this petition.

Selection Process

Selection and appointment of employees at APS~~Alpha~~ will be the exclusive prerogative of APS~~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 network talent development team~~Human Resources~~ & Talent Teams process~~es~~ and monitor~~s~~ 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, APS~~Alpha~~ implements a robust selection process. Depending~~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 and/or virtual interview and live demo lesson, performance task, and/or coaching demonstration. Video demo lessons can be requested for out -of -state candidates
5. Reference Check as appropriate for specific roles (selection can be made pending positive reference checks)
6. Offer sent by email or phone call
7. Onboarding process, including background checks, TB, and licensure verification

~~**Key Network Personnel**~~

Key Network Personnel

Chief Executive Officer

The Chief Executive Officer serves as the superintendent of Alpha Public Schools, responsible for providing visionary leadership and strategic direction to ensure the highest quality of education for all students from TK through 12th grade and through college. This role entails

overseeing all network operations, instructional programs, and staff, while fostering a culture of excellence, equity, and innovation. The CEO~~Superintendent~~ will work closely with the Board of Directors~~Education~~, administrators, teachers, parents, and the community to promote student success and continuous improvement.

The CEO has the following competencies:

- Strong understanding of TK-12 education, including curriculum development, instructional practices, and student assessment.
- Knowledge of charter school laws and regulations.
- Expertise in financial management and budget development.
- Excellent leadership, communication, and interpersonal skills.
- Ability to think strategically and implement long-term plans.
- Strong problem-solving and decision-making abilities.
- Proficiency with technology and data analysis tools.
- Commitment to the mission and vision of the charter school.

The CEO has the following qualifications:

- Master's degree in Education, Educational Administration, Business Administration, or a related field ~~(Doctorate preferred)~~.
- Five to ten years of leadership experience in an educational setting, preferably within a public charter school.
- Proven track record of success in school leadership, including academic and operational achievements.

Chief Schools Officer

The Chief Schools Officer ~~for TK-12 Schools~~ is a key member of the executive leadership team, responsible for the overall academic performance and management of all schools within Alpha Public Schools. This position requires a visionary leader who can drive educational excellence, equity, and innovation across all grade levels from TK through 12th grade. The CSO works collaboratively with executive team members, principals, teachers, staff, and the community to ensure that all students receive a high-quality education that prepares them for college, career, and life.

The CSO has the following competencies:

- Deep understanding of K-12 education, including curriculum, instruction, and assessment.
- Knowledge of charter school laws, regulations, and best practices.
- Strong leadership and management skills, with the ability to inspire and motivate others.
- Excellent communication and interpersonal skills.
- Ability to analyze data and use it to inform strategic decisions.
- Strong organizational and project management skills.
- Commitment to diversity, equity, and inclusion in education.

The CSO has the following qualifications:

- Bachelor's degree and/or Master's degree in Education, Educational Administration, or a related field.
- A minimum of seven years of experience in school leadership, with significant experience in charter schools or urban education settings.
- Proven track record of improving academic outcomes and operational efficiency in schools.

Chief Operating Officer

The Chief Operating Officer ~~for TK-12 Schools~~ is a vital member of the executive leadership team, responsible for overseeing the operational functions of the school network to ensure an efficient and effective learning environment. This position requires a strategic and innovative leader with extensive experience in managing operations, facilities, transportation, and technology within an educational setting. The COO works collaboratively with the CEO, school leaders, and other stakeholders to support the network's mission of providing a high-quality education to all students.

The COO has the following competencies:

- Strong understanding of strategic planning processes and methodologies.
- Robust knowledge of school operations and the public education sector (preferred)
- Excellent analytical and problem-solving skills.
- Strong leadership and management skills, with the ability to inspire and motivate others.
- Excellent communication and interpersonal skills.

The COO has the following qualifications:

- Bachelor's degree (MBA or other graduate degree preferred).)
- Minimum of 5-10 years of progressively increasing operational management experience in a growing organization.
- Demonstrated project management skills, including the ability to develop and optimize business systems and processes.

Chief Financial Officer

The Chief Financial Officer for TK-12 Schools is a critical member of the executive leadership team, responsible for overseeing all financial operations and ensuring the fiscal health of the school network, and oversight of Human Resources. 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~~ Strategy~~Talent Officer~~

~~The Chief~~ Strategy~~Talent Officer for TK-12 Schools is a~~ pivotal~~key member of the executive leadership team,~~ responsible for developing and executing the network's strategic initiatives to ensure academic excellence and operational efficiency. The CXO is also ~~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.~~ The CXO is also 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 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, CFO, 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.
- Ability to develop and implement effective talent management strategies.
- Excellent analytical and problem-solving skills.
- Strong leadership and management skills, with the ability to inspire and motivate others.
- Excellent communication and interpersonal skills.
- Ability to think strategically and implement long-term plans.
- Proficiency with data analysis and performance management tools.
- Strong organizational and project management skills.

The CXO has the following qualifications:

- Bachelor's degree (Master's degree preferred).
- A minimum of five years of experience in strategic planning, organizational development, or a related field, with significant leadership experience.
- Experience in the education sector, particularly in charter schools or urban education settings, is highly desirable.

~~Complete Job Descriptions for the APS Chief positions can be found in **Appendix 11 – Organizational Team.**~~

Qualifications for School Site Personnel

Administrators

Alpha instructional administrators should have demonstrated at least three years of successful teaching or school leadership experience.

Principal

The Principal at Alpha: José Hernández shall possess leadership abilities and a comprehensive educational vision that is consistent with the Charter 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 servicesserviceservices credential (preferred)
- Conversational Spanish or Vietnamese (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:~~

EachThe Assistant Principal has the following competencies:

- A record of success in developing teachers

- Highly collaborative style
- Relationship builder with the flexibility and finesse to lead others to strong outcomes~~*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

Each~~The~~ Assistant Principal has the following qualifications:

- ~~A Bachelor's degree required~~
- ~~Valid California teaching and/or administrative services credential (preferred)~~
- A Bachelor's degree
- Valid California teaching and/or administrative services credential (preferred)
- Instructional coaching experience ~~required~~
- Performance management experience ((~~highly~~ preferred)~~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 of Students 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 Positive Behavioral Intervention and Supports ("PBIS")~~PBIS~~ models and implementation of models in school settings (highly preferred)
- Knowledge of restorative justice (highly preferred)

The Dean of Students 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)

Dean of Academic Interventions

The Dean of Academic Interventions utilizes data to drive instruction, small group support, and targeted interventions, bridging the gap between data analysis, direct instructional support, and impactful professional development. By coaching and managing an instructional support team, the Dean of Academic Interventions ensures access to instruction for all students, addressing socio-emotional needs, promoting literacy development across all content areas, using culturally responsive strategies, and accommodating individual learning differences.

The Dean of Academic Interventions has the following competencies:

- Analysis of student data and targeted action planning and response
- Experience (formally or informally) coaching instructional staff (support staff and/or teachers)

The Dean of Academic Interventions has the following qualifications:

- A Bachelor's degree required
- Valid California teaching and/or administrative services credential (preferred)
- K-12 teaching experience with a track record of improving student outcomes

Teachers

Teachers must hold the California Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment pursuant to Education Code Section 47605(l). Alpha may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. ~~Teachers employed at charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment.~~ Teachers of English learners will be required to hold an English Learner authorization, such as ~~ELA*,~~ CLAD or BCLAD certification, or an equivalent EL Authorization 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 County~~authorizer~~.

Teachers are responsible for overseeing students' academic progress, for monitoring grading, and for student advancement decisions as specified in Alpha's operational policies.

The teacher role is inclusive of teachers of core content, elective teachers, education specialists, and ELD specialists. In addition to the APS~~In addition to the Alpha~~ Qualifications for all employees detailed above, the minimum qualifications for teachers are:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher's certificated assignment. (Education Code Section 47605(l)).

As required under Education Code Section 48000(g)(4) and subject to any future amendments, all TK 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

Math / Literacy Instructional Specialists

Instructional Specialists lead and support efforts to improve mathematics or literacy instruction and student achievement. This role involves direct instruction, facilitating curriculum adoption, providing professional development, coaching teachers, and analyzing student data to implement research-based instructional strategies. Core responsibilities include developing lesson plans and supplementary materials to teach standards-based curricula for a portion of the day, and demonstrating exemplary,

research-based instruction through modeling, coaching, collaborative lesson planning, and co-teaching.

Instructional Specialists have the following qualifications:

- A Bachelor's degree
- A valid California single subject teaching credential in the assigned content area
- Subject matter expertise on pedagogy aligned to the assigned content area, curriculum, and assessments demonstrated by their teaching experience

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. Academic interventionists~~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

Academic Interventionists have the following qualifications:

- High school diploma or GED
- High behavioral expectations and academic expectations~~Complete Job Descriptions for~~ all students
- Knowledge of child development and educational practices
- Experience working with students and classroom management

Special Education Paraprofessional

Special Education Paraprofessionals plan and deliver lessons to individuals and small groups of scholars (with special needs and without) that target remedial skill needs, IEP goals, and general education content. They provide in-the-moment behavior support and coaching and respond to crisis behavior as necessary. Special Education Paraprofessionals analyze data and conduct assessments to track student progress on IEP goals and assist education specialist(s) in the completion of quarterly progress reports and build relationships by collaborating with special education teachers, Managing Director of Special Education, general education teachers, school leadership team, and families regarding student needs and progress.

Special Education Paraprofessionals have the following qualifications:

- High school diploma or GED
- High behavioral expectations and academic expectations for all students
- Knowledge of child development and educational practices
- Experience working with students and classroom management

Behavior Paraprofessional

Behavior Paraprofessionals are familiar with students' behavior habits and known antecedents in order to provide proactive coaching and support prior to behavior challenges arising. They support class teams in implementing individual and classroom behavior structures, addressing off-task behaviors and acts of defiance. They provide in-the-moment behavior support and coaching, and respond to crisis behavior as necessary. Behavior Paraprofessionals analyze data and conduct assessments to track student

progress on IEP goals and assist education specialist(s) in the completion of quarterly progress reports.

Behavior Paraprofessionals have the following qualifications:

- High school diploma or GED
- High behavioral expectations and academic expectations for all students
- Knowledge of child development and educational practices
- Experience working with students and classroom management

Office Manager

The Office Manager is responsible for managing key front office operations and administrative systems, maintaining an efficient office and welcoming school environment. The Office Manager plays a critical role in supporting educators, students, and families while helping ensure the school runs smoothly in service of Alpha's mission. Core responsibilities include supporting the daily operations of the school by coordinating attendance systems, managing front office logistics, and ensuring smooth communication between students, families, and staff; managing student data and records by ensuring that filing and data entry meet compliance requirements; identifying and reporting day-to-day facilities issues and coordinate with the appropriate staff to ensure timely resolution; and building strong relationships with scholars, families, and staff to support with family engagement.

The Office Manager has the following qualifications:

- High school diploma
- 3+ years of office experience, ideally in a school setting (preferred)
- Proficiency in Microsoft Excel, PowerPoint, Word and Google applications
- Bilingual in Spanish/English (preferred)

Office Assistant

Core responsibilities of the Office Assistant include supporting the school by executing on administrative duties and all day-to-day office responsibilities in a timely and efficient manner; managing student data and records by ensuring that filing and data entry meet compliance requirements; building strong relationships with scholars, families, and Alpha staff to support with family engagement; and embodying the mission, vision and ~~these core~~ beliefs of ~~Alpha~~.

The Office Assistant has the following qualifications:

- High school diploma
- Bilingual Spanish/English (preferred)
- Proficiency in Microsoft Excel, PowerPoint, Word and Google applications

Lunch Monitor

Lunch Monitors support the school by executing lunch duties, such as serving lunch to scholars, cleaning up the lunch space, monitoring students to maintain a safe and respectful environment during lunch, and maintaining a safe and healthy campus environment.

Lunch Monitors have the following qualifications:

- Embody the mission, vision and core beliefs of Alpha
- Team-oriented and are able to implement school-wide systems effectively and consistently

Other Special Education Roles

AJH may employ a range of roles that focus on meeting the needs of its exceptional learners. These~~: José Hernández positions can be found in **Appendix 11 — Organizational Team.**~~ may include Speech-Language Pathologist, School Psychologist, Behavior Intervention Specialist, Program Specialist, and Managing Director of Special Education. Full-time equivalent allocations of these positions may vary from year-to-year to meet the needs of AJH's population of students with disabilities. Minimum qualifications vary by role; however, each requires a minimum of a Bachelor's or Master's degree (depending on the role) and meets any licensure or certification requirements set forth by the State of California.

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 organizations providing contracted services~~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 oin each~~ performance indicator~~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, including at AJH, 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 their~~the~~ curricula, collaborating with colleagues to plan and internalize the material effectively, and our healthy & thriving framework. Ongoing support throughout the year includes Alpha-wide learning sessions and 1:1 coaching for all teachers, with options for~~. For those who need~~ additional support for~~, we offer internalization labs at the school site, where teachers can work closely with instructional coaches to deepen their understanding. Meanwhile,~~ teachers strugglingalready familiar with certain aspects of~~the curriculum continue~~ their practice. Thus, we ensure~~development through weekly coaching sessions and collaboration meetings with their teacher teams, ensuring~~ continuous growth and alignment with instructional goals.

Please see **Element A – Educational Program, Professional Development**, for additional detail on Alpha professional development, monitoring, and evaluation practices. ~~Please see **Appendix 4 – Professional Development** for the APS Teacher Rubric, APS Education Specialist Evaluation Rubric, and APS Abridged Coach Rubric detailing criteria for success in each job function.~~

~~Salary & Benefits~~

~~At Alpha we care deeply about our students and staff. To support our team we offer:~~

- ~~Competitive salary commensurate with experience.~~
- ~~Health benefits plans for medical, vision, and dental insurance coverage for staff and their families~~
- ~~Retirement matching options~~

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- ~~Paid time off for holidays and breaks (6 weeks throughout the school year in addition to 1 week during the summer)~~
- ~~Generous paternity/maternity leave benefits including 4 weeks of paid parental leave in addition to the state and federal leave allowances~~
- ~~Employee Assistance Program that provides access to professional services for workplace, life, and wellbeing support and services~~
- ~~Relocation assistance for teammates moving from 250+ miles away~~

~~Please see **Appendix 11 – Organizational Team** for a copy of the 2024-25 APS Teacher Salary Scale, 2024-25 APS Starting Salary Schedule (across all job functions), and an APS Overview of Benefits.~~

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~~ELEMENT F – HEALTH AND SAFETY PROCEDURES~~

ELEMENT F. HEALTH AND SAFETY PROCEDURES

~~"Governing Law:~~ The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

~~(ii) For all schools,~~ the development of a school safety plan, and the annual review and update of ~~which shall include~~ the plan, pursuant~~safety topics listed in subparagraphs (A)~~ to ~~(K), inclusive, of paragraph (2) of subdivision (a) of~~ Section 47606.3." ~~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)~~(ii) ~~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 smoke~~tobacco~~ free campus, and the role of staff as mandated child abuse reporters.
- **A School Safety Plan**, including procedures for background checks, anti-discrimination and harassment policies, facility safety, and a disaster preparedness plan providing emergency procedures in case of fire, bomb threat, earthquake, flooding, crash, intrusion, or any other disaster.

These policies will be reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff. The policies are incorporated as required and/or referenced into the Student and Family Handbook, Employee Handbook, and School Safety Plan. They are updated on an ongoing basis by the CEO or designee and adopted annually by the Board of Directors.

Alpha shall ensure that staff are trained annually on the health and safety policies, including but not limited to training on emergency and first aid response (inclusive of bloodborne pathogens), and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

The following is a summary of these health, wellness, and safety policies.

~~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~~

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Immunizations

All enrolled students who receive classroom-based instruction~~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 a pertussis (whooping cough) vaccine~~the Tdap (Tetanus, Diphtheria, Pertussis)~~ booster.

Upon a student's admission or advancement to the 6th grade, Alpha shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ~~(“(~~HPV”)~~)~~ before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Tuberculosis Risk Assessment and Examination

Alpha shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment

and/or be examined (if necessary) and determined to be free of active tuberculosis (TB) within the period of 60 days prior to commencing employment/service and working with students, and for employees at least once each four years thereafter, or otherwise meet the requirements of Education Code section 49406. Alpha shall maintain TB clearance records and certificates on file.

Vision, Hearing, and Scoliosis

Alpha shall comply with all federal and state legal requirements, including but not limited to the requirements of Education Code Section 49450 et seq., as applicable to the grade levels served by Alpha, related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school as applicable to the grade levels served by Alpha: José Hernández. Alpha shall maintain student immunization, health examination, and health screening records on file.

Medication in School

Alpha will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

CPR/First Aid

Alpha will provide CPR and First Aid training to all applicable employees, annually. Applicable employees may include school leadership, operations team members, and athletics staff.

Blood -Borne Pathogens

Alpha shall meet state and federal standards for dealing with blood -borne pathogens and other potentially infectious materials in the workplace. The Alpha Public Schools Board has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency

virus (“~~(~~HIV”)~~)~~ and hepatitis B virus (“~~(~~HBV”).~~)~~ Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Nutrition

Alpha is dedicated to promoting the health and wellness of its students. All students will have access to breakfast and lunch during the school day, with meals that are nutritious and meet all Federal Nutritional guidelines.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Diabetes

Alpha will make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. Alpha will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Athletics

Alpha shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients. Alpha shall comply with the requirements of Education Code Section 49475 regarding concussions/head injuries, with respect to any athletic program (as defined in Education Code Section~~§~~ 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 school sites~~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 Policy

Alpha shall maintain a policy on studentpupil suicide prevention that specifically addresses needs of high-risk groups, in accordancecompliance 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, & Saefty**.

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Recess

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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

Through the~~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.

SAFETY ACT

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

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 **Neglect Reporting and Training**
All employees, volunteers, contractors (whose duties require contact with or supervision of students), and governing board members of the Charter School~~certificated staff~~ will be mandated child abuse reporters and will follow all applicable ~~training and~~ reporting laws, the same policies and procedures used by school districts. For purposes of this requirement, volunteers are defined as individuals~~. Alpha shall provide all employees, and other persons working on behalf of Alpha~~ who are over 18 years of age and interact with students outside of the immediate supervision and control of the student's parent or guardian or a Charter School employee. The Charter School shall provide training to all 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. Applicants for employment~~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 Sections~~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 Chair~~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

AJH~~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 policy, as well as the~~,~~ 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.

Referral Protocols for Addressing Student Behavioral Health Concerns

The Board shall adopt, at a regularly scheduled meeting, a policy on referral protocols for addressing student behavioral health concerns in grades 7 to 8, inclusive. The policy shall meet the requirements of Education Code Section 49428.2, and shall be developed in consultation with Charter School and community stakeholders and Charter School-linked behavioral health professionals, and shall, at a minimum, address procedures relating to referrals to behavioral health professionals and support services.

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)-(O~~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

a) Procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan

- 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.

b) Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds

c) Procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite

- 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.

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The Alpha: José Hernández Safety Plan is posted on the APS website.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students ~~and~~ their families and provide instruction to students when ~~available in **Appendix 9 – Health, Wellness, & Safety**.~~ person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

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 annually, 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 SB 88 (2023-24) inclusive of Education Code Sections ~~Section~~ 39875, 39877, 39878, and 39879, as ~~(c), if~~ applicable, relating to background checks, ~~and~~ testing, and other requirements for individuals and entities providing transportation services for students.

Extreme Weather Policy

The Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

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~~ELEMENT G – STUDENT POPULATION BALANCE~~

ELEMENT G. MEANS TO ACHIEVE A REFLECTIVE RACIAL AND ETHNIC, SPECIAL EDUCATION AND ENGLISH LEARNER BALANCE

"~~Governing Law:~~ The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted."~~ Education Code Section 47605(c)(5)(G).

Overview

Alpha Public Schools believes that all children have a fundamental right to an excellent education. Alpha is committed to recruiting in a way that will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils among its student body that is reflective of the general population residing within the territorial jurisdiction of the District.

Alpha strongly believes that a diverse cross section of students with a variety of life experiences adds to the learning experience for all students. As students prepare for a future in a diverse, ever-changing world, they need to have the opportunity to learn from others unlike themselves.

Current Student Demographics

Alpha: José Hernández serves a population of students and families who have been marginalized, and the Charter School exists to meet their specific needs. This includes students who are socio-economically disadvantaged, English learners, ~~newcomers,~~ Latino, and have identified special needs. The Charter School serves a significantly higher percentage of students who fall into one or more of these categories than the District and County averages~~authorizer average~~, as seen in the unduplicated pupil count.

2025-262023-24 Student Demographics *Source: Dataquest*Demographic				
Subgroups	AJHAlpha	Alum Rock Union School District	Santa Clara County	State
Unduplicated Pupil Count	98.0%	66%	37%	57%
SocioeconomicallySocio-economically Disadvantaged	95.24%	76.279.0%	4038.1%	63.162.7%
FRPM Eligibility	92.8%	56.0%	35.9%	61.7%
English Learner	64.767.9%	40.745.5%	20.522.7%	16.218.4%
Special Education	15%	14.8%	12.8%	14.8%
Latino	95.7%	79.1%	40.4%	56%
African AmericanEver EL	0.282.7%	0.762.2%	1.641.3%	4.834.2%
AsianSpecial Education	0.712.4%	12.113.2%	31.412.1%	10.313.7%
FilipinoTitle III Immigrant (Newcomer)	1.813%	4.2%-	3.5%	2.23%
Pacific IslanderMobility (Non-stable enrollment)	0.29.3%	0.313.7%	08.4%	0.48.8%
Race/Ethnicity				
White— Latino	97.0.7%	1.579.7%	14.940.5%	19.756.1%
Two or More Races— Asian	0.71.1%	1.811.5%	656.1%	49.9%

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 Public Schools develops a unique outreach plan for each school, including AJH, to ensure a diverse student body. This outreach plan, alongside student recruitment data, is reviewed and revisited bi-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 Public Schools ~~schools~~
  - As permitted, participation at local events and fairs such as Reid Hillview Community Day, Viva Parks, Emma Prusch Park, and Day by the Lake Multi-cultural Festival
- Specific outreach for students with special needs, including a specialized brochure, action plan, and tracker:
  - Holding annual training of recruitment team members regarding Special Education talking points, answers to FAQs, knowing local special education focused agencies, and when to loop in special education staff to answer detailed questions

- Developing and distributing documents and fliers highlighting special education services
- Having a prominent link on the APS website to a dedicated special education section, which includes FAQs, process for requesting assessments, description of services and model, etc.
- Holding information sessions specific to special education at Alpha (philosophy, continuum of services, etc.)
- Ongoing monitoring of recruitment numbers for students with special needs

While by no means an exhaustive list, the Recruitment Strategy and Outreach Plan detailed above provide concrete examples of how Alpha is meeting both the spirit and the letter of the law. ~~Additional supporting evidence is provided in **Appendix 10 – Recruitment, Admissions, & Enrollment**, including Multilingual Student Recruitment Brochures, a Special Education Recruitment Brochure, and a Sample Special Education Recruitment Tracker.~~

It should be noted that historically Alpha has not taken an aggressive approach to recruiting students from District schools. Alpha has not sent recruiters to District schools during pickup or dropoff; attended District community events, athletic contests, or performances for the purposes of recruiting; nor requested access to middle school information nights. Alpha has taken this approach out of respect for the District and in an effort to mitigate its financial impact it has on the District. In service of achieving a student body with a balance of racial and ethnic students, special education students, and English learner students, including redesignated fluent English proficient students that is better reflective of the balance of the general population within the territorial jurisdiction of ARUSD, Alpha would be willing to reconsider these strategic choices in the future, at the request of the County.

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~~ELEMENT H – ADMISSION POLICIES AND PROCEDURES~~

ELEMENT H. ADMISSIONS 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 Section~~§~~ 47605(e~~d~~)(2)(A). No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School.
- Alpha will be nonsectarian in its programs, admission policies, and all other operations.
- Alpha shall consider students for admission without regard for and will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).
- Alpha shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Alpha may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admission preferences set forth in this Charter.

- Alpha shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.
- Alpha shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Alpha shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the Charter School is open to enroll and provide services for all students.
- Alpha shall comply with all applicable state laws regarding admission and enrollment of homeless and foster youth. Alpha shall annually review its Uniform Complaint Procedure to account for changes in law.
- Alpha will comply with all laws establishing minimum and maximum age for public school attendance.
- Alpha will ensure that all application materials provide complete information regarding application procedures, key dates, and admission preferences and requirements consistent with the approved charter.
- Alpha will not determine admission eligibility by the place of residence of a pupil or the pupil's parent or legal guardian within the state, except as otherwise required by law.
- In accordance with Education Code Sections~~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 Section~~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 County~~authorizer~~ upon request.

Overview

The Board of Directors shall determine all policies, processes, and procedures governing application, admission, and enrollment at Alpha. All students attending Alpha must follow the application, admission, and enrollment policies of the Charter School. The application packet for admission to Alpha includes information that allows students and parents to be informed about the Charter School's operation as a charter school, its educational programs, the academic and behavioral expectations of students, and the rights and responsibilities of students and parents who wish to become part of the Charter School. The application packet includes:

- An enrollment guide outlining the enrollment process at Alpha
- Application form which requests basic information about the prospective student, as follows:
    - Basic contact information
    - Grade level entering
    - Eligibility for preferences, as detailed below
- Alpha Student and Family Handbook

The Board shall have the sole authority to determine the size and grade-level breakdown of the student body at Alpha. The determination of Charter School capacity shall be based on, among other things, the Charter School's academic program, the Charter School's fiscal viability, the educational needs of currently enrolled students, the capacity of the school site, and the level of interest shown by students who want to attend the Charter School.

Alpha ensures that all application materials will reference application deadlines and proposed lottery dates, as well as provide complete information regarding application procedures, key dates, and admission preferences and requirements consistent with the approved charter.

Admission Criteria

The only admission requirement is that students wishing to attend Alpha must follow the Charter School's admission procedures with respect to completing application forms by the announced deadlines. Application deadlines, which will normally be in the winter for admission the following August, may be coordinated with local public schools to give students and their parents' opportunity to consider the full range of educational opportunities available to them.

If oversubscribed by the open enrollment deadline, admission to Alpha, except for existing students, shall be determined by a public random drawing in accordance with the preferences established in the next section.

Public Random Drawing and Preferences

Alpha will annually establish a publicly advertised open enrollment window and a deadline by which applications must be submitted for admission in the following school year. If the number of students who apply to attend Alpha within each grade level by the open enrollment deadline exceeds the Charter School's capacity, attendance, with the exception of existing students, who are guaranteed enrollment in the following year, shall be determined by a public random drawing (or "*lottery*")~~)~~ for each grade level. Preference in the public random drawing shall be provided in the following order of descending priority:

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

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait-list according to their draw in the public random drawing. This wait-list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait-list carry over

to the following school year. The order of admission of students at any time during the year shall be based solely on the order of applicants on the admission wait-list. Applications received after the application deadline will be held in abeyance for a subsequent lottery, if needed.

The preferences in the public random drawing as listed above are consistent with Education Code Section 47605(e)(2)(B)(i)-(iv), applicable state and federal law, the California Constitution, and Education Code Section 200, as well as non-regulatory guidance, and have been approved by the County in a public hearing. The preferences in no way will result in limiting access for students with disabilities, students who are academically low-achieving, English learners, neglected or delinquent pupils, homeless pupils, socioeconomically~~economically~~ disadvantaged pupils, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Should preferences require modification, for example in order to meet requirements of a state or federal grant program, Alpha understands that this requires a material revision of the charter.

Lottery Procedures

Public notice will be posted in public locations and the APS website regarding the date and time of the public drawing. The lottery will be conducted by a non-interested party who will execute the lottery and verify that lottery procedures are fairly executed. The lottery will be conducted at a time that enables interested parties to attend, typically late afternoon/early evening. Students who have lottery preference as stated above shall be drawn before names of children without preference are drawn.

Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place consecutively on the same day in a single location. During the course of the lottery, if a sibling (of any grade) is selected, their sibling will also be assigned the next available numerical ranking for the appropriate grade-level. If there is not a vacancy in the appropriate grade for the sibling, they will go to the top of the waiting list for that grade, after any other siblings of current students who are already on the list.

Although the lottery is open to the public and families are encouraged to attend, families are not required to be present at the time of the drawing to be eligible for admission. Results are texted and emailed to all applicants and follow-up phone calls are made.

Admission to Alpha is offered to students according to their numerical ranking (based on preferences) until capacity is reached. All remaining names are placed on a waiting list in order according to their numerical rank. Families of students who are offered admission will have one week~~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.

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~~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 records[41]

~~Please see **Appendix 10 – Recruitment, Admissions, & Enrollment** for the Registration Packet and Health Care Brochure.~~

[41] In accordance with Education Code Section 47605(e)(4)(B), the Charter School~~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 the Charter School~~Alpha Public Schools or Alpha: José Hernández~~ before enrollment.

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.

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~~ELEMENT I – FINANCIAL AUDIT~~

ELEMENT I. PUPIL SUSPENSION AND EXPULSION PROCEDURES

"~~Governing Law:~~ ~~The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I).~~

~~An annual independent fiscal audit of the books and records of Alpha is conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of Alpha are kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.~~

~~The APS Board of Directors will appoint an Audit Committee, which will select an independent financial auditor and oversee audit requirements. This committee shall include no more than 50% of the members of the Finance Committee.~~

~~The Audit Committee selects an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in the applicable Office of Management and Budget Circulars.~~

~~Upon the conclusion of each fiscal year, APS' finance staff will prepare its annual statement of receipts and expenditures for the prior fiscal year (Unaudited Actuals) for submission to its authorizer by the 15th of September of each year.~~

~~The annual audit will be completed and forwarded to the Santa Clara County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. APS' CEO, along with the Audit Committee, will review any audit exceptions or deficiencies and report to the APS Board with recommendations on how to resolve them. The APS Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. The anticipated timeline will incorporate any recommendations from the auditor and shall reflect discussions with the District as to a reasonable timeline for resolution. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in the dispute resolution process outlined in this charter.~~

~~Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (EAAP) in accordance with applicable law.~~

~~The independent financial audit of Alpha is a public record to be provided to the public upon request. The 2024-253-24 APS Audit can be found in **Appendix 12 – Financial Documents**. As detailed in the Alpha: José Hernández Budget Narrative, also included in **Appendix 12 – Financial Documents**, resources are allocated in the annual and five-year budget to cover the cost of audits.~~

~~ELEMENT J – PUPIL SUSPENSION/EXPULSION~~

~~Governing Law:~~ The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are~~is~~ consistent with all of the following:

(i) *(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) *(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

(a) (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(b) (II) 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) *(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 schooldays~~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~~pupil's~~ parent or guardian, or, if the pupil is a ~~foster child or youth or a~~ homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's~~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) *(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information." - Education Code Section 47605(c)(5)(I)* ~~*.*~~

~~*Education Code Section 47605(c)(5)(J).*~~

Overview

Alpha Public Schools leverages a comprehensive PBIS system to support students in developing strong behavioral habits and goals. The ultimate goal is to reduce the need for suspension and expulsion as a disciplinary action. For more information on the PBIS model, please see **Element A – Educational Program, School Culture** of this charter.

Alpha recognizes that at times infractions may still result in suspension or expulsion, and has developed the following suspension and expulsion policy and procedures in alignment with Education Code to govern those instances.

The discipline system and policies are printed and distributed as part of Alpha's Student and Family Handbook and clearly describe the Charter school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and their~~his or her~~ parent or guardian is required to verify that they have reviewed and understand the policies prior to enrollment. These policies provide all students with an opportunity for due process and conform to applicable federal and state law regarding students with exceptional needs. Alpha collects input from families, staff, and students on its discipline policy through surveys through the year targeted towards each group, as well as through various meetings

(Parent Council, Cafecitos, Teacher PD, Student Government, etc.).~~).~~ Any feedback collected informs the discipline policy.

~~The APS Family Handbook is available in **Appendix 8 – Handbooks**, which provides information on the APS approach to student behavior and discipline.~~

Suspension And Expulsion Policy And Procedures

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at Alpha. Although charter schools are exempt from school district procedures and process for suspensions and expulsions, in creating these procedures~~In creating this policy~~, Alpha has reviewed Education Code Section 48900 et seq., which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of the Education Code ~~Section 48900 et seq~~. Alpha is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals~~,~~ and may modify~~, as necessary, modification of~~ the lists of offenses for which students are subject to suspension~~. or~~ expulsion, or involuntary removal, and ~~in accordance with applicable law. Any revision to~~ the procedures thereto so long as not materially different from this charter petition~~that exceed requirements to comply with existing laws or to reflect changes in Education Code Section 48900, shall require a material revision to the Charter~~.

Consistent with this Policy and Procedures, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as Alpha's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Alpha administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures.[42] 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 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires~~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

[42] ~~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.~~

expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study written agreement pursuant to Education Code Section 51747(g).

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 extortions~~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 practicable~~possible~~, by a conference conducted by the Principal, CEO, or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal, CEO, or designee.

The conference may be omitted if the Principal, CEO, or designee determines that an emergency situation exists. An "*emergency situation*" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense~~., in accordance with Education Code Section 47605(c)(5)(J)(i).~~ This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent~~/ or~~ guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone, in person, or by email. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal,

CEO, or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when Alpha has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal, CEO, or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

~~As required by Education Code Section 47605(c)(5)(J)(ii),~~ students recommended for expulsion are entitled to a hearing adjudicated by a neutral hearing 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 via email or other means 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. An explanation of 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. An explanation of The right to inspect and obtain copies of all documents to be used at the hearing;
7. An explanation of The opportunity to confront and question all witnesses who testify at the hearing;

8. An explanation of 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

The hearing officer or Administrative Panel~~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 AJH~~Alpha or~~ the hearing officer or the Administrative Panel. 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 their~~his/her~~ scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Alpha must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the

witness stand.

7. If one or both of the support persons is also a witness, Alpha must present evidence that the witness' presence is both desired by the witness and will be helpful to Alpha. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room~~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 record~~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 determination~~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 AJH's~~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 County.~~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 County~~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 the SELPA would be deemed to have knowledge that the student had a disability

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Alpha, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If Alpha, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Alpha, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that Alpha had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent/guardian and Alpha agree to a change of placement as part of the modification of the behavioral intervention plan.

If Alpha, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then Alpha may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Alpha believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or Alpha, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent/guardian and Alpha agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if Alpha believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal, CEO, or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated Alpha's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Alpha had knowledge that the student was disabled before the behavior occurred.

Alpha shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If Alpha knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If Alpha had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Alpha shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Alpha pending the results of the evaluation.

Alpha shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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~~ELEMENT K – RETIREMENT SYSTEMS~~

ELEMENT J. EMPLOYEE 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." ~~-~~ Education Code Section 47605(c)(5)(J).

The financial compensation for Charter school employees includes a salary for exempt and non-exempt employees and hourly wage for non-salaried employees that is competitive with like jobs in other local public elementary and secondary schools.

The CEO or designee oversees the arrangements for retirement coverage for all employees at Alpha. APS currently offers a 403(b) plan with a non-elective (employer-contributed) three percent contribution and up to a five percent match by APS. The plan vests immediately. All employees at ~~Alpha~~Alpha: José Hernández participate in the federal Social Security System.

The Alpha Public Schools Board of Directors retains the option to participate in the State Teachers'~~Teachers~~ Retirement System ("~~(~~STRS")~~)~~ or Public Employees'~~Employees~~ Retirement System ("~~(~~PERS")~~)~~ or to implement any other retirement plan at its disposal. If Alpha Public Schools chooses to participate in the STRS/PERS program in the future, it will work to ensure that the program is implemented in compliance with Education Code Section 47611 and directly with the Santa Clara County Office of Education and STRS/PERS to provide the appropriate payroll information.

Alpha Public Schools provides mandatory benefits such as workers' compensation, unemployment insurance, Medicare, and social security. Alpha Public Schools offers medical, dental, and vision insurance benefits to each qualifying employee at Alpha.

~~Please see **Appendix 11 – Organizational Team** for the 2024-25 APS Teacher Salary Scale, 2024-25 APS Starting Salary Schedule (across all job functions), and an APS Overview of Benefits. The most recent copy of the APS Employee Handbook is included as **Appendix 8 – Handbooks**, which provides additional information on Employee Systems, Benefits, and Rights.~~

~~Please see **Element E – Employee Qualifications** for details on the process for recruiting, selecting, evaluating and terminating employees as well as the procedure for processing and monitoring credentials.~~

~~Please see **Element F – Health, Wellness, & Safety** for details on the Uniform Complaint Policy, which is used for resolving complaints and ensuring Due Process.~~

~~Alpha teachers are currently not unionized and therefore do not have a relationship with a bargaining unit. Additional details about the process for resolving complaints or grievances are provided in **Element N – Dispute Resolution**.~~

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 school breaks (6 weeks throughout the school year in addition to 1 week during the summer)
- Tuition assistance in support of securing a bachelor's degree and/or teaching credential at an accredited college/university
- Generous paternity/maternity leave benefits including 4 weeks of paid parental leave in addition to the state and federal leave allowances
- Employee Assistance Program that provides access to professional services for workplace, life, and wellbeing support and services
- Relocation assistance for teammates moving from 250+ miles away

Please see **Appendix 11 – Organizational Team** for a copy of the 2024-25 APS Teacher Salary Scale, 2024-25 APS Starting Salary Schedule (across all job functions), and an APS Overview of Benefits. Please see **Appendix 8 – Handbooks** for a copy of the APS Employee Handbook, which contains additional information on Employee Systems, Benefits, and Rights.

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~~ELEMENT L – ATTENDANCE ALTERNATIVES~~

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ELEMENT K. ATTENDANCE ALTERNATIVES

"~~Governing Law:~~ The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools" ~~.~~ Education Code Section 47605(c)(5)(K).~~L)~~

No student shall be required to attend Alpha. Students who opt not to attend Alpha may attend other public schools within their school district of residence or pursue an inter- or intra-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents or guardians of each pupil enrolled in Alpha shall be informed on admission forms that the pupil(s) has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in Alpha, except to the extent that such a right is extended by the local educational~~education~~ agency.

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~~ELEMENT M – RETURN RIGHTS OF EMPLOYEES~~

ELEMENT L. EMPLOYEE RETURN RIGHTS

~~"Governing Law:~~ The rights of an~~any~~ employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school~~" .~~ Education Code Section 47605(c)(5)(~~LM~~).

All employees at Alpha Public Schools shall be considered the exclusive employees of Alpha Public Schools and not those of the Santa Clara County Office of Education unless otherwise mutually agreed in writing. District and/or County office employees:

- Shall not be required to work at Alpha.
- Shall have no automatic rights of return to the District or County after employment by the Charter School unless specifically granted by the District or County through a leave of absence or other agreement.
- Shall have any rights upon leaving the employment of a local education agency to work at Alpha Public Schools that the local education agency may specify.
- Shall have any rights of return to employment in a local education agency after employment in the charter school as the local education agency may specify and shall not be conferred any rights to return by Alpha Public Schools.
- Shall have any other applicable rights upon leaving employment to work at Alpha Public Schools that the local education agency determines to be reasonable and not in conflict with any law.

The District or County's policies and procedures and applicable collective bargaining agreements shall govern any agreement made.

Sick or vacation leave or years of service credit at the District, the County, or any other school district will not be transferred to Alpha Public Schools. Employment by Alpha provides no rights of employment at any other entity, including any rights in the case of closure of the Alpha: José Hernández.

~~Additional information on employee rights regarding salary, terms of employment, and benefits can be found in **Element E – Employee Qualifications** and **Element K – Employee Retirement Systems**. Employee rights are communicated through the APS Employee Handbook, which is included in **Appendix 8 – Handbooks**.~~

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~~ELEMENT N – DISPUTE RESOLUTION~~

ELEMENT M. DISPUTE RESOLUTION

~~"Governing Law:~~ The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(M)~~.N)~~

Disputes Between the SCCOE and the Charter School

The Charter School and the SCCOE will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. All timelines and procedures in this section may be revised upon mutual written agreement of authorized representatives of the SCCOE and the Charter School. The Charter School agrees to follow SCCOE's preferred dispute resolution procedures, instead of those included below, in the event that they are different.

If either the Charter School or SCCOE determines that a violation of the Charter entered into between Alpha and SCCOE or any other applicable law may have occurred or a problem has arisen related to the operation of the Charter School and/or the SCCOE's oversight obligations, or a dispute otherwise arises between the SCCOE and the Charter School, the following procedures shall be followed to resolve the dispute:

~~(1)~~ Should the either party determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and the SCCBOE may commence revocation proceedings immediately in accordance with Education Code Section 47607 and its implementing regulations or take action as it deems necessary.

~~(2)~~ In the event that the SCCBOE believes that the dispute relates to an issue that could lead to revocation of the Charter under Education Code Section 46707, participation in the dispute resolution procedures outlined herein shall not be interpreted to impede or act as a prerequisite to the SCCBOE's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the SCCBOE may choose, in its sole discretion, to proceed directly with the revocation procedures as set forth in Education Code Section 47607 and its implementing

regulations or may choose to participate in all or part of the dispute resolution procedures set forth below.

~~(3)~~ If the violation or issue in question does not constitute a severe and imminent threat to the health and safety of pupils and the SCCBOE has not decided to commence revocation procedures without following this dispute resolution procedure, either party will provide written notification of the violation or issue (the Dispute Statement) and refer the issue to the SCCBOE Superintendent and APS CEO, or their respective designees. The date that this written notice is orally provided or sent shall be the *Notice Date*. Upon issuance of this notice the Dispute Statement, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and the meeting shall be held within ten (10) calendar days after the Notice Date, or as mutually agreed upon by both parties. The SCCBOE representative at the meeting will be the Superintendent or the Superintendent's designee, and the Charter School representative will be the Charter School's Principal or the Principal's designee. If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon at this meeting, the parties will proceed to step 4. Any period of time agreed upon at the meeting for the Charter School to attempt to cure the issue shall be deemed and is agreed by the Charter School and the SCCBOE to constitute the "reasonable opportunity to remedy the violation" provided for in Education Code Section 47607(g) prior to revocation of the Charter may proceed to step 4 or take any other action they deem appropriate in response to the dispute.

~~(4)~~ If the dispute is not resolved in accordance with the procedures through Step 3, either Party will have been deemed to have exhausted the administrative remedies within the Charter and may pursue any alternative legal options for resolution, including, the SCCOE may commence revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 or applicable law.

Internal Disputes

Alpha maintains a Uniform Complaint Policy that addresses complaints/disputes, other than those between SCCOE and the Charter School which are covered above. Alpha will not, at any time, refer complaints to the County.

The Uniform Complaint Policy and its procedures include clear information with respect to the response timeline of the Charter School, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures are clearly articulated in the Family Handbook and are available in the Charter School's office.

The SCCOE will refer all disputes or complaints it receives not related to a possible violation of the Charter, the law, or the SCCOE's oversight obligations to the Charter School's CEO for resolution according to the Charter School's internal dispute resolution process. The SCCOE may choose to submit disputes it receives that are related to possible violations of the Charter or the MOU, the law, or the SCCOE's oversight obligations to the Charter School's CEO for resolution according to the Charter School's internal dispute resolution process. Should the SCCOE receive a complaint regarding the Charter School that is referred to the Charter School for investigation and/or resolution, the Charter School shall provide the SCCOE with updates regarding the Charter School's investigation and resolution of the matter upon request from SCCOE and upon resolution of the complaint or issue. However, in no event shall the Charter School be required to disclose confidential personnel or student information. In the event that the Charter School's adopted policies and processes fail to resolve the dispute, the SCCOE agrees not to intervene in the dispute without the consent of the Charter School's Board unless the matter relates to a possible violation of the Charter, the law, or the SCCOE's oversight obligations.

~~Please see **Appendix 9 – Health, Wellness, and Safety** for the APS General Complaint Policy and Procedures and Uniform Complaint Policy and Procedures.~~

UCP, Title IX and Section 504 Complaints/Grievances

Alpha maintains a Uniform Complaint Policy and Title IX , Harassment, Intimidation, Discrimination, and Anti-bullying Policy that address complaints alleging discrimination or violations of federal or state laws or regulations. Alpha implements specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or

mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Alpha designates at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 including any investigation of any complaint filed with Alpha alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Alpha notifies its students and employees via its website of the name, office address, and telephone number of the designated employee or employees.

Alpha adopts and publishes grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

~~Please see **Appendix 9 – Health, Wellness, and Safety** for the APS Uniform Complaint Policy Procedures and the APS Title IX , Harassment, Intimidation, Discrimination, and Anti-bullying Policy.~~

~~ELEMENT O – CLOSURE PROTOCOL~~

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ELEMENT N. CHARTER SCHOOL CLOSURE PROCEDURES

"~~Governing Law: A description of~~ the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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 pupil~~public~~ records." ~~.~~ Education Code Section 47605(c)(5)(N).~~O)~~

The following procedures shall apply in the event the Charter School closes. The following procedures apply regardless of the reason for closure.

Closure of the Charter School shall be documented by official action of the Board of Alpha Public Schools. The action shall identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. Each notice ~~[KS1]~~ required below shall include information on the responsible person and entity and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure.

- The APS Board shall provide written notification to the SCCOE of the determination of the Closure Action and of the effective date of the closure, and the contact information for the person(s) to whom reasonable inquiries may be made regarding the closure as a charter school within 72 hours of the Closure Action.
- The Charter School shall provide written notification to the home districts of the list of returning students within 10 calendar days.
- The Charter School shall provide written notification of the Closure Action and the effective date of closure of Charter School to the California Department of Education, the Charter School's SELPA, and the retirement systems in which Charter School's employees participate by registered mail within 10 calendar days.
- On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.
- The Charter School will provide notice to the parents and students within 10 calendar days of the Closure Action. The written notification shall include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records. Parents/guardians will also be provided with student information that includes grade reports, discipline records, immunization records, and

specific information on completed courses and credits that meet graduation requirements.

- The Charter School will provide parents, students and the receiving school districts with copies of all appropriate student records. All transfers of student records will be made in compliance with the FERPA. As permitted by each student's district of residence, the Charter School shall transfer all appropriate student records to the district of residence, or the district to which the student is transferring if requested by the parent/guardian. The Charter School will ask the SCCOE to store original records of Charter School students for which the district of residence/district of attendance is not known or will not accept the records. If the SCCOE will not or cannot do so, the Charter School will ask the SCCOE to determine a suitable alternative location for storage. All state assessment results, special education records, and personnel records will be transferred and maintained in accordance with applicable law.
- As soon as is reasonably practical, but no later than 90 days after the latter of the Closure Action or the effective date of the closure, the Charter School shall prepare final financial records. The Charter School's independent audit will be completed by an independent auditor who meets the qualifications to perform Charter School's annual audits, as soon as is reasonably practical, but in no case later than six months after closure, and will provide the audit report to the SCCOE promptly upon completion. The auditor and audit shall comply with all of the requirements for Charter School's annual audit as set forth in the Charter. Any costs for the audit incurred by the SCCOE shall remain a liability of Charter School until repaid in full. The final audit will delineate the disposition of all assets and liabilities. Any liability or debt incurred by Charter School shall be the responsibility of the Charter School and not the SCCOE. The Charter School understands and acknowledges that the Charter School will cover the outstanding debts or liabilities of the Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source.
- For six calendar months from the latter of the Closure Action or the effective date of the closure, sufficient staff as deemed appropriate by the APS Board will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the Charter School and student transfers.
- In addition to the final audit, Charter School shall also submit any required year-end financial reports to the California Department of Education and the SCCOE in the form and timeframe required.

- If Alpha Public Schools does not operate any other charter school other than operation of the Charter School, and Alpha Public School chooses to dissolve upon closure of the Charter School, the corporation will be dissolved according to its Bylaws.

On closure of the Charter School, all assets of the Charter School – including but not limited to all leaseholds, personal property, intellectual property developed or acquired using state or federal funds, and all ADA apportionments and other revenues generated by students attending the Charter School – which have been determined to have been generated exclusively through state and federal apportionment funds for Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall remain the assets of the Alpha Public Schools corporation. Any assets acquired from the SCCOE or SCCOE property will be promptly returned to the SCCOE upon the Charter School's closure. The distribution shall include the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. All remaining assets of Charter School will be liquidated and all creditors will be paid first.

Upon the winding up and dissolution of the corporation, if applicable, after paying or adequately providing for the debts and obligations of the corporation (including any obligations requiring the return of grant funds on the dissolution of the corporation), any capital assets, including facilities or property, purchased in whole or part with public funds may be distributed to the SCCOE, Alpha Public Schools, or another California public school, school district, or county office of education, subject to applicable legal requirements and the Articles of Incorporation. Any remaining assets of the corporation shall be distributed to either (i) such organization organized and operated exclusively for educational purposes which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or (ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes.

This Closure Protocol shall survive the revocation, expiration, termination, or cancellation of the Charter or any other act or event that would end the Charter School's right to operate as a charter school pursuant to the Charter or cause the Charter School to cease operation.

As specified by the Alpha: José Hernández Budget in **Appendix** 4,~~**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~~

MISCELLANEOUS PROVISIONS

BUDGETS

~~"Financial Planning, Reporting and Accountability~~

~~Governing Law:~~ The petitioner or petitioners also shall be required to provide financial statements that include a proposed first -year operational budget, including startup costs, and cashflow~~cash flow~~ and financial projections for the first three years of operation." -~~.~~ Education Code Section 47605(h).

Budget and Financial Plan

Alpha will ensure that AJH~~it~~ operates using a sound financial model. The Budget Narrative, Five Year Budget, Five Year Cash Flow, and LCFF / FCMAT Calculator are included in **Appendix** 4,~~12 – Financial Documents,~~ and outline all key assumptions of funding and expenditures. APS maintains board-approved fiscal control policies and procedures for the operation of APS and Alpha: José Hernández.

Financial Reporting

Alpha shall annually prepare and submit reports to the County in accordance with Education Code Section 47604.33 as follows:

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, an annual update to the LCAP required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year that reflects changes to the preliminary budget through October 31st. Additionally, by January 31~~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 for AJH commercial general liability, workers'~~workers~~ compensation, and other necessary insurance of the types and in the amounts and types required for an enterprise of its size and nature for the operation of the Charter School and subject to the terms approved by the County's risk manager and APS' Board of Directors.

Throughout the life of this contract, Alpha shall pay for and maintain in full force and effect insurance policies issued by an insurance company or companies admitted by the California Insurance Commissioner to do business in the State of California and rated not less than *A-/VII* by A.M. Best Insurance Rating Guide, or in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage.

Alpha will submit documentation of adequate insurance coverage, including liability insurance, to the County on a schedule mutually agreed upon with the County, and at any other time that a policy of insurance and/or memorandum of coverage is changed or a request is made by the County for such documents.

The Charter School agrees to indemnify, defend, and hold harmless the County for the actions of Alpha and its governing nonprofit public benefit corporation under this charter, to the fullest extent permitted by law and in a manner consistent with the County's risk management policies. Pursuant to the Education Code Section 47604(d), the County shall not be liable for the debts and obligations of the Charter School, operated by a California nonprofit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the County has complied with all oversight responsibilities required by law.

ADMINISTRATIVE SERVICES

~~Administrative Services~~

Governing Law: The manner in which administrative services of the charter School are to be provided. Education Code Section 47605(h).

With the exception of services performed by the County in providing oversight to Alpha as defined by Education Code Section 47604.32, all charter-requested services from the County will be on a fee-for-service basis. SCCOE may charge for the actual cost of supervisory oversight of the Charter School, up to any maximum permitted by law (currently described and limited in Education Code Section 47613). The Charter School acknowledges that the SCCOE's actual costs in conducting its oversight obligations will meet or exceed the maximum percentage permitted by law and the SCCOE shall not be required to submit documentation of its actual oversight costs.

All administrative services will be completed by APS employees or through contracted agreements with qualified outside agencies. The Charter School may opt to contract with SCCOE for additional services for a fee, including Financial Services, STRS Enrollment and Report Preparation, Library Resources, Payroll Processing, Professional Development, Program Evaluation, School Plan, and Special Education Services. Whether to provide such services upon request shall be in the SCCOE's sole discretion. The SCCOE may charge for the actual cost of supervisory oversight of the Charter School, up to any maximum permitted by law (currently described and limited in Education Code Section 47613). The Charter School acknowledges that the SCCOE's actual costs in conducting its oversight obligations will meet or exceed the maximum percentage permitted by law and the SCCOE shall not be required to submit documentation of its actual oversight costs. The SCCOE will invoice the Charter School for the cost of general oversight and for any additional services on a quarterly basis.

FACILITIES

~~Facilities~~

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(h).

Alpha operates a single charter school within the geographic jurisdiction of Alum Rock Union Elementary School District. Alpha: José Hernández currently has a facilities use agreement with ARUSD and intends to continue working with the District for the ongoing facility needs of the Charter School. Alpha currently operates at 1601 Cunningham Ave., San José, CA 95122. Alpha will not serve grade levels not served by ARUSD unless it serves all of the grade levels served by ARUSD.

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 4~~12 – Financial Documents~~** for the MOU between Alpha: José Hernández and the Alum Rock Union Elementary School District for use of the current facility.

IMPACT ON CHARTER AUTHORIZER

~~Impact on the Charter Authorizer~~

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

Potential Civil Liability Effects

Intent

This statement is intended to fulfill the terms of Education Code Section 47605(h) and provides information regarding the proposed operation and potential effects of the Charter School on the County.

Civil Liability

Alpha shall be operated by a California nonprofit public benefit corporation, Alpha Public Schools. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to ~~the~~ Education Code Section 47604(d), the County shall not be liable for the debts and obligations of the Charter School, operated by a California nonprofit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the County has complied with all oversight responsibilities required by law. AJH~~Alpha~~ shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of Alpha.

The corporate bylaws of Alpha Public Schools shall provide for indemnification of the Charter School's Board, officers, agents, and employees. The Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

The County shall be named an additional insured on the general liability insurance that Alpha Public Schools maintains for the operation of Alpha.

The Board of Alpha Public Schools will maintain and implement appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Public Record

Alpha acknowledges that Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Alpha, to provide certain information in certain formats and in certain ways to the general public and specifically to parents of students at Alpha and of the County. Alpha further acknowledges that it has the obligation to provide all of such information to the County that is required by these referenced authorities in a timely manner so that the County may meet its obligations under those authorities as well. To the extent that there is information that the County has, but that Alpha does not have that Alpha needs in order to meet its

obligations, the County shall provide the same to Alpha in a reasonably timely manner upon request.

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~~CONCLUSION~~

~~By approving this charter, the Santa Clara County Office of Education will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning.~~

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

~~Approval of the charter shall be governed by the standards and criteria in Education Code Sections 47607 and 47607.2. Alpha pledges to work cooperatively with the County to answer any concerns over this document and to present the County with the strongest possible charter proposal requesting a two-year term to renew operation.~~

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