# BOARD OF EDUCATION AGENDA

REGULAR MEETING
November 10, 2026 - 5:30 PM

Alameda City Hall - Council Chambers

2263 Santa Clara Avenue
Alameda, CA 94501

Regular meetings held in Council Chambers will be recorded and broadcast live on Comcast, Channel 15

The Board of Education will meet for Closed Session and to discuss labor negotiations, student discipline, personnel matters, litigation, and other matters as provided under California State law and set forth on the agenda below. Following Closed Session, the Board reconvenes to Public Session. Adjournment of the Public Session will be no later than 10:30 PM for all regular and special meetings, unless extended by a majority vote of the Board.
Writings relating to a board meeting agenda item that are distributed to at least a majority of the Board members less than 72 hours before the noticed meeting, and that are public records not otherwise exempt from disclosure, will be available for inspection at the District administrative offices, 2060 Challenger Drive, Alameda, CA. Such writings may also be available on the District's website. (Govt Code 54957.5b).
Individuals who require special accommodations (American Sign Language interpreter, accessible seating, documentation in accessible format, etc.) should contact Kerri Lonergan, Assistant to the Superintendent, at 337-7187 no later than 48 hours preceding the meeting.

## IF YOU WISH TO ADDRESS THE BOARD OF EDUCATION

Please submit a "Request to Address the Board" slip to Kerri Lonergan, Assistant to the Superintendent, prior to the introduction of the item. For meeting facilitation, please submit the slip at your earliest possible convenience. Upon recognition by the President of the Board, please come to the podium and identify yourself prior to speaking. The Board of Education reserves the right to limit speaking time to three (3) minutes or fewer per individual. Speakers are permitted to yield their time to one other speaker, however no one speaker shall have more than four (4) minutes.

**Closed Session Items**: may be addressed under Public Comment on Closed Session Topics.

**Non Agenda and Consent Items:** may be addressed under Public Comments.

**Agenda Items:** may be addressed after the conclusion of the staff presentation on the item.

### A. CALL TO ORDER

1. Call to Order - Closed Session - 5:30 PM - Board President Ryan LaLonde Will Call the Meeting to Order in Council Chambers in Alameda City Hall (2263 Santa Clara Avenue).
2. Public Comment on Closed Session Topics: The Board will hear public comments on Closed Session agenda items. The Board of Education Reserves the Right to Limit Public Comment to 10 Minutes for Closed Session Items.
3. Recess to Closed Session - Board Members will meet privately in Conference Room 391 in City Hall for Closed Session. Any action taken during Closed Session will be reported out under "Closed Session Action Report."

   Student Discipline Matters (Student Suspension, Expulsion, or Readmittance) – Education Code § 48918, 35146. (1 case):

   1. Case #27-01

4. **********

**Reconvene to Public Session - 6:30 PM - Council Chambers**

Alameda Unified School District encourages public participation in person or remotely.

**In Person Participation**
Meeting locations are listed at the top of the agenda.
A speaker slip must be submitted to speak on any item in person.

**Remote Participation via Zoom on a Computer/Smart Phone/Device**
Ensure you are using the most current version of the Zoom app or an updated web browser. Certain functionality may be disabled if the app or browser are not updated.

Register using the link below. Click "raise hand" when you wish to speak on an item and click "unmute" once you have been called to speak.

**Remote Participation via Standard Telephone Call**
Call **669-900-9128** and enter the Meeting ID listed at the top of the agenda. Dial *9 to raise your hand when you wish to speak on an item and dial *6 to unmute once you have been called to speak.

**Join Public Board Meeting at 6:30pm**
**(Zoom format)**

**Zoom Registration Link:**
**https://alamedaca-gov.zoom.us/webinar/register/WN_LxU07bNWRqa7BbaGnCXAsw**

**For Telephone Participants:**

**Zoom Phone Number: 669-900-9128**
**Zoom Meeting ID: 892 1582 9256**
**********

5. Reconvene to Open Session - 6:30 PM - City Council Chambers - Board President Ryan LaLonde will reconvene to Open Session.
6. Pledge of Allegiance - Student Board Members will lead the Pledge of Allegiance
7. Roll Call/Introduction of Board Members and Student Board Members
8. Closed Session Action Report: Action taken during Closed Session will be reported out under this agenda item.

   Education Code § 48918(j): Discussion and consideration of confidential student discipline matters may occur in Closed Session, as permitted by law; however, the final vote for expulsions must take place in Open (Public) Session.

**B. MODIFICATION(S) OF THE AGENDA - The Board may change the order of business including, but not limited to, an announcement that an agenda item will be considered out of order, that consideration of an item has been withdrawn, postponed, rescheduled or removed from the Consent Calendar for separate discussion and possible action**

**C. APPROVAL OF MINUTES**

1. Minutes from the October 27, 2026 Regular Board of Education Meeting will be considered (5 Mins/Action)

## D. COMMUNICATIONS

1. Public Comments - This public comment period is designated for matters within the jurisdiction of the Board of Education that are not listed on the agenda. Members of the public may provide comments in person or electronically via computer, tablet, or smartphone. Individuals wishing to speak must submit a speaker slip (in person) or utilize the "Raise Hand" feature on Zoom (virtual). Once the public comment period has commenced, no additional speaker slips or raised hands will be accepted. In the event of technical difficulties or meeting disruptions, the Board reserves the right to discontinue public comment via Zoom at any time. Members of the public who are unable to participate in the meeting may submit written comments to: klonergan@alamedaunified.org. The Board may limit public comments under this agenda item to 20 minutes with any remaining comments coming at the end of General Business.
2. Written Correspondence - Written correspondence regarding an agenda item that is distributed to a majority of Board Members is shared.
3. Report from Employee Organizations - Representatives from the District's employee organizations may make announcements or provide information to the Board and Public in the form of a brief oral report. The Board will not take action on such items. Alameda Education Association (AEA); California School Employees Association Chapter 27 (CSEA 27); California School Employees Association Chapter 860 (CSEA 860) (5 Mins Each/Information).
4. PTA Council Report - Representatives from the District's PTA Council group may make announcements or provide information to the Board and Public in the form of a brief oral report. The Board will not take action on such items. (5 Mins/Information)
5. Board Members' Report - Board of Education Members may make announcements or provide information to the Public in the form of an oral report. The Board will not take action on such items.
6. Superintendent's Report - The Superintendent of Schools may make announcements or provide information to the Board and Public in the form of an oral report. The Board will not take action on such items.
7. Student Board Members' Report - Student Board Members may make announcements or provide information to the Board and the Public in the form of an oral report. The Board will not take action on such items. (5 Mins Each/Information)

## E. ADOPTION OF THE CONSENT CALENDAR

1. Certificated Personnel Actions
2. Classified Personnel Actions
3. Approval and Acceptance of Donations
4. Approval and Ratification of Contracts Executed Pursuant to Board Policy 3300
5. Approval and Ratification of Facilities Bond Measure I and Measure B Contracts (Standing Item)
6. Approval of Bill Warrants and Payroll Registers
7. Approval of Individual Service Agreements (ISAs) with Non-Public Schools and Non-Public Agencies
8. Approval of New Job Description: Director of Research, Assessment, Data, and Strategy

9. Proclamation: Veterans Day - November 11, 2026

10. Resolution No. 2026-2027.23 Approval of Budget Transfers, Increases, Decreases

**F. GENERAL BUSINESS – Informational reports and action items are presented under General Business. The public may comment on each item listed under General Business as the item is taken up. The Board reserves the right to limit public comment on General Business items to ten (10) minutes per item. The Board may, with the consent of persons representing both sides of an issue, allocate a block of time to each side to present their issue.**

1. Alameda Community Learning Center (ACLC) Charter Renewal Petition: Resolution No. 2026-2027.21 Approving the Charter Renewal Petition for Alameda Community Learning Center (ACLC) (10 Mins/Action)

2. Nea Community Learning Center (NEA) Charter Renewal Petition: Resolution No. 2026-2027.22 Approving the Charter Renewal Petition for Nea Community Learning Center (Nea) (10 Mins/Action)

3. Update on 2026 California School Dashboard Results (20 Mins/Information)

**G. ADJOURNMENT**

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

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|---|---|
| **Item Title:** | Recess to Closed Session - Board Members will meet privately for Closed Session in Conference Room 391 in City Hall. Any action taken during Closed Session will be reported out under "Closed Session Action Report." |
| **Item Type:** | Closed Session |
| **Background:** | Recess to Closed Session - Board Members will meet privately in Conference Room 391 in City Hall for Closed Session. Any action taken during Closed Session will be reported out under "Closed Session Action Report."<br><br>Student Discipline Matters (Student Suspension, Expulsion, or Readmittance) – Education Code § 48918, 35146. (1 case):<br><br>1. Case #27-01 |
| **AUSD LCAP Goals:** | 1. Eliminate barriers to student success and maximize learning time. |
| **Fund Codes:** | |
| **Fiscal Analysis** | |
| **Amount (Savings) (Cost):** | |
| **Recommendation:** | |
| **AUSD Guiding Principle:** | |
| **Submitted By:** | |

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ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

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|---|---|
| **Item Title:** | Closed Session Action Report |
| **Item Type:** | Action |
| **Background:** | Closed Session Action Report: Action taken during Closed Session will be reported out under this agenda item.<br><br>Education Code § 48918(j): Discussion and consideration of confidential student discipline matters may occur in Closed Session, as permitted by law; however, the final vote for expulsions must take place in Open (Public) Session. |
| **AUSD LCAP Goals:** | |
| **Fund Codes:** | |
| **Fiscal Analysis** | |
| **Amount (Savings) (Cost):** | |
| **Recommendation:** | |
| **AUSD Guiding Principle:** | |
| **Submitted By:** | |

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

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**Item Title:** Minutes from the October 27, 2026 Regular Board of Education Meeting will be considered (5 Mins/Action)

**Item Type:** Action

**Background:** Staff has prepared minutes following Board Bylaw 9324 – Minutes and Recordings:
In order to ensure that the minutes are focused on Board action, the minutes shall include only a brief summary of the Board's discussion, but shall not include a verbatim record of the Board's discussion on each agenda topic or the names of Board members who made specific points during the discussion.

Minutes coming to the Board for approval are:

- October 27, 2026 Regular Board Meeting

**AUSD LCAP Goals:**

**Fund Codes:**

**Fiscal Analysis**

**Amount (Savings) (Cost):**

**Recommendation:** Approve as submitted.

**AUSD Guiding Principle:**

**Submitted By:** Kerri Lonergan, Senior Executive Assistant to the Superintendent and Board of Education

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**ATTACHMENTS:**

| | Description | Upload Date | Type |
|---|---|---|---|
| 🗋 | Unadopted Minutes from October 27, 2026 Board Mtg | 11/4/2026 | Backup Material |

**BOARD OF EDUCATION MEETING**
October 27, 2026
Alameda City Hall
2263 Santa Clara Avenue
Alameda, California 94501

**UNADOPTED MINUTES**

**REGULAR MEETING:** The regular meeting of the Board of Education was held at the date and location mentioned above.

## A. CALL TO ORDER

1. Call to Order - Open Session – 6:30pm
   Board President Ryan LaLonde called the meeting to order in Council Chambers at Alameda City Hall at 6:30pm.

2. Pledge of Allegiance
   Board President LaLonde led the Pledge of Allegiance.

3. Roll Call/Introduction of Board Members
   Board of Education Members present: Board President Ryan LaLonde, Board Vice President Heather Little, Board Members Carrie Hahnel, Gary K. Lim, and Erick O. Bell. Student Board Members Ethan Li and Penny Locke were present. Student Board Member Maya Schrager was absent.

## B. MODIFICATION(S) OF THE AGENDA

There were no modifications to the agenda.

## C. APPROVAL OF MINUTES

1. Minutes from the October 13, 2026 Regular Board of Education Meeting
   The Board considered the minutes from the October 13, 2026 Regular Board of Education meeting.

   ***Motion to approve the minutes from the October 13, 2026 Regular Board of Education meeting.***

   **MOTION: Member Little** **SECONDED: Member Hahnel**

   **STUDENT BOARD MEMBER VOTES**
   **AYES: Members Li and Locke**
   **NOES:**
   **ABSENT: Member Schrager**

   **BOARD MEMBER VOTES**

**AYES: Members LaLonde, Little, Hahnel, Lym, and Bell**
**NOES:**
**ABSENT:**

**MOTION APPROVED**

## D. COMMUNICATIONS

1. Public Comments on Non-Agenda Items
   *Scott Vrabel, parent of an Earhart Elementary student*: Mr. Vrabel raised concerns about the district's special education program, citing unclear program definitions, excessive class sizes, staffing turnover, and inadequate support for students with complex needs. He also expressed concern about the lack of communication following his son's teacher's resignation and urged the district to address the program's staffing and resource needs.

2. Written Correspondence
   The Board did not receive written correspondence related to the agenda.

3. Report from Employee Organizations
   *Alameda Education Association (AEA)*: Judy Ganley, AEA president, acknowledged concerns raised about special education and reported that she had met with the Superintendent and Assistant Superintendent Kirsten Zazo to discuss the issues. She expressed confidence that progress was being made and committed to continuing to advocate for students and staff. Ms. Ganley also provided an update on AEA's election-related canvassing efforts.

4. PTA Council Report
   No PTA Council representative was present to provide a report.

5. Board Members' Report
   *Board Member Erick O. Bell*: Board Member Bell shared that he had met with community members and planned to visit ACLC and NEA and attend BIPOC Family Night at Love Elementary. He spoke about the importance of leading with empathy and recognized Island High School student "MW's" birthday. Board Member Bell also highlighted the value of the school's Accounting Career Awareness Program.

   *Board President Ryan LaLonde*: Board President LaLonde encouraged community members to contact Board Members by email with concerns so the Board can better understand issues, consider potential agenda items, and arrange workshops rather than first hearing concerns during Board of Education meetings. He shared his participation in Walk and Roll to School Day and his role on the California Interscholastic Federation's (CIF) Northern California Section Board of Managers, where he works on athletic policies and scheduling. He also raised concerns about discriminatory policies affecting transgender athletes and noted that the district did not receive a sportsmanship award, encouraging student-athletes to follow the code of sportsmanship to protect the district's athletic opportunities and privileges.

6. Superintendent's Report

Superintendent Pasquale Scuderi congratulated Alameda High School student-athletes on their recent postseason accomplishments in water polo, flag football, volleyball, and golf. He also thanked teachers and staff who participated in the October 23 professional learning day and acknowledged the work of the organizers and facilitators.

7. Student Board Members' Report:
   *Student Board Member Ethan Li (ASTI)*: Student Board Member Li reported on the installation of additional bike racks at ASTI, thanked Maintenance and Operations and parent donors, and shared updates on Model United Nations, club mini-grants, Spirit Week, and upcoming school events. He also announced ASTI's dual-enrollment registration and outreach activities for prospective students.

   *Student Board Member Penny Locke (Encinal Jr. & Sr. High School)*: Student Board Member Locke reported on Encinal's fall sports results and upcoming postseason competitions. She also highlighted the radio class's second-place finish in the National Student Production Awards, the Island Model UN conference, upcoming concurrent enrollment information, a Halloween event, holiday drives, and student government and election activities.

## E. ADOPTION OF THE CONSENT CALENDAR

1. Certificated Personnel Actions
2. Classified Personnel Actions
3. Approval and Ratification of Contracts Executed Pursuant to Board Policy 3300
4. Approval and Ratification of Facilities Bond Measure I and Measure B Contracts
5. Approval of Bill Warrants and Payroll Registers
6. Approval of Individual Service Agreements (ISAs) with Non-Public Schools and Non-Public Agencies
7. Approval of Physical Education (PE) Exemptions for Eligible Island High School Students
8. Approval of Proposed Paid Adult Meal Price Adjustment
9. Approval of School Site Family Involvement Policies for 2026-27 School Year
10. Approval of Superintendent's Recommendation to Appoint Members to the Parcel Tax Oversight Committee
11. Proclamation: California Sikh American Awareness and Appreciation Month - November
12. Proclamation: National Native American Heritage Month - November
13. Resolution No. 2026-2027.17 Approval of Budget Transfers, Increases, Decreases
14. Resolution No. 2026-2027.18 Authorization to Dispose of Surplus Property
15. Resolution No. 2026-2027.19 Approval of Notice of Completion: Encinal Jr. & Sr. High School Stadium and Field Renovation
16. Resolution No. 2026-2027.20 Approval of Notice of Completion: Island High School & Alameda Child Development Center at Longfellow Campus – HVAC Modernization Project

***Motion to approve the Consent Calendar***

**MOTION: Member Hahnel** **SECONDED: Member Little**

**STUDENT BOARD MEMBER VOTES**
**AYES: Members Li and Locke**
**NOES:**
**ABSENT: Member Schrager**

**BOARD MEMBER VOTES**
**AYES: Members LaLonde, Little, Hahnel, Lym, and Bell**
**NOES:**
**ABSENT:**

**MOTION APPROVED**

## F. GENERAL BUSINESS

1. Approval of Measure B Lincoln Middle School Modernization Project Schematic Design

Assistant Superintendent of Business Services Shariq Khan, Director of Construction Ruth Boyd, and Principal Architect Joel Williams of QKA presented the proposed schematic design for the Lincoln Middle School modernization project. The presentation reviewed the facilities master plan, school-site input, project priorities, design elements, budget constraints, and anticipated timeline.

The project's Measure B allocation is approximately $52.1 million. Updated estimates for the full master plan scope reached approximately $72.5 million, requiring the district to prioritize work. The design includes a new gymnasium with two flexible classrooms and inclusive restrooms, conversion of existing locker rooms into special education classrooms and support spaces, creation of a multimedia art classroom and science lab from the wood shop, modernization of classroom pods and student restrooms, and improvements to outdoor learning areas. Required soil stabilization, accessibility, waterfront, and safety work will also be addressed. Current estimates indicate that the project can complete required work and school priorities through the 900 Building refresh; additional science and art classroom work, furniture, and technology upgrades may require future funding.

Board members asked about gender-inclusive restrooms, Bay Conservation and Development Commission requirements and potential costs, temporary student accommodations during construction, campus capacity and enrollment projections, the project budget and items removed from the original scope, locker room use, student safety during construction, and the possibility of installing an artificial turf field. Staff explained that construction phasing is being developed to minimize the need for portable classrooms and maintain student safety. The project is expected to proceed through detailed design and agency review, with construction anticipated to begin in 2028 and occupancy targeted for fall 2030.

Public Hearing Opened: 7:19pm

No Public Comments
Public Hearing Closed: 7:20pm

***Motion to approve the Measure B Lincoln Middle School Modernization Project Schematic Design***

**MOTION: Member Lym** **SECONDED: Member Bell**

**STUDENT BOARD MEMBER VOTES**
**AYES: Members Li and Locke**
**NOES:**
**ABSENT: Member Schrager**

**BOARD MEMBER VOTES**
**AYES: Members LaLonde, Little, Hahnel, Lym, and Bell**
**NOES:**
**ABSENT:**

**MOTION APPROVED**

2. Alameda Community Learning Center (ACLC) Charter Renewal Petition: Findings and Recommendations

Assistant Superintendent Kirsten Zazo presented the District's findings and recommendations following its review of ACLC's charter renewal petition. The review considered academic performance, leadership and governance, continuous improvement, fiscal accountability, compliance with the charter, enrollment, classroom observations, interviews, and school records. Staff identified strengths in student voice, inclusion, belonging, hands-on instruction, and a clearly shared school mission. Areas for improvement included standards-based instructional rigor, particularly in mathematics, and continued monitoring of enrollment and intervention effectiveness.

Public Comments:
*Heather Dutton, ACLC facilitator and chair of the NEA/ACLC union*: Ms. Dutton read a statement on behalf of the union supporting the renewal of both NEA and ACLC. She highlighted the schools' close-knit learning communities, family involvement, collaborative labor-management relationship, and innovative project-based learning environments.

Board members asked how staff evaluated instructional rigor and determined the recommended renewal term, including the use of academic performance and comparisons with district schools. Discussion also addressed the percentage of students residing within AUSD and the statutory requirement to compare charter schools located in Alameda with schools in the district.

Staff recommended a five-year renewal term for consideration when the item comes back to the Board for action on November 10, 2026.

3. NEA Community Learning Center (NEA) Charter Renewal Petition: Findings and Recommendations

Assistant Superintendent Kirsten Zazo presented the District's findings and recommendations for NEA's charter renewal petition. The review identified strengths in standards-based curriculum, hands-on and project-based learning, student engagement, learner-centered culture, and the school's use of data to adjust programs. Areas for continued improvement included instructional interventions and progress monitoring, professional development and alignment, and recruitment and retention of middle school students.

Public Comments:

*Pam McElroy, NEA educator and former AUSD educator*: Ms. McElroy described NEA's practices for communicating academic concerns to families, including assessment results, conferences, after-school support, weekly progress updates, and classroom newsletters. She emphasized that staff work with families to address academic needs and provide additional resources.

*Evan Phillipe, former NEA PTSA president and parent*: Mr. Philippi spoke in support of NEA and ACLC, describing his children's successful transitions from NEA to Encinal High School. He highlighted the schools' small class sizes, collaborative learning, diverse student population, and ability to adapt to changing educational needs.

*Teresa Barnes, NEA parent and former AUSD student*: Ms. Barnes described how NEA provided a welcoming and supportive environment for her son after a difficult experience at another school. She praised the school's academic, social-emotional, and project-based learning environment, which helped her son develop an interest in architecture and engineering.

*Marissa Nowlan, NEA parent, PTA executive board member, and educator*: Ms. Nolan described NEA as a safe and supportive community for her children, including her child with significant needs. She praised the school's communication with families, individualized supports, small class sizes, and commitment to helping students succeed.

*Anne Gobell, NEA facilitator and parent*: Ms. Gobell described the supportive school community and the individualized attention students receive. She shared that after her son struggled at another school, returning to NEA helped him thrive academically and socially, including advancing to ninth-grade mathematics while in eighth grade.

*Philip Millstone, NEA parent*: Mr. Millstone spoke about the sense of student ownership fostered at NEA and how his children made educational choices as they moved between schools. He praised the school's close-knit community and asked the Board to renew its charter.

*Fay Gordon, NEA parent*: Ms. Gordon highlighted NEA's project-based learning, improving academic performance, and strong social-emotional focus. She described the

support her family received during difficult circumstances and emphasized the importance of a stable, caring school community.

Board members thanked the speakers and discussed the value of educational options for Alameda families, student choice, and the collaborative relationship between the district and its charter schools. Board members also acknowledged NEA's improvement in state test scores, particularly in English language arts, while noting the continued need for progress in mathematics.

Staff recommended a five-to-seven-year renewal term for consideration when the item comes back to the Board for action on November 10, 2026.

## G. ADJOURNMENT

Board President Ryan LaLonde thanked members of the virtual and in person audience for attending the meeting, and he announced that the next regular Board meeting would be held on November 10, 2026.

The meeting adjourned at 8:43pm.

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

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| | |
|---|---|
| **Item Title:** | Certificated Personnel Actions |
| **Item Type:** | Consent |
| **Background:** | ***NOTE: If approved by the Board, personnel reports are uploaded the day after the meeting.*** |
| **AUSD LCAP Goals:** | |
| **Fund Codes:** | |
| **Fiscal Analysis** | |
| **Amount (Savings) (Cost):** | All positions shown are authorized by the board and are included in the 2026-2027 budget. |
| **Recommendation:** | Approve as submitted. |
| **AUSD Guiding Principle:** | #6 - Allocation of funds must support our vision, mission, and guiding principles. |
| **Submitted By:** | Timothy Erwin, Assistant Superintendent, Human Resources |

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**ATTACHMENTS:**

| | Description | Upload Date | Type |
|---|---|---|---|
| 🗋 | Certificated Personnel Actions | 11/12/2026 | Backup Material |

Docusign Envelope ID: 94547136-6F08-8651-81B2-3B959A0E629D

**Certificated Personnel Actions November 10, 2026**

**Temporary Appointment(s)- Ending June 4, 2026**

| | Last | First | Assignment | FTE | Location | Effective Date |
|---|---|---|---|---|---|---|
| 1 | Dawson | John (Scott) | Mild Moderate Support Needs | 1.00 | Earhart Elementary | 11/2/2026-4/30/2027 |
| 2 | Spencer | Cordelia (Rory) | Grade 1 | 1.00 | Love Elementary | 12/3/2026 |
| 3 | Tipton-Jasti | Kristina | Grade 1 | 1.00 | Edison Elementary | 1/4/2027 |

**Athletic Coach Appointment(s)**

| | Last | First | Assignment | Location | Effective Date |
|---|---|---|---|---|---|
| 4 | Mallari | Joshua | Assistant Coach- Women's Volleyball | Alameda High | 11/6/2026 |

**Other Appointment(s)**

| | Last | First | Assignment | Location | Effective Date |
|---|---|---|---|---|---|
| 5 | Darling | Lucia | Substitute Teacher | Human Resources | 10/27/2026 |
| 6 | Diesta | Neo | Substitute Teacher | Human Resources | 11/5/2026 |
| 7 | Flynt | Kelly | Assistant- Drama Director | Alameda High | 10/23/2026 |
| 8 | Lau | Keenan | Substitute Teacher | Human Resources | 10/26/2026 |
| 9 | Nunez | Eliana | Substitute Teacher | Human Resources | 10/27/2026 |
| 10 | Taylor | Nancy | Substitute Teacher | Human Resources | 11/5/2026 |

Certified:

Signed by:
Timothy Erwin
DC285FEA0EFC43A...

Timothy Erwin, Assistant Superintendent, Human Resources

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

| | |
|---|---|
| **Item Title:** | Classified Personnel Actions |
| **Item Type:** | Consent |
| **Background:** | ***NOTE: If approved by the Board, personnel reports are uploaded the day after the meeting.*** |
| **AUSD LCAP Goals:** | |
| **Fund Codes:** | |
| **Fiscal Analysis** | |
| **Amount (Savings) (Cost):** | All positions shown are authorized by the board and are included in the 2026-2027 budget. |
| **Recommendation:** | Approve as submitted. |
| **AUSD Guiding Principle:** | #6 - Allocation of funds must support our vision, mission, and guiding principles. |
| **Submitted By:** | Timothy Erwin, Assistant Superintendent, Human Resources |

**ATTACHMENTS:**

| | Description | Upload Date | Type |
|---|---|---|---|
| 🗋 | Classified Personnel Actions | 11/12/2026 | Backup Material |

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# Classified Personnel Actions
## Date:November 10, 2026

**Appointments**

| | Last | First | Assignment | FTE | Location | Effective Date |
|---|---|---|---|---|---|---|
| 1 | Croom | Shanti | Program Specialist, Black/Afr Am. | 1 | Teaching&Learning | 11/1/2026 |
| 2 | Hildebrand | Meghan | School Office Asst | 1 | Lincoln MS | 11/2/2026 |
| 3 | Tobias | Julia | Paraprofessional II | 0.75 | Paden | 11/2/2026 |

**Resignation**

| | | | | | | |
|---|---|---|---|---|---|---|
| 4 | Benitez | Mara | Food Service Asst I | 0.25 | Paden | 11/13/2026 |
| 5 | Boardman | Philip | Food Service Asst I | 625 | Wood MS | 11/5/2026 |
| 6 | Smith | Micah | Food Service Asst I | 0.625 | Food Services | 11/2/2026 |

**Leave of Absence(s)**

| | Last | First | Reason | FTE | Location | Effective Date |
|---|---|---|---|---|---|---|
| 7 | Shelton | Tara | Study | 0.75 | Edison | 1/19/2027-5/8/2027 |

**Retirement**

| | | | | | | |
|---|---|---|---|---|---|---|
| 8 | Heeter | Heather | Paraprofessional III | 0.75 | Encinal Jr/Sr HS | 2/26/2027 |

Signed by:
Timothy Erwin
DC285FEA0EEC43A...

Certified: Timothy Erwin, Assistant Superintendent, Human Resources

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

| | |
|---|---|
| **Item Title:** | Approval and Acceptance of Donations |
| **Item Type:** | Consent |
| **Background:** | Throughout the school year, donations are routinely accepted by the District. The donations are from various sources and are commonly designated for specific schools or departments, and for specific use.<br><br>The attached report provides a detailed summary of all donations received during the reporting period, including donation amount, donor names, and designated recipients. |
| **AUSD LCAP Goals:** | 4. Ensure that all students have access to basic services. |
| **Fund Codes:** | 01 General Fund |
| **Fiscal Analysis** | |
| **Amount (Savings) (Cost):** | Will increase the revenues of the District in the amount of $122,281.65. |
| **Recommendation:** | Approve as submitted. |
| **AUSD Guiding Principle:** | #5 - Accountability, transparency, and trust are necessary at all levels of the organization.\| #6 - Allocation of funds must support our vision, mission, and guiding principles. |
| **Submitted By:** | Shariq Khan, Assistant Superintendent of Business Services |

**ATTACHMENTS:**

| | Description | Upload Date | Type |
|---|---|---|---|
| 🗋 | Summary Site Donations | 11/4/2026 | Backup Material |

**2026-2027**
**Summary Site Donations**
**October 16, 2026 - October 30, 2026**

| Slip Date | Site | Donor | Amount | Site Total | Total Donations |
|---|---|---|---|---|---|
| 9/28/2026 | Alameda HS | Peter Van Lieshout | $ 32.00 | | |
| 10/1/2026 | Alameda HS | Huddle Tickets | $ 3,090.00 | | |
| 10/1/2026 | Alameda HS | Tamalpais High Boosters Club | $ 175.00 | | |
| 10/5/2026 | Alameda HS | Stephanie Farnham | $ 16.25 | | |
| 10/6/2026 | Alameda HS | A C Mance | $ 60.00 | | |
| 10/6/2026 | Alameda HS | Alex Breuer | $ 30.00 | | |
| 10/6/2026 | Alameda HS | Alvin Huang | $ 30.00 | | |
| 10/6/2026 | Alameda HS | Amy Miller | $ 60.00 | | |
| 10/6/2026 | Alameda HS | Amy Nyquist | $ 90.00 | | |
| 10/6/2026 | Alameda HS | Andrew Stewart | $ 60.00 | | |
| 10/6/2026 | Alameda HS | Anthony Young | $ 30.00 | | |
| 10/6/2026 | Alameda HS | Becky Xin Zhu | $ 60.00 | | |
| 10/6/2026 | Alameda HS | Benjamin Su | $ 60.00 | | |
| 10/6/2026 | Alameda HS | Carrie Purins | $ 60.00 | | |
| 10/6/2026 | Alameda HS | Cash | $ 948.00 | | |
| 10/6/2026 | Alameda HS | Charles William Pell | $ 30.00 | | |
| 10/6/2026 | Alameda HS | Christopher Thomas Crowley | $ 30.00 | | |
| 10/6/2026 | Alameda HS | Christopher Wong | $ 30.00 | | |
| 10/6/2026 | Alameda HS | Cindy Cheung | $ 60.00 | | |
| 10/6/2026 | Alameda HS | Claudia and Steven Lee | $ 90.00 | | |
| 10/6/2026 | Alameda HS | Clayton and Alice Lee | $ 30.00 | | |
| 10/6/2026 | Alameda HS | Dan Goldfield | $ 30.00 | | |
| 10/6/2026 | Alameda HS | Dan Liao | $ 30.00 | | |
| 10/6/2026 | Alameda HS | Denise Burpee | $ 60.00 | | |
| 10/6/2026 | Alameda HS | Dominique Guzman | $ 60.00 | | |
| 10/6/2026 | Alameda HS | Doris Ung | $ 30.00 | | |
| 10/6/2026 | Alameda HS | Dr. William Wood | $ 60.00 | | |
| 10/6/2026 | Alameda HS | Duurenjargal Bold | $ 30.00 | | |
| 10/6/2026 | Alameda HS | Elaine Huang | $ 60.00 | | |
| 10/6/2026 | Alameda HS | Eun Koo Chong | $ 30.00 | | |
| 10/6/2026 | Alameda HS | Genevieve Meyer | $ 30.00 | | |
| 10/6/2026 | Alameda HS | Grace Caulfield | $ 60.00 | | |
| 10/6/2026 | Alameda HS | Helen Liu | $ 30.00 | | |
| 10/6/2026 | Alameda HS | Henning Schulz | $ 30.00 | | |
| 10/6/2026 | Alameda HS | Hoon Kim | $ 30.00 | | |
| 10/6/2026 | Alameda HS | Jacqueline Downing | $ 30.00 | | |
| 10/6/2026 | Alameda HS | James Liu | $ 60.00 | | |
| 10/6/2026 | Alameda HS | Jason Cheng | $ 30.00 | | |
| 10/6/2026 | Alameda HS | Jeff Thomas | $ 30.00 | | |
| 10/6/2026 | Alameda HS | Jerrod Denham | $ 90.00 | | |
| 10/6/2026 | Alameda HS | John Vu | $ 60.00 | | |
| 10/6/2026 | Alameda HS | Joy Bose | $ 30.00 | | |
| 10/6/2026 | Alameda HS | Julianna Chow | $ 60.00 | | |
| 10/6/2026 | Alameda HS | Kathleen Von Martens | $ 30.00 | | |
| 10/6/2026 | Alameda HS | Kevin Mehlberg | $ 60.00 | | |
| 10/6/2026 | Alameda HS | Kevin Suer | $ 30.00 | | |
| 10/6/2026 | Alameda HS | Kevin Walsh | $ 60.00 | | |
| 10/6/2026 | Alameda HS | Kristen Curran | $ 90.00 | | |
| 10/6/2026 | Alameda HS | Larissa Adam | $ 30.00 | | |

**2026-2027**
**Summary Site Donations**
**October 16, 2026 - October 30, 2026**

| | | | | |
|---|---|---|---|---|
| 10/6/2026 | Alameda HS | Luis Victorio | $ | 60.00 |
| 10/6/2026 | Alameda HS | Luther Dupree III | $ | 60.00 |
| 10/6/2026 | Alameda HS | Marci Nettles | $ | 60.00 |
| 10/6/2026 | Alameda HS | Maria Islas-Banthi | $ | 30.00 |
| 10/6/2026 | Alameda HS | Meryem Tezdogan | $ | 60.00 |
| 10/6/2026 | Alameda HS | Patrick Sutton | $ | 30.00 |
| 10/6/2026 | Alameda HS | Ping Liu | $ | 90.00 |
| 10/6/2026 | Alameda HS | Robert Detlefs | $ | 30.00 |
| 10/6/2026 | Alameda HS | Samuel Verdickt | $ | 60.00 |
| 10/6/2026 | Alameda HS | Scott Smith | $ | 30.00 |
| 10/6/2026 | Alameda HS | Sherry Perez | $ | 60.00 |
| 10/6/2026 | Alameda HS | Stephanie Farnham | $ | 30.00 |
| 10/6/2026 | Alameda HS | Stephanie Piper | $ | 30.00 |
| 10/6/2026 | Alameda HS | The Tan Mori Living Trust | $ | 30.00 |
| 10/6/2026 | Alameda HS | Tongsong Tan | $ | 30.00 |
| 10/6/2026 | Alameda HS | Vadym Pokotylo | $ | 60.00 |
| 10/6/2026 | Alameda HS | Vincent Camcho | $ | 30.00 |
| 10/6/2026 | Alameda HS | Vincent Wu | $ | 60.00 |
| 10/6/2026 | Alameda HS | William Tran | $ | 120.00 |
| 10/6/2026 | Alameda HS | Zhi Wu | $ | 10.00 |
| 10/6/2026 | Alameda HS | Xavier Woodruff | $ | 16.25 |
| 10/8/2026 | Alameda HS | Huddle Tickets/ Go Fan | $ | 1,015.00 |
| 10/8/2026 | Alameda HS | Raffi Aghapekian | $ | 16.25 |
| 10/9/2026 | Alameda HS | Tammy Glover | $ | 30.00 |
| 10/9/2026 | Alameda HS | Carmen Henrikson | $ | 16.25 |
| 10/9/2026 | Alameda HS | Ellen Steuer | $ | 16.25 |
| 10/10/2026 | Alameda HS | Seraphina Tong-Yeomans | $ | 16.25 |
| 10/10/2026 | Alameda HS | Traci Price | $ | 16.25 |
| 10/10/2026 | Alameda HS | Melissa Anderson | $ | 16.25 |
| 10/10/2026 | Alameda HS | Katrina Wong | $ | 16.25 |
| 10/12/2026 | Alameda HS | Christopher Carling | $ | 16.25 |
| 10/12/2026 | Alameda HS | Kisa Konrad | $ | 16.25 |
| 10/13/2026 | Alameda HS | Cash | $ | 1,614.00 |
| 10/14/2026 | Alameda HS | Huddle Tickets/ Go Fan | $ | 2,101.00 |
| 10/14/2026 | Alameda HS | Liye Zhong | $ | 16.25 |
| 10/15/2026 | Alameda HS | Tamara Rucker | $ | 16.25 |
| 10/15/2026 | Alameda HS | Jeffrey Hochderffer | $ | 16.25 |
| 10/15/2026 | Alameda HS | Rachel Falk | $ | 16.25 |
| 10/15/2026 | Alameda HS | Amanda Milo | $ | 16.25 |
| 10/16/2026 | Alameda HS | Alameda HS PTSA | $ | 1,978.44 |
| 10/16/2026 | Alameda HS | Shondella Reed | $ | 16.25 |
| 10/16/2026 | Alameda HS | Elizabeth Tran Wong | $ | 16.25 |
| 10/16/2026 | Alameda HS | Ryan Koeneke | $ | 16.25 |
| 10/17/2026 | Alameda HS | Danuta Fitzsimmons | $ | 16.25 |
| 10/19/2026 | Alameda HS | Cash | $ | 921.00 |
| 10/19/2026 | Alameda HS | Mehmet Goktan | $ | 525.00 |
| 10/19/2026 | Alameda HS | Nalani Aleteanu | $ | 16.25 |
| 10/20/2026 | Alameda HS | Yung Chen | $ | 16.25 |
| 10/20/2026 | Alameda HS | James Tse | $ | 16.25 |
| 10/21/2026 | Alameda HS | Becky Li | $ | 105.00 |
| 10/21/2026 | Alameda HS | Einas Shatir | $ | 16.25 |
| 10/21/2026 | Alameda HS | David Mitchell | $ | 16.25 |

**2026-2027**
**Summary Site Donations**
**October 16, 2026 - October 30, 2026**

| | | | | | |
|---|---|---|---|---|---|
| 10/21/2026 | Alameda HS | Leslie Gallagher | $ | 210.00 | |
| 10/21/2026 | Alameda HS | Melissa Moses | $ | 105.00 | |
| 10/21/2026 | Alameda HS | Anthony Phillip | $ | 315.00 | |
| 10/21/2026 | Alameda HS | Amanda Milo | $ | 315.00 | |
| 10/21/2026 | Alameda HS | Veronica Favela | $ | 16.25 | |
| 10/21/2026 | Alameda HS | Sandy Wong | $ | 16.50 | |
| 10/21/2026 | Alameda HS | Claudia Lee | $ | 16.50 | |
| 10/21/2026 | Alameda HS | Alexia Rodriguez | $ | 210.00 | |
| 10/21/2026 | Alameda HS | Leslie Gallagher | $ | 105.00 | |
| 10/21/2026 | Alameda HS | Phu Trinh | $ | 210.00 | |
| 10/21/2026 | Alameda HS | Ali Blesse | $ | 105.00 | |
| 10/22/2026 | Alameda HS | Acalanes Union HS District | $ | 100.00 | |
| 10/22/2026 | Alameda HS | Alameda Education Foundation | $ | 1,000.00 | |
| 10/22/2026 | Alameda HS | Qingyi Cao | $ | 100.00 | |
| 10/22/2026 | Alameda HS | Xiaopingguo Corporation | $ | 30.00 | |
| 10/22/2026 | Alameda HS | Luzmelissa Brocca | $ | 54.00 | |
| 10/22/2026 | Alameda HS | Matthew Wheeland | $ | 210.00 | |
| 10/22/2026 | Alameda HS | Xin Huang | $ | 105.00 | |
| 10/22/2026 | Alameda HS | Karen Olsen | $ | 105.00 | |
| 10/22/2026 | Alameda HS | Tammy Tsao | $ | 6.00 | |
| 10/23/2026 | Alameda HS | Chris Ellsworth | $ | 105.00 | |
| 10/23/2026 | Alameda HS | Timothy Leong | $ | 105.00 | |
| 10/23/2026 | Alameda HS | Hannah Kirk | $ | 315.00 | |
| 10/23/2026 | Alameda HS | Joe Matise | $ | 105.00 | |
| 10/23/2026 | Alameda HS | Kate Rome | $ | 105.00 | |
| 10/24/2026 | Alameda HS | Lillian Tamir | $ | 315.00 | |
| 10/24/2026 | Alameda HS | Phoebe McKinney | $ | 105.00 | |
| 10/25/2026 | Alameda HS | Karen Reardanz | $ | 16.50 | |
| 10/25/2026 | Alameda HS | Joshua Worby | $ | 105.00 | |
| 10/25/2026 | Alameda HS | Denise Kralj | $ | 105.00 | |
| 10/25/2026 | Alameda HS | Jen McAnaney | $ | 16.50 | |
| | | | | | $ 20,712.94 |
| 10/7/2026 | ASTI | Cash | $ | 200.00 | |
| 10/7/2026 | ASTI | Naranbat Purevdorj | $ | 200.00 | |
| 10/7/2026 | ASTI | Oyunbold Ganbold | $ | 50.00 | |
| 10/10/2026 | ASTI | Lisa Solomon | $ | 70.00 | |
| 10/22/2026 | ASTI | ASTI PTSA | $ | 1,440.00 | |
| | | | | | $ 1,960.00 |
| 10/19/2026 | Bay Farm | Aaron Huynh | $ | 365.00 | |
| 10/19/2026 | Bay Farm | Alonzo Woodfield | $ | 365.00 | |
| 10/19/2026 | Bay Farm | Areta and Jay Chang | $ | 365.00 | |
| 10/19/2026 | Bay Farm | Brian Burt | $ | 365.00 | |
| 10/19/2026 | Bay Farm | Brian Kail | $ | 365.00 | |
| 10/19/2026 | Bay Farm | Edward Li | $ | 365.00 | |
| 10/19/2026 | Bay Farm | Eric Lau | $ | 365.00 | |
| 10/19/2026 | Bay Farm | Fatih Celenay | $ | 365.00 | |
| 10/19/2026 | Bay Farm | Francesco Gian Maria Laurita | $ | 365.00 | |
| 10/19/2026 | Bay Farm | Jaclyn McGowan | $ | 365.00 | |
| 10/19/2026 | Bay Farm | Jasmin Zhao | $ | 365.00 | |
| 10/19/2026 | Bay Farm | Jason Cheng | $ | 365.00 | |
| 10/19/2026 | Bay Farm | Jennifer Nguyen | $ | 365.00 | |
| 10/19/2026 | Bay Farm | Jesse Kang | $ | 365.00 | |

**2026-2027**
**Summary Site Donations**
**October 16, 2026 - October 30, 2026**

| | | | | | |
|---|---|---|---|---|---|
| 10/19/2026 | Bay Farm | Kevin Lee | $ | 365.00 | |
| 10/19/2026 | Bay Farm | Kevin Yee | $ | 365.00 | |
| 10/19/2026 | Bay Farm | Malte Ubl | $ | 365.00 | |
| 10/19/2026 | Bay Farm | Marika Chin | $ | 365.00 | |
| 10/19/2026 | Bay Farm | Michael Douglas Cochran | $ | 365.00 | |
| 10/19/2026 | Bay Farm | Mira Kim Lowy | $ | 365.00 | |
| 10/19/2026 | Bay Farm | Mr. Liu Noodle House | $ | 365.00 | |
| 10/19/2026 | Bay Farm | Pola Abrahimi | $ | 365.00 | |
| 10/19/2026 | Bay Farm | Sandy So | $ | 365.00 | |
| 10/19/2026 | Bay Farm | Scott Amstutz | $ | 365.00 | |
| 10/19/2026 | Bay Farm | Xiefan Fang | $ | 365.00 | |
| 10/25/2026 | Bay Farm | Jennifer Dughman | $ | 68.00 | |
| | | | | | $ 9,193.00 |
| 10/13/2026 | Earhart | Groundswell | $ | 200.00 | |
| | | | | | $ 200.00 |
| 10/14/2026 | Edison | Leland Chang | $ | 100.00 | |
| 10/16/2026 | Edison | Edison Elementary PTA | $ | 54,109.69 | |
| | | | | | $ 54,209.69 |
| 9/30/2026 | Encinal Jr-Sr HS | Cash | $ | 2,320.00 | |
| 9/30/2026 | Encinal Jr-Sr HS | William Tong | $ | 198.00 | |
| 9/30/2026 | Encinal Jr-Sr HS | Janessa To | $ | 17.55 | |
| 10/6/2026 | Encinal Jr-Sr HS | Morgan Vien | $ | 322.50 | |
| 10/6/2026 | Encinal Jr-Sr HS | Matthew Wynne | $ | 322.50 | |
| 10/6/2026 | Encinal Jr-Sr HS | Kate Meyers | $ | 322.50 | |
| 10/6/2026 | Encinal Jr-Sr HS | Mary Thao | $ | 215.00 | |
| 10/6/2026 | Encinal Jr-Sr HS | Nicholas Hall | $ | 107.50 | |
| 10/6/2026 | Encinal Jr-Sr HS | Brooke El-Amine | $ | 430.00 | |
| 10/6/2026 | Encinal Jr-Sr HS | Jonathan Adams | $ | 215.00 | |
| 10/7/2026 | Encinal Jr-Sr HS | Kristen Hanlon | $ | 5.85 | |
| 10/7/2026 | Encinal Jr-Sr HS | Anne Geis | $ | 215.00 | |
| 10/9/2026 | Encinal Jr-Sr HS | Jeff Locke | $ | 322.50 | |
| 10/10/2026 | Encinal Jr-Sr HS | Joanna Katz | $ | 322.50 | |
| 10/11/2026 | Encinal Jr-Sr HS | Jennifer Lawson | $ | 430.00 | |
| 10/12/2026 | Encinal Jr-Sr HS | Adrienne Storey | $ | 215.00 | |
| 10/12/2026 | Encinal Jr-Sr HS | Susan Klingaman | $ | 537.50 | |
| 10/13/2026 | Encinal Jr-Sr HS | Jamie Hettiaratchi | $ | 107.50 | |
| 10/13/2026 | Encinal Jr-Sr HS | Malia Sage | $ | 107.50 | |
| 10/13/2026 | Encinal Jr-Sr HS | Celina Kamler | $ | 107.50 | |
| 10/13/2026 | Encinal Jr-Sr HS | Liz Dollar | $ | 322.50 | |
| 10/13/2026 | Encinal Jr-Sr HS | Jack Sheets | $ | 107.50 | |
| 10/13/2026 | Encinal Jr-Sr HS | Clark Cole | $ | 215.00 | |
| 10/14/2026 | Encinal Jr-Sr HS | Albany Athletics Boosters | $ | 460.00 | |
| 10/14/2026 | Encinal Jr-Sr HS | Cash | $ | 3,069.90 | |
| 10/14/2026 | Encinal Jr-Sr HS | College Park Athletic Booster Club Inc. | $ | 1,620.00 | |
| 10/14/2026 | Encinal Jr-Sr HS | Huddle Tickets/Go Fan | $ | 1,972.00 | |
| 10/14/2026 | Encinal Jr-Sr HS | Lynbrook HS Student Body | $ | 230.00 | |
| 10/14/2026 | Encinal Jr-Sr HS | Melio | $ | 350.00 | |
| 10/14/2026 | Encinal Jr-Sr HS | NeedMyTranscript | $ | 4.00 | |
| 10/14/2026 | Encinal Jr-Sr HS | San Marin All Sports Booster Club | $ | 460.00 | |
| 10/14/2026 | Encinal Jr-Sr HS | San Ramon Valley Unified School District | $ | 350.00 | |
| 10/14/2026 | Encinal Jr-Sr HS | The Lounge Nail & Spa Corp | $ | 400.00 | |
| 10/14/2026 | Encinal Jr-Sr HS | Maile La Boeuf | $ | 322.50 | |

**2026-2027**
**Summary Site Donations**
**October 16, 2026 - October 30, 2026**

| | | | | |
|---|---|---|---|---|
| 10/14/2026 | Encinal Jr-Sr HS | Sebastian Sanchez | $ | 107.50 |
| 10/15/2026 | Encinal Jr-Sr HS | Daniella Norris | $ | 215.00 |
| 10/15/2026 | Encinal Jr-Sr HS | Brice Binder | $ | 215.00 |
| 10/15/2026 | Encinal Jr-Sr HS | Winona Farris | $ | 322.50 |
| 10/15/2026 | Encinal Jr-Sr HS | Lea Policoff | $ | 11.70 |
| 10/15/2026 | Encinal Jr-Sr HS | Patricia Drew | $ | 107.50 |
| 10/15/2026 | Encinal Jr-Sr HS | Jered Cates | $ | 107.50 |
| 10/16/2026 | Encinal Jr-Sr HS | Heather Acevedo | $ | 107.50 |
| 10/16/2026 | Encinal Jr-Sr HS | Clair Dunne | $ | 107.50 |
| 10/16/2026 | Encinal Jr-Sr HS | Jayden Reynolds | $ | 107.50 |
| 10/16/2026 | Encinal Jr-Sr HS | Jennifer Bacon DeWindt | $ | 430.00 |
| 10/17/2026 | Encinal Jr-Sr HS | Mia Wienskowski | $ | 322.50 |
| 10/19/2026 | Encinal Jr-Sr HS | Allison Sadauskas | $ | 30.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Cindy Song | $ | 30.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Daryl Pereira | $ | 101.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Eileen Espejo | $ | 303.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Eleanor Gladstone | $ | 131.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Gary Chen | $ | 60.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Houcine Zarhouni | $ | 30.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Jamie Skepper | $ | 303.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Janelle Sheets | $ | 30.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Javier Rivera | $ | 303.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Jeanine Mills | $ | 131.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Jennifer Mullin | $ | 30.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Jerry Chen | $ | 464.00 |
| 10/19/2026 | Encinal Jr-Sr HS | John Harris | $ | 60.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Joseph Snell | $ | 262.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Kate Elizabeth Schatz | $ | 262.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Katherine Ruth Brennan | $ | 30.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Kitty Kong | $ | 202.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Kylie Portia | $ | 30.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Kylie Portia Gabbard | $ | 101.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Lauriann Kellner | $ | 202.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Marie Potesta | $ | 131.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Marije Fokkens | $ | 30.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Mark Takemoto | $ | 30.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Melanie Pratt | $ | 60.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Miki Terasawa | $ | 30.00 |
| 10/19/2026 | Encinal Jr-Sr HS | N. Halisky | $ | 90.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Oscar Valeri Lara | $ | 25.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Robert Howell | $ | 404.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Sara Rocha Canepa | $ | 101.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Sarah Lamping | $ | 101.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Scott Stollman | $ | 60.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Steven Lee | $ | 101.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Sunita Miles | $ | 131.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Terrence Chinn | $ | 303.00 |
| 10/19/2026 | Encinal Jr-Sr HS | The Hernandez Living Trust | $ | 303.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Troy Hosmer | $ | 60.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Y Zhou | $ | 30.00 |
| 10/19/2026 | Encinal Jr-Sr HS | Merlene Hermosa | $ | 215.00 |
| 10/21/2026 | Encinal Jr-Sr HS | Danielle Pence | $ | 5.85 |

**2026-2027**
**Summary Site Donations**
**October 16, 2026 - October 30, 2026**

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | $ 24,192.35 | |
| 10/6/2026 | Island HS | Nachae William | $ | 39.73 | | |
| | | | | | $ 39.73 | |
| 9/30/2026 | Lincoln MS | Elan Seelye | $ | 52.50 | | |
| 10/14/2026 | Lincoln MS | Scott McKay | $ | 25.00 | | |
| 10/14/2026 | Lincoln MS | Scott McKay | $ | 25.00 | | |
| 10/17/2026 | Lincoln MS | Angie Junck | $ | 25.00 | | |
| 10/20/2026 | Lincoln MS | Elio Hawkins | $ | 11.00 | | |
| | | | | | $ 138.50 | |
| 10/9/2026 | Love | Love Elementary PTA | $ | 850.00 | | |
| 10/27/2026 | Love | Love Elementary PTA | $ | 2,856.12 | | |
| | | | | | $ 3,706.12 | |
| 10/5/2026 | Otis | Otis Elementary PTA | $ | 1,575.00 | | |
| | | | | | $ 1,575.00 | |
| 10/27/2026 | Paden | Paden Elementary PTA | $ | 1,750.00 | | |
| | | | | | $ 1,750.00 | |
| 9/3/2026 | Ruby Bridges | Angel McArthur | $ | 24.00 | | |
| 9/3/2026 | Ruby Bridges | Cecilia Eusebio | $ | 80.00 | | |
| 9/3/2026 | Ruby Bridges | Marian Lin Chan | $ | 403.00 | | |
| 9/3/2026 | Ruby Bridges | Nation's Foodservice, Inc. | $ | 296.32 | | |
| 9/3/2026 | Ruby Bridges | Paula Simpson | $ | 45.00 | | |
| 10/8/2026 | Ruby Bridges | Yordanos Jemberu | $ | 20.00 | | |
| 10/22/2026 | Ruby Bridges | Faith Roman | $ | 625.00 | | |
| 10/22/2026 | Ruby Bridges | Marian Lin Chan | $ | 300.00 | | |
| 10/22/2026 | Ruby Bridges | Oakland Zoo | $ | 42.00 | | |
| 10/22/2026 | Ruby Bridges | Rachna Wadia | $ | 300.00 | | |
| 10/22/2026 | Ruby Bridges | Ricardo Vazquez | $ | 325.00 | | |
| 10/22/2026 | Ruby Bridges | Ruby Bridges Elementary PTA | $ | 500.00 | | |
| | | | | | $ 2,960.32 | |
| 10/6/2026 | SPED | Philanthropic Ventures | $ | 500.00 | | |
| 10/26/2026 | SPED | Hearing Loss Association of America Inc | $ | 1,144.00 | | |
| | | | | | $ 1,644.00 | |
| | | | | | | $ 122,281.65 |

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

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**Item Title:** Approval and Ratification of Contracts Executed Pursuant to Board Policy 3300

**Item Type:** Consent

**Background:** On June 23, 2026, through adoption of Resolution No. 2025-2026.78, the Board of Education delegated authority to enter into contracts on behalf of the Alameda Unified School District and to purchase supplies, materials, apparatus, equipment, and services up to the amounts specified in Public Contract Code 20111 and Education Code section 17604 to the Superintendent of Schools, Assistant Superintendent of Educational Services, Assistant Superintendent of Business Services, Assistant Superintendent of Human Resources, and the Accounting/Purchasing Manager(s).

Resolution Number 2025-2026.78 delegates authority to the Superintendent and other designated staff to approve purchases and contracts below $119,100, the updated bid threshold effective January 1, 2026. Contracts between $25,000 and $119,100 approved under this authority must be ratified by the Board within 60 days.

1. (Funds 14 & 25) Amendment No. 2 to Contract between AUSD and Andy's Roofing Company for an allowance increase of $3,771.31 and amended contract price of $648,731.31. (BID #026-077-03)
2. (Fund 01) Contract for Repair, Maintenance or Small Construction between AUSD and Bayview Environmental Services, Inc. for a total price not to exceed $30,000.00.
3. (Fund 14) Contract for Repair, Maintenance or Small Construction between AUSD and Visalia Ceramic Tile, Inc. for a total price not to exceed $43,448.59.
4. (Fund 14) Contract for Repair, Maintenance or Small Construction between AUSD and D.S. Baxley, Inc. dba DSB+ for a total price not to exceed $73,857.00.
5. (Fund 01, Resource 6500) Amendment No. 3 to Professional Services Agreement between AUSD and Rachel Holowick dba Brain Waves Educational Psychology for an increase of $11,900.00 and an amended total of $25,660.00
6. (Fund 11) Exclusive Contract Class Agreement between AUSD and Peralta Community College District for a total cost of $37,906.00.
7. (Fund 01, Resource 6500) Professional Services Agreement between AUSD and Soliant Health, LLC for an hourly rate of 126.00 and a total not to exceed $47,376.00.
8. (Fund 01, Resource 6500) Memorandum of Understanding between AUSD and Oakland Unified School District for a total cost of $49,299.00.
9. (Fund 01, Resource 6500) Memorandum of Understanding between AUSD and San Leandro Unified School District for a total cost of $25,280.00.

**AUSD LCAP Goals:** 4. Ensure that all students have access to basic services.

**Fund Codes:**

**Fiscal Analysis**

**Amount (Savings) (Cost):** See attached contract(s) for detailed expenditures.

**Recommendation:** Approve as submitted.

**AUSD Guiding Principle:** #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.

**Submitted By:** Shariq Khan, Assistant Superintendent of Business Services

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**ATTACHMENTS:**

| | Description | Upload Date | Type |
|---|---|---|---|
| 🗋 | Andy's Roofing | 11/4/2026 | Backup Material |
| 🗋 | Bayview Environmental | 11/4/2026 | Backup Material |
| 🗋 | Visalia | 11/4/2026 | Backup Material |
| 🗋 | DSB+ | 11/4/2026 | Backup Material |
| 🗋 | Brain Waves | 11/5/2026 | Backup Material |
| 🗋 | Peralta Community College District | 11/5/2026 | Backup Material |
| 🗋 | Soliant Health LLC | 11/5/2026 | Backup Material |
| 🗋 | Oakland USD | 11/5/2026 | Backup Material |
| 🗋 | San Leandro USD | 11/5/2026 | Backup Material |

ALAMEDA UNIFIED SCHOOL DISTRICT
EXCELLENCE & EQUITY FOR ALL STUDENTS

**AMENDMENT NO. 2 to Contract #026-077-03**
**Dated April 28, 2026**

This Amendment is entered into on November 10, 2026, between the Alameda Unified School District (District) and Andy's Roofing Company (CONTRACTOR). The District awarded the CONTRACTOR for RFP 026-077-03, various site roof repairs, and the parties agree to amend that Agreement as follows:

**1. Services**
Additional roofing and drainage modifications at Bay Farm School resulting from unforeseen field conditions identified in PCO #009.3 require an increase of $3,771.31 to the Contract allowance. The Contract Term is hereby extended from September 30, 2026, through November 30, 2026, to allow completion of the work, required inspections, warranty documentation, and project closeout activities. This extension shall not constitute an acknowledgment of responsibility for prior delays or a waiver of either party's existing rights, remedies, or claims.

**2. Compensation**
Original Base Contract Amount: $614,600.00
Original Allowance: $30,000.00
**Increase to Allowance $3,771.31**
**Amended Contract Price: $648,371.31**

**3. Remaining Provisions:**
All other provisions of the Agreement, and prior Amendment(s) if any, shall remain unchanged and in full force and effect as originally stated.

**4. Amendment History:**
☐ There are no previous amendments to this Agreement.
☒ This contract has previously been amended as follows:

| No. | Date | General Description of Reason for Amendment | Amount of Increase (Decrease) |
|---|---|---|---|
| 1 | 8/4/2026 | Contract Term Extension | $0.00 |

**"DISTRICT"**

By: _____
Name: Ryan LaLonde
Title: President, Board of Education

**"CONTRACTOR"**

By: _____
Name: Jonathan W. Engquist
Title: President

# MEMORANDUM OF UNDERSTANDING

**Between**
**OAKLAND UNIFIED SCHOOL DISTRICT AND ALAMEDA UNIFIED SCHOOL DISTRICT**
**REGARDING**
[redacted]
***Placement into the Young Adult Program (YAP)***

This Memorandum of Understanding (MOU) is made and entered into as of 7/1/26 between the Oakland Unified School District and Alameda Unified School District (Parties). This MOU shall be in effect until 6/30/27.

Student is deemed to reside within the boundaries of Alameda Unified School District (AUSD), making AUSD the District of Residence (DOR). Student's Individualized Education Program (IEP) team has determined that the special education program that is appropriate for Student does not exist within AUSD but does exist within OUSD. Accordingly, the purpose of this MOU is to allow Student access to OUSD's special education program. The Parties agree that AUSD retains all financial and legal responsibilities under the Individuals with Disabilities Education Act (IDEA) and related federal and California laws. As Student's DOR and responsible LEA, AUSD remains the proper party to defend any and all legal disputes, claims, complaints, due process proceedings and/or civil litigation related to Student's educational program pursuant to this MOU.

OUSD's responsibility is limited to implementing the educational program provided for in the student's IEP and cooperating with the DOR. Thus, OUSD shall only be considered a service provider, and not the responsible LEA. Placements under this MOU shall not be deemed an inter-district transfer, as the student is considered to be a resident of the DOR. If, at any time during the term of this MOU, Student relocates outside of the jurisdictional boundaries of AUSD or otherwise disenrolls from AUSD, this MOU shall terminate.

The Parties agree to keep the terms of this MOU strictly confidential except as required by law. However, for purposes of implementation and enforcement of the Agreement, the Parties mutually consent to disclosure and admissibility of this MOU.

## SPECIAL EDUCATION RESPONSIBILITIES

**DISTRICT OF RESIDENCE (DOR- Alameda Unified School District):**

**Prior to Initial Placement:**

1. Conduct all necessary assessments to determine student needs. Assessment reports shall not be more than 2.5 years old at the time of placement.
2. Convene an IEP meeting to identify potential LEA/SELPA programs.
3. Document the need for services to be provided outside the DOR.
4. Determine the availability and appropriateness of programs in OUSD by contacting the OUSD special education administrator.
5. Enter into an MOU with OUSD outlining responsibilities of the parties.
6. Coordinate observations and IEP meetings with OUSD.
7. Arrange for and provide/fund transportation for the student to attend the OUSD program.

**Subsequent to Placement:**

8. Attend all IEP meetings, assess the student and make all educational decisions as required by law (e.g. offering a free appropriate public education (FAPE)). Participate in transition planning for possible return to the DOR.
9. In accordance with the fiscal agreements in this MOU, the DOR shall reimburse OUSD for all services for the student.
10. Ensure that OUSD is implementing the student's educational program consistent with his/her IEP.
11. It shall be the financial and legal responsibility of the DOR to handle any and all legal disputes and claims, including but not limited to, negotiating settlement agreements, mediations, due process hearings, compliance complaints and any and all other legal actions related to a student's educational program pursuant to this MOU.
12. If OUSD is named as a party to a legal dispute, the DOR will cooperate in dismissing, with prejudice, OUSD as a party.
13. The DOR shall protect, defend, indemnify, forever hold harmless and assume the costs of defense including attorney's fees of OUSD, its Board, officers, members, representatives, agents, guests, invitees, and/or employees, from and against any and all liabilities, claims, losses, judgments, damages, demands or expenses resulting from educating the student, assessing the student and/or implementing the IEP by OUSD, excepting those liabilities, claims, losses, judgments, damages, demands or expenses arising out of or caused by the sole negligent, reckless, unlawful or intentional acts of OUSD, its Board, officers, members, representatives, agents, guests, invitees, and/or employees.

**OAKLAND UNIFIED SCHOOL DISTRICT (OUSD):**

**Prior to Initial Placement:**

1. Enter into an MOU with the DOR outlining responsibilities of the parties.

**Subsequent to Placement:**

2. Provide all services identified in the student's IEP. In the event OUSD is unable to implement any or all portions of the student's IEP, and/or it believes that the student cannot be provided a FAPE in its program, OUSD shall immediately notify the DOR in writing. Thus, it is the responsibility of the DOR to take any and all necessary action to ensure the student's IEP is properly implemented and he/she receives a FAPE.
3. Provide progress reports on at least a trimester basis to the DOR.
4. Attend all IEP meetings in cooperation with the DOR personnel. However, the DOR, not OUSD, is responsible for facilitating the IEP team meetings and making educational decisions as required by law.
5. Help complete all necessary IEP documents in cooperation with the DOR.
6. Provide all necessary low incidence materials and equipment consistent with the student's IEP.
7. Contact the DOR and offer to complete the necessary assessments prior to the DOR conducting new assessments.
8. Initiate billing to DOR. (see Fiscal Responsibilities for detailed instructions).
9. If a legal dispute arises regarding a student's educational program and/or an OUSD assessment, OUSD will fully cooperate with the DOR, including but not limited to making its employees and documents available.
10. OUSD shall indemnify and hold the DOR harmless from any adjudicated liability related to the OUSD's negligent, reckless, unlawful, or intentional acts arising out of its obligations under this MOU. In the event that an administrative body or court of law determines that the claim of a student arises out of the negligent, reckless, unlawful, or intentional acts of OUSD, OUSD will be obligated to provide contribution to the DOR in accordance with its proportionate share of liability. The amount of the contribution shall be determined

by informal resolution between the superintendents, or designees, going before the County Superintendent of Schools or arbitration and identifying who will incur the cost of this process.

## FISCAL RESPONSIBILITIES

1. The OUSD and DOR shall verify and approve Student's placement. OUSD must submit an invoice for payment, as appropriate, based on [redacted] placement beginning August 10, 2026, or actual date of enrollment. The DOR will claim the student on its CASEMIS report.

2. The DOR shall sign the MOU verifying fiscal obligations, student placement and related services in a timely manner.

3. The costs for placement and services identified on the IEP are listed below.

| | |
|---|---|
| Specialized Academic Instruction | $30,769 (13 students/3 aides/teacher) |
| [redacted] | $1,538 |
| | $5,627 |
| | $2,137 |
| | $3,077 |
| Administrative/Curriculum Cost | $6,151 |
| **Total** | **$49,299** |

If after Student is enrolled, her IEP team determines that any additional services are required, AUSD will provide additional funding for the cost of these services.

## MEMORANDUM OF APPROVAL

This MOU entered into this 1st day of July, 2026 (or date of actual execution) by and between the undersigned parties.

Jenn Blake 07/15/2026

Jennifer Blake
Executive Director of Special Education
*Oakland Unified School District*

Approved as to form:

07/15/2026

Roxanne De La Rocha, OUSD Attorney

Jorge Wahner 07/15/2026
Jorge Wahner (Jul 15, 2026 12:13:06 PDT)

Jorge Wahner Director of Special Education Alameda Unified School District

Approved as to form:

Kirsten Zazo (10/08/2026 10:31:13 PDT) 10/08/2026

Kirsten Zazo, Assistant Superintendent, Educational Services, AUSD

# MEMORANDUM OF UNDERSTANDING

## Between

## SAN LEANDRO UNIFIED SCHOOL DISTRICT AND ALAMEDA UNIFIED SCHOOL DISTRICT

## Regarding

[redacted]

## Placement into Lincoln High School

This Memorandum of Understanding (MOU) is made and entered into as of 10/26/26 between the San Leandro Unified School District and Alameda Unified School District (Parties). This MOU shall be in effect until 6/30/27.

Student is deemed to reside within the boundaries of Alameda Unified School District (AUSD), making AUSD the District of Residence (DOR). Student's Individualized Education Program (IEP) team has determined that the special education program that is appropriate for Student does not exist within AUSD but does exist within SLUSD. Accordingly, the purpose of this MOU is to allow Student access to SLUSD's special education program. The Parties agree that AUSD retains all financial and legal responsibilities under the Individuals with Disabilities Education Act (IDEA) and related federal and California laws. As Student's DOR and responsible LEA, AUSD remains the proper party to defend any and all legal disputes, claims, complaints, due process proceedings and/or civil litigation related to Student's educational program pursuant to this MOU.

SLUSD's responsibility is limited to implementing the educational program provided for in the student's IEP and cooperating with the DOR. Thus, SLUSD shall only be considered a service provider, and not the responsible LEA. Placements under this MOU shall not be deemed an inter-district transfer, as the student is considered to be a resident of the DOR. If, at any time during the term of this MOU, Student relocates outside of the jurisdictional boundaries of AUSD or otherwise disenrolls from AUSD, this MOU shall terminate.

The Parties agree to keep the terms of this MOU strictly confidential except as required by law. However, for purposes of implementation and enforcement of the Agreement, the Parties mutually consent to disclosure and admissibility of this MOU.

## SPECIAL EDUCATION RESPONSIBILITIES

**DISTRICT OF RESIDENCE (DOR- Alameda Unified School District): Prior to Initial Placement:**

1. Conduct all necessary assessments to determine student needs. Assessment reports shall not be more than 2.5 years old at the time of placement.
2. Convene an IEP meeting to identify potential LEA/SELPA programs.
3. Document the need for services to be provided outside the DOR.
4. Determine the availability and appropriateness of programs in SLUSD by contacting the SLUSD special education administrator.
5. Enter into an MOU with SLUSD outlining responsibilities of the parties.
6. Coordinate observations and IEP meetings with SLUSD.

7. Arrange for and provide/fund transportation for the student to attend the SLUSD program.

**Subsequent to Placement:**

8. Attend all IEP meetings, assess the student and make all educational decisions as required by law (e.g. offering a free appropriate public education (FAPE)). Participate in transition planning for possible return to the DOR.
9. In accordance with the fiscal agreements in this MOU, the DOR shall reimburse SLUSD for all services for the student.
10. Ensure that SLUSD is implementing the student's educational program consistent with his/her IEP.
11. It shall be the financial and legal responsibility of the DOR to handle any and all legal disputes and claims, including but not limited to, negotiating settlement agreements, mediations, due process hearings, compliance complaints and any and all other legal actions related to a student's educational program pursuant to this MOU.
12. If SLUSD is named as a party to a legal dispute, the DOR will cooperate in dismissing, with prejudice, SLUSD as a party.
13. The DOR shall protect, defend, indemnify, forever hold harmless and assume the costs of defense including attorney's fees of SLUSD, its Board, officers, members, representatives, agents, guests, invitees, and/or employees, from and against any and all liabilities, claims, losses, judgments, damages, demands or expenses resulting from educating the student, assessing the student and/or implementing the IEP by SLUSD, excepting those liabilities, claims, losses, judgments, damages, demands or expenses arising out of or caused by the sole negligent, reckless, unlawful or intentional acts of SLUSD, its Board, officers, members, representatives, agents, guests, invitees, and/or employees.

## SAN LEANDRO UNIFIED SCHOOL DISTRICT (OUSD):

**Prior to Initial Placement:**

1. Enter into an MOU with the DOR outlining responsibilities of the parties.

**Subsequent to Placement:**

2. Provide all services identified in the student's IEP. In the event SLUSD is unable to implement any or all portions of the student's IEP, and/or it believes that the student cannot be provided a FAPE in its program, SLUSD shall immediately notify the DOR in writing. Thus, it is the responsibility of the DOR to take any and all necessary action to ensure the student's IEP is properly implemented and he/she receives a FAPE.
3. Provide progress reports on at least a trimester basis to the DOR.
4. Attend all IEP meetings in cooperation with the DOR personnel. However, the DOR, not SLUSD, is responsible for facilitating the IEP team meetings and making educational decisions as required by law.
5. Help complete all necessary IEP documents in cooperation with the DOR.
6. Contact the DOR and offer to complete the necessary assessments prior to the DOR conducting new assessments.
7. Initiate billing to DOR. (see Fiscal Responsibilities for detailed instructions).
8. If a legal dispute arises regarding a student's educational program and/or an SLUSD assessment, SLUSD will fully cooperate with the DOR, including but not limited to making its employees and documents available.
9. SLUSD shall indemnify and hold the DOR harmless from any adjudicated liability related to the SLUSD's negligent, reckless, unlawful, or intentional acts arising out of its obligations under this MOU. In the event that an administrative body or court of law determines that the claim of a student arises out of the negligent, reckless, unlawful, or intentional acts of SLUSD, SLUSD will be

obligated to provide contribution to the DOR in accordance with its proportionate share of liability. The amount of the contribution shall be determined by informal resolution between the superintendents, or designees, going before the County Superintendent of Schools or arbitration and identifying who will incur the cost of this process.

## FISCAL RESPONSIBILITIES

1. The SLUSD and DOR shall verify and approve Student's placement. SLUSD must submit an invoice for payment, as appropriate, based on [redacted] placement beginning October 26, 2026, or actual date of enrollment. The DOR will claim the student on its CASEMIS report.

2. The DOR shall sign the MOU verifying fiscal obligations, student placement and related services in a timely manner.

3. The costs for placement and services identified on the IEP are listed below.

| | |
|---|---|
| Specialized Academic Instruction | $17,140.00 teacher<br>2,140.00 para |
| [redacted] | 3,000.00 (100/week x30 weeks) |
| | 0.00 (no group) |
| | 3,000.00 (100/session x30 sess) |
| | |
| Administrative/Curriculum Cost | 0.00 |
| **Total** | **$ 25,280** **to be paid in two increments: $12,640 by Dec. 18,2026 and $12,640 by June 3, 2027** |

If after Student is enrolled, [redacted] IEP team determines that any additional services are required, AUSD will provide additional funding for the cost of these services.

## MEMORANDUM OF APPROVAL

This MOU entered into this 26th day of October 2026 (or date of actual execution) by and between the undersigned parties.

Sharon A. Cavallaro, Ed. D. 10/21/2026

Sharon Cavallaro Date:
Director of Special Education
San Leandro Unified School District

10/21/2026

Jorge Wahner Date:
Director of Special Education
Alameda Unified School District

10/21/2026
Kirsten Zazo (10/21/2026 17:16:55 PDT)

Kirsten Zazo Date:
Assistant Superintendent of Educational Services
Alameda Unified School District

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

| | |
|---|---|
| **Item Title:** | Approval and Ratification of Facilities Bond Measure I and Measure B Contracts (Standing Item) |
| **Item Type:** | Consent |
| **Background:** | In November 2014, Alameda voters approved Facilities Bond Measure I, and in June 2022, they approved Facilities Bond Measure B.<br><br>According to the bond schedules, various contracts will be presented to the Board for approval. These contracts may include construction bid contracts, addenda to architectural services agreements, specialist and consultant agreements, and more. To streamline this process, staff has established a standing board item to separately track and manage contracts related to Measure I and Measure B, distinct from other district contracts.<br>1. (Fund 21, Measure B) Hazardous Waste Disposal Fee Agreement between AUSD and California Department of Tax and Fee Administration for an estimated total fee of $6,224.00. (AHS Swim)<br>2. (Fund 21, Measure B) Encroachment Permit Application Fee Agreement between AUSD and City of Alameda for a total not to exceed $5,000.00. (EJSHS Gym)<br>3. (Fund 21, Measure B) Professional Services Agreement between AUSD and Keller North America, Inc. for a total proposed cost not to exceed $24,000.00. (Lincoln) |
| **AUSD LCAP Goals:** | 4. Ensure that all students have access to basic services. |
| **Fund Codes:** | 21 Building – Bond Fund |
| **Fiscal Analysis** | |
| **Amount (Savings) (Cost):** | See attached contract(s) for detailed expenditures. |
| **Recommendation:** | Approve as submitted. |
| **AUSD Guiding Principle:** | #5 - Accountability, transparency, and trust are necessary at all levels of the organization.\| #6 - Allocation of funds must support our vision, mission, and guiding principles. |
| **Submitted By:** | Shariq Khan, Assistant Superintendent of Business Services |

**ATTACHMENTS:**

| | Description | Upload Date | Type |
|---|---|---|---|
| 🗋 | CDTFA | 11/4/2026 | Backup Material |
| 🗋 | City of Alameda | 11/4/2026 | Backup Material |

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

| | |
|---|---|
| **Item Title:** | Approval of Bill Warrants and Payroll Registers |
| **Item Type:** | Consent |
| **Background:** | Education Code 42631 requires the Board of Education to review and approve all payments from district funds.<br><br>The attached register contains information for all bills and warrants from October 20 to November 2, 2026, except for *fifty four (54)* redactions where posting that information would violate confidentiality. |
| **AUSD LCAP Goals:** | 4. Ensure that all students have access to basic services. |
| **Fund Codes:** | 01 General Fund |
| **Fiscal Analysis** | |
| **Amount (Savings) (Cost):** | Will reduce the available funds of each respective site/department budget by $3,134,544.51. |
| **Recommendation:** | Approve as submitted. |
| **AUSD Guiding Principle:** | #5 - Accountability, transparency, and trust are necessary at all levels of the organization.\| #6 - Allocation of funds must support our vision, mission, and guiding principles. |
| **Submitted By:** | Shariq Khan, Assistant Superintendent of Business Services |

**ATTACHMENTS:**

| | Description | Upload Date | Type |
|---|---|---|---|
| 🗋 | Summary of Register | 11/4/2026 | Backup Material |

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

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**Item Title:** Approval of Individual Service Agreements (ISAs) with Non-Public Schools and Non-Public Agencies

**Item Type:** Consent

**Background:** Each year, Alameda Unified School District's Special Education Department executes a Nonpublic, Nonsectarian School/Agency Services Master Contract "Master Contract" with Non-Public Schools and Non-Public Agencies to support Special Education students. Through the year, Individual Service Agreements (ISAs) are entered into under the terms and conditions of the Master Contracts which allocate funds for services required to provide support to individual student needs in accordance with the Individuals with Disabilities in Education Act (IDEA).

Below are details of ISAs executed and attached to this agenda item.

1. (Fund 01) Individual Services Agreement between AUSD and Kyles Assessments for a total of $3,600.00.
2. (Fund 01) Individual Services Agreement between AUSD and Pine Health for a total of $45,500.00.

ISAs uploaded to this item have been redacted to maintain student confidentiality.

**AUSD LCAP Goals:** 4. Ensure that all students have access to basic services.

**Fund Codes:** 01 General Fund

**Fiscal Analysis**

**Amount (Savings) (Cost):** See attached contract(s) for detailed expenditures.

**Recommendation:** Approve as submitted.

**AUSD Guiding Principle:** #1 - All students have the ability to achieve academic and personal success.

**Submitted By:** Kirsten Zazo, Assistant Superintendent of Educational Services

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**ATTACHMENTS:**

| | Description | Upload Date | Type |
|---|---|---|---|
| 🗋 | ISA_Kyles Assessments | 11/3/2026 | Backup Material |
| 🗋 | ISA_Pine Health | 11/5/2026 | Backup Material |

## INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC AGENCY SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on 10/26/26, and services may only begin following the date of the final authorized signature. This agreement terminates at 5:00 P.M. on 6/3/27 unless sooner terminated as provided in the Master Contract and by applicable law.

| | |
|---|---|
| LEA - Alameda Unified School District | (NPA) Kyle's Assessments LLC |
| 2060 Challenger Drive<br>Alameda, CA 94501 | (Address)<br>(City, State, Zip) 1072 Mountain View Blvd<br>Walnut Creek, CA 94596 |
| **Anum Khan, Coordinator**<br>anumkhan@alamedaunified.org<br>**Jennifer Medina, Contracts/Billing**<br>jmedina@alamedaunified.org | (Rep/Contract)<br>Kyle Wallace<br>kylesassessments@gmail.com |
| [redacted] | (CDE Cert #)<br>9904216 |
| | (Title of Position(s))<br>Psychologist |
| | (Name(s) of Individual Assigned)<br>Kyle Wallace |

***The CONTRACTOR shall provide educational services as specified in the IEP and paid as specified below.***

| SERVICE | Hourly Rate or Session Rate | Maximum Hours Per Day if Hourly | Maximum Total Number of Hours or Sessions | Estimated Maximum Total Cost for Contracted Period |
|---|---|---|---|---|
| Intensive Individual Services (340) | | | | |
| Language/Speech Therapy (415) | | | | |
| Adapted Physical Ed. (425) | | | | |
| Health and Nursing: Specialized Physical Health Care (435) | | | | |
| Health and Nursing Services: Other (436) | | | | |
| Assistive Technology Services (445) | | | | |
| Occupational Therapy (450) | | | | |
| Physical Therapy (460) | | | | |
| Individual Counseling (510) | | | | |
| Counseling and guidance (515) | | | | |
| Social Work Services (525) | | | | |
| Psychological Services (530) | 3600 | | 1 | 3600 |
| Behavior Intervention Services (535) | | | | |
| Specialized Services for Low Incidence Disabilities (610) | | | | |
| Specialized Deaf and Hard of Hearing Services (710) | | | | |
| Interpreter Services (715) | | | | |
| Audiological Services (720) | | | | |
| Specialized Vision Services (725) | | | | |

| SERVICE | Hourly Rate or Session Rate | Maximum Hours Per Day if Hourly | Maximum Number of Hours or Sessions | Estimated Maximum Total Cost for Contracted Period |
|---|---|---|---|---|
| Orientation and Mobility (730) | | | | |
| Braille Transcription (735) | | | | |
| Specialized Orthopedic Service (740) | | | | |
| Reader Services (745) | | | | |
| Note Taking Services (750) | | | | |
| Transcription Services (755) | | | | |
| Recreation Services (760) | | | | |
| College Awareness Preparation (820) | | | | |
| Vocational Assessment, Counseling, Guidance and Career Assessment (830) | | | | |
| Career Awareness (840) | | | | |
| Work Experience Education (850) | | | | |
| Mentoring (860) | | | | |
| Agency Linkages (865) | | | | |
| Other Transition Services (890) | | | | |
| Other (900) | | | | |

**TOTAL COSTS NOT TO EXCEED** $ 3,600.00

*Additional services or service hours must be processed as an Amendment to this ISA*

***CONTRACTOR shall only invoice for services provided. Total compensation shall not exceed the Maximum Number of Hours or Sessions and the Total Cost identified in this Agreement. On District minimum days, modified days, testing schedules, emergency release days, other shortened attendance days, or school holidays the contractor's maximum available service hours shall be reduced proportionately to align with the student schedule unless otherwise authorized through an Amendment. Per the Master Contract, the District shall not be charged for hours in which contracted personnel attend District held professional development.***

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

Kyle's Assessments LLC
(Name of Nonpublic Agency)

Kyle Wallace Digitally signed by Kyle Wallace Date: 2026.10.24 08:01:13 -07'00' 10/24/26
(Signature) (Date)

Kyle Wallace/President
(Name and Title)

ALAMEDA UNIFIED SCHOOL DISTRICT

Kirsten Lazo (10/26/2026 16:35:24 PDT) 10/26/2026
(Signature) (Date)

Assistant Superintendent

**(CONTRACTS EXCEEDING $119,100 ARE NOT APPROVED NOR AUTHORIZED TO BEGIN WITHOUT SIGNATURE OF THE BOARD PRESIDENT)**

President, Board of Education
Alameda Unified School District (Date)

## INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC AGENCY SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on 11/3/26, and services may only begin following the date of the final authorized signature. This agreement terminates at 5:00 P.M. on 6/3/27 unless sooner terminated as provided in the Master Contract and by applicable law.

| | |
|---|---|
| LEA - Alameda Unified School District | (NPA) Pine Health LLC |
| 2060 Challenger Drive<br>Alameda, CA 94501 | (Address)<br>(City, State Zip) 2999 N. 44th St., Suite 220<br>Phoenix, AZ 85018 |
| **Anum Khan, Coordinator**<br>anumkhan@alamedaunified.org<br>**Jennifer Medina, Contracts/Billing**<br>jmedina@alamedaunified.org | (Rep/Contact) Adam Boxberger Maria Southerland<br>aboxberger@pinehealthstaffing.com<br>MSoutherland@pinestaffing |
| [redacted] | (CDE Cert #) 9903791 |
| | (Title of Position(s)) Para 5 - 1496 |
| | (Name(s) of Individual Assigned) Qualified Personnel |

***The CONTRACTOR shall provide educational services as specified in the IEP and paid as specified below.***

| SERVICE | Hourly Rate or Session Rate | Maximum Hours Per Day if Hourly | Maximum Total Number of Hours or Sessions | Estimated Maximum Total Cost for Contracted Period |
|---|---|---|---|---|
| Intensive Individual Services (340) | $ 65 | 6 | 700 | $ 45,500.00 |
| Language/Speech Therapy (415) | | | | |
| Adapted Physical Ed. (425) | | | | |
| Health and Nursing: Specialized Physical Health Care (435) | | | | |
| Health and Nursing Services: Other (436) | | | | |
| Assistive Technology Services (445) | | | | |
| Occupational Therapy (450) | | | | |
| Physical Therapy (460) | | | | |
| Individual Counseling (510) | | | | |
| Counseling and guidance (515). | | | | |
| Social Work Services (525) | | | | |
| Psychological Services (530) | | | | |
| Behavior Intervention Services (535) | | | | |
| Specialized Services for Low Incidence Disabilities (610) | | | | |
| Specialized Deaf and Hard of Hearing Services (710) | | | | |
| Interpreter Services (715) | | | | |
| Audiological Services (720) | | | | |
| Specialized Vision Services (725) | | | | |

| SERVICE | Hourly Rate or Session Rate | Maximum Hours Per Day if Hourly | Maximum Number of Hours or Sessions | Estimated Maximum Total Cost for Contracted Period |
|---|---|---|---|---|
| Orientation and Mobility (730) | | | | |
| Braille Transcription (735) | | | | |
| Specialized Orthopedic Service (740) | | | | |
| Reader Services (745) | | | | |
| Note Taking Services (750) | | | | |
| Transcription Services (755) | | | | |
| Recreation Services (760) | | | | |
| College Awareness Preparation (820) | | | | |
| Vocational Assessment, Counseling, Guidance and Career Assessment (830) | | | | |
| Career Awareness (840) | | | | |
| Work Experience Education (850) | | | | |
| Mentoring (860) | | | | |
| Agency Linkages (865) | | | | |
| Other Transition Services (890) | | | | |
| Other (900) | | | | |

**TOTAL COSTS NOT TO EXCEED** $ 45,500.00

*Additional services or service hours must be processed as an Amendment to this ISA*

***CONTRACTOR shall only invoice for services provided. Total compensation shall not exceed the Maximum Number of Hours or Sessions and the Total Cost identified in this Agreement. On District minimum days, modified days, testing schedules, emergency release days, other shortened attendance days, or school holidays the contractor's maximum available service hours shall be reduced proportionately to align with the student schedule unless otherwise authorized through an Amendment. Per the Master Contract, the District shall not be charged for hours in which contracted personnel attend District held professional development.***

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

Pine Health LLC
(Name of Nonpublic Agency)

11/4/26
(Signature) (Date)

Malia Southerland, Account Manager
(Name and Title)

ALAMEDA UNIFIED SCHOOL DISTRICT

Kirsten Zazo (11/05/2026 13:02:34 PST) 11/05/2026
(Signature) (Date)

Assistant Superintendent

**(CONTRACTS EXCEEDING $119,100 ARE NOT APPROVED NOR AUTHORIZED TO BEGIN WITHOUT SIGNATURE OF THE BOARD PRESIDENT)**

President, Board of Education (Date)
Alameda Unified School District

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

| | |
|---|---|
| **Item Title:** | Approval of New Job Description: Director of Research, Assessment, Data, and Strategy |
| **Item Type:** | Consent |
| **Background:** | The new job description was created to reflect a change in the responsibilities of the position. The former Senior Manager role focused primarily on data analysis, assessment, research, and providing support to schools and district staff. The new Director position expands those responsibilities to include leadership of the District's strategic planning, accountability, and continuous improvement efforts.<br><br>The Director will take a lead role in developing, implementing, and monitoring the District's Strategic Plan and LCAP, ensuring that district goals, initiatives, and resources are aligned. The position will also serve to help inform district decisions through data analysis, program evaluation, and collaboration with district and school leadership. The new position carries a broader districtwide role and increased responsibility. |
| **AUSD LCAP Goals:** | 1. Eliminate barriers to student success and maximize learning time.\| 4. Ensure that all students have access to basic services. |
| **Fund Codes:** | |
| **Fiscal Analysis** | |
| **Amount (Savings) (Cost):** | This job replaces former Senior Manager position. |
| **Recommendation:** | Approve as submitted. |
| **AUSD Guiding Principle:** | #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.\| #6 - Allocation of funds must support our vision, mission, and guiding principles. |
| **Submitted By:** | Timothy Erwin, Assistant Superintendent, Human Resources |

**ATTACHMENTS:**

| | Description | Upload Date | Type |
|---|---|---|---|
| 🗋 | New Job Description: Director of Research, Assessment, Data, and Strategy | 11/4/2026 | Backup Material |
| 🗋 | Updated Salary Schedule: Exec-Mgmt-Conf-Licensed-Unrep Revised 11-10-2026 | 11/4/2026 | Backup Material |

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

| | | | | |
|---|---|---|---|---|
| Job Title: | Director of Research Assessment Data and Strategy | Reports To: | Superintendent of Schools | |
| Department: | Superintendent's Office | Bargaining Unit: | ☐ CSEA 860<br>☐ CSEA 27<br>☐ AEA | ☒ Management<br>☐ Confidential<br>☐ Unrepresented |
| | | No. of Work Days: | 261 | |
| FLSA Classification: | ☒ Exempt<br>☐ Non Exempt | Type: | ☐ Reclassification<br>☐ Update of job description<br>☒ New job description | |
| Salary Schedule: | ☐ Contract<br>☐ Executive Cabinet<br>☒ Administrative/Supervisory – Range 1<br>☐ Confidential | | ☐ Licensed<br>☐ Unrepresented<br>☐ CSEA 27<br>☐ CSEA 860 | |
| | | | | |

## GENERAL SUMMARY OF DUTIES:

Under the direction of the Superintendent, the Director of Research Assessment Data and Strategy provides leadership for districtwide strategic planning, assessment, research, accountability, and continuous improvement efforts. This position is responsible for leading the development, implementation, monitoring, and evaluation of the District's Strategic Plan and Local Control and Accountability Plan (LCAP), ensuring coherence among district priorities, initiatives, and performance measures.

The Director serves as a strategic advisor to the Superintendent, supporting executive decision-making through data analysis, program evaluation, performance monitoring, and stakeholder engagement. Working collaboratively with district leaders, school administrators, staff, and community partners, the Director develops systems that align resources, initiatives, and accountability measures to improve student outcomes and organizational effectiveness.

## SUPERVISION RECEIVED AND EXERCISED

Receives general supervision from the Superintendent of Schools.

## ESSENTIAL FUNCTIONS

**Strategic Planning and Superintendent Support**

- Direct advisory role to the Superintendent on development, coordination, and progress monitoring of strategic priorities and initiatives. Facilitate implementation and monitoring of the District Strategic Plan.
- Support coherence and alignment across district initiatives, departments, and schools to ensure strategic priorities are consistently implemented.
- Coordinate regular strategic planning and progress-monitoring meetings with executive leadership
- Develop dashboards, performance measures, and progress reports that communicate advancement toward strategic goals. Identify emerging trends, opportunities, and challenges impacting district priorities.
- Works with communications leads to regularly share and amplify the district's work or progress on initiatives within the strategic plan and/or LCAP

**LCAP Leadership and Accountability**

- Facilitate the development, implementation, monitoring, and annual revision of the District's Local Control and Accountability Plan (LCAP).
- Coordinate stakeholder engagement processes required for LCAP development, including students, families, staff, labor partners, and community groups.
- Collaborate with district departments and school sites to align strategic initiatives, budgets, SPSAs, and district goals with LCAP priorities.
- Monitor progress toward LCAP metrics and accountability indicators and provide regular reports to district leadership and the Board of Education.
- Ensure compliance with state and federal accountability and reporting requirements.

**Data, Assessment, and Research**

- Oversee district assessment, data analysis, research, and accountability functions.
- Compile, organize, analyze, and interpret large datasets to support continuous improvement and student achievement.
- Lead the development of districtwide data dashboards, reports, and performance indicators.
- Present data through reports, presentations, infographics, and other communication tools for various stakeholder groups.
- Support schools and departments through data inquiry processes, research-based improvement protocols, and data-driven decision making.
- Provide training and technical assistance related to assessment, accountability, and performance measurement.
- Evaluate the effectiveness of district initiatives, programs, and grants through rigorous data analysis and research methodologies.
- Strategic Oversight: Plan, organize, and oversee the research, assessment, and evaluation activities to provide timely delivery of services to meet the needs of the District.
- State Testing Platform Administration: Serve as the LEA Coordinator for all state testing platforms, including the Test Operations Management System (TOMS), managing user accounts, digital security, and student test assignments.
- Professional Learning Coordination: Plan, organize, and coordinate all district professional learning activities and schedules to ensure alignment with district goals and instructional needs.
- Advanced Data Analytics: Collect, prepare, and analyze a variety of narrative and statistical reports and data to deliver timely recommendations to improve instructional

programs in support of providing students with educational opportunities to learn at grade level and beyond.
- Data Infrastructure Management: Maintain data integration from multiple sources into educational programs and platforms.
- Systems Architecture: Maintain cloud integrations, data lakes, and data warehousing initiatives to ensure seamless data flow and accessibility.
- Program Evaluation & Compliance: Provide both process and product evaluation information to assess program compliance with State and federal guidelines, the degree of implementation of plans, and the program's impact on students.
- Collaborative Support: Work with site administrators and staff on the interpretation and use of assessment information to improve instructional practices and help close achievement gaps.

**Organizational Leadership**
- Collaborate with cabinet members, district leaders, and site administrators to align district goals, resources, and improvement efforts.
- Build organizational capacity for continuous improvement, strategic planning, and data-informed decision-making
- Support the Superintendent's efforts with the executive leadership team to improve coherence, coordination, and cross-department alignment on initiatives and major projects within the strategic plan.
- Prepare reports, presentations, and recommendations for the Superintendent, Cabinet, and Board of Education.
- Perform other related duties as assigned by the Superintendent.

## QUALIFICATIONS

### Knowledge and Ability
- Knowledge of strategic planning, organizational improvement, and management practices.
- Knowledge of California accountability systems, including LCAP, Dashboard indicators, SPSAs, and state assessment programs.
- Advanced analytical and research skills with experience managing large datasets and performance metrics.
- Ability to translate complex information into actionable recommendations for executive leadership.
- Ability to facilitate strategic planning processes and stakeholder engagement.
- Strong presentation and communication skills suitable for executive, board, and community audiences.
- Knowledge of program evaluation methodologies and continuous improvement frameworks.
- Ability to build collaborative relationships across departments and stakeholder groups.
- Experience managing complex projects and competing priorities.
- Ability to align strategic initiatives, budgets, performance measures, and accountability systems.

**Education and Experience:**

- Master's degree in educational leadership, Public Administration, Business Administration, Statistics, Research, Organizational Leadership, or related field required.
- Five or more years of progressively responsible leadership experience in strategic planning, assessment, accountability, research, educational administration, or organizational improvement.
- Experience leading district-level strategic initiatives and accountability processes preferred.
- Experience with LCAP development, implementation, and evaluation is strongly preferred.
- Experience working directly with executive leadership teams and governing boards preferred.

## PHYSICAL DEMANDS (EXAMPLE, CHANGE IF NECESSARY)

Frequency Key: None (N); Occasional - up to 25% of shift (O); Intermittently – up to 50% of shift (I); Frequently – up to 75% of shift (F).

| Activity | Frequency | | Activity | Frequency |
|---|---|---|---|---|
| Bend | **I** | | Lift/carry 0-10 lbs | **F** |
| Twist | **O** | | Lift/carry 11-25 lbs | **O** |
| Squat | **I** | | Lift/carry 26-40 lbs | **O** |
| Kneel | **O** | | Lift/carry 41-100 lbs | **N** |
| Climb | **O** | | Stand | **I** |
| Reach above shoulder | **I** | | Walk | **I** |
| Grip/Grasp | **F** | | Sit | **F** |
| Extend/Flex Neck | **O** | | Drive | **O** |
| Use Dominant Hand | **F** | | Perform Repetitive Hand Motions | **F** |
| Use Non-Dominant Hand | **O** | | Keyboarding/Mouse Work | **F** |
| Ability to See | **F** | | Ability to Hear | **F** |

## ENVIRONMENTAL ELEMENTS

Employees primarily work in an office environment with moderate noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances. Employees occasionally work outdoors and are exposed to dust, fumes, allergens, vermin, parasites, or insects.

THE ALAMEDA UNIFIED SCHOOL DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER and, in compliance with federal and state laws, does not discriminate in any employment practice on the basis of age, ancestry, color, marital status, medical condition, national origin, political or union affiliation, physical or mental disability, race, religion, sexual orientation, or sex.

Effective 7/1/2026

Executive Cabinet/Administrative and Supervisory/Confidential/Licensed/Unrepresented
2026-2027 Salary Schedule
Base 1/1/2026 with 3% Increase Effective 7/1/2026

BOE Approval: 3/24/2026
Revised 11/10/2026

Any exempt employee on this schedule with a Master's or PhD Degree is eligible for the following stipends:

| | | | |
|---|---|---|---|
| Master's Stipend | $2,413.83 | annually | (1.75% of Step A, Principal - Elementary) |
| PhD Stipend | $2,413.83 | annually | (1.75% of Step A, Principal - Elementary) |

*Timebase: Annual*

| Group | Position | Range | Work Days | Step A | Step B | Step C | Step D | Step E | Step F | Step G |
|---|---|---|---|---|---|---|---|---|---|---|
| Supt | Superintendent (Contract Based) | Supt | 261 | 364,935.45 | | | | | | |
| Exec. Cabinet | Asst. Supt. Business Services; Asst. Supt. Human Resources; Asst. Supt. Education Services, General Counsel | Ex.Cabinet | 261 | 237,682.26 | 244,999.86 | 252,537.00 | 260,300.25 | 268,296.38 | 279,296.33 | 284,826.98 |
| Administrative and Supervisory/Unrepresented | Senior Director of Construction; | 1A | 261 | 166,196.04 | 174,505.68 | 183,230.38 | 192,392.55 | 202,011.75 | 210,171.55 | 218,662.49 |
| | Senior Director for Equity and African American Student Achievement; Senior Director of Sped | 1A | 225 | 166,196.04 | 174,505.68 | 183,230.38 | 192,392.55 | 202,011.75 | 210,171.55 | 218,662.49 |
| | Director of Elementary Ed; Secondary Ed; Certificated Personnel | 1 | 225 | 158,282.82 | 165,743.40 | 173,578.95 | 181,802.20 | 190,438.74 | 201,559.35 | 205,670.99 |
| | Director of Fiscal Services; Maintenance, Operations, Facilities; Classified Personnel; Food Services; Management Information Services; Construction; Assessment/Strategy; Public Information and Community Affairs Officer | 1 | 261 | 158,282.82 | 165,743.40 | 173,578.95 | 181,802.20 | 190,438.74 | 201,559.35 | 205,670.99 |
| | Principal 9-12 High School, 6-12 High School | 2 | 220 | 156,736.79 | 164,135.27 | 171,904.87 | 180,063.07 | 188,628.89 | 199,659.43 | 203,733.01 |
| | Senior Manager Community Affairs; Assessment & Research | 3 | 261 | 151,898.89 | 159,056.67 | 166,572.06 | 174,462.98 | 182,749.12 | 193,424.73 | 197,374.84 |
| | Principal - Continuation High School; Early College; Middle School | 4 | 210 | 145,392.21 | 152,224.44 | 159,398.67 | 166,931.08 | 174,840.65 | 185,037.75 | 188,821.75 |
| | Coordinator - Sped | 5 | 215 | 138,893.19 | 145,400.14 | 152,232.69 | 159,406.60 | 166,939.59 | 176,657.90 | 180,276.01 |
| | Coordinator - Certificated | 5 | 225 | 138,893.19 | 145,400.14 | 152,232.69 | 159,406.60 | 166,939.59 | 176,657.90 | 180,276.01 |
| | Coordinator - Classified; Senior Construction Project Manager | 5 | 261 | 138,893.19 | 145,400.14 | 152,232.69 | 159,406.60 | 166,939.59 | 176,657.90 | 180,276.01 |
| | Asst. Principal 9-12 High School; 6-12 High School; District Athletic Director | 6 | 210 | 138,156.45 | 144,627.76 | 151,420.76 | 158,554.90 | 166,044.57 | 175,708.96 | 179,308.25 |
| | Principal - Elementary School; Adult School | 7 | 206 | 137,933.03 | 144,392.32 | 151,174.55 | 158,295.28 | 165,772.01 | 175,420.09 | 179,013.69 |
| | Assistant Principal - Middle School; Dean - Student Support Services | 8 | 205 | 132,839.87 | 139,044.16 | 145,558.50 | 152,399.00 | 159,580.90 | 168,855.04 | 172,318.59 |
| | Coordinator Bus. Services; Technology Systems Manager; Acct/Purch Manager; Construction Proj Manager; Facilities Maint. Mgr.;Facilities Ops. Mgr. | 11 | 261 | 125,214.40 | 131,043.44 | 137,163.41 | 143,589.97 | 150,337.72 | 159,057.50 | 162,327.06 |
| | Assistant Principal - Elementary; Program Manager | 13 | 195 | 123,576.66 | 129,367.68 | 135,448.15 | 141,833.05 | 148,536.59 | 157,194.73 | 160,479.71 |
| | SpEd Program Specialist | 14 | 195 | 110,943.58 | 116,070.44 | 121,449.90 | 127,104.10 | 133,037.48 | 140,721.14 | 143,632.45 |
| | Program Specialist - Black/African American and Multi-Ethnic Student & Family Engagement * | 14 | 195 | 110,943.58 | 116,070.44 | 121,449.90 | 127,104.10 | 133,037.48 | 140,721.14 | 143,632.45 |
| | Accounting Supervisor; Senior Accountant/Buyer, Benefits Specialist; CTE Pathway Specialist | 16 | 261 | 105,531.84 | 110,376.03 | 115,463.15 | 120,804.45 | 126,412.79 | 133,685.21 | 136,452.32 |
| Confidential | Senior Executive Assistant - Superintendent | 15 | 261 | 106,676.52 | 111,606.21 | 116,778.74 | 122,215.48 | 127,920.65 | 135,308.78 | 138,108.13 |
| | Executive Assistant - Business Services; Educational Services | 17B | 261 | 93,780.12 | 98,000.25 | 102,410.24 | 107,018.70 | 111,834.52 | 118,035.79 | 120,408.28 |
| | Adm Asst-Bus Svc; Adm Asst-HR; Administrative Secretary Ed Svcs | 18 | 261 | 86,745.62 | 90,709.35 | 94,815.76 | 99,125.03 | 103,654.93 | 109,544.02 | 111,833.13 |
| Licensed | Behavior Specialist * | 19 | 195 (*217.5) | 126,786.89 | 132,688.63 | 138,884.96 | 145,391.64 | 152,223.91 | 161,052.36 | 164,361.41 |
| | Occupational Therapist * | 20 | 190 (*212.5) | 94,672.48 | 99,038.83 | 103,595.48 | 108,350.67 | 113,313.19 | 119,737.46 | 122,228.34 |

(*in addition to work days Salary incl. 8 Vac. And 14.5 paid Holidays)

261 Workdays include 20.5 Vacation days and 16.5 holidays (BP 4361)

Unrepresented Hourly
2026-2027 Salary Schedule
Base 1/1/2026 with 3% Increase Effective 7/1/2026



*Timebase: Hourly*

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Unrep.** | Educational Equity and Family Engagement Coordinator | 21 | 190 | 46.76 | 49.08 | 51.56 | 54.15 | 56.74 | 60.30 | 63.99 |
| | Wellness & Resource Coordination Liaison | 23 | 200 | 29.95 | 31.44 | 32.94 | 34.59 | 36.38 | 38.56 | 40.90 |

*Timebase: Hourly*

| | | | | |
|---|---|---|---|---|
| **Unrep.** | Noon Supervisor | | 180 | 18.80 |

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

| | |
|---|---|
| **Item Title:** | Proclamation: Veterans Day - November 11, 2026 |
| **Item Type:** | Consent |
| **Background:** | With respect for and in recognition of the contributions our service men and women have made to the cause of peace and freedom around the world, Congress has provided that November 11 of each year shall be set aside as a legal public holiday to honor our Nation's veterans.<br><br>On Veterans Day, we come together to pay tribute to the men and women who have worn the uniform of the United States Armed Forces. Americans across this land commemorate the patriots who have risked their lives to preserve the liberty of our Nation, the families who support them, and the heroes no longer with us. |
| **AUSD LCAP Goals:** | |
| **Fund Codes:** | |
| **Fiscal Analysis** | |
| **Amount (Savings) (Cost):** | N/A |
| **Recommendation:** | Approve as submitted. |
| **AUSD Guiding Principle:** | |
| **Submitted By:** | Kerri Lonergan, Senior Executive Assistant to the Superintendent and Board of Education |

**ATTACHMENTS:**

| | Description | Upload Date | Type |
|---|---|---|---|
| 🗋 | Proclamation: Veterans Day - November 11 | 11/4/2026 | Backup Material |

# PROCLAMATION

## *Veterans Day*

*November 11*

*WHEREAS,* on Veterans Day, we come together to pay tribute to the men and women who have worn the uniform of the United States Armed Forces; and

*WHEREAS*, Americans across this land commemorate the patriots who have risked their lives to preserve the liberty of our Nation, the families who support them, and the heroes no longer with us; and

*WHEREAS,* it is not our weapons or our technology that make us the most advanced military in the world; it is the unparalleled spirit, skill, and devotion of our troops; and

*WHEREAS*, in an unbroken line of valor stretching across more than two centuries, our veterans have charged into harm's way, sometimes making the ultimate sacrifice, to protect the freedoms that have blessed America;

*NOW, THEREFORE, BE IT PROCLAIMED* that the Alameda Unified School District Board of Education recognizes November 11th as Veterans Day.

*PASSED AND ADOPTED* this 10th day of November, 2026.

AYES:_____ MEMBERS:_____

NOES:_____ MEMBERS:_____

ABSENT:_____ MEMBERS:_____

_____
Ryan LaLonde, President
Board of Education
Alameda Unified School District
Alameda County, State of California

ATTEST:
By: _____
Pasquale Scuderi, Secretary
Board of Education
Alameda Unified School District
Alameda County, State of California

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

| | |
|---|---|
| **Item Title:** | Resolution No. 2026-2027.23 Approval of Budget Transfers, Increases, Decreases |
| **Item Type:** | Consent |
| **Background:** | After adopting the fiscal year budget, it is often necessary to make budgetary transfers and revisions. Budget transfers allow the redistribution of funds as needs and plans change, and budget revisions allow the district to increase or decrease funds based on entitlements and grants received. |
| **AUSD LCAP Goals:** | 4. Ensure that all students have access to basic services. |
| **Fund Codes:** | 01 General Fund |
| **Fiscal Analysis** | |
| **Amount (Savings) (Cost):** | Will increase revenues and expenditures in the District in the amount of $122,281.65. |
| **Recommendation:** | Approve as submitted. |
| **AUSD Guiding Principle:** | #1 - All students have the ability to achieve academic and personal success.\| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.\| #6 - Allocation of funds must support our vision, mission, and guiding principles.\| #7 - All employees must receive respectful treatment and professional support to achieve district goals. |
| **Submitted By:** | Shariq Khan, Assistant Superintendent of Business Services |

**ATTACHMENTS:**

| | Description | Upload Date | Type |
|---|---|---|---|
| 🗋 | Resolution No. 2026-2027.23 | 11/4/2026 | Resolution Letter |
| 🗋 | Attachment A | 11/4/2026 | Backup Material |

**ALAMEDA UNIFIED SCHOOL DISTRICT**
**Alameda, California**
**Resolution**

November 10, 2026 Resolution No. 2026-2027.23

**Approval of Budget Transfers, Increases, Decreases**

*WHEREAS,* the state statute require budget appropriations to be adopted by the Board of Education in the following object codes:

1000 Certificated Salaries
2000 Classified Salaries
3000 Employee Benefits
4000 Books and Supplies
5000 Services and Other Operating Expense
6000 Capital Outlay
7000 Other Sources and Uses

*AND, WHEREAS*, the Board of Education desires to change the adopted appropriations;

*NOW, THEREFORE, BE IT RESOLVED* that the changes be made to the adopted appropriations as per Attachment A.

PASSED AND ADOPTED by the following vote this 10th day of November, 2026:

AYES: _____ MEMBERS: _____

NOES: _____ MEMBERS: _____

ABSENT: _____ MEMBERS:

_____
Ryan LaLonde, President
Board of Education
Alameda Unified School District

ATTEST:

By: _____
Pasquale Scuderi, Secretary
Board of Education
Alameda Unified School District

10/30/26
Attachment A

**BUDGET REVISIONS**

(Budget Revisions affect Fund Balance;
Amounts are either added or subtracted from Fund Balance)

| School/Dept | Description | Amount |
|---|---|---|
| Alameda HS | Donations | $ 20,712.94 |
| ASTI | Donations | $ 1,960.00 |
| Bay Farm | Donations | $ 9,193.00 |
| Earhart | Donations | $ 200.00 |
| Edison | Donations | $ 54,209.69 |
| Encinal Jr-Sr HS | Donations | $ 24,192.35 |
| Island HS | Donations | $ 39.73 |
| Lincoln MS | Donations | $ 138.50 |
| Love Elementary | Donations | $ 3,706.12 |
| Otis | Donations | $ 1,575.00 |
| Paden | Donations | $ 1,750.00 |
| Ruby Bridges | Donations | $ 2,960.32 |
| Special Ed Services | Donations | $ 1,644.00 |

**Total Donations $ 122,281.65**

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

| | |
|---|---|
| **Item Title:** | Alameda Community Learning Center (ACLC) Charter Renewal Petition: Resolution No. 2026-2027.21 Approving the Charter Renewal Petition for Alameda Community Learning Center (ACLC) (10 Mins/Action) |
| **Item Type:** | Action |
| **Background:** | On September 10, 2026, the District received a Charter School Renewal Petition from The Alameda Community Learning Center (ACLC). The Charter petition review process is governed by state law, which specifies that student performance must be the most important criterion and the petitions must be approved unless the District makes specific, written findings demonstrating that the Charter school has failed to meet one of the renewal standards set out in the Education Code.<br>As part of its renewal process, AUSD staff reviewed the petition, conducted a multi-day site visit, reviewed student performance data, analyzed the school's budget and audit reports, and interviewed ACLC Board members, leadership, staff, parents, and students.<br>The charter renewal petition came to the Board and the public for a public hearing on October 13, 2026. Charter school staff had an opportunity to make their presentation to the Board of Education. AUSD staff presented their findings and recommendations to the Board on October 27th. After completing its review, ***staff recommends a five-year charter renewal term.***<br>Tonight the Board will vote on Resolution No. 2026-2027.21 approving/denying the charter renewal petition for Alameda Community Learning Center. |
| **AUSD LCAP Goals:** | 4. Ensure that all students have access to basic services. |
| **Fund Codes:** | |
| **Fiscal Analysis** | |
| **Amount (Savings) (Cost):** | Staff time spent on charter petition review process offset by the oversight fee AUSD charges its charters each year. |
| **Recommendation:** | Other<br><br>The Board will vote to approve/deny the Charter renewal by Resolution. |
| **AUSD Guiding Principle:** | #1 - All students have the ability to achieve academic and personal success.\| #2 - Teachers must challenge and support all students to reach their highest academic and personal potential.\| #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.\| #5 - Accountability, transparency, and trust are necessary at all levels of the organization. |
| **Submitted By:** | Kirsten Zazo, Assistant Superintendent of Educational Services |

## ATTACHMENTS:

| | Description | Upload Date | Type |
|---|---|---|---|
| 🗋 | Presentation: ACLC Charter Renewal Petition_11.10.26 | 11/4/2026 | Presentation |
| 🗋 | Resolution 2026-2027.21 Approving Charter Renewal Petition of ACLC_11.10.26 | 11/4/2026 | Resolution Letter |
| 🗋 | ACLC Charter Renewal Matrix | 10/22/2026 | Backup Material |
| 🗋 | ACLC_Charter Renewal Petition | 10/19/2026 | Backup Material |
| 🗋 | ACLC_2026 LCAP and Budget Overview for Parents | 10/19/2026 | Backup Material |
| 🗋 | CLCS UCP Policy and Procedures | 10/19/2026 | Backup Material |

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

# Alameda Community Learning Center Charter Renewal Petition: Findings and Recommendations

**Kirsten Zazo, Asst. Superintendent of Ed. Services**

November 10, 2026

# Renewal Considerations

Charter petition renewals will be considered under a 3-tiered system whereby authorizers must consider the academic performance of the charter school on the state indicators included in the evaluation rubrics (the "Dashboard") adopted by the State Board of Education ("SBE").

Under the tiered system,

- a "high performing" charter school may be renewed for five to seven years,
- an "average performing" charter school may be renewed for five years,
- and a "low performing" charter school, generally, may not be renewed. However, under certain conditions, a "low performing" charter school may be renewed for a two-year period.

Additionally, the requirement to consider increases in pupil academic achievement as the most important factor in determining whether to grant or deny a renewal has been eliminated as of 2020 as part of AB1505.

# Recommendations & Timeline

- Staff recommends a five-year renewal
- Findings will return for action at the Board's next meeting - November 10, 2026
- If AUSD rejects a petition, petitioner has the right to appeal to County Board of Education
- Could then appeal to State Board of Education as well
- November 2026 - Spring 2027: Appeal proceedings before County, State (if needed)

# ACLC Charter Renewal Petition: Findings & Recommendations

Board Discussion

# Renewal Petitions: Process

- Renewal process:
  - Per Ed Code, primary criterion is academic performance
  - Review all areas of schools (academics, finance, compliance, charter language) by variety of AUSD offices (Teaching & Learning, Student support Services, Special Ed, Finance, Legal)

- Materials considered:
  - Petition; SBAC/Dashboard data; LCAP; policies; interviews with board, leadership, staff, parents, students; site visit observations; budget; audit reports; enrollment data; special education/SELPA data; AUSD staff observations from throughout charter term

# Renewal Standard

- Renewal petitions are governed by the same basic standard as initial petitions, but with additional threshold showing.
- Threshold showing: Charter school must show demonstrated academic performance "at least equal" to comparable district schools. (EC 47607(b))
  - Comparable schools are the District schools charter students would otherwise have attended and those with similar student populations to the population served by the Charter school.
- Schools making threshold showing are then evaluated across the board; emphasis still on academic performance:
  - "The authority that granted the Charter shall consider increases in pupil academic achievement for all groups of pupils served by the Charter school as the most important factor in determining whether to grant a Charter renewal." (EC 47607(a)(3)(A))

# Renewal Standard, *cont…*

- Essentially, if a school has satisfactory pupil achievement, there is a presumption that the petition must be approved
- To overcome presumption, there must be a finding that:
  - The Charter school presents an unsound educational program for the pupils to be enrolled in the charter school, or
  - The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition, or
  - The petition does not contain reasonably comprehensive descriptions of its academic, financial, and compliance programs
- Findings must be specific, written, and supported by substantial evidence

# AUSD Review Questions

- Is the school academically sound?
- Is the school an effective, viable organization?
- Has the school been faithful to the terms of its charter?
- Are the school's plans for a future charter term reasonably comprehensive?

# AUSD Review Rubric

- AUSD uses criteria set out in attached rubric to measure adherence to standards:
  - Improving Student Achievement
  - Strong Leadership and Responsible Governance
  - Focus on Continuous Improvement
  - Fiscal Accountability
- Criteria subdivided into specific areas of focus
  - Graded on 5-point scale (1/Unsatisfactory, 2/Inadequate, 3/Underdeveloped, 4/Proficient, 5/Excellent)
  - Scores 3 or above required for renewal recommendation

# Alameda Community Learning Center (ACLC) Matrix Results

| Element | Brief Description | Level |
|---|---|---|
| **1.1** | Achieves clear, measurable program goals and achievement objectives | 3 (Underdeveloped) |
| **1.2** | Provides a challenging and coherent curriculum for each student | 3 (Underdeveloped) |
| **1.3** | Implements/directs learning experiences that actively engage students | 3 (Underdeveloped) |
| **1.4** | Uses results of evaluation/assessment as basis for resource allocation | 3 (Underdeveloped) |
| **1.5** | Promotes safe, healthy, and nurturing learning environment | 4 (Proficient) |
| **1.6** | Involves staff, students, P/G, and stakeholders in accountability - reports | 4 (Proficient) |
| **1.7** | Maximizes access to learning environment for all students | 3 (Underdeveloped) |

# ACLC Matrix Results, *cont…*

| Element | Brief Description | Level |
|---|---|---|
| **2.1** | Effectively communicates and engages stakeholders in the M/V | 5 (Excellent) |
| **2.2** | Generates and sustains a school culture conducive to professional growth | 4 (Proficient) |
| **2.3** | Treats all individuals with fairness, dignity, and respect | 4 (Proficient) |
| **2.4** | Has a cogent understanding of the laws, trends, issues | 4 (Proficient) |
| **2.5** | Consistently engages in timely reporting to district, state, county | 4 (Proficient) |
| **2.6** | Maintains effective and active control of the charter school | 4 (Proficient) |
| **2.7** | Ensures implementation of student recruitment, retention, and enrollment | 4 (Proficient) |

# ACLC Matrix Results, *cont…*

| Element | Brief Description | Level |
|---|---|---|
| **3.1** | Establishes benchmarks and a variety of accountability tools | 4 (Proficient) |
| **3.2** | Establishes long and short-term goals and actively monitors - LCAP | 4 (Proficient) |

| Element | Brief Description | Level |
|---|---|---|
| **4.1** | Establishes clear fiscal policies to ensure appropriate use of funds | 4 (Proficient) |
| **4.2** | Creates and monitors immediate and long-range financial plans | 4 (Proficient) |
| **4.3** | Conducts an annual financial audit which is made public | 4 (Proficient) |
| **4.4** | Enrollment is stable and/or growing at the rate anticipated by charter | 3 (Underdeveloped) |
| **4.5** | Ensures financial resources are directly related to stated goals - LCAP | 4 (Proficient) |
| **4.6** | School projects to maintain financial viability during proposed term | 3 (Underdeveloped) |

# Summary of Findings: Criteria 1 (Student Instruction)

## Observed strengths:

- **Strong Academic Outcomes:** Strong ELA, graduation, and college/career readiness, with continued academic growth.
- **Engaging Instruction:** Hands-on, relevant, and project-based learning promotes student engagement.
- **Student Voice and Inclusion:** Strong learner agency, belonging, safety, and leadership opportunities.
- **Strong Relationships and Support:** Positive relationships with students and families, with coordinated academic and student supports.
- **Data-Informed Improvement:** LCAP priorities and improvement efforts are grounded in student performance data.

## Areas to consider for Improvement:

- **Strengthen Mathematics Achievement:** Set clear schoolwide math targets and consistently implement Illustrative Mathematics.
- **Increase Rigor and Student Engagement:** Expand academic discourse, problem solving, collaboration, and student ownership of learning.
- **Strengthen Curriculum and Differentiation:** Ensure coherent curriculum, grade-level rigor, and consistent scaffolding and differentiation.
- **Address Achievement Gaps:** Establish targeted, measurable strategies for student groups experiencing persistent disparities.
- **Strengthen Attendance and Student Supports:** Set clearer attendance targets, develop early-warning systems, and monitor discipline disparities.
- **Strengthen Special Education Supports:** Ensure support classes are instructional and students with disabilities have meaningful access to rigorous learning.

# Summary of Findings: Criteria 2 (Leadership & Governance)

## Observed strengths:

- **Clear Mission and Learner Empowerment:** Strong understanding of student ownership, choice, and empowerment.
- **Collaborative Professional Learning:** Ongoing professional development aligned with student needs and instructional priorities.
- **Teacher Leadership:** Strong opportunities for collaboration, reflection, feedback, and shared leadership.
- **Inclusive and Democratic Culture:** Empowered staff and authentic stakeholder voice support an inclusive school community.
- **Strong Governance and Compliance:** Experienced Board and established systems support effective oversight and compliance.
- **Family and Community Engagement:** Multiple opportunities for family input and participation, supported by positive WASC outcomes.

## Areas to consider for Improvement:

- **Strengthen PD Evaluation:** Set staff growth goals and measure PD impact.
- **Sustain Instructional Rigor:** Ensure PD translates into rigorous practice and improved outcomes.
- **Monitor Enrollment:** Evaluate recruitment and retention amid declining high school enrollment.
- **Evaluate Pathways:** Monitor enrollment and retention outcomes.
- **Ensure Equitable SPED Access:** Examine referral and enrollment patterns.
- **Strengthen Continuous Improvement:** Use stakeholder feedback to monitor measurable priorities.

# Summary of Findings: Criteria 3 (Improvement/Data Use)

## Observed strengths:

- **Data-Informed Student Support:** MAP data, instructional rounds, D/F reports, and the failing learner protocol are used to identify student needs and determine tiered supports.
- **Responsive Intervention Structures:** The Wednesday support day, seminars, electives, support periods, and biweekly D/F monitoring provide dedicated structures for intervention and student/family outreach.
- **Aligned Improvement Planning:** LCAP goals are informed by data, connected to expenditures, reviewed annually, and focused on student outcomes, learning environment, academic rigor, and engaging instruction.

## Areas to consider for Improvement:

- **Strengthen Measurable Goals:** Develop more explicit long-term and interim performance targets to strengthen the connection between data, actions, and measurable student outcomes.
- **Increase Academic Rigor and Engagement:** Continue implementing UDL/PBL and CLRTP while strengthening consistency in rigorous, highly engaging instruction across classrooms.
- **Rename and Clarify the "Failing Learner Protocol":** Consider a more asset-based name such as **"Learner Success and Support Protocol"** and clearly define the tiers, responsibilities, and monitoring process for students needing additional support.

# Summary of Findings: Criteria 4 (Fiscal Accountability)

## Observed strengths:

- **Strong Financial Planning and Oversight:** CLCS adopts annual budgets and 3–5 year projections in collaboration with EdTec, with oversight from school and organizational leadership and the CLCS Board. Resource allocation is connected to LCAP priorities.
- **Multiple Enrollment and Contingency Scenarios:** Leadership has considered various enrollment scenarios and developed a tiered contingency plan that includes expenditure adjustments, use of reserves, and other responses to potential revenue shortfalls.
- **Stable Financial Position:** Despite enrollment uncertainties, the revised multi-year projection indicates a relatively stable fund balance and identifies reasonable contingency options, including reserves of slightly more than $1 million.
- **Strong Audit and Budget Compliance:** The most recent audit was clean with no findings, the organization was found to be materially compliant with applicable state program requirements, and the LCAP aligns with the adopted budget.

## Areas to consider for Improvement:

- **Strengthen Enrollment Forecasting:** Align ACLC's enrollment projections more closely with historical enrollment trends and feeder-school data, particularly the significant differences between projected 9th-grade enrollment and NEA 8th-grade trends.
- **Document Enrollment Scenario Planning:** Maintain clear documentation of enrollment assumptions, scenarios, Board review, and resulting budget decisions to provide evidence of the organization's financial planning process.
- **Continue Monitoring Enrollment and Financial Risk:** Regularly compare actual enrollment and ADA to projections and establish clear triggers for implementing staffing, program, or reserve adjustments if enrollment shortfalls persist.
- **Strengthen the Connection Between Enrollment and Long-Term Sustainability:** Continue refining the multi-year projection to ensure enrollment assumptions, revenue, expenditures, fund balance, and contingency plans provide a conservative and sustainable financial outlook.

# Appendix

# ACLC: The Basics

| 24-25 | # In District | % In District | # Out of District | % Out of District | Total |
|---|---|---|---|---|---|
| 6 | 10 | 37.0% | 17 | 63.0% | 27 |
| 7 | 18 | 41.9% | 25 | 58.1% | 43 |
| 8 | 31 | 57.4% | 23 | 42.6% | 54 |
| 9 | 19 | 38.8% | 30 | 61.2% | 49 |
| 10 | 25 | 37.3% | 42 | 62.7% | 67 |
| 11 | 20 | 29.9% | 47 | 70.1% | 67 |
| 12 | 26 | 47.3% | 29 | 52.7% | 55 |
| Total School | 149 | 41.2% | 213 | 58.8% | 362 |

# ACLC: The Basics, *cont…*

| 25-26 | # In District | % In District | # Out of District | % Out of District | Total |
|---|---|---|---|---|---|
| 6 | 6 | 30.0% | 14 | 70.0% | 20 |
| 7 | 12 | 44.4% | 15 | 55.6% | 27 |
| 8 | 18 | 40.9% | 26 | 59.1% | 44 |
| 9 | 21 | 42.9% | 28 | 57.1% | 49 |
| 10 | 14 | 31.1% | 31 | 68.9% | 45 |
| 11 | 21 | 38.2% | 34 | 61.8% | 61 |
| 12 | 19 | 31.1% | 42 | 68.9% | 61 |
| Total School | 111 | 36.9% | 190 | 63.1% | 301 |

# ACLC: The Basics, *cont…*

| 26-27 | # In District | % In District | # Out of District | % Out of District | Total |
|---|---|---|---|---|---|
| 9 | 24 | 32.9% | 49 | 67.1% | 73 |
| 10 | 13 | 32.5% | 27 | 67.5% | 40 |
| 11 | 20 | 42.6% | 27 | 57.4% | 47 |
| 12 | 23 | 44.2% | 29 | 55.8% | 52 |
| Total School | 80 | 37.7% | 132 | 62.3% | 212 |

# ACLC Demographics and Comparable School

## (Numerically Significant Subgroup Percentages)

| Name | Total Students | Asian | Black/AA | Filipino | Hispanic/ Latino | White | Multi-Race/ Ethn. | EL | % of IEPs | SED |
|---|---|---|---|---|---|---|---|---|---|---|
| **ACLC** | 301 | 25.9% | 20.6% | 2.3% | 19.9% | 15% | 11.3 | 11% | 15.6% | 49.2% |
| **Encinal High** | 1,342 | 20.9% | 10.9% | 5.6% | 19.6% | 27.5% | 11.4% | 5.9% | 11.6 | 47.5% |

# ACLC California Dashboard: ELA Indicators - 2025/26



**Red**

No Student Groups



**Orange**

English Learners

Socioeconomically Disadvantaged



**Yellow**

No Student Groups

## All Students

All Students | State



**Green**

19.8 points above proficient

Maintained -2.4 Points

Number of Students: 139



**Blue**

No Student Groups



**No Performance Color**

- African American
- American Indian
- Filipino
- Foster Youth
- Hispanic
- Long-Term English Learners
- Two or More Races
- Pacific Islander
- Students with Disabilities
- White

# Encinal JR/Senior High CA Dashboard: ELA Indicators - 2025/26

## All Students

All Students | State



Blue

34.7 points above proficient

Increased 25.4 Points

Number of Students: 566



**Red**

No Student Groups



**Orange**

English Learners

Students with Disabilities



**Yellow**

African American



**Green**

Hispanic

Socioeconomically Disadvantaged



**Blue**

All Students

Asian

Two or More Races

White



**No Performance Color**

American Indian

Filipino

Foster Youth

Homeless

Long-Term English Learners

Pacific Islander

# ACLC California Dashboard: Math Indicators - 2025/26

## All Students

All Students | State



Orange

52.7 points below proficient

Declined 17.2 Points

Number of Students: 137



Red

English Learners

Socioeconomically Disadvantaged



Orange

All Students



Yellow

Asian



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

American Indian

Filipino

Foster Youth

Hispanic

Long-Term English Learners

Two or More Races

Pacific Islander

Students with Disabilities

White

# Encinal JR/Senior High CA Dashboard: Math Indicators - 2025/26

## All Students

All Students | State



Green

21.2 points below proficient

Increased 14.5 Points

Number of Students: 565



### Red

English Learners

Students with Disabilities



### Orange

African American



### Yellow

Hispanic

Socioeconomically Disadvantaged



### Green

All Students

Asian

Two or More Races

White



### Blue

No Student Groups



### No Performance Color

American Indian

Filipino

Foster Youth

Homeless

Long-Term English Learners

Pacific Islander

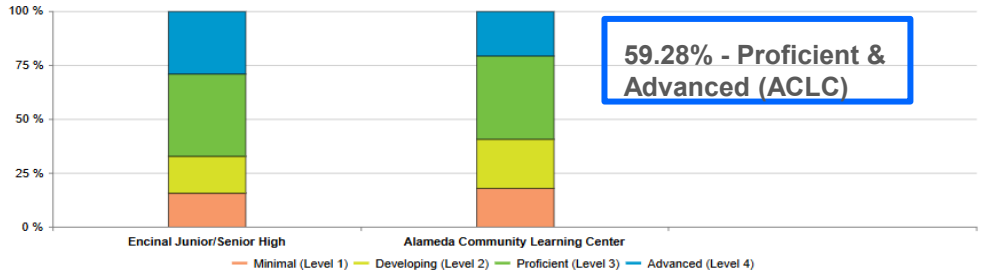
# CAASPP English Language Arts

# ACLC CAASPP 25/26 ELA Scores In Comparison to Encinal Jr./Senior High

**67.07% - Proficient & Advanced (Encinal)**

**59.28% - Proficient & Advanced (ACLC)**

### 2025–26 Achievement Level Distribution - All Grades




*To protect student privacy, an asterisk (*) will be displayed for total enrolled counts and total tested counts of fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.*

English Language Arts/Literacy Achievement Level Descriptors
English Language Arts/Literacy Scale Score Ranges

### Percentage of Students at Each Achievement Level

**Overall Achievement**

| Reporting Categories | Encinal Junior/Senior High | Alameda Community Learning Center |
|---|---|---|
| Mean Scale Score | N/A | N/A |
| Advanced (Level 4) Percentage of students by grade for level | 29.27 % | 20.71 % |
| Proficient (Level 3) Percentage of students by grade for level | 37.80 % | 38.57 % |
| Developing (Level 2) Percentage of students by grade for level | 17.25 % | 22.86 % |
| Minimal (Level 1) Percentage of students by grade for level | 15.68 % | 17.86 % |

The sum of the achievement level percentages may not add to 100 percent because of rounding.

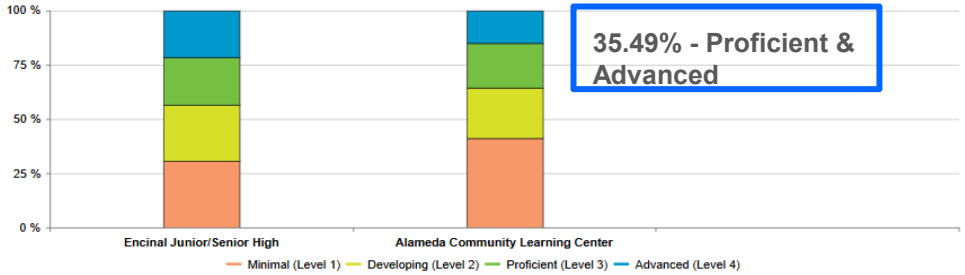
# CAASPP Math

# ACLC CAASPP 25/26 Math Scores In Comparison to Encinal Jr./Senior High

43.71% - Proficient & Advanced

35.49% - Proficient & Advanced

**2025–26 Achievement Level Distribution - All Grades**




*To protect student privacy, an asterisk (*) will be displayed for total enrolled counts and total tested counts of fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.*

Mathematics Achievement Level Descriptors

Mathematics Scale Score Ranges

**Percentage of Students at Each Achievement Level**

**Overall Achievement**

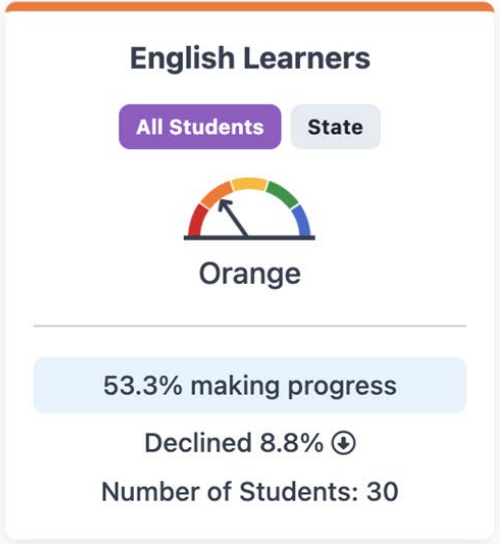
| Reporting Categories | Encinal Junior/Senior High | Alameda Community Learning Center |
|---|---|---|
| Mean Scale Score | N/A | N/A |
| Advanced (Level 4) Percentage of students by grade for level | 21.68 % | 15.22 % |
| Proficient (Level 3) Percentage of students by grade for level | 22.03 % | 20.29 % |
| Developing (Level 2) Percentage of students by grade for level | 25.52 % | 23.19 % |
| Minimal (Level 1) Percentage of students by grade for level | 30.77 % | 41.30 % |

The sum of the achievement level percentages may not add to 100 percent because of rounding.

# Threshold Showing: ACLC English Learner Progress Indicator

## English Learner Progress Indicator

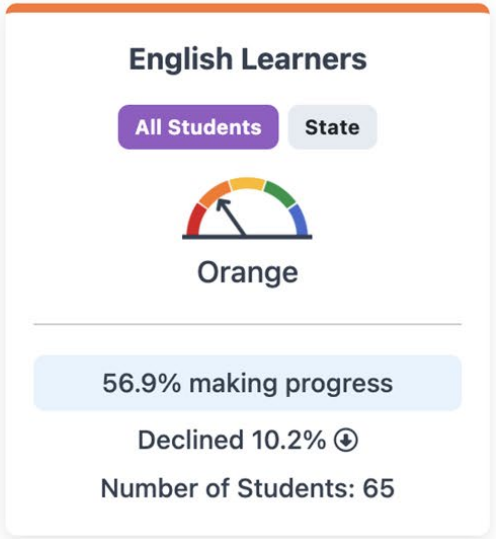
Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



# Threshold Showing: Encinal English Learner Progress Indicator

## English Learner Progress Indicator

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

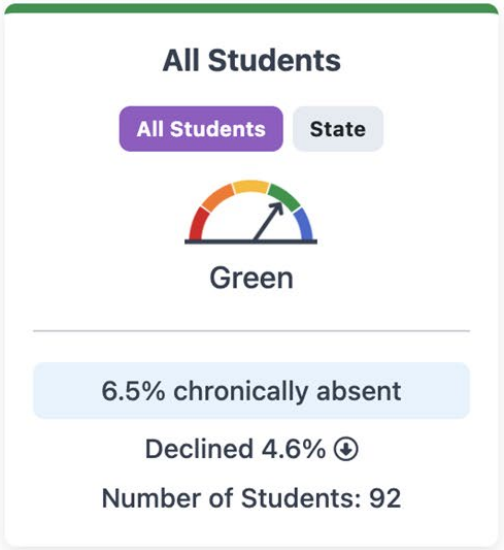


# Threshold Showing: ACLC Chronic Absenteeism - 2025/26

## Chronic Absenteeism

### All Students

Explore information about the percentage of students in transitional kindergarten through grade 8 who were absent 10 percent or more of the instructional days they were expected to attend. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=01611190130609&year=2025-26

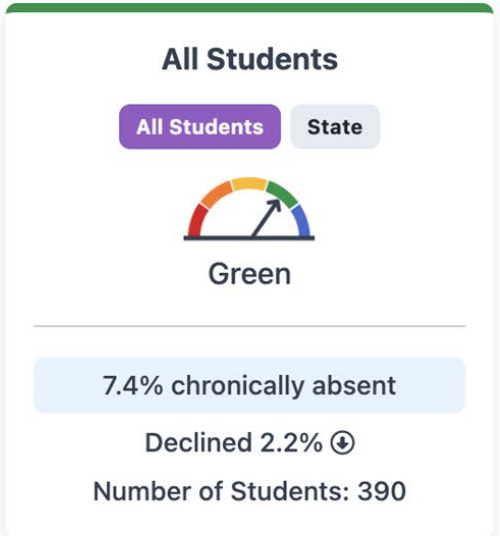


# Threshold Showing: Encinal Chronic Absenteeism - 2025/26

## Chronic Absenteeism

### All Students

Explore information about the percentage of students in transitional kindergarten through grade 8 who were absent 10 percent or more of the instructional days they were expected to attend. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=01611190132142&year=2025-26



**ALAMEDA UNIFIED SCHOOL DISTRICT**
**Alameda, California**
**Resolution**

November 10, 2026 Resolution No. 2026-2027.21

**Resolution Approving Charter Renewal Petition of Alameda Community Learning Center (ACLC)**

*WHEREAS*, on September 10, 2026, pursuant to the procedures set forth in Education Code Section 47605.6(b) and its implementing regulations, petitioners for Alameda Community Learning Center ("ACLC") delivered a petition to renew ACLC's charter as a District-authorized charter school (the "Petition"); and

*WHEREAS*, the District's Governing Board held a public hearing on this matter on October 13, 2026; and

*WHEREAS*, in response to the Petition, District staff reviewed the Petition and its attached supporting materials, conducted a multiday site visit, interviewed ACLC board members, school leadership, staff, parents, and students, reviewed academic performance data, budget and audit documentation, school policies and procedures, and other documentation identified in the staff report dated October 27, 2026; and

*WHEREAS*, the Board reviewed the Petition, taking into consideration the testimony and documents submitted, including testimony presented at the public hearing and other public Board meetings, additional materials received from petitioners, and the findings of District staff, (the "Record"); and

*WHEREAS*, the Board considered increases in pupil academic achievement for all groups of pupils served by ACLC as the most important factor in determining whether to grant the Petition; and

*WHEREAS*, the Board considered the past performance of ACLC's academics, finances, governance, and future plans for improvement in evaluating the likelihood of future success by ACLC; and

*WHEREAS*, the Board hereby adopts the information, recommendations, and proposed findings in the staff report presentation dated October 27, 2026, and the attached petition review rubric (collectively, the "Findings"), which are hereby incorporated by reference;

*NOW, THEREFORE, BE IT RESOLVED* that:

1. The Board finds the above listed recitals to be true and correct and incorporates them herein by this reference.
2. The Board finds that, based on the standards set out in sections 47605 and 47607 of the Education Code, the Record and Findings are insufficient to deny the Petition.

3. Accordingly, the Board approves the Petition. The charter is renewed for a period of five years of school operation, commencing on July 1, 2027, and continuing through June 30, 2032.
4. Staff is authorized and directed to take all steps necessary to execute this resolution.

PASSED AND ADOPTED by the following vote this 10th day of November 2026:

AYES:_____ MEMBERS:_____

NOES:_____ MEMBERS:_____

ABSENT:_____ MEMBERS:_____

_____
Ryan LaLonde, President
Board of Education
Alameda Unified School District
Alameda County, State of California

ATTEST:

By: _____
Pasquale Scuderi, Superintendent
Secretary of the Board of Education
Alameda Unified School District
Alameda County, State of California

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

# ACLC Matrix for Charter Renewal Process

## Criteria 1: Improving Student Achievement (Standard 1)

A charter school promotes student learning through a clear vision and high expectations. It achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, state and federal performance standards, and closing achievement gaps of students.

| Rubric Element | Criterion Description | Level 5 Equivalent | Level 2 Equivalent | Level | Evidence (Non-exhaustive list of data) | Written Response |
|---|---|---|---|---|---|---|
| **1.1** | **Achieves clear, measurable program goals and student achievement objectives as measured by state, federal standards or objective standards set out in the schools Local Control Accountability Plan** | CAASPP student dashboard data in the blue or green categories overall and for all statistically significant subgroups; demonstrated track record of meeting or materially improving performance on objective LCAP student performance goals. | CAASPP student dashboard data in the orange categories overall and for a majority of statistically significant subgroups; student performance goals present in LCAP but unclear or failure to achieve LCAP goals over multiple years. | 3 (Under… | **Key Documents:** When referred to the pages are on the actual documents).<br>• ACLC CA Dashboard<br>• ACLC LCAP<br>• ACLC Renewal Petition<br><br>Refer to CA School Dashboard State and Local Indicators & local assessments (pp.9-18) ACLC Renewal Petition | **Summary of CA Dashboard Data**<br>The California School Dashboard (Dashboard) is an online tool that shows how local educational agencies and schools are performing on state and local indicators that are included in California's school accountability system. State indicators are based on data collected consistently across the state from LEAs through the California Longitudinal Pupil Achievement Data System (CALPADS) and testing vendors. The state indicators are:<br>• Academic (reported separately for English language arts/literacy [ELA] and mathematics assessments)<br>• English Learner Progress<br>• Chronic Absenteeism<br>• Graduation Rate<br>• Suspension Rate<br>• College/Career<br><br>*Local educational agencies and schools receive one of five color-coded performance levels on the state indicators based on both performance and growth from the prior year. From highest to lowest, the five performance levels are: **Blue, Green, Yellow, Orange, and Red.**<br><br>• ACLC demonstrates strength in its College/Career Indicator (Blue on CA Dashboard). On the 2024 California School Dashboard, English Language Arts was Yellow and Mathematics was Orange, with several statistically significant student groups performing in the Orange and Red categories. In 2025, ELA was Blue and Math was yellow demonstrating improvement, though opportunity gaps persist. Additional indicators including Chronic Absenteeism, and Suspension Rate is in Orange or Red while the Graduation Rate, and English Learner Progress were blue and green respectively. While the school shows areas of success, and improvements 4/7 of the indicators are not yet in the green or blue. A more detailed analysis can be found below. |

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| | | | | | | **Data Strengths**<br><br>● English Language Arts performance in the Blue performance band, with students performing 22.3 points above standard, an increase of 17.9 points from the prior year.<br>● Strong graduation outcomes, with a 92.9% graduation rate.<br>● Strong college and career readiness, with 63.6% of students meeting the College/Career Indicator prepared level.<br>● Relatively low suspension rates at approximately 2.0%.<br><br>**Data Areas of Need**<br><br>● Mathematics performance remains below standard at 35.6 points below standard, despite improvement of 16.3 points from the prior year.<br>● Chronic absenteeism is 11.1%, indicating a continued attendance concern<br>● Persistent achievement gaps for:<br>○ English Learners<br>○ Students with disabilities<br>○ African American learners<br>○ Latino learners<br><br>● **LCAP Response to Data**<br>The LCAP explicitly notes that mathematics remains an area requiring targeted support despite recent gains, demonstrating that the school used Dashboard results in setting priorities.<br><br>Although ACLC's College/Career and Graduation indicators are strengths, the school correctly treats them as areas for continued growth. The LCAP goes beyond maintenance by expanding:<br><br>● dual enrollment,<br>● college coursework,<br>● college advising,<br>● career exploration opportunities.<br>● Particularly noteworthy is ACLC's planned transition toward a pathways model where high school students complete college courses as part of their experience.<br>● The Dashboard identifies chronic absenteeism as one of ACLC's most pressing student engagement challenges. The LCAP responds by emphasizing:<br>○ student connectedness,<br>○ family engagement,<br>○ advisory programming, |

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| | | | | | | ○ culturally responsive supports,<br><br>The LCAP specifically recognizes lower performance among:<br><br>● English Learners<br>● Students with IEPs<br>● African American students<br>● Latino students<br><br>The planned actions address both academics and support systems, including:<br><br>● MTSS improvements,<br>● progress monitoring,<br>● intervention systems,<br>● ELD coordination,<br>● counseling supports,<br>● restorative practices<br>● belonging and inclusion initiatives.<br><br>While the alignment between the data and the LCAP is strong, a few areas could be strengthened:<br><br>**1. Mathematics Urgency**<br><br>Math remains 35.6 points below standard despite improvement. The LCAP includes interventions, but math does not appear to receive the same degree of explicit focus that literacy receives. A dedicated math achievement target or action may strengthen alignment.<br><br>**2. Attendance Strategy Specificity**<br><br>The Dashboard identifies 11.1% chronic absenteeism, yet the LCAP largely addresses attendance through engagement and belonging initiatives. More explicit attendance interventions, early warning systems, and attendance targets could improve responsiveness.<br><br>● In practice, this is beginning to happen this year in a more systematic way. ACLC has a Family Liaison who is implementing both targeted proactive measures as well as responsive ones. Their tardy and chronic absenteeism rate has improved this year in comparison to past ones. Teachers are also being tighter around allowing students who are tardy into their classes without a note from the office.<br><br>**3. Measurable Student Group Outcomes**<br><br>The LCAP identifies achievement gaps but could benefit from more |

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| | | | | | | Dashboard-aligned student group outcome targets tied to:<br>● African American learners<br>● Latino learners<br>● English Learners<br>● Students with Disabilities |
| **1.2** | **Provides a challenging and coherent curriculum for each individual student** | The school has a robust standards-based curriculum with strategies in place to meet the needs and challenges of all students, including those who are not at grade-level. The school has systems in place to formally identify individual student needs and has effective strategies in place to meet the needs of English Learners (EL) and students with Special Education and 504 plans. The school is closing achievement gaps among student sub-groups at a rate exceeding other schools with similar demographics. | The school's curriculum is standards-based, but is not meeting the needs of all individuals. Support structures for students not meeting grade-level standards are inadequate. EL and students with special education plans are making inadequate progress. The achievement gap among subgroups is on par with those in similar or surrounding schools. | 3 (Under… | Refer to Element A - Educational Program (pp. 18-31) ACLC Renewal Petition<br><br>What it Means to be an Educated Person in the 21st Century (pp.22-24) ACLC Renewal Petition | ● While the content was grade-level and standards based, it is unclear what curriculum is being used in classrooms. Across several classrooms teacher-created powerpoints and worksheets were being used. The class that had the most clear and transparent curriculum was the 12th grade history class, which was evident by posted objectives, work samples and planning on the walls, students engaging in group work related to the topic, and the teacher's explanation of the scope and sequence. There were no students with IEPs in this class, according to the teacher.<br>● In math, classrooms observed were focused on either a prerequisite skill that students were found to struggle with, or with an early skill for that level.<br>● Adopted math curriculum is Illustrative Math, a high-quality standards aligned curriculum with explicit supports for collaboration and development of student thinking and reasoning but no evidence of it being used in the classrooms observed<br>● Scaffolding and differentiation were limited. (+2) There were no intentional student groupings to differentiate support/instruction. Students in most classes worked independently. Even when teacher directions were being given, students did not appear to be attending to those instructions.<br>● Curriculum is teacher created which is both good in that it allows for creative design but also challenging for new teachers who then have to recreate courses of study, curriculum, etc.<br>● Teacher created curriculum also poses challenges for addressing the needs of students who need more support in accessing grade level complex tasks/texts<br>● Teachers held the cognitive load; minimal structured student talk/academic discourse<br>● Evidence of students engaging with primary documents in history class and connecting the 1st amendment and constitution to an important question for our country today,<br>● Wide ranging teacher mediated conversation, many students sharing, most clearly listening and engaged, |

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| | | | | | | connecting historical information to current world<br>● In focus groups, teachers shared the following strategies to support multilingual learners and students with IEP and 504 plans:Teacher planning Choice + student agency Math text provides foundation for vocabulary, and grade level problems, Collaboration between Sped and Gen Ed + co teaching + push in support, Chunking content, Text in different languages (Spanish)<br>● Students with disabilities were included in all general education settings and engaged in activities of the classes. The two maker classes were the only classes where students were actually working on projects. In the advanced class, the students each had a Kiwi box-type task that they were recreating, and their engagement with the projects varied. Some students were actively working a station, problem-solving and creating the item in the box, while others were walking around and talking with peers or their teacher. The teacher explained that students were required to keep a journal and reflect on their level of persistence and completing the projects. The class was creative, free-flowing, and required students to have a sense of motivation and perseverance to maintain their focus on the assignments. The teacher of the math class explained how students moved through the curriculum but that students were at different places with their levels of mastery, and therefore she differentiated quite a bit.<br>● Lessons observed were mostly whole class with some transition to group work.<br>● Classroom aids did not actively engage in supporting students during my observation - they were sitting at desks. |
| **1.3** | **Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students** | Students are actively and consistently engaged in class and demonstrate a high level of enthusiasm for learning across the curriculum. Students and teachers use resources for learning experiences beyond the limits of the textbook and classroom, including the effective use of technology and community resources. Student engagement is supported by opportunities to relate productively with adults and other students in | Students are inconsistently engaged in class. Instruction is predominantly teacher centered or textbook driven. Technology and community resources are not utilized with any consistency to further relevant learning in or outside the classroom. | 3 (Under… | How Learning Best Occurs (pp. 27-30)<br>ACLC Renewal Petition | ● Students were actively and consistently engaged in class and demonstrated enthusiasm in class - whether it is due to the concepts or their high quality relationships with the facilitator is unclear.<br>● Teachers used resources for learning experiences beyond textbooks including live demonstrations, hands-on activities, and real-life scenarios (ex: gummy bear combustion to represent calories, bungee jumping measurement, Silver Nitrate + Copper to demonstrate a replacement reaction).<br>● When asked, students could not answer what the learning goal was. Checks for understanding may be helpful in this area to collect data on whether or students |

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| | | both academic and non-academic settings. Learning goals are aligned to the educational program outlined in the charter. | | | | are working at a high level of rigor towards the learning goal.<br>● Observed a lot of behavioral engagement - students were busy with the task at hand but did not observe a high level of intellectual or emotional engagement except in a couple of classes +2<br>● Lessons were at grade level<br>● Teachers held the cognitive load; minimal structured student talk/academic discourse. +1<br>● In math students were asked to complete a Booklet where they needed to solve equations, but were not given resources (whiteboards, paper, etc) to work through the problem and show their thinking<br>● Student/Parent quotes: “The facilitators really know why they’re here” and “Teachers make you FEEL what you’re learning” and “Teachers are very observant here, if it (the instruction) isn’t working, they notice and change it up. It’s obvious when they do that.”<br>● Use of patty paper to make hands on observations of geometric relationships provides access and engagement<br>● Instruction in science courses Chemistry and Physics were phenomena based for example in Chemistry students observed single replacement reaction Silver Nitrate and Copper, in Biology students made hypotheses around a photo<br>● Math classroom was unpacking a curricular task Bungee Jump project. Students were representing this project through linear equations, prerequisite skill that students had shown was weak, not course level standard<br>● Use of Desmos in Alg 2 supports charter goal of building student thoughtful use of technology<br>● Students were asked to analyze and make sense of data from an experiment - “What story does the data tell?”<br>● The teachers in many of the classes provided direct instruction but often in front of the class for long periods of time +1<br>● I would like to see more structured dialogues throughout classrooms ensuring all students are participating.<br>● In teacher focus group, teachers shared that the core principles of the site are: Empower learners to take hold of academic tools- independent learners- have students to be their own judge of learning, educating future leaders + managing yourself, rubric grading<br>● Science classrooms saw evidence of student collaborative work, discussion and creation of hypothesis, teacher direct Instruction |

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| | | | | | | • Teachers report one of the program's core principles is to empower learners to take ownership of their educational experience, system of seminars and project based learning support this principle -- while discussed by teachers, little evidence of projects observed in classrooms<br>• Very clear college going culture. I saw college banners in the hallways and in classrooms.During interviews teachers referred to various supports to prepare students for college level academics, ie free period.<br>• Also a culture of productive struggle is emphasized. The "Everyday Standard" posted in one classroom read " I can push myself, I can focus on the work in front of me and believe I am getting better every day".<br>• Classroom aids did not actively engage in supporting students during my observation t- hey were sitting at desks. |
| **1.4** | **Uses the results of evaluation and assessment as the basis for the allocation of appropriate resources to promote high levels of student achievement.** | Resources are allocated appropriately (among materials, equipment, staff, and facilities) and used effectively to optimize student learning experiences and promote student achievement. | Resources allocation is inconsistent and does not clearly align with programmatic improvement for increasing student achievement. Resources are inadequate to support learning activities, or resources are available, but not effectively utilized to increase student achievement. There is little monitoring of the use of resources for the optimization of student needs. | 3 (Under… | Refer to Goals and Actions and Goal Analysis (pp.18-33) ACLC LCAP<br><br>Refer to Pathways Program and Seminars (PP.35-36) ACLC Renewal Petition | • Students/guardians report the school is resourceful and uses "what they have to the best of their ability"<br>• Requests for improved facilities including modernization, well-lit classrooms, heating/cooling concerns, more common student spaces (like a gymnasium).<br>• Students (and parents) mentioned wanting more access to sports/extra-curriculars, AP classes and electives<br>• 9th and 10 grade seminar and academics (intervention and stretch classes) and elective schedule on Wednesday was<br>• When asked how students can earn an A in a class, some students were able to clearly articulate what it would take (ie, in a maker class - take notes, complete assignments, pay attention), and others, in particular the students with disabilities, could not name expectations for earning a high mark. |
| **1.5** | **Promotes a safe, healthy and nurturing learning environment characterized by trust, caring and professionalism** | The school has a strong sense of community, which allows students to take on academic risks and challenges. Most/all students in the school feel that they have one or more adults that they can trust. The school environment is free of violence, the threat of violence, and bullying; and solid discipline policies and practices, safety procedures and crisis plans are in place. The learning environment is clean, | The school has a limited sense of community. Inadequate facilities and/or lack of clear discipline policies or effective practices, or safety procedures do not support a safe or comfortable learning environment. There is little interaction between adults and students at the school outside of formal classroom instructional time. LCAP does not adequately reflect commitment to promoting safe learning environment | 2 (Inadeq… | Student Survey | • Student & parent focal group reported strong feelings of safety and inclusion for all learners:<br>  ○ Parent comments like "ACLC is blank space, all can fit here," and "learner-led" and "learner-empowerment."<br>  ○ Student comments like "other kids are surprised by how much power we (learners) have here."<br><br>• The school's LCAP reflects a comprehensive commitment to fostering a safe, inclusive, and relationship-centered learning environment. |

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| | | attractive, functional, and comfortable and promotes student health and wellness. Students feel supported and respected by teachers and staff. LCAP reflects a dedication to providing a safe learning environment and consistent achievement of or progress toward learning environment LCAP goals. | or school has failed to consistently implement stated LCAP goals in this area. | | | Community-building structures such as advisory, affinity groups, student leadership, restorative practices, counseling services, and peer mentoring create multiple opportunities for students to develop meaningful connections with peers and adults. School climate goals are supported by measurable outcomes related to belonging, engagement, attendance, and discipline, as well as financial investments in counseling, restorative practices, and student support systems. Suspension rates remain low, bullying prevention topics are addressed through advisory programming, and the school continually monitors student engagement and equity data to improve outcomes. While the LCAP contains less direct evidence regarding facilities and formal safety procedures, the overall evidence supports a strong rating.<br>● The classroom environments, with varied seating options, motivational/educational walls, dimmer lighting in some, make for a warm and varied environment where all students are welcome<br>● In the English class, the paraprofessional was very attentive to the behavioral needs of his learners. He also seemed to know which students struggled academically more than others, and he shared that he has known the students for several years given his tenure on the campus. It seemed that he had a trusted relationship with them, and he promoted a sense of well-being and stability given his presence. The special ed director also noted that the staff assigned to students/classes have known many students for years and are part of the decision-making around ongoing support and addressing needs of learners with IEPs. |
| **1.6** | **Involves staff, students, parents and other stakeholders (including the school's authorizer) in its accountability** | Parents/families are given accessible and relevant information about their child's progress through a variety of methods to communicate student achievement, which include progress reports, report cards, parent/student meetings, etc. Students and parents are well-informed of the class/course learning objectives and of their | School leadership participates in the development of a basic school accountability report card but provides little or no other school progress reports to the school's community and/or its authorizer. | 4 (Profici… | Refer to LCFF Budget Overview for Parents (pp. 1-3) ACLC LCAP | ● Parents spoke highly about their ability to connect to staff leaders and facilitators<br>● School Leaders describe a robust enrollment/orientation process for families<br>● D/F lists require "no less than 10 points of contact"--including mass texts sent through ParentSquare alerting families to student progress<br>● Students felt that they had a lot of power/control in shaping the school - clubs, leadership, spirit, etc.<br>● Posters in school encouraging students to make a |

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| | **for student learning and provides regular, public reports on the school's progress towards achieving its goals** | child's progress on those objectives throughout the school year. The school provides schoolwide progress reports and student achievement data to the school community and other stakeholders, including its authorizer, on a regular basis and solicits feedback and assessment of school progress through parent/student/teacher (and other stakeholders) surveys. School leadership participates in the development of a school accountability report card as required by law. | | | | proposal with qr code and online<br>• Students were very comfortable communicating their thoughts about ACCL and showed they have experience with having group discussions about the school with their peers and staff. |
| **1.7** | **Maximize access to learning environment for all students** | Student suspension and expulsion rates are consistent with an effort to maximize learning time for students; student suspension and expulsions do not fall disproportionately on one or more identifiable subgroups of students, including but not limited to students of color and students receiving special education services. Students receiving special education services are served in the least restrictive environment in order to maximize access to the school's education program. | Student suspension and expulsion rates materially affect student learning time. Suspensions and expulsions consistently fall disproportionately on one or more identifiable subgroups of students. There is a pattern of students receiving special education services being either excluded from the school or served in overly restrictive environments that unnecessarily served in environments that reduce access to the school's education program. | 3 (Under… | Refer to Serving All Learners (pp. 41-46)<br>ACLC Renewal Petition | • ACLC's 2025 California Dashboard Suspension Rate Indicator is Orange, with 3.7% of students suspended at least one day and a 1.3 percentage-point increase from the prior year. While overall suspension levels do not indicate pervasive exclusion from instruction, equity data reveal disparate outcomes among student groups, including one Red-performing group and multiple Orange-performing groups. These results suggest that suspensions may disproportionately affect certain student populations and that additional efforts are needed to ensure equitable access to instructional time.<br>• There was one designated "support class" for students with IEPs (and maybe others…it was unclear). The class was mainly a space to hang out with friends or take a break. Some students were reading (sitting by themselves), or doing art. The teacher was on her phone and did not even look up when a visitor came in. The students reported that the class was not instructional but rather a place to chill or do homework. |

## Summary:

### Areas of Strength

- **Strong Academic and College-Going Culture:** ACLC demonstrates strong ELA performance, graduation outcomes, college/career readiness, and a clear culture of preparing students for postsecondary success.
- **Engaging, Relevant Instruction:** Students experience hands-on, real-world, and phenomena-based learning, particularly in science and some project-based courses. Students generally demonstrated enthusiasm and positive relationships with facilitators.
- **Learner Voice, Agency, and Inclusion:** Students report having a meaningful voice and influence in the school, with strong feelings of safety, belonging, and inclusion. Advisory, affinity groups, student leadership, restorative practices, counseling, and peer mentoring further support this culture.
- **Strong Relationships and Student Support:** Staff demonstrate strong relationships with students and families, and support systems include collaboration between general and special education staff, co-teaching, push-in support, counseling, and frequent family communication.

- **Data-Informed Planning and Improvement:** The LCAP responds to Dashboard data and identifies mathematics, attendance, and achievement gaps as areas for continued improvement, with planned actions including MTSS, intervention, progress monitoring, ELD coordination, and student support.

- **Positive Academic Growth:** ELA improved to the Blue performance level, mathematics showed significant growth despite remaining below standard, and the school demonstrates strong graduation and college/career outcomes.

**Areas of Growth/Recommendations**

- **Strengthen Mathematics Achievement:** Continue the positive trajectory in mathematics while establishing a more explicit schoolwide math achievement target and ensuring consistent implementation of the adopted Illustrative Mathematics curriculum. Pasted text Pasted text
- **Increase Instructional Rigor and Student Cognitive Engagement:** Provide more opportunities for structured academic discourse, student-to-student interaction, problem solving, and students to carry the cognitive load rather than relying primarily on teacher-directed instruction. Pasted text Pasted text
- **Strengthen Curriculum Coherence and Differentiation:** Clarify and consistently implement a coherent curriculum, increase intentional differentiation and scaffolding, and ensure grade-level tasks and complex texts are accessible to students requiring additional support. Pasted text
- **Address Achievement and Opportunity Gaps:** Develop measurable outcomes and targeted strategies for English Learners, students with disabilities, African American learners, and Latino learners, with particular attention to ensuring equitable access to rigorous instruction. Pasted text Pasted text
- **Strengthen Attendance and Student Support Systems:** Continue the promising work of the Family Liaison while developing more explicit attendance targets, early-warning systems, and interventions. Monitor suspension data closely to address disparities among student groups. Pasted text Pasted text

- **Strengthen Special Education and Learning Supports:** Ensure support classes provide meaningful instructional services, increase active engagement of classroom aides, and ensure students with disabilities can clearly articulate learning expectations and pathways to academic success.

## Criteria 2: Strong Leadership and Responsible Governance (Standards 2, 3)

The leaders of a charter school are stewards of the charter's mission and vision and carry out their duties in a professional, responsible and ethical manner. Charter school leaders use their influence and authority for the primary purpose of achieving student success.

| Rubric Element | Criterion Description | Level 5 Equivalent | Level 2 Equivalent | Level | Evidence (Non-exhaustive list of data) | Written Response |
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| **2.1** | **Effectively communicates and engages stakeholders in the mission and vision of the school** | The board and school leadership clearly and effectively communicate the mission, goals, pedagogical approach and education model of the school with all relevant stakeholder groups. Stakeholders are active supporters and communicators of the mission and vision to the school community. The mission and vision of the school is clearly articulated, well-known by school stakeholders, and implemented in daily practice. | Communication regarding the mission and vision with stakeholders is sporadic and/or inconsistent. The school's mission and vision are known and understood by few of the school's stakeholders. | 5 (Excellent) | Board Committee Structure and Input from Stakeholders ACLC Renewal Petition<br><br>Refer to Parent Action Committee (pp. 80-81) ACLC Renewal Petition | • Facilitators clearly explained the ACLC program's core principles and vision and how that appears in their classroom. Talked about empowering students to take ownership of their experience, and that having projects with options enables differentiation.<br>• Special ed leaders on site wear multiple hats (ie, teaching, monitoring student progress, engaging staff and families, providing input in scheduling) and articulating the vision and mission for inclusion well.<br>• Students know the mission and vision of the school and were able to articulate it and what it means to them in their own words. |
| **2.2** | **Generates and sustains a school culture conducive to staff professional growth** | The school leadership provides professional development opportunities that advance the effectiveness of teaching and learning and monitors that professional development for impact on school achievement. There is open and clear communication between students, staff, and administration; and teachers are empowered to demonstrate teacher leadership throughout the school, as well as establish goals for professional growth. | Staff development is restricted to individuals with little or no link to meeting overall schoolwide goals or to the performance of students. The types of professional development in which teachers participate are limited and/or not relevant to individual and schoolwide needs. Staff does not set goals for professional growth. | 4 (Proficient) | Refer to Professional Development (pp 28 &36) ACLC Renewal Petition | • The school has established a strong culture of professional learning that is closely aligned to student needs and schoolwide instructional priorities. Leadership uses multiple sources of data, including NWEA MAP, CAASPP results, grades, and instructional rounds, to identify areas for staff development and instructional improvement. Professional learning opportunities are relevant, ongoing, and embedded in practice, focused on areas such as Project-Based Learning, Culturally Responsive Teaching, Universal Design for Learning, differentiation, and instructional rigor.<br>• Teachers participate in instructional rounds, peer observations, collaborative problem-solving protocols, and monthly supervision meetings that support reflection and continuous growth. Staff members are provided opportunities to learn from one another, receive feedback, and assume leadership roles through structures such as grade-level leadership teams. The school's culture emphasizes collaboration, collective responsibility for |

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| | | | | | | student success, and open communication among staff and administration.<br>• While evidence demonstrates a strong commitment to professional growth and teacher leadership, the school provided limited evidence of formal processes for staff goal-setting and systematic evaluation of the impact of professional development on student achievement.<br>• In teacher focus groups, the teachers named the following topics as the focus of PD for the past 3 years: CLR and the brain, data discussion on math, PBL, stronger academic focus, grading practices. Teachers reported feeling that they had a voice in the focus of PD, felt supported and included. |
| **2.3** | **Treats all individuals with fairness, dignity and respect** | School leaders ensure that school policies regarding equal opportunity and unlawful harassment are effectively implemented. There is open communication among the staff and with the leadership team. School stakeholders report that they are treated with fairness, dignity, and respect and that school leadership is working effectively to create an optimal teaching and learning environment. Complaints regarding the above are not systematic and are resolved through the Uniform Complaint Process or a process that provides equivalent procedural protections. | There are gaps in communication in the school. Policies regarding equal opportunity, unlawful harassment, or other complaints that are nonexistent are/or ineffectively implemented. Stakeholders do not feel they have a voice in the school. | 4 (Proficient) | • | • Facilitators report feeling empowered to grow and to have an impact on the school as a whole. CLCS Schools have a democratic model where feedback and input is actively encouraged. This was obvious when talking to various stakeholder groups who commented on their ability to provide input into all areas of the organization and schools and leadership's level of authentic interest to consider it.<br>• Teachers and school leaders provide a warm, caring, environment in which to learn. The focus for the past few years is to increase instructional and curricular rigor as well as to engage all learners. |
| **2.4** | **Has a cogent understanding of the laws that govern charter schools and monitors the trends, issues and potential changes in the environment in which charter** | The school administration and governing board consists of individuals who are experienced in managing organizations and who are well-versed in charter law. School administrators and board members actively and regularly seek information and professional development related to charter operations and laws; and new board members are given a formal, relevant orientation on the purpose | Board representation is limited; few are engaged in or understand the charter law. Opportunities for board members to take part in professional development or seek information regarding charter operations, trends and law are limited. Responsibilities and roles of leaders, governing bodies and staff are unclear. Bylaws regarding conflicts of interest, meeting protocols, delineation of roles and responsibilities are not well | 4 (Proficient) | Refer to Board Governance (pp.70) ACLC Renewal Petition | • The CLCS Board has actively recruited (and maintained) members from diverse backgrounds with different levels of expertise important to effective school boards. Members currently have backgrounds in law, marketing, community organizing, and education. A The majority of them are parents of students currently attending Nea or ACLC or who have graduated from one or both of the schools.<br>• There is a clear induction process for New Board members and they attend Brown Act and |

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| | **schools operate** | and educational vision of the school and on their roles and legal responsibilities. The charter school governing board adheres to and consistently follows a fully adopted set of bylaws which includes: conflicts of interest policies, meeting protocols and procedures, and formal delineations of roles and authorities within the school. Conflicts of interest and conflict resolution policies are comprehensive and clear. School has no recorded instances of material charter law or applicable labor law violation during the charter term. IDEA and Section 504 obligations are consistently met. | understood and/or followed by the school. Process for conflict resolution is not well understood and/or consistently implemented. There is a pattern of charter or labor law violations during the term of the charter. There is a pattern or IDEA or Section 504 violations established by CDE or OCR findings or due process proceedings. | | | Conflict of Interest trainings. They have a clear set of updated bylaws that are reviewed and amended if needed on an ongoing basis.<br>● The Home Office and Board consult with their two law firms - Young, Minney, & Corr and Edwards, Stevens, & Tucker, on legal matters when needed.<br>● IDEA and Section 504 obligations and standards are consistently met.<br>● The CLCS Leadership Team and School Leaders regularly attend professional trainings centered on both governance and legal issues and curriculum and instruction from the Charter School Development Center and California Charter Schools Association.<br>● Facilitators teach a variety of classes and all are properly credentialed. |
| **2.5** | **Consistently engages in timely reporting of required information to the District, the County, and the State** | The school provides required reports and responds to reasonable inquiries about student performance, academic progress and the school's fiscal health in a thorough, accurate and timely manner. Formats for reporting comply with stated requirements, and any variances are explained. The legal and fiscal authorities and responsibilities of the school and of the authorizer are clearly articulated in writing, and clearly defined operational agreements, contracts, MOU's, and/or protocols have been established with the authorizing agency in key areas such as liability, special education, and facilities. | There is limited communication between the school and its authorizer. Reports and/or responses to inquiries are late and/or incomplete. Operational agreements are vague or non-existent and formal delineation of key areas of responsibility are unclear. | 4 (Proficient) | | ● The Home Office (District) personnel including the Executive Director have a good, established relationship with AUSD staff and leadership<br>● Key compliance dates are calendared and project managed by the Compliance Manager who reports to the Chief Operations Officer.<br>● There is a process for MOUs which are approved by the Executive Director and the CLCS Board<br>● The Home Office's back office, Edtec manages finance compliance deadlines to the authorizer, AUSD, and the state in collaboration with the Executive Director and Chief Operations Manager. |

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| **2.6** | **Maintains effective and active control of the charter school and seeks input from impacted stakeholders** | Governing board has adopted a policy, decision matrix or delegation of powers that identifies the authority and role of stakeholders (individuals and groups) involved with the school. All stakeholders participating in the decision-making process understand their role, who has the final decision-making authority, and what process will be used. In addition, the school establishes regular opportunities for stakeholders to address the administration and board (i.e. parent meetings, surveys, staff meetings, student forums, etc.). The board conducts its meetings regularly (at least quarterly) and in an organized and effective manner to encourage public comment and participation. All board meetings are held in accordance with applicable provisions of law, appropriate recording of all actions taken is ensured, and Board records are maintained in a comprehensive and systematic manner, in both soft and hard copy. The board creates and adopts all necessary policies and ensures their consistent implementation. | Organization has no decision matrix or policy describing the delegation of decision-making authority of stakeholders (individuals and/or groups) involved with the school. Stakeholders are unaware of the decision-making process. The board does little to encourage or seek stakeholder participation or involvement. Governing board meetings are infrequent and materials are not provided in advance. Compliance with the Brown Act is inconsistent. Records of board discussion and action are not current and not maintained in a manner that is readily available to board, staff and community. Board relies on the executive director/head of school to develop policies and procedures; deferring on major decisions without active debate. | 4 (Proficient) | • LCAP Link to Parents<br>• Board Governance | • Community Centered Learning Schools (CLCS) which governs ACLC, has a clear governance structure that outlines decision making. Their board meets monthly to review disaggregated data on academic performance, financials, progress towards, LCAP goals, etc.<br>• Families are encouraged to attend board meetings and there is a public comments section on the agenda where families can express compliments, concerns, and suggest ideas on how to improve the program.<br>• Parents are surveyed twice a year on their perception/experiences regarding student safety, school culture, two-way communication efforts, student support, and other important elements concerning how their children are experiencing school. This information is shared with the staff and leadership to identify patterns and/or concerns to be addressed.<br>• ACLC received a favorable 6-year accreditation designation from from WASC with a positive 3-year mid-term report. |
| **2.7** | **Ensures implementation of the student recruitment, retention, and enrollment process intended in the charter and as defined by statute and regulation** | The school leadership and staff follow the procedures described in the school's charter and policy. Recruitment strategies are consistent with the mission of the charter and focus on the targeted population which is inclusive of a diverse range of learners. All communications with families convey the same description of the process. Accurate records of applications, lottery results and wait lists are maintained. The results of the policy are reviewed annually with the board to ensure consistent | Student recruitment, retention and enrollment policies are not well-documented. Staff members communicating with families give inconsistent and/or inaccurate information regarding procedures. Enrollment and retention decisions are not consistent; with case-by-case exceptions made for some families depending on circumstances. Board is not informed of enrollment and retention results, other than in general terms. | 4 (Proficient) | | • The Home Office has an employee whose main job is dedicated to this role.<br>• ACLC's Home Office has an aggressive student recruitment plan that utilizes both print and social media, which they are continually trying to refine. They hold recruitment events during their enrollment window including one specifically for 8th grade families in an effort to retain them into high school.ACLC has an extremely diverse population as the recruitment efforts actively seek to enroll students from all backgrounds and socioeconomic status and it has a strong reputation of being inclusive and welcoming.<br>• Despite their outreach, the high school |

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| | | implementation and to identify areas for improvement. | | | | in-district student enrollment numbers has consistently dropped and is currently below the percentage required in its long-term lease with the AUSD.They are forecasting that in-district numbers will increase due to its new Pathways Program which creates an articulated pathway and format to students to be dually enrolled in the of Alameda and other Peralta Community College Schools.<br>● The Home office has an aggressive student recruitment plan that utilizes both print and social media, which they are continually trying to refine. They hold recruitment events during their enrollment window including one specifically for current families to help retain students to continue to attend CLCS schools -ACLC once they graduate from 8th grade. ACLC's Home Office communicates the annual date of their lottery and uses a legal, preferenced recruitment process which gives priorities to in-district students, siblings, etc. Their admission policies and procedures including their lottery preference are included in their Charter Renewal Petition.<br>● It seems as if there are less students who enter ACLC with IEPs if they did not start at NEA, and there are very few initial evaluations conducted at this level per the director of special education. |

## Summary

### Strengths

- **Clear Mission, Vision, and Learner Empowerment:** Facilitators and students can articulate ACLC's core principles and vision, particularly the emphasis on student ownership, choice, empowerment, and differentiation.
- **Strong Culture of Professional Learning:** Professional development is ongoing, collaborative, and closely connected to student needs and instructional priorities, including PBL, culturally responsive teaching, UDL, differentiation, instructional rigor, data use, and grading practices.
- **Teacher Leadership and Collaboration:** Instructional rounds, peer observations, collaborative problem-solving, supervision meetings, and leadership teams provide meaningful opportunities for reflection, feedback, shared learning, and teacher leadership.
- **Inclusive and Democratic School Culture:** Facilitators report feeling empowered to influence the school, while the democratic CLCS model creates structures for authentic stakeholder input. Special education leadership also demonstrates a strong commitment to inclusion and collaboration.
- **Strong Governance and Compliance:** CLCS maintains a diverse and experienced Board, clear governance structures, effective onboarding and training, established legal support, and systems for monitoring compliance and authorizer requirements.

- **Strong Family and Community Engagement:** Families have multiple opportunities to provide input through board meetings, public comment, surveys, and communication structures. ACLC also received a favorable six-year WASC accreditation with a positive three-year mid-term report.

**Areas of Growth and Recommendations**

- **Strengthen Professional Development Evaluation:** Develop more formal staff goal-setting processes and systematically evaluate the impact of professional learning on instructional practice and student achievement.
- **Continue Strengthening Instructional Rigor:** Sustain the school's recent emphasis on curricular and instructional rigor while ensuring professional learning translates consistently into classroom practice and improved outcomes for all learners.
- **Monitor Enrollment Trends and Recruitment Efforts:** Continue evaluating the effectiveness of recruitment and retention strategies, particularly given the decline in high school in-district enrollment and the requirement related to the long-term AUSD lease.
- **Evaluate the Pathways Program:** Monitor whether the new Pathways Program results in increased in-district enrollment and strengthens student retention from middle school into high school.
- **Examine Equitable Access to Special Education Identification and Services:** Further examine enrollment and referral patterns, particularly the limited number of students entering ACLC with IEPs who did not previously attend NEA and the low number of initial evaluations, to ensure students' needs are identified and addressed equitably.

- **Continue Strengthening Systems for Organizational Improvement:** Maintain the strong governance, compliance, and stakeholder-feedback structures while continuing to use Board, family, staff, and student feedback to identify measurable areas for organizational and instructional improvement.

## Criteria 3: A Focus on Continuous Improvement (Standards 1, 4)

A charter school engages in a process of continuous self-improvement in order to increase the effectiveness of its educational program. The school regularly assesses and evaluates student learning based on stated goals.

| Rubric Element | Criterion Description | Level 5 Equivalent | Level 2 Equivalent | Level | Evidence (Non-exhaustive list of data) | Written Response |
|---|---|---|---|---|---|---|
| **3.1** | **Establishes benchmarks and a variety of accountability tools to monitor student progress throughout the year** | An appropriate range of formative and summative assessments (which include state-mandated tests, schoolwide assessments and classroom level assessments) are used in making judgments about student progress towards curricular targets. These assessments are matched to well-defined benchmarks for student achievement. Data is used to adjust curriculum and teaching and learning strategies in order to accommodate the changing needs of students (i.e. reteaching, change grouping practices, targeted interventions or enrichment, etc.). | Schoolwide learning objectives and benchmarks are not clearly articulated nor assessed formally outside of statewide testing. Results of student assessments are minimally linked to a school wide improvement plan. There are minimal plans in place to address curricular needs, teacher competency and future staff development based on assessment data. | 4 (Proficient) | ACLC uses the MAP Growth Assessment tool to measure students' growth in reading and math from Fall to Spring each year. | • Using Map data 3x a year, along with instructional rounds and D/F lists to monitor student progress. Staff professional development is currently focused on UDL/PBL, and CLRTP.<br>• School schedule has shifted this year to include a Wednesday "support" day that includes seminars, electives, and support periods. Additionally, bi-weekly D/F reports are generated for all facilitators with an accompanying request of no less than 10 points of contact with the student/family.<br>• Utilizing the "failing learner protocol" (let's come up with a new name for this), to drive what tiered supports will be offered (1-2 failing classes the facilitators offer case management, 2+ COST takes on case management) |
| **3.4** | **Establishes both long and short term goals and uses information sources, data collection, and data analysis to actively monitor and evaluate the success of the school's program as described in its charter and LCAP.** | The school's LCAP (and any other strategic plan) sets clear, measurable goals for improvement based on data analysis. Goals and plans are actionable, focused on student achievement and are measured by clear targets and timeframes. Short-term and long- term goals are regularly reviewed and appropriate resources to accomplish the plans are allocated accordingly. Goals and resource allocations are clearly linked and explained in the LCAP. LCAP evolves from year to year to reflect changes in data. | The school has a general plan in place for schoolwide improvement but does not identify interim, measurable targets to indicate sufficient progress. Input from stakeholders is limited. LCAPs consistently fail to clearly set out measurable goals or are not updated to reflect changes in data from year to year. | 4 (Proficient) | LCAP Link to School Goals | • Goals are data-informed, monitored through multiple assessment systems, tied to expenditures, reviewed annually, and revised based on evidence. However, the plan lacks the consistently explicit, measurable long-term and interim performance targets required for the highest rubric rating.<br>• The goals in the LCAP are tied to student outcomes and include a focus on building an effective learning environment, academic rigor and engaging instruction and curriculum. There was evidence of those goals - especially as it relates to student culture but academic rigor and high levels of engagement are areas of continual growth. |

## Summary

### Strengths

- **Data-Informed Student Support:** MAP data, instructional rounds, D/F reports, and the failing learner protocol are used to identify student needs and determine tiered supports.
- **Responsive Intervention Structures:** The Wednesday support day, seminars, electives, support periods, and biweekly D/F monitoring provide dedicated structures for intervention and student/family outreach.
- **Aligned Improvement Planning:** LCAP goals are informed by data, connected to expenditures, reviewed annually, and focused on student outcomes, learning environment, academic rigor, and engaging instruction.

### Areas of Growth and Recommendations

- **Strengthen Measurable Goals:** Develop more explicit long-term and interim performance targets to strengthen the connection between data, actions, and measurable student outcomes.
- **Increase Academic Rigor and Engagement:** Continue implementing UDL/PBL and CLRTP while strengthening consistency in rigorous, highly engaging instruction across classrooms.
- **Rename and Clarify the "Failing Learner Protocol":** Consider a more asset-based name such as **"Learner Success and Support Protocol"** and clearly define the tiers, responsibilities, and monitoring process for students needing additional support.

## Criteria 4: Fiscal Accountability (Standards 2, 3, 4)

A charter school fulfills its fiduciary responsibility for public funds and maintains publicly accessible fiscal records. The school conducts an annual financial audit, which is made public.

| Rubric Element | Criterion Description | Level 5 Equivalent | Level 2 Equivalent | Level | Evidence (Non-exhaustive list of data) | Written Response |
|---|---|---|---|---|---|---|
| **4.1** | **Establishes clear fiscal policies to ensure that public funds are used appropriately and directly related to the school's purpose: student achievement of learning goals** | The school adheres to an adopted fiscal policy and procedures manual that includes procedures for the authorization of purchases and release of funds, including signatories for checks or purchase orders over a specified threshold, and procedures related to credit cards and revolving cash funds. Bank reconciliations for all school-affiliated bank accounts are completed and reviewed on a monthly basis (the person empowered to sign the check is not the same person, or related to the person, who reconciles the account). The school prioritizes funds to maintain a functional, clean, and safe learning environment and to provide adequate materials and equipment to support student learning. Financial decisions are made based on well- identified school-wide needs and priorities. | Fiscal policies are not readily accessible. There is a general understanding of policies and procedures but the staff is unaware of any written documents. Bank reconciliation is completed sporadically. There is also lack of evidence that sufficient funds are allocated to ensure a functional, clean and/or safe learning environment is established or maintained. Financial decisions are made sporadically and without systemic approaches to address the needs of the students. | 4 (Proficient) | Back Office Financial Services With **Edtec (MOU)** | • ACLC (through CLCS) contracts its back office including financials to Edtec which serves charter schools throughout California. Community Center Learning Schools (CLCS) adopts an annual budget for ACLC and projects financials out from 3 to 5 years. The annual budget is built in collaboration with Edtec and is overseen by an Edtec manager as well as ACLC's Principal, the Executive Director, Chief Operations Manager and ultimately the CLCS Board of Directors. Allocation of resources is directly connected to both ACLC's short and long-term strategic goals outlined in their LCAP. |
| **4.2** | **Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial** | Comprehensive budget assumptions are prepared during the budget process, and the school's governing body adopts a budget prior to the new fiscal year. The working budget is monitored against actuals at least monthly, including a review of ADA assumptions, and adjusted accordingly. All accounts payable obligations are up-to-date, appropriately described, and | The Board does not consistently monitor budget assumptions with actuals. Accounts payable are not regularly updated. School leadership is unable to clearly identify major operating costs or articulate long-range financial plans. Board reports do not include cash flow analysis and projection of reserves. | 4 (Proficient) | Comparative Analysis Report for ACLC | • Per inquiry with the administration, the organization developed several enrollment scenarios including flat, decreasing, and increasing and each scenario was presented to and reviewed by its board; however, we did not receive any evidence of such communication. The administration indicated that budget scenarios were reviewed during closed session as employee release as they were discussing models and positions to cut in different models.<br>• Originally, AUSD compiled a report including the FY2024-25, FY2025-26 Unaudited Actuals |

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| | **stability and sustainability** | disclosed in financial statements. Long-term debt schedules and multi-year contracts, and capital projects are tracked and monitored on a regular basis within the budget and budgeting process. Annual reviews of significant operating costs are shared with all of those who make budget decisions (i.e. school director, board, etc.). Reserves or available credit are adequate to address cash needs. | | | | and used its FY2026-27 Adoption for its multi year projection. Included in that report were the financial, enrollment and ADA.The overall trend shows a decrease from FY2024-25 through the fY2026-27 adoption and an increase in subsequent years.<br>● Further we requested a breakdown of the actual enrollment by grade (212 actual enrollment total vs 221 projected), which shows a variance of 9 under enrolled. AUSD requested projection based on the actual enrollment if any, ACLC provided a revised MYP showing a flat enrollment of 72 in grade 9th and consequently shows a total enrollment increasing whereas the trend shows a decrease. AUSD requested a contingency plan, which is a tiered approach to determine the appropriate response based on the size and duration of the enrollment shortfall. Below are the potential actions<br>- Utilization of one-time funds not included in the budget to temporarily offset the revenue gap<br>- Staffing and program adjustments to align expenditures with recurring LCFF revenue<br>- Use a portion of the reserve, which is slightly over $1 million including the one-time funds.<br>- School closure in case the situation is not financially sustainable.<br>- Despite the increasing enrollment projection, the revised MYP seems to indicate a fairly stable fund balance and reasonable contingency plan. |
| **4.3** | **Conducts an annual financial audit which is made public** | The school is audited by a certified public accountant (CPA) or public accountant (PA) licensed by the California State Board of Accountancy (and not declared ineligible to conduct audits by the State Controller's Office). The school's audit is performed in accordance with generally accepted auditing standards to ensure that the school's finances are being managed in accordance with generally accepted accounting principles and practices and the audit tests the validity of the charter | Annually audited budgets are not made available and accessible to the public. Audit findings remain unresolved, or without sustainable systems in place to avoid recurrences. The audit report is not formally assessed by the governing board to resolve findings as part of its regular oversight procedures. | 4 (Proficient) | | ● The most recent audit report (2024-25) shows a clean audit with no findings in FY2023-24 and FY2024-25.<br>● Per the audit report, the organization complied, in all material respects, with the laws and regulations of the state programs noted. |

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| | | school's ADA and reports these findings in the audit report.<br>The charter school receives a school-specific audit report that includes financial statements and audit findings/conclusions specific to the charter school (unless completely dependent on the district) and includes a management letter commenting on areas of possible improvements (if any) in structures, procedures, and management practices of the school, as well as any factors that would prevent them from issuing an unqualified opinion on the financial statements.<br><br>The charter school board reviews the audit report and responds to any audit findings and designs a corrective action plan to address these findings, and a copy of the audit is sent by the charter school to the authorizing agency, the COE and CDE by legally mandated deadlines, and the authorizing agency reviews the charter school's corrective action in response to any audit exceptions. | | | | |
| **4.4** | **Enrollment is stable and/or growing at the rate anticipated by the charter school as projected in the approved charter and in the multi- year budget, with budget and expenditures revised at reasonable intervals based** | School projects enrollment as part of the annual budget process and updates the budget if enrollment varies from the forecast. Expenditures are adjusted appropriately for changing enrollment, including changes in staffing. School tracks and reports to the governing board on patterns of enrollment and retention, and the effect on the school's long-term sustainability. | The school has set no overall goal or plan for enrollment Stability or growth. The school's enrollment projection for the budget is not based on past experience or changing conditions. The budget is not adjusted and expenditures are not timely altered in response to enrollment variances from planned levels. Recruitment plans are not developed/adjusted in response to actual enrollment patterns. Enrollment trends are not regularly reported to the governing board. | 3 (Underdev… | Multi-Year Projection | Based on documents provided, enrollment shows an increasing trend with a flat enrollment of 72 in grade 9. The organization assumes that the current year grade cohort will move to the next grade the following year. Based on this assumption, AUSD assumes that the grade 8 cohort at NEA will advance to grade 9 at ACLC.The 8th grade trend at NEA is conservative but does not feed into ACLC's projection which seems to be more aggressive. To illustrate, 8th grade enrollment at NEA shows 61, 43, 32 for FY2026-27, FY2027-28, and FY2028-29 respectively compare the ACLC 9th grade enrollment, which shows 72, 72, 72 for FY2026-27, FY2027-28, and FY2028-29 respectively. AUSD inquired about how ACLC is expecting to make up for the difference in enrollment. ACLC's response was that pupils from NEA's 8th grade do not |

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| | **on actual enrollment and attendance.** | | | | | automatically roll up into ACLC's 9th grade. ACLC enrollment is based on the lottery for 9th grade. NEA's learners have priority but are not the only sources of enrollment. |
| **4.5** | **Ensures financial resources are directly related to the school's stated program and goals** | LCAP performance goals are directly reflected in the school's resource allocations. The three-year LCAP program is consistent with multi-year budget expenditure projections. | LCAP performance goals do not align with the school's resource allocations. LCAP is not reflected in or inconsistent with multi-year budget expenditure projections. | 4 (Proficient) | Refer - LCAP Funded Goals (pp. 14-16 - under **Actions**) ACLC LCAP | LCAP was provided and agrees with the Adopted Budget. |
| **4.6** | **School projects to maintain financial viability during proposed renewal charter term** | Multi—year budget projections based on sound and transparently disclosed assumptions; current multi-year budget equivalent to a district budget which would receive a "Positive" certification from the Alameda County Office of Education. | Multi-year budget based on inconsistent, unreasonable, or unclear assumptions; current multi-year budget equivalent to a district budget which would receive a "Negative" certification from the Alameda County Office of Education. | 3 (Underdev… | Multi-Year Projection | Based on the revision using the actual enrollment and aggressive projection, the organization shows a positive fund balance. We requested ACLC to provide a scenario with a declining enrollment to show whether fund balance would still be positive but was not provided. Alternatively, there seems to be a contingency plan to respond appropriately depending on the size and duration of the enrollment shortfall. |

## Summary

### Strengths

- **Strong Financial Planning and Oversight:** CLCS adopts annual budgets and 3–5 year projections in collaboration with EdTec, with oversight from school and organizational leadership and the CLCS Board. Resource allocation is connected to LCAP priorities.
- **Multiple Enrollment and Contingency Scenarios:** Leadership has considered various enrollment scenarios and developed a tiered contingency plan that includes expenditure adjustments, use of reserves, and other responses to potential revenue shortfalls.
- **Stable Financial Position:** Despite enrollment uncertainties, the revised multi-year projection indicates a relatively stable fund balance and identifies reasonable contingency options, including reserves of slightly more than $1 million.
- **Strong Audit and Budget Compliance:** The most recent audit was clean with no findings, the organization was found to be materially compliant with applicable state program requirements, and the LCAP aligns with the adopted budget.

### Areas of Growth/Recommendations

- **Strengthen Enrollment Forecasting:** Align ACLC's enrollment projections more closely with historical enrollment trends and feeder-school data, particularly the significant differences between projected 9th-grade enrollment and NEA 8th-grade trends.
- **Document Enrollment Scenario Planning:** Maintain clear documentation of enrollment assumptions, scenarios, Board review, and resulting budget decisions to provide evidence of the organization's financial planning process.
- **Continue Monitoring Enrollment and Financial Risk:** Regularly compare actual enrollment and ADA to projections and establish clear triggers for implementing staffing, program, or reserve adjustments if enrollment shortfalls persist.

- **Strengthen the Connection Between Enrollment and Long-Term Sustainability:** Continue refining the multi-year projection to ensure enrollment assumptions, revenue, expenditures, fund balance, and contingency plans provide a conservative and sustainable financial outlook.




**Alameda Community Learning Center**

Community Learning Center Schools, Inc.
*a Non-profit Public Benefit Corporation*

Submitted to
**Alameda Unified School District**
September 10, 2026

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**Introduction**

This document is a petition to the Alameda Unified School District Board of Education (AUSD or the District) for consideration and approval of Alameda Community Learning Center's (ACLC or Charter School) charter renewal, pursuant to the timelines and processes outlined in the Charter Schools Act.

The document and petition requests that the Alameda Unified School District Board of Education schedule and conduct the required hearings and make a granting or denial decision within the 30- and 60-day timeline allowed by law.

In accordance with California Charter Schools Act, the Community Learning Center Schools, Inc., (hereafter referred to as "CLCS"), a 501c(3) tax exempt non-profit public benefit corporation, petitions the Alameda Unified School District Board of Education (hereafter referred to as "AUSD"[1]) to grant a renewal of the charter for Alameda Community Learning Center, 6-12.

The Charter Schools Act of 1992 states that:

*It is the intent of the Legislature…to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:*
*(a) Improve pupil learning.*
*(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achievement.*
*(c) Encourage the use of different and innovative teaching methods.*
*(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
*(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
*(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*
*(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools. Ed. Code §47601(a)-(g).*

In considering this petition, AUSD is to be guided by this intent:

*In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged. A school district governing board*

[1] Throughout, the term "AUSD" refers to the AUSD Board of Education unless specifically noted.

*shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:*

*(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.*

*(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.*

*(3) The petition does not contain the number of signatures required by subdivision (a).*

*(4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).*

*(5) The petition does not contain reasonably comprehensive descriptions of all of the following: Ed. Code § 47605(b).*

The elements of the charter petition to be reasonably comprehensively described are individually stated and discussed below.

By amendment, the legislature further limited the bases for denial in 2000:

*A petition for the establishment of a charter school shall not be denied based on the actual or potential costs of serving individuals with exceptional needs, as that term is defined pursuant to Section 56026. Ed. Code §47605.7(a).*

**Why does Community Learning Center Schools, Inc., seek to renew its 6-12 charter school in Alameda?**

CLCS seeks to renew its 9-12 charter school in Alameda for all the reasons outlined in the Charter School Law.

*(a) Improve pupil learning:* ACLC has a proven track record of academic success, with its graduates having been accepted to highly competitive colleges and universities. Our curriculum prepares Learners to be successful in the modern work world and to be active members of a democratic society.

*(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving:* The educational model implemented at ACLC has consistently increased learning opportunities for all, with special emphasis on expanded learning experiences for those who are identified as academically low achieving.

The school has been designed to offer Learners who come from traditional and historically academically low achieving groups expanded learning experiences as compared to

surrounding traditional schools. The school actively markets in Alameda and neighboring communities to attract a diverse Learner population, reflective of Alameda's demographics for African Americans, Filipinos, and Hispanics. The school resides in the geographic West End of Alameda where most of these Learners live.

*(c) Encourage the use of different and innovative teaching methods:* The school uses the innovative teaching methods that were developed at Alameda Community Learning Center over the last 24 years. The innovative and successful teaching methods have been adapted and used in the K-5 part of the program successfully.

*(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site:* The school uses the "Facilitator Empowerment" model pioneered at ACLC of involving Facilitators at many levels of decision-making and has created opportunities for Facilitators to be responsible for the learning program at the school site.

*(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system:* The school has created expanded choices in the type of educational opportunities that are available within the AUSD public school system.

*(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems:* Being a charter school, ACLC is accountable to the public via its chartering agency using a performance-based accountability system.

*(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools:* The school has provided vigorous competition within the public school system to stimulate improvements in all public schools.

**What is the target population served by this school?**
ACLC seeks to serve all Alamedans who desire its Project-Based educational model. ACLC seeks to serve an ethnically diverse community. ACLC is located on the west end of Alameda and seeks to serve families who live near the school.

**AFFIRMATIONS AND ASSURANCES**

As the authorized CLCS Executive Director, I, **Annalisa Moore,** hereby certify that the information submitted in this charter petition for a California public charter school named the *Alameda Community Learning Center*, and located within the boundaries of the **Alameda Unified School District** is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of the *Alameda Community Learning Center* for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (c)(6)] Under the EERA, CLCS employees shall have the right to form a collective bargaining unit and join a union of their choice and to negotiate directly with CLCS. If the employees lawfully form a collective bargaining unit with a representative designated to negotiate with the charter school on their behalf, the charter school shall negotiate matters covered by the EERA directly with that representative.
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- Admission to *Alameda Community Learning Center* shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian. [Ref. Education Code Section 47605(e)(1)]
- Shall admit all students who wish to attend the *Alameda Community Learning Center*, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process.
- Shall not discourage a student from enrolling or seeking to enroll in the *Alameda Community Learning Center* for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii): disabilities, academically low-achieving students, English learners, neglected or delinquent students, homeless students, or students who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or students' nationality, race, ethnicity, or sexual orientation.
- Shall not request a student's records or require a parent, guardian, or student to submit the student's records to the charter school before enrollment.

- Shall not encourage a student attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the student or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(B)(2)(iii) (see characteristics listed above). This shall not apply to actions taken by *Alameda Community Charter School* pursuant to the expulsion or disenrollment procedures described in this Petition and accompanying policies which comply with the requirements of Education Code Section 47605(c)(5)(J).
- Shall post CDE's model Charter School Compliant Notice on its internet website and shall provide a parent or guardian, or a student if the student is 18 years of age or older, a copy of this notice whenever (1) a parent, guardian, or student inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- 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, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- 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)]
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which teachers in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)(1)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- 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 a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(e)(3)]

Will follow any and all other federal, state, and local laws and regulations that apply to the *Alameda Community Learning Center* including but not limited to:

- The *Alameda Community Learning Center* shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
- The *Alameda Community Learning Center* shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
- The *Alameda Community Learning Center* shall comply with any jurisdictional limitations to locations of its facilities.
- The *Alameda Community Learning Center* shall comply with all laws establishing the minimum and maximum age for public school enrollment.
- The *Alameda Community Learning Center* shall comply with all applicable portions of the Every Student Succeeds Act.
- The *Alameda Community Learning Center* shall comply with the Public Records Act.
- The *Alameda Community Learning Center* shall comply with the Family Educational Rights and Privacy Act.

The *Alameda Community Learning Center* shall meet or exceed the legally required minimum of school days.

_____ _____

Annalisa Moore, CLCS Executive Director Date

**Charter Renewal Criteria**

Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section 47607.2(b) (middle performing).

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019) ("AB 1505"), 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, AB 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. Alameda Community Learning Center ("ACLC") is pleased to have been deemed a middle-performing school by law and the CDE and is thus entitled to a default renewal standard, for a five-year term.

The state indicators applying to ACLC include the following:

- English Language Arts/Literacy (ELA)
- Mathematics
- Science
- English Learner Progress
- College/Career
- Chronic Absenteeism
- Suspension Rate
- Graduation Rate

ACLC fits into the middle performing category, as determined by law and the CDE, 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 Alameda Unified (the "District) considers the performance, schoolwide and for all student subgroups, of the Charter School on the state and local indicators on the Dashboard. The District 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 English Learner Progress indicator ("ELPI"), and the College/Career indicator ("CCI").

Further, in addition to the state and local indicators on the Dashboard, the District shall also consider evidence, from assessments deemed verified data by the State Board of Education, showing measurable increases in academic achievement, or showing strong post-secondary outcomes.

ACLC documents its performance on the Dashboard and through verified data, in support of approval of its charter renewal petition, below:

**CA School Dashboard State and Local Indicators**

The following charts reflect ACLC's 2024 and 2025 Dashboard performance indicator colors for all students and for comparison purposes, the District's and the State's. Dashboard colors reflect both status and change in status from the prior year. AB 1505 defines charter renewal criterion one as all schools with two consecutive years of all red and orange or all blue and green colors being low or high performing for renewal, respectively. By this criterion, ACLC is neither high nor low performing and moves to the second criterion for renewal.

Sample Charter has had a mix of indicator colors for the past two years, with four out of the eight indicators assigned a blue or green color in 2025.

**2024 Dashboard Performance Indicator Colors**

| Indicator | ACLC | District | State |
|---|---|---|---|
| ELA (academic) | Yellow | Green | Orange |
| Math (academic) | Orange | Green | Orange |
| ELPI (academic) | Red | Orange | Orange |
| College/Career (academic) | Blue | Green | Yellow |
| Chronic Absenteeism | Orange | Yellow | Yellow |
| Suspension Rate | Orange | Green | Green |
| Graduation Rate | Orange | Yellow | Yellow |

**2025 Dashboard Performance Indicator Colors**

| Indicator | ACLC | District | State |
|---|---|---|---|
| ELA (academic) | Blue | Green | Yellow |
| Math (academic) | Yellow | Green | Yellow |
| Science (academic) | Green | Green | Yellow |
| ELPI (academic) | Blue | Green | Yellow |
| College/Career (academic) | Yellow | Green | Green |
| Chronic Absenteeism | Orange | Yellow | Yellow |
| Suspension Rate | Red | Green | Green |
| Graduation Rate | Green | Green | Green |

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

The following charts provide evidence for ACLC being middle performing for renewal following criterion two, which compares school performance Dashboard academic indicators to the state's performance for two consecutive years. Performance is evaluated for all students, and for all student subgroups with thirty students or more at the charter school in the given indicator who, at the state level, perform below the state average. For ACLC, these students groups are English learners ("EL"), long-term English learners ("LTEL"), socioeconomically disadvantaged ("SED") students, and Hispanic/Latino students. For a school to be high performing by criterion two, all students and a majority of qualifying student groups must be above the state performance for all indicators for two years. Following this criterion, ACLC is middle performing for renewal.

The below table reflects ACLC's 2024 and 2025 Dashboard indicator status for all students and the aforementioned student groups on the academic indicators: ELA distance from standard (DFS), mathematics DFS, ELPI percent making progress, CCI percent prepared, and Science points earned. Science points are limited to 2025, as that was the first year Science received a color on the Dashboard. Instances where ACLC exceeded the statewide average are highlighted in green.

**2024 & 2025 CA School Dashboard Scores for Academic Indicators compared to State**

| | ELA | | Math | | ELPI | | CCI | | Science |
|---|---|---|---|---|---|---|---|---|---|
| | 2024 | 2025 | 2024 | 2025 | 2024 | 2025 | 2024 | 2025 | 2025 |
| All | 4.4 DFS (17.6 pts higher) | 22.3 DFS (30.4 pts higher) | -51.8 DFS (4.2 pts lower) | -35.6 DFS (6.8 pts higher) | | | 71.8% (26.5% higher) | 63.6% (11.9% higher) | 59 Pts (6.4 pts higher) |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| EL | -51.3 DFS (16.3 pts higher) | -9.2 DFS (50.7 pts higher) | -97.9 DFS (4.5 pts lower) | -73.5 DFS (12.6 pts higher) | 34% (11.7% lower) | 62.2% (15.8% higher) | | | |
| LTEL | | | | | 37.5% (8.3% lower) | 60.6% (11.5% higher) | | | |
| SED | -24.6 DFS (16.3 pts higher) | -5.3 DFS (30 pts higher) | -92.1 DFS (13.9 pts lower) | -68.8 DFS (4.1 pts higher) | | | | | 52.4 Pts (5.3 pts higher) |
| Hispanic | | -25.4 DFS (8.3 pts higher) | | -125.2 DFS (51.6 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*

The Charter School also met all its local indicators on the Dashboard in both 2024 and 2025.

| Indicator | 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 |

*CA School Dashboard Local Indicators from 2024 and 2025*

**Verified Data: MAP Growth by NWEA**

Northwest Evaluation Association ("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 CGI by grade level and the average Student CGI for each significant student group at ACLC for:

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

The green highlights below 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. ACLC has consistently met the growth target schoolwide, for a majority of grade levels tested, and for all student subgroups from 2024 through 2026.

| NWEA MAP MATH CONDITIONAL GROWTH INDEX | | | | |
|---|---|---|---|---|
| **Student Grade / Group** | **Fall '22 – Winter '23** | **Fall '23 – Winter '24** | **Fall '24 – Winter '25** | **Fall '25 – Spring '26** |
| 6th | -0.72 | -0.05 | -0.13 | -0.30 |
| 7th | -0.40 | 0.59 | 0.38 | 0.21 |
| 8th | 0.05 | 0.77 | 0.59 | 0.76 |
| 9th | 0.14 | 0.41 | 0.09 | 0.98 |
| 10th | 0.06 | 0.21 | 0.39 | -0.78 |
| 11th | 0.33 | 0.35 | 0.15 | 0.25 |
| 12th | 0.88 | 0.22 | 0.25 | |
| **All Students Tested** | ***-0.2*** | ***0.2*** | ***0.1*** | ***0.1*** |
| *Socioeconomically disadvantaged* | *-0.2* | *0.1* | *0.1* | *0.0* |
| *English learners* | *-0.1* | *-0.1* | *0.1* | *0.0* |
| *Students with disabilities* | *-0.1* | *-0.1* | *0.0* | *-0.1* |
| *African American* | *0.0* | *-0.2* | *0.1* | *0.0* |
| *Hispanic* | *-0.3* | *0.1* | *-0.1* | *-0.1* |

| NWEA READING CONDITIONAL GROWTH INDEX | | | | |
|---|---|---|---|---|
| **Student Grade / Group** | **Fall '22 – Winter '23** | **Fall '23 – Winter '24** | **Fall '24 – Winter '25** | **Fall '25 – Spring '26** |
| 6th | 0.31 | -0.10 | 0.24 | 0.65 |

| | | | | |
|---|---|---|---|---|
| 7th | -0.21 | 0.45 | -0.03 | 1.14 |
| 8th | 0.03 | 0.93 | 0.54 | 0.49 |
| 9th | -0.54 | * | 0.32 | 0.64 |
| 10th | 0.04 | 0.87 | 0.45 | -0.20 |
| 11th | * | 0.66 | 0.65 | 0.32 |
| 12th | * | 0.89 | 0.48 | |
| **All Students Tested** | ***-0.1*** | ***0.3*** | ***0.2*** | ***0.2*** |
| *Socioeconomically disadvantaged* | *-0.2* | *0.2* | *0.1* | *0.1* |
| *English learners* | *-0.4* | *0.0* | *0.1* | *0.1* |
| *Students with disabilities* | *-0.7* | *0.3* | *0.2* | *0.1* |
| *African American* | *-0.4* | *0.2* | *0.1* | *0.0* |
| *Hispanic* | *-0.3* | *0.3* | *-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 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 grade levels met the target are highlighted in green.

| **NWEA MAP Meeting One Year's Growth** | | | | |
|---|---|---|---|---|
| | **Fall '22 – Winter '23** | **Fall '23 – Winter '24** | **Fall '24 – Winter '25** | **Fall '25 – Spring '26** |
| Math | 5 of 7 grades | 7 of 7 grades | 7 of 7 grades | 4 of 6 grades |
| Reading | 3 of 5 grades | 6 of 6 grades | 7 of 7 grades | 6 of 6 grades |

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

AB1505 also includes 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."

The tables below show the count of students with growth scores (Fall to Spring or Fall to Winter, where applicable) and the count of students enrolled during both testing windows according to CALPADS end-of-year reporting. Those counts were used to produce the participation rate for growth below.

The green highlights below indicate the years and grade levels that met the 95% participation rate criteria schoolwide. ACLC has consistently improved its participation rate over the past four years, reaching 95% of students tested in the 2026 school year.

| NWEA MATH: PARTICIPATION RATE | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Student Grade / Group** | **2022-2023 Fall-Winter** | | **2023-2024 Fall-Winter** | | **2024-2025 Fall-Winter** | | **2025-2026 Fall-Spring** | |
| | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** |
| **All Grades** | **198 / 391** | **51%** | **244 / 376** | **65%** | **313 / 349** | **90%** | **216 / 227** | **95%** |
| 6th | 38 / 50 | **76%** | 39 / 43 | **91%** | 25 / 25 | **100%** | 16 / 16 | **100%** |
| 7th | 43 / 58 | **74%** | 39 / 52 | **75%** | 40 / 41 | **98%** | 26 / 26 | **100%** |
| 8th | 20 / 58 | **34%** | 38 / 55 | **69%** | 52 / 54 | **96%** | 41 / 41 | **100%** |
| 9th | 30 / 81 | **37%** | 49 / 71 | **69%** | 46 / 48 | **96%** | 44 / 48 | **92%** |
| 10th | 33 / 48 | **69%** | 42 / 65 | **65%** | 58/ 63 | **92%** | 40 / 44 | **91%** |
| 11th | 21 / 49 | **43%** | 23 / 50 | **46%** | 54 / 64 | **84%** | 49 / 52 | **94%** |
| 12th | 13 / 47 | **28%** | 14 / 40 | **35%** | 38 / 54 | **70%** | | |
| *Socioeconomically disadvantaged* | *73 / 145* | ***50%*** | *92 / 152* | ***61%*** | *141 / 161* | ***88%*** | *108 / 113* | ***96%*** |
| *English learners* | *20 / 49* | ***41%*** | *20 / 36* | ***56%*** | *37 / 44* | ***84%*** | *23 / 23* | ***100%*** |
| *Students with disabilities* | *17 / 55* | ***31%*** | *31 / 62* | ***50%*** | *49 / 61* | ***80%*** | *34 / 38* | ***89%*** |
| *African American* | *14 / 42* | ***33%*** | *19 / 46* | ***41%*** | *52 / 56* | ***93%*** | *46 / 47* | ***98%*** |
| *Hispanic* | *34 / 63* | ***54%*** | *41 / 72* | ***57%*** | *59 / 71* | ***83%*** | *32 / 36* | ***89%*** |

| NWEA READING: PARTICIPATION RATE | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Student Grade / Group** | **2022-2023 Fall-Winter** | | **2023-2024 Fall-Winter** | | **2024-2025 Fall-Winter** | | **2025-2026 Fall-Spring** | |
| | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** |
| **All Grades** | **175 / 391** | **45%** | **180 / 376** | **48%** | **314 / 349** | **90%** | **216 / 227** | **95%** |
| 6th | 41 / 50 | **82%** | 34 / 43 | **79%** | 25 / 25 | **100%** | 16 / 16 | **100%** |
| 7th | 39 / 58 | **67%** | 40 / 52 | **77%** | 39 / 41 | **95%** | 26 / 26 | **100%** |
| 8th | 35 / 58 | **60%** | 24 / 55 | **44%** | 51 / 54 | **94%** | 40 / 41 | **98%** |
| 9th | 50 / 81 | **62%** | 0 / 71 | **0%** | 46 / 48 | **96%** | 46 / 48 | **96%** |
| 10th | 10 / 48 | **21%** | 25 / 65 | **38%** | 60 / 63 | **95%** | 40 / 44 | **91%** |
| 11th | 0 / 49 | **0%** | 31 / 50 | **62%** | 55 / 64 | **86%** | 48 / 52 | **92%** |
| 12th | 0 / 47 | **0%** | 26 / 40 | **65%** | 38 / 54 | **70%** | | |
| *Socioeconomically disadvantaged* | *69 / 145* | ***48%*** | *61 / 152* | ***40%*** | *142 / 161* | ***88%*** | *108 / 113* | ***96%*** |
| *English learners* | *20 / 49* | ***41%*** | *14 / 36* | ***39%*** | *38 / 44* | ***86%*** | *23 / 23* | ***100%*** |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| *Students with disabilities* | *18 / 55* | ***33%*** | *19 / 62* | ***31%*** | *47 / 61* | ***77%*** | *34 / 38* | ***89%*** |
| *African American* | *18 / 42* | ***43%*** | *13 / 46* | ***28%*** | *52 / 56* | ***93%*** | *43 / 47* | ***91%*** |
| *Hispanic* | *28 / 63* | ***44%*** | *27 / 72* | ***38%*** | *61 / 71* | ***86%*** | *35 / 36* | ***97%*** |

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

**Comparison Analysis with Local Schools**

To demonstrate how ACLC serves its community well, it is compared to local schools, identified as Alameda Unified schools within 4 miles of ACLC serving any subset of grades six through twelve.

The table below contains ACLC's 2025 Census day demographics alongside the demographics of its comparison schools. ACLC has the second highest socioeconomically disadvantaged, English learner, and Hispanic student populations of its comparison schools, and the highest students with disabilities and Black/African American student populations of its comparisons.

| School | Grades Served | SED % | EL % | SWD % | Black/ African American % | Hispanic % |
|---|---|---|---|---|---|---|
| ACLC | 6-12 | 49% | 11% | 16% | 21% | 20% |
| Alameda High | 9-12 | 34% | 5% | 12% | 4% | 16% |
| Alameda Science and Technology Institute | 9-12 | 47% | 2% | 12% | 5% | 9% |
| Encinal Junior/Senior High | 6-12 | 47% | 6% | 12% | 11% | 20% |
| Lincoln Middle | 6-8 | 26% | 3% | 10% | 2% | 12% |
| Will C. Wood Middle | 6-8 | 55% | 13% | 13% | 7% | 22% |

*Charter and Comparison Schools Demographics, according to DataQuest 2025 Enrollment Data*

**Academic Performance at ACLC and Comparison Schools: English Language Arts and Mathematics**

ACLC compares its academic results to its comparison schools using data from the Dashboard, measured as Distance from Standard (DFS). DFS evaluates performance on the CAASPP exams by the average difference between each student's score and the score required for an achievement level of "Standard Met" on the ELA and Math exams. The table below contains ACLC's and its comparison schools' ELA and Math performance on the Dashboard over the past three years for all students and all student subgroups with eleven or more students at ACLC that, at the State level, perform below the State average. Comparison school data is aggregated as the median performance across all

comparisons, for all the schools with eleven or more students in the given student group and year. Red text indicates instances where the comparison school median was below ACLC's performance. In 2026, ACLC had higher EL and LTEL performance than its comparison schools in both ELA and Math.

| | ELA: Dashboard Distance from Standard | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **School** | **All** | **EL** | **LTEL** | **SED** | **SWD** | **Af. Am** | **Hisp** |
| 2023 | **ACLC** | **20.9** | **-39.3** | | **-9.8** | **-112.1** | **-49.0** | **-25.6** |
| | Comparison School Median | 50.4 | -28.1 | | -3.4 | -78.6 | -48.9 | 12.2 |
| 2024 | **ACLC** | **4.4** | **-51.3** | **-85.8** | **-24.6** | **-91.8** | **-74.2** | **-45.7** |
| | Comparison School Median | 58.1 | -47.4 | -93.4 | 17.8 | -86.6 | -42.9 | 2.5 |
| 2025 | **ACLC** | **22.3** | **-9.2** | **-84.4** | **-5.3** | **-119.7** | **-40.5** | **-25.4** |
| | Comparison School Median | 68.1 | -51.9 | -118.8 | 24.8 | -85.6 | -42.6 | -0.6 |
| | **Math: Dashboard Distance from Standard** | | | | | | | |
| | **School** | **All** | **EL** | **LTEL** | **SED** | **SWD** | **Af. Am** | **Hisp** |
| 2023 | **ACLC** | **-27.1** | **-85.4** | | **-55.2** | **-191.6** | **-100.7** | **-67.7** |
| | Comparison School Median | -1.4 | -75.9 | | -61.7 | -146.6 | -122.0 | -74.4 |
| 2024 | **ACLC** | **-51.8** | **-97.9** | **-150.9** | **-92.1** | **-145.1** | **-155.2** | **-109.8** |
| | Comparison School Median | -4.8 | -90.3 | -167.3 | -45.4 | -149.7 | -119.3 | -83.9 |
| 2025 | **ACLC** | **-35.6** | **-73.5** | **-122.0** | **-68.8** | **-166.7** | **-138.1** | **-125.2** |
| | Comparison School Median | 14.6 | -83.6 | -152.8 | -33.3 | -134.8 | -100.6 | -51.3 |

*CA School Dashboard ELA and Math Status Scores (Distance from Standard) for ACLC and comparison school median by school year and student group*

In 2025, the Dashboard reported growth data for ELA and Math schoolwide and by student groups. Growth data is reported statewide for students in grades four through eight; for ACLC and its comparisons, it is limited to grades six through eight. The below table contains growth scores for ACLC and its middle school comparison schools by student group, limiting to groups that have eleven or more students at ACLC and perform below the State average at the State level. Red text indicates instances where the comparison had a lower growth status than ACLC. ACLC had higher growth scores than a majority of its comparisons in both ELA and Math schoolwide and across student groups.

| ELA: Dashboard Growth Score | | | | | | |
|---|---|---|---|---|---|---|
| **School** | **All** | **EL** | **SED** | **SWD** | **Af. Am.** | **Hisp** |
| ACLC | 12 | 16 | 14 | -16 | -6 | 25 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Encinal Junior/ Senior High | -10 | -26 | -15 | -17 | -12 | -16 |
| Lincoln Middle | 10 | 1 | -3 | -8 | -7 | 6 |
| Will C. Wood Middle | -3 | -14 | -8 | -34 | -5 | -8 |
| **Math: Dashboard Growth Score** | | | | | | |
| **School** | **All** | **EL** | **SED** | **SWD** | **Af. Am.** | **Hisp** |
| ACLC | 13 | 11 | 7 | -4 | -4 | -23 |
| Encinal Junior/ Senior High | -1 | -6 | -9 | -10 | -15 | -11 |
| Lincoln Middle | 16 | 19 | 6 | 18 | -17 | 3 |
| Will C. Wood Middle | -5 | 3 | -3 | -17 | -10 | -21 |

*CA School Dashboard ELA and Math Growth Status Scores for ACLC and comparison schools by school year and student group*

**Academic Performance at ACLC and Comparison Schools: English Learner Progress Indicator**

ACLC compares its English Learner progress to comparison schools using the Dashboard indicator, English Learner Progress. ELPI measures the percentage of students making progress on the English Language Proficiency Assessments for California ("ELPAC"). ACLC has demonstrated its strongest ELPI in 2025 over recent years, with performance above a majority of its comparison schools in this most recent year. ACLC has also had LTEL performance above a majority of its comparison schools in both years where LTEL data was reported.

The below table contains ELPI according to the Dashboard for ACLC and its comparison schools. Instances where a comparison school had a lower DFS than ACLC are in red.

| **English Learner Progress: Dashboard Status** | | | | | |
|---|---|---|---|---|---|
| **School** | **2023** | **2024** | | **2025** | |
| | EL | EL | LTEL | EL | LTEL |
| ACLC | 38.1% | 34.0% | 37.5% | 62.2% | 60.6% |
| Alameda High | 58.3% | 41.7% | 19.0% | 52.7% | 28.6% |
| Encinal Junior/ Senior High | 60.6% | 34.9% | 23.9% | 67.1% | 63.3% |
| Lincoln Middle | 65.2% | 78.9% | | 61.1% | |
| Will C. Wood Middle | 49.0% | 60.4% | 68.8% | 55.4% | 57.1% |

*CA School Dashboard ELPI Status Scores for ACLC and comparison schools by school year*

**Academic Performance at ACLC and Comparison Schools: College/Career Indicator**

ACLC compares its College/Career readiness comparison schools using the Dashboard indicator, CCI. CCI measures the percentage of students considered "prepared" for college or career based on a variety of factors, including performance on CAASPP exams, participation in college courses, meeting UC/CSU requirements, and more.

ACLC has maintained high CCI over recent years, schoolwide and by student group. The below table shows ACLC next to its comparison schools schoolwide and by student group, for student groups with eleven or more students enrolled at ACLC that perform below the State, at the State level. Comparison school performance is aggregated as the median performance across all comparison schools with CCI for that student group and school year. Instances where the comparison school median was below ACLC's CCI are in red. ACLC has consistently had higher CCI than its comparisons for English learners and students with disability, in the years that those student groups were reported on the Dashboard.

| College/Career: Dashboard Status | | | | | | |
|---|---|---|---|---|---|---|
| **Year** | **School** | **All** | **EL** | **SED** | **SWD** | **Hisp** |
| 2023 | **ACLC** | **64.7%** | | **55.0%** | **53.3%** | |
| | Comparison School Median | 72.7% | | 61.6% | 9.6% | |
| 2024 | **ACLC** | **71.8%** | | **54.5%** | | |
| | Comparison School Median | 72.1% | | 59.7% | | |
| 2025 | **ACLC** | **63.6%** | **72.7%** | **53.1%** | **57.1%** | **53.3%** |
| | Comparison School Median | 72.8% | 42.4% | 58.4% | 21.8% | 58.6% |

*CA School Dashboard College and Career Status Scores for ACLC and comparison school median by school year and student group*

## 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)*

### Alameda Community Learning Center: Mission, History, and the Community We Serve

ACLC Mission Statement

The mission of Alameda Community Learning Center ("ACLC") is to empower all youth to take ownership of their educational experience, to celebrate their diverse community, and to actively participate as members in a democratic society.

Origins: A Community Vision, Thirty Years On

ACLC was designed by the community it still serves.

During the 1991-92 school year, the Alameda Unified School District, in partnership with the accounting firm Arthur Andersen, convened a series of community conferences to envision the future of public education in Alameda. Approximately 1,200 students, educators, and community members participated. Together they produced the AUSD Graduate Profile, a document identifying the skills and qualities of their ideal 21st century graduate. A group of those participants then designed an educational model to cultivate those qualities: self-directed, project-based learning, situated inside genuinely democratic school institutions and a community-oriented culture.

In 1996, that model opened its doors as the Arthur Andersen Community Learning Center, an incubator for educational innovation operating within Alameda Unified. Rather than a corridor of traditional classrooms, students and teachers, renamed Learners and Facilitators, shared a large purpose-built learning space known as the Center. The terminology and the architecture expressed the same conviction: that the adult's work is to structure conditions in which the young person does the intellectual labor, and that the two are colleagues in a shared enterprise.

In 2001, after five years as an AUSD special program, ACLC became a district charter school so that its stakeholders could take direct responsibility for its educational and financial decisions. Charter status allowed the school to pursue its own grants, set its own standards, and adopt policies suited to its model. The first ACLC Governing Board seated Facilitators, parents, Learners, community members, and a district representative, the same distributed governance that operates today.

In 2007, after a decade of results, ACLC was named a California Distinguished School, the first charter school in Alameda to receive that recognition. ACLC has since been cited repeatedly by *U.S. News & World Report* among the best high schools in the nation.

In 2009, with demand exceeding capacity, members of ACLC's Facilitator team founded Nea Community Learning Center, a sister school extending the model to elementary grades and to a broader population of Learners. In 2006 the operating corporation was renamed Community Learning Center Schools, Inc. (CLCS) to govern both schools.

In 2014, after seventeen years sharing a campus with Encinal High School, ACLC moved to 1900 Third Street alongside Nea. A new Center was built by combining three large classrooms; two additional classrooms were added in 2018. The site placed ACLC Learners within walking distance of the College of Alameda and on the same campus as the Alameda Boys & Girls Club, proximity that now underwrites the school's dual enrollment program.

In October 2025, the CLCS Board of Directors approved the unification of the organization's middle grades. ACLC became a dedicated grades 9-12 pathways high school, and Nea assumed responsibility for the full TK-8 span. The change consolidates two overlapping middle school programs into one and allows each school to concentrate on what it does best: Nea on building the foundation, ACLC on the college and career transition. The educational model is unchanged. The Graduate Profile drafted in 1992 remains the document against which ACLC measures itself.

Grade Levels Served

ACLC previously served grades 6 through 12. Following the CLCS Board's October 2025 decision to unify the organization's middle grades at Nea Community Learning Center, ACLC no longer enrolls Learners in grades 6, 7, or 8.

| Grade Level Enrollment | 2027-28 | 2028-29 | 2029-30 | 2030-31 | 2031-32 |
|---|---|---|---|---|---|
| Ninth Grade | 81 | 81 | 81 | 81 | 81 |
| Tenth Grade | 72 | 81 | 81 | 81 | 81 |
| Eleventh Grade | 40 | 72 | 81 | 81 | 81 |
| Twelfth Grade | 45 | 40 | 72 | 81 | 81 |

| | | | | | |
|---|---|---|---|---|---|
| **Total** | **238** | **274** | **315** | **324** | **324** |

Whom ACLC is Attempting to Educate

ACLC is a tuition-free public charter high school open to all students, admitting Learners without regard to prior academic performance, English proficiency, disability status, family income, or place of residence within California, subject to the admission preferences set forth in Element H. ACLC does not screen for readiness, does not require records before enrollment, and does not counsel Learners out. The school's instructional design assumes a wide range of entering skill levels in every seminar and is built to differentiate within that range.

ACLC seeks a Learner population that reflects the racial, ethnic, and socioeconomic diversity of Alameda Unified School District and the surrounding communities from which it draws. Learners come from across the city of Alameda and from neighboring districts.

ACLC's demographic profile in the 2025-26 academic year:

| Student Group | ACLC Enrollment (301 total) |
|---|---|
| African American | 20.6% |
| American Indian or Alaska Native | 1% |
| Asian | 25.9% |
| Filipino | 2.3% |
| Hispanic or Latino | 19.9% |
| Pacific Islander | 0.7% |
| White | 15% |
| Two or More Races | 11.3% |
| English Learners | 11% |
| Students with Disabilities | 15.6% |
| Socioeconomically Disadvantaged | 49.2% |

ACLC serves an extremely diverse community of learners with a wide range of academic interests, strengths, learning styles, and individual needs. Families are drawn to ACLC because of the school's democratic educational model, which provides learners with meaningful voice, choice, responsibility, and opportunities to participate actively in their school community. This model appeals to families seeking an educational environment in which learners are known as individuals and are active participants in their learning and decision-making.

Families who choose ACLC over a traditional district school often identify the school's small, close-knit community and individualized approach as important factors in their

decision. The smaller school environment allows educators to develop strong relationships with learners and families and provides greater flexibility in responding to individual learner needs. ACLC also offers flexible scheduling options that allow learners to pursue different academic pathways while maintaining access to rigorous coursework. In particular, families value opportunities for learners to challenge themselves academically through college-level and dual-enrollment courses. For many families, ACLC offers a combination that is difficult to find in a larger traditional school setting: a small and connected community, learner voice and agency, flexible scheduling, and access to rigorous college-level learning opportunities. Families choose ACLC because they believe this environment provides their learner with both the support and challenge needed to prepare for success beyond high school.

*The Learner ACLC is designed for.* ACLC exists for the student for whom a large comprehensive high school does not work, not because that student cannot do the work, but because the structure does not reach them. That includes the Learner who disengages when instruction is passive and re-engages when the work is theirs to direct; the Learner who needs to be known by name by every adult in the building; the Learner who will take intellectual risks in a small, non-competitive setting and will not take them in a large one; and the Learner who wants a genuine voice in the institution they spend their days inside. ACLC's commitments follow from that: small size, seminars of 25 to 30 in core classes, dedicated project periods that require Learners to manage their own time, a democratic governance structure in which Learners hold real authority, and the guarantee that every Learner has at least one adult who knows them well and helps them feel safe, connected, and challenged.

*Serving the full range.* ACLC provides a rigorous, relevant, culturally responsive, and accessible program for all Learners, including those achieving above and below grade level, English Learners, Learners with disabilities, foster and homeless youth, and socioeconomically disadvantaged Learners. The specific identification procedures, supports, and services for each of these populations are described later in this Element.

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

An educated person in the 21st century is not distinguished by the quantity of information they have retained. Information is abundant, instantly retrievable, and increasingly generated by machines. What distinguishes an educated person now is the capacity to direct their own learning and to act on it: to recognize what they do not yet know, to locate and evaluate sources, to reason from evidence, to work productively with people who think differently, to persist through difficulty, and to convert understanding into something of use to a community.

ACLC's community answered this question before the century began. The Graduate Profile, produced in 1992 by approximately 1,200 Alameda students, educators, and community members, named the skills and qualities of the ideal 21st century graduate. ACLC was built to make that document operational. Three decades later it remains the standard against which every ACLC program and strategy is measured, and against which every graduating Learner is assessed.

The ACLC Graduate Profile

An ACLC graduate demonstrates competence across five domains:

1. **Personal Qualities.** Displays self-esteem, responsibility, self-management, integrity and honesty, sociability, and humanity.
2. **New Basics.** Communicates, reads, writes, listens, and speaks in English and one other language. Demonstrates historical, cultural, geographic, and economic understanding. Thinks scientifically and applies mathematical techniques and scientific principles to everyday life. Appreciates and uses the arts. Nurtures their own health and well-being.
3. **Thinking and Reasoning.** Knows how to learn and how to reason. Visualizes and thinks creatively. Analyzes patterns and systems. Uses data to consider alternatives, make decisions, solve problems, and improve systems.
4. **Interpersonal Abilities.** Participates as a team member. Helps others learn. Shows leadership. Negotiates. Works well with people from diverse backgrounds. Values multiple perspectives and democratic processes.
5. **Technological Expertise.** \ Selects, evaluates, and applies technology, including emerging tools and artificial intelligence, appropriately, effectively, and ethically. Demonstrates digital literacy and responsible social media practices, evaluates the credibility and impact of digital information, protects personal and others' privacy, and troubleshoots technical problems. Uses technology and AI as tools to enhance learning, creativity, communication, problem-solving, and productivity while understanding their limitations and potential risks.

The Graduate Profile is the assessment framework for the Senior Portfolio, which every ACLC Learner must complete and publish as a Learner Portfolio website in order to graduate, and which is evaluated against the Profile standards. A Learner who has met ACLC's course requirements but cannot demonstrate the Graduate Profile through their portfolio has not met ACLC's graduation standard.

Learning to Learn Skills

The Graduate Profile describes what an ACLC graduate can do. The **Learning-to-Learn skills** describe the practices that get them there. These skills are taught explicitly and embedded in the work of every course:

| | |
|---|---|
| Time and task management | Democratic leadership |

| | |
|---|---|
| Research | Ownership of community |
| Effective presentations | Learner Led |
| Teaming strategies and individual teamwork | Personal visioning |
| Oral communications | Systems thinking |

ACLC's founding premise, drawn from *Learning-to-Learn: A Conceptual Framework for the School of the Future*, is that in a period of accelerating change, individuals must not only learn but learn how to learn. The Learning-to-Learn skills make that explicit rather than incidental. Learners are assessed against them in Learner-Led Conferences and document their growth in them through the Senior Portfolio.

Graduation Requirements

ACLC translates its definition of an educated person into requirements that exceed the state minimum and exceed UC/CSU admission criteria. Graduation requires 230 credits and satisfactory completion of ACLC and UC-approved courses, with a grade of C or higher in any course counted toward the requirements:

| Requirement | ACLC | A-G Minimum |
|---|---|---|
| History / Social Science (A) | 4 years | 2 years |
| English (B) | 4 years | 4 years |
| Mathematics (C) | 3 years | 3 years |
| Science (D) | 2 years | 2 years |
| World Language (E) | 2 years | 2 years |
| Visual & Performing Arts (F) | 1 year | 1 year |
| College Preparatory Elective (G) | 1 year | 1 year |
| Physical Education | 2 years | 2 years |
| Contemporary Community Citizenship | 4 years | -- |
| College course through dual enrollment | 1 or more | -- |
| Senior Portfolio | Required | -- |

Beyond coursework, ACLC graduates complete a career-oriented internship, a community-oriented senior project, and at least 20 hours of community service each year. Every ACLC graduate completes at least one college course while still in high school through dual enrollment; many complete several.

A graduate who has met these requirements has read and written extensively, reasoned mathematically and scientifically, learned a second language, made art, governed a community for four years, worked in an adult workplace, served people outside the school, sat in a college classroom and succeeded there, and publicly defended a body of their own work to an audience that included adults who were not obligated to be kind about it. That is what ACLC means by an educated person.

**Enabling Self-Motivated, Competent, Lifelong Learners**

Self-Motivated

*What ACLC means by it.* A self-motivated Learner initiates work without being compelled to, uses unstructured time productively, seeks help before failing rather than after, and pursues learning that no one assigned. The Graduate Profile names this as self-management, responsibility, and personal visioning.

*How the program produces it.* Learners are given real discretion and held accountable for how they use it. Dedicated project periods require Learners to plan and manage their own work. Project-based learning gives Learners voice and choice within a defined problem. Learners set individual goals with Facilitators and document their own growth. Democratic governance gives Learners authority over rules and resources, which is the most direct instruction in ownership the school offers. Across grades 9 through 12, adult structure is deliberately withdrawn as Learner capacity grows.

*How ACLC knows.* Learner-Led Conference rubric scores on self-direction and personal visioning; Senior Portfolio evidence against the Graduate Profile's Personal Qualities domain; project period productivity and Facilitator check-in data; participation rates in CCC, Leadership, Judicial Committee, clubs, and athletics; chronic absenteeism, which at a school built on voluntary engagement is a direct measure of whether Learners want to be there.

Competent

*What ACLC means by it.* A competent Learner has mastered the academic content, can apply it to unfamiliar problems, and can demonstrate it to an audience that is not obligated to be impressed. Competence at ACLC is proven publicly, not inferred from a grade.

*How the program produces it.* A course of study that satisfies and exceeds UC/CSU A-G requirements, taught by appropriately credentialed Facilitators against California standards. Mastery-based grading that reports what a Learner knows by standard and permits revision toward mastery rather than penalizing early attempts. Public products, presentations, and defenses in every project. The Senior Portfolio, assessed against the Graduate Profile. Dual enrollment coursework graded by college faculty applying college standards. An internship evaluated by a workplace supervisor.

*How ACLC knows.* CAASPP ELA, mathematics, and CAST results, schoolwide and by student group; A-G completion rate; four-year adjusted cohort graduation rate; Senior Portfolio completion and rubric scores; dual enrollment course completion and pass rates; mastery attainment by standard within courses; benchmark assessment; ELPAC results and reclassification rate.

Lifelong

*What ACLC means by it.* A lifelong learner knows how to learn, can identify what they don't know, find and evaluate sources, reason from evidence, revise in response to critique, and do all of it after no one is grading them.

*How the program produces it*. The Learning-to-Learn skills, taught explicitly and assessed in the portfolio. Sustained inquiry and revision cycles built into every project. Research and presentation as recurring practices rather than occasional assignments. The experience of succeeding in a college classroom while still in high school, which is the most concrete evidence a sixteen-year-old can be given that further education is available to them.

*How ACLC knows.* Postsecondary enrollment rates from National Student Clearinghouse data; postsecondary persistence into the second year; alumni outcomes; dual enrollment participation and success; Learning-to-Learn skill documentation in the Senior Portfolio; graduate and alumni survey results.

**Program Goals**

Consistent with Education Code Section 47605(c)(5)(A)(i), ACLC's educational program is designed so that every Learner will:

1. **Achieve or exceed grade-level proficiency** in the California Common Core State Standards for English Language Arts and Mathematics, the Next Generation Science Standards, and the History-Social Science Framework, with growth in every numerically significant student group.
2. **Complete a course of study satisfying and exceeding UC/CSU A-G requirements** and graduate within four years.
3. **Meet or exceed the ACLC Graduate Profile standards**, demonstrated through the Senior Portfolio.
4. **Demonstrate the Learning-to-Learn skills**, documented in the Senior Portfolio and assessed at Learner-Led Conferences.
5. **Direct their own learning** — planning, managing project time, seeking support, revising work, and reflecting on growth — with measurably decreasing adult prompting from grade 9 to grade 12.
6. **Complete college-level and workplace learning before graduating**, through at least one dual enrollment course and a career-oriented internship.
7. **Exercise substantive authority in school governance** through four years of Contemporary Community Citizenship and through Leadership and Judicial Committee participation.
8. **Contribute to the community beyond the school**, through at least 20 hours of annual community service and a community-oriented senior project.
9. **Enroll in postsecondary education or enter a chosen career pathway**, and persist.

ACLC pursues these goals for all Learners, including English Learners, Learners with disabilities, foster and homeless youth, socioeconomically disadvantaged Learners, and Learners achieving above or below grade level. The supports through which ACLC does so are described later in this Element.

Annual Goals and State Priorities

The annual goals for all Learners and for each numerically significant student group, across the eight state priorities applicable to a charter school serving grades 9 through 12, together with the specific annual actions to achieve them, are set forth in ACLC's Local Control and Accountability Plan.

**How Learning Best Occurs**

ACLC's instructional design rests on a proposition its founders took from cognitive science and organizational research and have tested for three decades: that learning is something a person does, not something done to them. The founding framework, articulated in *Learning-to-Learn: A Conceptual Framework for the School of the Future*, locates the school within the shift in cognitive science from behaviorism, learning through control and conditioning, toward constructivism, learning through discovery and meaning-making. Its conclusion was that if accelerating change forces organizations to learn, then individuals must become lifelong learners, and must therefore learn how to learn.

Design Tenets

ACLC holds that learning best occurs when:

- **Ownership of learning resides with the Learner.** Real learning occurs when a Learner reaches forward for knowledge rather than receiving it passively. The adult's work is to structure conditions in which the Learner does the cognitive labor.
- **Human beings are treated as designed to learn.** Instruction nurtures an innate drive toward understanding rather than substituting extrinsic control for it.
- **Learner voice is honored in the institution, not only in the classroom.** An organization does not renew itself when the people inside it believe their ideas and judgments carry no weight. Where Learners hold real authority over rules, resources, and community life, they take the rest of the enterprise seriously.
- **Interaction is the medium of learning.** Learning is social from earliest childhood through the most sophisticated professional settings. Collaboration and teamwork are the conditions of successful organizational culture, and they are practiced here rather than described.
- **Learning is purposeful and relevant.** Learners engage when work has a genuine audience and a genuine consequence — a public product, a client, a community, a college classroom.
- **Learners need flexibility of time, grouping, and place.** Active inquiry requires the ability to work in teams, to move beyond the walls of the school both physically and

electronically, and to submit work to critical evaluation by peers and by adults proficient in the field.

- **Multi-age grouping supports natural scaffolding.** Learners move quickly in areas of talent and more slowly, with more support, in areas of difficulty. Grade level is a scheduling convenience, not a ceiling.
- **New understanding is built on prior understanding.** Units of study begin from what Learners already know and can do.
- **Fluency with technology is a condition of literacy.** Learners must have access to current tools and the judgment to select, apply, and troubleshoot them.

Project-Based Learning

ACLC's academic core is project-based learning as defined by PBLWorks: the project is not an activity that follows instruction, it is the vehicle through which the knowledge and skills are taught. The project contains and frames the curriculum.

ACLC designs projects against the PBLWorks Gold Standard essential design elements, a challenging problem or question, sustained inquiry, authenticity, Learner voice and choice, reflection, critique and revision, and a public product, and expects the corresponding Gold Standard teaching practices of its Facilitators. Facilitators design projects backward from the standards, the A-G course outlines, and the Graduate Profile, and build in the checkpoints at which required content and skills are taught directly.

Project-based learning at ACLC does not replace explicit instruction, rather, it creates the demand for it. A Learner who needs to model exponential decay for a project has a reason to sit through direct instruction on exponential functions. Facilitators deliver mini-lessons, laboratory work, seminar discussion, writing instruction, and skill labs in service of the project work and of standards mastery.

Professional development is intentionally designed to strengthen educators' implementation of Project-Based Learning (PBL) and ensure that authentic, engaging learning experiences maintain strong academic rigor. Each summer, we provide opportunities for staff to participate in professional learning through the Buck Institute for Education (PBLWorks) PBL conference and bring this training back to our full team, allowing educators to deepen their understanding of PBL design, inquiry, authentic assessment, and learner-centered instruction.

Throughout the school year, educators apply this learning directly to their practice through collaborative professional development. Staff use inquiry-based protocols and structured collaboration to examine current lessons and units, identify opportunities to increase learner engagement and cognitive demand, and strengthen connections to content standards and learning objectives. Educators bring their existing practice to the

collaborative process, analyze what is working, and work with colleagues to revise and improve learning experiences.

This ongoing cycle of professional learning, inquiry, collaboration, implementation, and reflection supports a shared understanding of high-quality PBL across the high school. Rather than treating PBL as a separate instructional strategy, we focus on integrating authentic inquiry and project-based experiences with rigorous standards-aligned curriculum, meaningful assessment, and opportunities for learners to apply their knowledge in relevant contexts.

Self-Direction for All Learners

ACLC gives Learners something most high schools do not: unstructured time they are responsible for using well. Beyond scheduled seminars, Learners have dedicated project periods in the Center, time to manage their own work, collaborate, meet with Facilitators, and attend college courses.

This is the most demanding feature of the ACLC model and the one that most often determines whether a Learner thrives. Self-direction is a skill, distributed as unevenly among adolescents as any other, and correlated with the support a young person has had at home. ACLC therefore treats it as content: something taught explicitly, scaffolded deliberately, and monitored, rather than a disposition Learners are presumed to arrive with.

Across grades 9 through 12, the balance shifts. Ninth-grade Learners receive substantial structure, defined expectations for project period use, check-ins, explicit instruction in time and task management, and monitoring by Facilitators and advisors. By twelfth grade, Learners manage college coursework, an internship, a senior project, and a portfolio largely on their own schedule. The Learning-to-Learn skills of time and task management, research, and personal visioning are the curriculum that carries a Learner from the first condition to the second.

Learning Happens in the Adult World

ACLC holds that adolescents learn differently, and more, when the work is real and the audience is not their teacher.

*Dual enrollment.* Every ACLC graduate completes at least one college course while in high school, and many complete several, through dual enrollment with the College of Alameda and the Peralta district. The College of Alameda is a short walk from campus. The experience is instructional, not merely accelerative: a Learner who has succeeded in a college classroom at sixteen has evidence about themselves that no high school course can supply.

*Internship*. Every graduate completes a career-oriented internship, documented in the Senior Portfolio. Learners work in an adult setting, on adult expectations, with a supervisor who is not paid to be encouraging.

*Community service*. Every Learner completes at least 20 hours of community service annually, with many far exceeding it. Service is treated as a Graduate Profile outcome--giving back and recognizing the needs of others.

*Senior project and Senior Portfolio*. Learners complete a community-oriented senior project and publish a Learner Portfolio website documenting their achievements against the Graduate Profile and the Learning-to-Learn skills. The portfolio is defended publicly.

Democratic Governance as Pedagogy

ACLC's participatory governance is part of the instructional program. *Contemporary Community Citizenship* is a four-year graduation requirement (every Learner participates every year) and Learners exercise legislative authority through it, executive authority through Leadership, and judicial authority through the Judicial Committee.

Learners at ACLC do not study democracy and then practice a simulation of it. They write and amend the rules that govern them, allocate resources, adjudicate conduct, and live with the results. The learning is in the friction: in discovering that a proposal that sounded good does not survive contact with the community, that persuading peers is harder than being right, and that authority carries obligation.

Mastery-based Grading

| Mark | Level | Descriptor |
|---|---|---|
| A / 4 | Exceeds Mastery | Learner demonstrates deep understanding and/or mastery of the desired outcome |
| B / 3 | Achieved Mastery | Learner demonstrates understanding and/or mastery of the desired outcome with minor misconceptions |
| C / 2 | Emerging Mastery | Learner is progressing toward mastery and demonstrates understanding within range of the desired outcome |
| NC/D / 1 | Attempting Mastery | Learner is making limited progress toward mastery but does not demonstrate the desired learning outcome |
| NC/F – NSE | No Sufficient Evidence | Learner has not produced evidence of progress toward mastery |

Mastery levels align with the grading scales used by colleges and universities, and ACLC transcripts convert accordingly. Because grades report mastery of identified standards, a Learner and their family can see precisely which standards remain unmet and what work

will close the gap — and Learners revise and resubmit toward mastery rather than carrying a permanent penalty for an early attempt. Courses must be completed at C (2) or higher to count toward ACLC graduation requirements.

Learner-Led Conferences

Learners present their portfolios and progress semi-annually to their families, peers, and Facilitators, evaluated against a standardized rubric assessing content, presentation, and original thought. The conference makes the Learner responsible for narrating their own growth, which is itself the skill the school is trying to build.

Multiple measures

Facilitators use formative and summative assessment, curriculum-embedded tasks, project rubrics, CAASPP and ELPAC results, and Facilitators use formative and summative assessment, curriculum-embedded tasks, project rubrics, CAASPP and ELPAC results, and NWEA MAP administered three times annually in math and reading for grades 9-12 to monitor progress and adjust instruction to monitor progress and adjust instruction.

**Instructional Design and Delivery**

Academic Calendar

## CLCS 2026-2027 Academic Calendar

Color Key: First and Last Days of School | Staff Work Days | No School | Government Holidays

**July 22** Admin Return
**July 23** Counseling & Office Return
**July 28 & 29** New Fac PD
**July 30** Facilitator Work Day
**July 31-Aug 4** All Staff PD
**Aug 5** First Day of School
**Jan 4** All Staff PD/Workday
**May 3** All Staff PD
**June 2** Last Day of School
**June 3** Staff Work Day
**Trimester End [ ]** **( ) Semester End**
3 Work Days+4 PD Days+180 School Days =187 Facilitator Work Days

**August 2026 (19 days)**

| Su | Mo | Tu | We | Th | Fr | Sa |
|---|---|---|---|---|---|---|
| | | | | 30 | 31 | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 39 | 31 | | | | | |

**July 30-31** All Staff PD/Workday
**Aug 3-4** All Staff PD
**Aug 5** **First Day of School**

**September 2026 (21 days)**

| Su | Mo | Tu | We | Th | Fr | Sa |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |
| | | | | | | |

**Sept 7** No School - Labor Day Weekend

**October 2026 (17 days)**

| Su | Mo | Tu | We | Th | Fr | Sa |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | [30] | |
| | | | | | | |

**Oct 12** No School - Indigenous Peoples' Day
**Oct 12-16** No School - Fall Break

**November 2026 (15 days)**

| Su | Mo | Tu | We | Th | Fr | Sa |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

**Nov 11** No School - Veterans Day Holiday
**Nov 16-20** Learner Led Conferences (TK-8th)
**Nov 23-27** No School - **Fall Recess**

**December 2026 (14 days)**

| Su | Mo | Tu | We | Th | Fr | Sa |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | (18) | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

**Dec 16-18** Learner Led Conferences (9th-12th)
**Dec 21-31** No School - **Winter Recess**

**January 2027 (18 days)**

| Su | Mo | Tu | We | Th | Fr | Sa |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

**Jan 1** No School - **Winter Recess**
**Jan 4** No School - All Staff Work Day
**Jan 18** No School - Dr. Martin Luther King Jr. Holiday

**February 2027 (15 days)**

| Su | Mo | Tu | We | Th | Fr | Sa |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | [12] | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | | | | | | |

**Feb 15** No School - Presidents' Day Holiday
**Feb 16-19** No School - **February Recess**

**March 2027 (23 days)**

| Su | Mo | Tu | We | Th | Fr | Sa |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

**April 2027 (17 days)**

| Su | Mo | Tu | We | Th | Fr | Sa |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

**Apr 5-9** No School - **Spring Break** Facilitator PD Day

**May 2027 (19 days)**

| Su | Mo | Tu | We | Th | Fr | Sa |
|---|---|---|---|---|---|---|
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | [27] | (28) | 29 |
| 30 | 31 | | | | | |

**May 3** No School - Staff PD
**May 27 & 28** Learner Conferences (All)
**May 31** No School - Memorial Day Holiday

**June 2027 (2 days)**

| Su | Mo | Tu | We | Th | Fr | Sa |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

**June 1** Learner Conferences (All)
**June 2** **Last Day of School**
**June 3** Staff Work Day
**June 7** Summer School Begins
**June 18** Juneteenth Holiday

## Bell Schedule

## Periods, Lunch Time & Wednesday schedule

Lunch · M.A.S. / Office Hours

Monday, Tuesday, Thursday and Friday use 60-minute periods. Wednesday uses an extended five-period schedule.

| Schedule Block | Monday<br>60-MINUTE PERIODS | Tuesday<br>60-MINUTE PERIODS | Wednesday<br>75-MINUTE PERIODS | Thursday<br>60-MINUTE PERIODS | Friday<br>60-MINUTE PERIODS |
|---|---|---|---|---|---|
| Morning Start | Facilitator Prep / Availability<br>8:10–8:30 AM | Facilitator Prep / Availability<br>8:10–8:30 AM | Professional Development<br>8:10–9:40 AM | Facilitator Prep / Availability<br>8:10–8:30 AM | Facilitator Prep / Availability<br>8:10–8:30 AM |
| Period 1 | Period 1<br>8:30–9:30 AM | Period 1<br>8:30–9:30 AM | Period 1 / CCC<br>9:45–10:25 AM | Period 1<br>8:30–9:30 AM | Period 1<br>8:30–9:30 AM |
| Period 2 | Period 2<br>9:35–10:35 AM | Period 2<br>9:35–10:35 AM | Period 2<br>10:29–11:43 AM | Period 2<br>9:35–10:35 AM | Period 2<br>9:35–10:35 AM |
| Period 3 | Period 3<br>10:40–11:40 AM | Period 3<br>10:40–11:40 AM | Period 3<br>11:47 AM–1:02 PM | Period 3<br>10:40–11:40 AM | Period 3<br>10:40–11:40 AM |
| Period 4 | Period 4<br>11:45 AM–12:45 PM | Period 4<br>11:45 AM–12:45 PM | Lunch<br>1:02–1:32 PM | Period 4<br>11:45 AM–12:45 PM | Period 4<br>11:45 AM–12:45 PM |
| Lunch | Lunch<br>12:45–1:23 PM | Lunch<br>12:45–1:23 PM | Period 4<br>1:36–2:51 PM | Lunch<br>12:45–1:23 PM | Lunch<br>12:45–1:23 PM |
| Period 5 | Period 5<br>1:28–2:28 PM | Period 5<br>1:28–2:28 PM | Period 5 / Closeout<br>2:55–3:30 PM | Period 5<br>1:28–2:28 PM | Period 5<br>1:28–2:28 PM |
| Period 6 | Period 6*<br>2:33–3:33 PM | Period 6*<br>2:33–3:33 PM | No Period 6<br>*Wednesday has five periods* | Period 6*<br>2:33–3:33 PM | Period 6*<br>2:33–3:33 PM |
| Support | M.A.S. / Office Hours*<br>3:35–4:30 PM | M.A.S. / Office Hours*<br>3:35–4:30 PM | M.A.S. / Office Hours*<br>3:35–4:30 PM | M.A.S. / Office Hours*<br>3:35–4:30 PM | M.A.S. / Office Hours*<br>3:35–4:30 PM |

**Wednesday schedule:** Wednesday follows a five-period extended schedule. Lunch takes place after Period 3, from 1:02–1:32 PM.

*** Schedule note:** Period 6 ends at 3:33 PM on Monday, Tuesday, Thursday and Friday. Wednesday Period 5 closeout ends at 3:30 PM.

### Instructional Methods by Content Area

| Content Area | Primary Instructional Modes |
|---|---|

| | |
|---|---|
| English Language Arts | Close reading and textual analysis; Socratic seminar; writing workshop with drafting and revision cycles; argumentative, rhetorical, and research writing; multi-step projects with oral and visual presentation; systematic vocabulary acquisition; reading logs and independent reading |
| English Language Development | Reading and writing workshop; small-group and individual conferring; iSpire; explicit foundational-skills instruction; independent reading; writing for authentic audiences; literacy across content areas |
| Mathematics | Direct instruction on concepts and procedures; collaborative problem solving; mathematical modeling of real-world data; application within projects; proof and justification; skill practice with formative feedback and revision toward mastery |
| Science | Three-dimensional NGSS instruction integrating Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts; hands-on laboratory investigation; lab notebooks and written lab reports; data analysis; class presentations; phenomena-driven inquiry |
| History-Social Science | Primary and secondary source analysis; Socratic discussion; interpretive analysis, research papers, and persuasive essays; interactive group work; civic simulation; current-events analysis; project-based inquiry |
| Visual and Performing Arts | Studio practice; critique of self and others; iterative making; research and written reflection; digital portfolio and artist statement; public performance and exhibition |
| Physical Education | Team sports and individual conditioning at ACLC and on the College of Alameda campus; independent PE with activity logs and health reflection; interscholastic athletics via sports waiver |
| CTE / Creative Technology | Design thinking and iterative prototyping; tool safety certification and hands-on fabrication; engineering notebooks and project progress reports; CAD, electronics, programming, and robotics; presentation of work to genuine audiences at open houses, science fairs, and maker events |
| World Language | Communicative instruction in listening, speaking, reading, and writing; emphasis on oral fluency and pronunciation; cultural study; delivered in partnership with the College of Alameda |
| Seminars / CCC | Explicit instruction in executive functioning, educational navigation, and college and career planning; advisory; Learner-led community engagement and social-emotional curriculum |

Across every content area, the project is the vehicle. Facilitators design projects against the PBLWorks Gold Standard elements and deliver direct instruction at the points where the project creates the need for it.

<u>Honors, Advanced Placement, and Acceleration</u>

*Honors courses* are offered in English, History/Social Science, Mathematics, and Science. Any Learner may opt into an honors course at their own discretion. ACLC does not gate honors enrollment behind prior grades, test scores, or Facilitator recommendation. Honors seminars move at a faster pace with higher work completion expectations and a higher rigor threshold for mastery. Honors courses are UC/CSU-approved and are designated (HP) in the course catalog.

*Advanced Placement exams*. Learners completing an honors course may sit for the corresponding AP examination at no cost to the family.

*Dual enrollment*. Through partnership with the Peralta Community College District, Learners take college courses at no cost to families. Dual enrollment serves several functions at ACLC: it delivers required coursework (World Language, second-year Physical Education, and the College & Career Readiness requirement), it provides acceleration beyond ACLC's on-site sequence for Learners who exhaust it, and it opens pathway-aligned coursework unavailable at a school of ACLC's size. Learners may earn up to 24transferable college credits, and may graduate with an associate degree or a CTE certificate. With administrative approval, college courses may satisfy ACLC diploma requirements.

*Mathematics placement*. ACLC's mathematics placement policy complies with the California Mathematics Placement Act of 2015: placement of ninth-grade Learners is based on objective academic measures, includes at least one checkpoint within the first month of the school year, and provides an annual review of placement outcomes disaggregated by student group.

<u>The Pathways Program</u>

Our high school pathways program supports learners in beginning college coursework as early as 9th grade, allowing them to explore college and career opportunities while completing their high school requirements. Through individualized pathway planning, learners work with staff to identify a college and career pathway that aligns with their goals, interests, readiness, and future aspirations.

College coursework may serve different purposes for different learners. A learner may pursue a certificate program, use college courses to fulfill high school graduation requirements, explore a specific academic interest, seek additional challenge and rigor, earn college-transferable units, explore potential careers, or work toward an Associate of Arts (AA) degree while completing high school. Our goal is not to place every learner on the same path, but to provide the guidance, support, and flexibility needed for each learner to create a meaningful and appropriately challenging college and career pathway. Pathways are coordinated by a dedicated Pathways Program Coordinator. Participation is free to families.

Grade-Level Seminars

All Learners take a grade-level seminar each year, developing executive functioning, educational navigation, college and career exploration, and postsecondary preparation:

- **Freshman Seminar** — navigating educational systems and executive functioning for college success
- **Sophomore Seminar** — college and career interest exploration with individualized support
- **Junior Seminar** — career pathway experience in the community; college and career program applications
- **Senior Seminar** — Senior Portfolio and senior community project

CCC / Advisory

All Learners participate in a weekly CCC/Advisory class with grade-alike peers for four years, focused on community engagement and social-emotional skills. Uniquely, the course is led and developed by Learners in the Leadership class. Each course carries 1.0 credit annually toward elective requirements.

Learners produce an end-of-semester project presented at their Learner-Led Conference and published to their portfolio website. The first-semester topic is chosen by the Leadership class; the second-semester topic is set by ACLC administration. The presentation constitutes a substantial portion of the CCC grade.

Community Engagement and Service Sequence

Every Learner completes 20 hours of documented community engagement annually, structured to progress from service toward independent professional and civic contribution:

| Grade | Requirement |
|---|---|
| 9 | 20 hours community service – school events and outside volunteering |
| 10 | 20 hours community service – school events and outside volunteering |
| 11 | 20 hours documented, approved internship in the community |
| 12 | 20 hours documented, approved senior project in the school community |

**Professional Development**

Our professional development model is grounded in a clear theory of action and informed by academic and social-emotional data. Staff examining how their instructional decisions, classroom systems, and school structures can better serve and grow learners. Throughout the year, professional learning has centered on our core commitments to community, collaboration, commitment and celebration. All-staff professional learning is approached

through a trauma-informed lens and asks educators to critically examine the ways that systems, structures, curriculum, instruction, and assessment either support or create barriers for learners.

Professional learning is embedded in our ongoing instructional cycle. Educators regularly examine daily lesson plans and unit plans, review learner data, collaborate with colleagues, and make intentional instructional shifts based on evidence of learning. Staff are provided time to review and plan curriculum that is differentiated for the learners they serve while maintaining high expectations and cognitive demand. This allows professional development to be directly connected to classroom practice rather than functioning as isolated training.

We provide comprehensive, ongoing professional development designed to strengthen educator practice and improve outcomes for learners. Our professional learning model includes dedicated department collaboration time, grade-level collaboration, and targeted skill-building opportunities that support educators in continuously refining their practice.

**Curriculum**

ACLC delivers a college-preparatory curriculum aligned to the California Common Core State Standards for English Language Arts and Mathematics, the Next Generation Science Standards, the California History–Social Science Framework, the California Arts Standards, and the California ELD Standards.

ACLC's course sequence is certified by the University of California as satisfying A-G subject requirements. Courses designated (P) in the ACLC Course Catalog are UC/CSU-approved college-preparatory courses; courses designated (HP) are UC/CSU-approved honors courses. ACLC's A-G course list is published and maintained on the UC Doorways system.

**ACLC is** fully accredited by the Western Association of Schools and Colleges (WASC)**.** Currently with a six year accreditation term ending June 2029.

Course Descriptions

*English* — English 1 develops foundational reading, writing, and analytical skills through fiction and nonfiction analysis, narrative and argumentative writing, and collaborative discussion. English 2 advances critical thinking through complex world literature, literary analysis, and research. English 3 studies American literature with emphasis on rhetorical analysis and argumentative writing. English 4 extends the standards through sophisticated classic and modern literature, nonfiction, literary terms, systematic vocabulary, and college-level rhetorical modes including the college entrance essay. Honors sections are available in English 2, 3, and 4.

*Mathematics* — Algebra 1 develops linear, quadratic, and exponential functions and their application to real-world data. Geometry covers transformations, congruence and similarity, right triangle trigonometry, geometric measurement, modeling, circle theorems, and proof. Algebra 2 extends to polynomial, rational, radical, exponential, and logarithmic functions, trigonometry, complex numbers, and conic sections. Pre-Calculus prepares Learners for calculus through intensive function study, analytic geometry, vectors, matrices, and sequences and series. Honors sections are available in Pre-Calculus.

*Science* — Biology studies ecosystems, cell biology, genetics, evolution, and human impact on biodiversity using NGSS three-dimensional learning. Chemistry covers atomic structure, the periodic table, bonding, reactions, thermodynamics, and stoichiometry, contextualized through Earth systems, climate, and ocean acidification. Physics covers mechanics, waves, electromagnetism, and modern physics through lecture and laboratory instruction. Honors sections are available in Biology and Chemistry.

*History / Social Science* — Ethnic Studies examines U.S. history from pre-Columbian times to the present, centering communities that have experienced marginalization and analyzing how race, ethnicity, nationality, and class have shaped American life through primary and secondary sources, projects, and Socratic discussion. Modern World History surveys the 16th through 21st centuries with emphasis on causation and global interdependence. U.S. History studies the 20th century, constitutional rights, and social change from the Progressive Era through the Civil Rights movement. American Government analyzes governmental structure, process, and policy. Economics develops reasoned decision-making on economic issues through interactive study, critical reading, and analytical writing. Honors sections are available in Modern World History, U.S. History, Government, and Economics.

*Visual & Performing Arts* — Art 1 introduces artistic perception, creative expression, historical and cultural context, and aesthetic valuing through visual arts, design, and architecture. Advanced Art engages multidisciplinary fine art projects, culminating in a digital portfolio and artist statement. Performance offerings include Drama and Musical Theater.

*Career Technical Education* — Creative Technology 1 is an introductory maker course covering hand and power tools, 3D printers, laser cutters, CNC routers, and UV printers, with design thinking, engineering notebooks, project documentation, and presentation to public audiences. Creative Technology 2 advances to CAD design in Fusion 360, electronics, programming, and robotics through independently planned and executed projects.

*Electives* — Journalism produces a weekly school news show, covering camera operation, composition, scriptwriting, lighting, directing, and editing. Global Health Issues examines pathogens, epidemics, and endemic disease through scientific, historical, environmental, and policy lenses, including the relationship between health outcomes and race and

socioeconomic status. Advanced Literary and Film Analysis Through Horror examines the horror genre as a vehicle for social commentary across literature, film, and visual art, culminating in a major research project. Stretch electives rotate and have included Upcycle, Robotics, and Creative Lab.

*Leadership* — Leadership (application and election required) develops leadership through peer collaboration, planning school-wide events, deliberating and voting on community proposals, and leading weekly CCC classes. Executive Leadership engages elected Learner leaders with prior Leadership experience in building democratic, equitable, and sustainable practices for Learner voice, mentoring peers, and modeling participation. Educational Leadership places organized Learners as Facilitator assistants supporting classroom operations.

*Support Courses* - Academic support classes provide additional support in college courses, credit recovery, and other identified academic needs. Academic support classes provide additional support in college courses, credit recovery, and other identified academic needs. The College Support class is designed to help learners successfully navigate taking college courses while in high school. A dedicated staff member works directly with learners to provide guidance and support with college coursework, assignments, time management, communication with college instructors, and navigating college systems a

*World Language* — Spanish 1 and Spanish 2 develop listening, speaking, reading, and writing with emphasis on oral fluency, offered in partnership with the College of Alameda. Alternative world languages are available through Peralta dual enrollment with counselor approval.

*Physical Education* — Ninth-grade PE provides team sports and individual exercise instruction, partly at ACLC and partly on the College of Alameda campus. Second-year PE may be satisfied through Peralta dual enrollment, through ACLC's asynchronous Independent PE with monthly activity logs and health reflections, or through an athletics waiver signed by the coach at the start and end of a sport season. Health education is integrated into the physical education program through designated health-focused units. Integrating health education into PE allows learners to connect knowledge about wellness with practical skills and behaviors that support their overall health and well-being.

*College & Career* — Career & Life Planning, a UC/CSU-transferable Peralta course, engages Learners in self-assessment of values, interests, skills, and personality; research into job markets and occupational trends; and construction of a concrete career and educational roadmap.

## Core Instructional Materials

| | | | | |
|---|---|---|---|---|
| ELA | CommonLit | CommonLit | CommonLit | CommonLit |
| Mathematics | Illustrative Mathematics—Algebra | Illustrative Mathematics—Geometry | Illustrative Mathematics—Algebra 2 | Illustrative Mathematics—Pre-Calculus |
| Science | Lab-Aids—Biology | Lab-Aids—Biology | Lab-Aids—Chemistry | Lab-Aids—Earth and Solar System |
| History-Social Science | TCI—Geography | TCI—World History | TCI—U.S. History | TCI—Government; TCI—Economics |
| World Language | CoA Adopted | | | |
| CTE | The Makers Field Guide: 2025 Expanded & Updated Edition | The Makers Field Guide: 2025 Expanded & Updated Edition | The Makers Field Guide: 2025 Expanded & Updated Edition | The Makers Field Guide: 2025 Expanded & Updated Edition |
| Health | Planned Parenthood | | | |
| Ethnic Studies | A Different Mirror For Young People: A History of Multicultural America by Ronald Takaki | | | |
| VAPA | The Visual Experience by Emily Jean Hood | An Introduction to Visual Culture by Nicholas Mirzoeff<br><br>The Open Art Room by Melissa Purtee and Ian Sands | An Introduction to Visual Culture by Nicholas Mirzoeff<br><br>The Open Art Room by Melissa Purtee and Ian Sands | An Introduction to Visual Culture by Nicholas Mirzoeff<br><br>The Open Art Room by Melissa Purtee and Ian Sands |

**Serving All Learners**

ACLC is open to all Learners and admits without regard to prior academic performance, English proficiency, disability status, or family income. That commitment creates an obligation: a school that does not screen at the door must be built to teach the full range of Learners who walk through it.

ACLC's core design carries much of that weight. Small seminars, averaging 14 in English, 19 in science, 20 in mathematics, and 22 in social science, allow Facilitators to know each Learner's work directly. Project-based learning is open at both ends, accessible to Learners working below grade level and uncapped for those working beyond it. Mastery-based grading reports what a Learner knows standard by standard and permits revision toward mastery rather than fixing a penalty to an early attempt. Universal Design for Learning principles are applied across all seminars. Every Facilitator holds office hours twice weekly. Project periods provide scheduled time in which Learners can receive counseling, college advising, special education services, and academic support without being pulled from instruction.

**Multi-Tiered Systems of Support**

ACLC operates a Multi-Tiered System of Supports integrating academic, behavioral, social-emotional, attendance, and on-track-to-graduate supports within a single referral, data, and decision-making structure.

*Data Sources and Universal Screening*

- **Statewide assessment:** CAASPP ELA and mathematics (grade 11), CAST, ELPAC initial and summative, and the Physical Fitness Test (grade 9)
- **Credit and transcript monitoring:** credits earned against the 230-credit requirement and the grade-level benchmarks in the course catalog (0–60 freshman, 60–120 sophomore, 120–180 junior, 180–230 senior), reviewed each semester
- **A-G progress monitoring:** each Learner's position in the A–G sequence, reviewed at least annually by the counseling team
- **Mastery data by standard**, including courses not passed at mastery level 2
- **Attendance data**, reviewed for patterns of chronic absenteeism
- **Behavioral data**, including Judicial Committee referrals and suspensions
- **Benchmark Assessment,** NWEA MAP assessments

ACLC uses a three times a year data review cycle to monitor learner progress, identify learners who may need additional support, and inform instructional and intervention decisions. The school reviews multiple sources of academic, engagement, attendance, and behavioral data rather than relying on a single measure. Data reviewed includes statewide assessments such as CAASPP ELA and mathematics, CAST, ELPAC initial and summative assessments, and the Grade 9 Physical Fitness

Test; credit and transcript progress; A–G progress; mastery data by standard; attendance; behavioral data; and benchmark assessment results.

Credit and transcript data are monitored each semester to ensure learners are progressing toward the 230-credit graduation requirement and grade-level benchmarks outlined in the course catalog: 0–60 credits for freshmen, 60–120 for sophomores, 120–180 for juniors, and 180–230 for seniors. The counseling team also monitors each learner's progress through the A–G course sequence, with formal review occurring at least annually and additional monitoring as needed.

During data reviews, teams examine mastery by standard, including courses in which learners have not demonstrated mastery at Level 2 or higher, to identify specific academic skills requiring additional instruction or intervention. Attendance data are reviewed for patterns of chronic absenteeism or disengagement, while behavioral data, including Judicial Committee referrals and suspensions, are examined to identify patterns and determine whether additional supports are needed. Benchmark assessment data, including NWEA/MAP when administered, provide additional information about learner growth and current academic performance.

The quarterly review process allows staff to identify learners who are on track, approaching a concern, or in need of more intensive support. Teams use these findings to determine appropriate next steps, which may include targeted small-group instruction, credit recovery, academic intervention, counseling support, attendance interventions, individualized conferencing, or additional progress monitoring. Data are revisited during subsequent reviews to determine whether interventions are effective and to adjust supports as needed.

Tier 1 — Universal Instruction and Classroom Intervention
High-quality first instruction in every seminar, delivered through the AIM instructional model with Universal Design for Learning applied throughout. Small seminars, project period access to Facilitators, and twice-weekly office hours for every Facilitator. Grade-level seminars providing explicit instruction in executive functioning, educational navigation, and college and career planning to all Learners in all four years.

Tier 2 — Targeted
*Learners of Concern*. ACLC convenes Learners of Concern meetings to review Learners identified through MTSS data as needing additional support. ACLC uses a proactive referral and intervention process to identify learners who may need additional academic support. Referrals are triggered by a combination of grades, attendance patterns, and the Failing Learner Protocol, with particular attention to learners identified on the D/F List. The D/F List is reviewed every two weeks as part of the school's ongoing Support or Success process. During each review, staff identify learners who are newly demonstrating academic concerns, monitor learners already

receiving support, and determine which learners can be removed from the list based on demonstrated progress.

Learners with two or fewer areas of concern are typically case managed by their facilitators, who provide targeted support, communicate with the learner and family, monitor progress, and document interventions. Learners with three or more areas of concern are referred to the counselor team for more intensive case management. The counselor team works with the learner to develop an Academic Success Plan that identifies specific areas of concern, goals, interventions, responsibilities, and progress-monitoring measures.

Academic Success Plans are reviewed on an ongoing basis to determine the learner's progress and appropriate next steps. Based on evidence of growth, learners may move between support cycles, reduce or increase the intensity of intervention, or exit the formal support process when they demonstrate sustained success. This cyclical approach ensures that support is responsive to current learner needs rather than a one-time intervention, while maintaining clear expectations and accountability for academic progress.

*Support Courses.* Learners may be placed in academic support classes providing additional support in college coursework, credit recovery, and other identified academic needs. Support course credits count toward elective credits required for graduation. ACLC provides several targeted support classes designed to meet learners' academic, college, and personal needs. The Academic Recovery Support class is led by a credentialed ELA facilitator and managed and proctored by an additional ELA-credentialed staff member. Currently serving approximately 29 learners, placement is based on learners who are failing one or more courses and need additional time, structure, and individualized support to recover academic progress and remain on track for graduation. Staff monitor coursework and progress while providing learners with the structure and support needed to successfully complete outstanding requirements.

The College Support class is led by a credentialed mathematics facilitator and supports learners who are enrolled in college courses. Learners receive guidance in monitoring assignments and grades, understanding and navigating college course syllabi and expectations, managing deadlines, and developing the organizational and self-advocacy skills necessary to be successful in college-level coursework. The class provides a bridge between the high school and college environments while helping learners develop increasing independence.

In addition, Seminar is offered at every grade level and is taught by an administrator and co-taught by a school counselor. Seminar provides a consistent structure for learners to understand and navigate school systems, monitor their academic progress

and grades, work toward graduation requirements, and develop and revise their educational plans. Seminar also addresses learner wellness, goal setting, self-reflection, learning styles, and personal identity. Together, these support classes provide learners with differentiated structures that address academic recovery, college readiness, graduation progress, and the development of the skills and self-awareness needed for success beyond high school.

*Targeted supports.* Directed attendance at Facilitator office hours; small-group and one-on-one support from paraprofessional aides; counseling support from ACLC's counseling team; attendance intervention through the admissions and truancy manager.

*Entry and exit criteria*. ACLC uses clear placement and exit criteria to ensure that learners receive support for the appropriate length of time and that services remain responsive to their individual needs. Seminar learners remain in their grade-level Seminar class for the full school year, providing a consistent structure for monitoring academic progress, graduation requirements, wellness, and postsecondary planning. The year-long placement allows facilitators and counselors to build relationships with learners and provide ongoing support as needs and goals develop throughout the year.

Learners enrolled in the College Support class participate for the duration of their college course term. This ensures that learners have consistent access to support while navigating college assignments, syllabi, deadlines, grading systems, and expectations. At the conclusion of the college course term, placement is reviewed based on the learner's continued college enrollment and support needs.

Academic Recovery Support is designed as a temporary, targeted intervention. Learners enter the class based on academic need, including failing coursework and the need to recover credits. Progress is monitored through grades, coursework completion, and credit recovery. Learners exit Academic Recovery Support when they have successfully completed their required credit recovery and demonstrate sufficient academic progress through their grades. This allows learners to return to their regular schedule when the identified need has been addressed while ensuring that additional support remains available for learners who continue to need it.

<u>Tier 3 — Intensive</u>
*Learner Support Team (LST).* Where Tier 2 supports have not produced adequate progress, ACLC convenes an LST meeting including the Learner, the Learner's family, Facilitators, the school counselor, and administration as appropriate. The LST reviews accumulated data, the Learner's strengths and areas for growth, and interventions already attempted, and develops an intensive individualized plan with defined progress monitoring. LST meetings are monitored and followed up on by the school counselor and COST team in 6-8 week intervals.

Tier 3 is available to any Learner whose data indicate it is warranted. It is not a placement reserved for Learners who have exhausted the earlier tiers, and it is not a special education designation.

*Family communication*. Families are notified when a Learner enters Tier 2 or Tier 3, are told what the identified need is and what support the Learner is receiving, and receive progress updates. Families participate in LST meetings.

**Learners Achieving Below Grade Level**

*Identification*. CAASPP performance at Standard Not Met or Standard Nearly Met; mastery scores of 1 or NSE across multiple standards; courses not passed at mastery level 2; credits below the grade-level benchmark; overall grade of a 1 or 2; Facilitator referral. Entering ninth-grade Learners are assessed on arrival so that support begins in the first weeks rather than after the first semester. 9th grade learners are assessed an placed based on MAP assessment, grades and CAASPP test scores.

*Intervention*. Support Courses; directed office hours; small-group support from paraprofessional aides; scaffolded access to grade-level text and tasks within seminars through UDL and AIM's multiple-entry-point practices; IXL and iSpire used as needed and Edgenuity for credit recovery.

*Grade-level access is protected*. A Learner who is behind needs more instruction, not lesser instruction. Learners receiving support remain in A-G coursework and continue in project periods, pathway work, and electives. ACLC does not track Learners out of the college-preparatory sequence — 100% of ACLC Learners are enrolled in the courses required for UC/CSU admission, and support is designed to keep them there.

*Mastery-based grading as an intervention tool*. Because grades report mastery standard by standard, a Learner behind grade level receives a specific and finite list of what to work on rather than a summary judgment about their ability, and can revise and resubmit toward mastery within the grading period.

*Progress monitoring and exit*. Learners are reviewed by the school counselor, COST team and the support facilitator every four-six weeks.

**Learning Achieving Above Grade Level**

ACLC’s structure makes acceleration routine rather than exceptional.

*Open-enrollment honors*. Any Learner may opt into an honors course at their own discretion. ACLC does not gate honors access behind prior grades, test scores, or

Facilitator recommendation. Honors courses are UC/CSU-approved, move at a faster pace, and carry higher rigor thresholds for mastery.

*Dual enrollment*. Learners who exhaust ACLC's on-site sequence continue through Peralta coursework at no cost. Learners may earn up to 24 transferable college credits and may graduate with an associate degree or a CTE certificate.

*Advanced Placement examinations*. Learners completing honors courses may sit for the corresponding AP examination at no cost to the family.

*Project depth*. Project-based work is uncapped at the top; a Learner may pursue an inquiry as far as their capacity allows within the same project the rest of the seminar is completing.

*Multi-age grouping* allows a Learner to work at an advanced level in an area of strength regardless of grade.

**English Learners**

ACLC meets all applicable federal and state requirements for English Learners, including annual parent notification, identification, program placement and parent choice, designated and integrated English Language Development, Facilitator qualifications and training, reclassification, monitoring of reclassified Learners, program evaluation, and standardized testing.

ACLC is its own local educational agency for these purposes. All policies described in this section are adopted by the CLCS Board of Directors, and all costs associated with English Learner services are the responsibility of ACLC.

Program framework

ACLC's English Learner program is built on the California English Learner Roadmap adopted by the State Board of Education in 2017, and implements the California ELD Standards alongside the content standards in every seminar, consistent with the ELA/ELD Framework. ACLC's program reflects the Roadmap's four principles: assets-oriented and needs-responsive schools; intellectual quality of instruction and meaningful access; system conditions that support effectiveness; and alignment and articulation within and across systems.

Two features of ACLC's model serve English Learners particularly well, and the school treats them as instructional assets rather than incidental benefits.

*Small size makes individualization real*. With seminars averaging 20 in English and 19 to 25 in other core subjects, Facilitators know each English Learner's language production

directly. This makes possible supports that larger schools cannot deliver routinely: one-to-one reading support, and the design of assessments that let a Learner demonstrate content knowledge through a mode not constrained by their current English proficiency.

*The program is language-rich by design*. Frequent collaborative project work, sustained academic discussion, Socratic seminar, oral presentation to authentic audiences, and public defense of work give English Learners repeated, purposeful opportunities to produce academic English in context. Project-based learning is accessible across learning modalities and allows a Learner to engage rigorous content while their English proficiency is still developing.

Identification

Upon enrollment, families complete the Home Language Survey. Where the survey or enrollment forms indicate a language other than English, ACLC administers the Initial ELPAC within 30 calendar days of the Learner's initial enrollment in a California public school. Families are notified of results within 30 days of the assessment, in the primary language of the home where required by Education Code Section 48985.

Learners identified as English Learners are administered the Summative ELPAC annually until reclassified.

Program placement and parent choice

Consistent with Education Code Sections 305 through 310 as amended by Proposition 58, ACLC provides English Learners with a language acquisition program designed to ensure both English proficiency and access to grade-level academic content at the earliest possible time.

ACLC offers Structured English Immersion, in which nearly all instruction is delivered in English with curriculum and presentation designed for Learners developing English, together with designated ELD. Parents and guardians may request a different language acquisition program. ACLC solicits input from parents and the community annually on the language acquisition programs offered, and if parents or guardians of 30 or more Learners schoolwide, or 20 or more Learners in a grade level, request a particular language acquisition program, ACLC will offer that program to the extent possible.

Designated English Language Development

Every English Learner receives designated ELD — a protected instructional period targeting the English language development standards at the Learner's proficiency level, taught by a Facilitator holding an appropriate English Learner authorization.

Learners at ELD Levels 3 and 4 receive targeted English Language Development instruction two times per week from a facilitator who holds the appropriate English Learner authorization. Instruction is provided in small groups and through structured

conferencing to address individual language-development needs and strengthen academic language skills.

Learners at ELD Levels 1 and 2 receive integrated language development within the classroom through a range of literacy practices, including Reading and Writing Workshop, small-group and individual conferring, explicit foundational-skills instruction, independent reading, writing for authentic audiences, and literacy development across content areas. This approach provides learners with frequent opportunities to develop language while engaging meaningfully with grade-level content and literacy tasks.

Integrated English Language Development

Every Facilitator at ACLC is responsible for integrated ELD: attending to English Learners' language development within content instruction, using the ELD Standards in tandem with the content standards. Integrated ELD is embedded in ACLC's instructional model, and Facilitators employ strategies including visual supports, graphic organizers, leveled and scaffolded text, structured academic discussion protocols, sentence and discourse frames, vocabulary pre-teaching, multimedia and technology supports, structured peer collaboration, and cooperative learning.

The ACLC instructional model provides the vehicle for consistent implementation. ACLC's professional development focus on providing multiple entry points and integrated scaffolds applies directly to integrated ELD, and its shared expectations for content delivery and meaning-making give Facilitators a common structure in which language supports are planned rather than improvised.

Integrated ELD implementation is monitored through a combination of classroom observation, collaborative planning, learner data, and ongoing instructional feedback. Facilitators are expected to incorporate language-development opportunities and appropriate scaffolds into daily grade-level instruction, with attention to both language and content objectives. School leaders and instructional support staff monitor implementation through classroom observations, lesson and unit planning, and instructional rounds, providing feedback and coaching as needed. Learner progress is also reviewed through language proficiency data, classroom assessments, work samples, and other academic data to determine whether instructional supports are effectively meeting learners' language-development needs and to identify areas requiring additional support.

**Newcomers and Long-Term English Learners**

Newcomers. Learners who arrive with beginning English proficiency receive intensive, targeted language support designed to help them develop foundational English skills while maintaining access to grade-level content. Upon enrollment, learners and

families receive an orientation to the school's programs, routines, expectations, and available language supports. Learners are assessed to identify their English language development needs and determine appropriate instructional supports.
Beginning English learners receive additional instruction through small-group pullout and targeted language support, with instruction focused on foundational vocabulary, listening, speaking, reading, and writing skills. In the classroom, facilitators provide scaffolds, visuals, modeling, explicit vocabulary instruction, structured opportunities for oral language, and other supports that allow learners to engage with grade-level content while continuing to develop English proficiency. Staff collaborate to monitor learner progress and adjust the intensity and type of support as learners develop greater independence and proficiency.

Long-Term English Learners. Pursuant to Education Code Sections 313.1 and 313.2, ACLC identifies Learners who are Long-Term English Learners or at risk of becoming Long-Term English Learners, reports that identification annually, and provides targeted instruction addressing their specific profile, typically strong oral fluency alongside gaps in academic reading and writing. Describe the specific supports ACLC provides. At a high school with 13% EL enrollment, a substantial share of English Learners will be LTELs, and an authorizer will expect this to be addressed directly.

*Access to the full program*
English Learners at ACLC participate in the full college-preparatory program. One hundred percent of ACLC Learners are enrolled in courses required for UC/CSU admission, and English Learner status does not track a Learner out of A-G coursework, honors courses, dual enrollment, the Pathways Program, internships, or democratic governance.

*Facilitator qualifications and professional development*
All Facilitators providing instruction to English Learners hold an appropriate English Learner authorization, hold an emergency authorization, or are working towards their authorization in compliance with credentialing requirements — CLAD, BCLAD, an English Learner Authorization, or the equivalent Commission on Teacher Credentialing certification. All Facilitators receive professional development in integrated ELD and in the ELD Standards.

*Monitoring progress*
ACLC monitors English Learner progress through annual Summative ELPAC results; benchmark assessment provided within their classroom; CAASPP results; mastery data by standard; credit accumulation and A-G progress; and Facilitator observation of language production. English Learner progress is reviewed by the COST team and ELD Coordinator quarterly. English Learners who are not progressing receive additional support through ACLC's Multi-Tiered System of Supports.

ACLC does not refer a Learner for special education assessment on the basis of limited English proficiency, and does not defer intervention on the assumption that a Learner's difficulty is attributable to language acquisition. Where language may be a factor in an academic concern, staff with EL expertise participate in the review.

Reclassification

ACLC reclassifies English Learners as Fluent English Proficient using criteria adopted by the CLCS Board of Directors consistent with Education Code Section 313 and California Department of Education guidance. The four criteria are:

1. Assessment of English language proficiency, using the Summative ELPAC
2. Facilitator evaluation of the Learner's academic performance
3. Parent or guardian opinion and consultation, with families notified of the reclassification process and invited to participate
4. Comparison of the Learner's performance in basic skills against locally established standards for Learners of the same age

*Monitoring after reclassification*. ACLC monitors reclassified Learners for four years following reclassification, reviewing academic performance each semester. A reclassified Learner who is not performing at expected levels receives support through ACLC's MTSS, and ACLC evaluates whether additional language support is warranted.

Parent and community engagement

ACLC provides all required notifications to families of English Learners in the primary language of the home as required by Education Code Section 48985 and federal law, including initial identification, annual ELPAC results, program placement and options, and reclassification.

ACLC's English Learner Advisory Committee (ELAC) brings together staff members who support the academic, language-development, and postsecondary needs of English Learners. The committee includes the ELD Coordinator, ELD facilitator, Pathways Coordinator, and an administrator, with the Special Education case manager participating as needed to support coordination for learners receiving both English language development and specialized academic services.

The ELAC team reviews English Learner progress, discusses instructional and intervention needs, monitors access to grade-level and pathway coursework, and identifies supports that promote language development and academic success. The team collaborates to ensure that learners receive appropriate ELD services, are making progress toward English proficiency and graduation, and have equitable access to college and career pathways. When learners require additional or specialized support, the committee coordinates with other members of the learner support team to develop a comprehensive response to their needs.

Program evaluation
ACLC annually evaluates the effectiveness of its English Learner program using ELPAC growth, reclassification rates, CAASPP results, graduation and A-G completion rates, chronic absenteeism, and course access data for English Learners. Results are reported to the ACLC Board and the CLCS Board of Directors, inform the LCAP, and drive program adjustments.

**Students with Disabilities**

- All Learners at ACLC with disabilities are fully included in all aspects of the general education curriculum.
- Services that remediate academic challenges are incorporated into the general education program, including Learners without disabilities.
- All Learners at ACLC with and without disabilities are expected to participate in leadership roles in the community.
- Referrals for assessment for special education services are generated by Facilitators, Student Study Teams and parents. Assessments are conducted within the legal timeframe. ACLC collaborates with El Dorado County Charter School SELPA, School Psychologists, Speech and Language Therapists, Vision and Mobility Specialists, Adaptive Physical Education Teachers and Special Day Class teachers to provide appropriate educational services to our Learners.
- ACLC uses 21st century educational technology, providing more access to learning opportunities for Learners with disabilities (i.e. online learning, computer assisted learning, independent learning programs, peer tutoring, project based learning).

Resource Specialist/Full Inclusion Specialist Duties
Starred (*) sections are federally and/or state mandated duties. Duties of the RS/FI Specialist at ACLC include but are not limited to:

Special Education Testing, IEP Development and Collaboration

- Identify Learners with learning disabilities or other disabilities (physical/neurological, cognitive, and emotional) that affect learning in the general education environment.*
- Administer standardized academic achievement tests, interpreting results to determine Learners' strengths and areas of need for initial assessments and triennial assessments.*
- Provide alternative accommodations and/or modifications to Learners with disabilities for assignments and testing in the general education curriculum.*
- Consult with School Psychologist, Vision and Hearing Specialist, Speech Specialist, Occupational Therapist and other specialists on testing and writing formal initial and triennial assessment reports.*

- Collaborate with parents, Learners, Facilitators, advocates and specialists to develop and implement Individual Education Plans for Learners with disabilities including the development and improvement of accommodations/modifications to create greater access to education for Learners with disabilities.*
- Maintain timelines as prescribed by federal law under IDEA (Individuals with Disabilities in Education Act, 1997) and IDEIA (Individuals with Disabilities in Education Improvement Act, 2004) and State of California Education Code.*
- Generate required paperwork documenting meeting attendance, eligibility, program placement and goals/objectives in compliance special education law.*
- Administer State testing to Learners with accommodations and modifications and preparing testing materials in compliance with State regulations.*
- Report to site administrator (Lead Facilitator), El Dorado County Charter SELPA Program Specialist and El Dorado County Charter SELPA Special Education Director on RS/FI program status, caseload and other issues. Negotiate with El Dorado County Charter SELPA managers for access to El Dorado County Charter SELPA general and special education programs on behalf of Learners with disabilities.*
- Increase access to the educational system for parents and Learners with disabilities by providing resources for advocacy within the educational system and community and providing information and referrals to support Learners' success.

<u>Curriculum Accommodations and Modifications</u>

- Collaborate with general educators to implement and adjust accommodations and modifications as per IEPs including informing general educators about the effect of disabilities on access to education and the educational needs of Learners with disabilities.*
- Teach or co-teach Humanities Lab or Learning Lab in coordination with ACLC staff for Learner with disabilities requiring additional one-to-one support.*
- Develop alternative assignments and activities and independent study opportunities to fulfill course standards for Learners with disabilities.*
- Implement, provide educational materials, tutor and grade alternative educational coursework for Learners with disabilities.*
- Create Behavior Support Plans in coordination with the IEP team and general educators to improve behavioral outcomes for Learners with disabilities.*
- Provide educational home visits to Learners with health impairments that limit their physical access to education.
- Create and implement Behavior Intervention Plans (for Learners with disabilities), including conducting functional analysis assessment as needed (see BICM certification).
- Advocate for Learners with disabilities in disciplinary proceedings (including Judicial Committee, parent conferences and Governing Board) at ACLC and other proceedings within the AUSD.*
- Coordinate Manifestation Determinations for Learners with disabilities who reach a critical level of disciplinary interventions at ACLC.

Collaboration with and Referral to Outside Agencies

- Assist Learners with disabilities in accessing community resources for education such as El Dorado County Charter SELPA alternative educational services, community college and counseling.
- Provide documentation for continuing special education services to community colleges.*
- Provide documentation of disability to testing agencies such as the College Board to request testing accommodations for Learners taking the SAT or ACT exams.
- Provide reports and legal documentation of disability as determined by the AUSD to outside agencies that provide auxiliary services to Learners with disabilities (County mental health agencies, Regional Services, County social services agencies).

Professional Development

- Attend professional meetings, educational conferences, and teacher training workshops to maintain and improve professional competence.
- Maintain certification for Behavior Intervention Case Manager and Crisis Prevention Intervention certification.
- Attend El Dorado County Charter SELPA Special Education meetings, Special Education Staff Development and Job-Alike meetings (for Resource Specialist and Full Inclusion Specialists).

Paraprofessional Supervision

- Supervise paraprofessional serving Learners in the Resource Specialist Program and Full Inclusion Program.*
- Create push-in, small group and tutoring schedule with paraprofessional.
- Provide training to paraprofessional on behavior management techniques, teaching methods and materials and approaches.
- Provide input for El Dorado County Charter SELPA annual evaluation of paraprofessional according to CSEA guidelines in coordination with Personnel Committee and Lead Facilitator.

**Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged Learners**

ACLC complies with the McKinney Vento Homeless Assistance Act in ensuring that students identified as homeless have equal access to education as their peers and offer additional resources and connections to services to support their families.

ACLC complies with the California Education Code regarding serving foster youth and ensuring their access to education and services to support them.

**Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities**

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School'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 the Charter School's LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including numerically significant student subgroups. The metrics associated with these goals help the Charter School 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.

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also 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 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by the Charter School at the school site.

## 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)*

ACLC's measurable pupil outcomes are stated schoolwide and for every numerically significant student group as defined by Education Code Section 52052, consistent with the requirement that outcomes address increases in pupil academic achievement both schoolwide and for all groups of pupils served. ACLC's numerically significant student groups are determined annually from current enrollment and reported through the California School Dashboard and ACLC's Local Control and Accountability Plan.

ACLC's outcomes align to the eight state priorities applicable to a charter school serving grades 9 through 12 and to the indicators reported on the California School Dashboard, so that the school's own goals, its LCAP, and the accountability measures used at renewal describe the same performance.

Relationship to the LCAP. The outcomes and metrics identified in this element establish what ACLC measures and holds itself accountable for across the term of this charter. The annual baselines, targets, specific actions, and expenditures associated with each outcome are set forth in ACLC's Local Control and Accountability Plan, adopted annually by the CLCS Board of Directors following the stakeholder engagement process required by Education Code Section 52060 et seq.

ACLC states outcomes and metrics here rather than fixed multi-year targets because the LCAP is adopted annually while this charter operates across a five-year term. Locating targets in the LCAP allows ACLC to set them through the required stakeholder process, revise them as performance and conditions change, and remain aligned with evolving Dashboard indicators and state priorities. ACLC's LCAP is published annually on the CLCS website and submitted to the Alameda Unified School District and the Alameda County Superintendent of Schools as required by law.

Where ACLC stands entering this charter term. ACLC enters this term with genuine strengths and identified areas requiring focused improvement. Schoolwide performance exceeds state averages in English language arts, mathematics, and science, and graduation rates are strong across student groups. At the same time, achievement gaps between student groups are significant, engagement indicators including chronic

absenteeism and suspension have risen, and A-G completion falls below ACLC's own graduation requirement. Closing these gaps is the central work of this charter term. Current performance data is reported annually in ACLC's School Accountability Report Card and on the California School Dashboard, and the specific goals, actions, and targets through which ACLC will address each area are set forth in ACLC's LCAP.

**Measurable Pupil Outcomes by State Priority**

**Priority 1 – Basic Services**

| Outcome | Metric |
|---|---|
| Facilitators are appropriately assigned and hold appropriate credentials for the subjects and Learners they teach | Percentage of Facilitators fully credentialed and properly assigned; percentage without credentials or misassigned; percentage of classes containing English Learners taught by appropriately authorized Facilitators |
| Learners have access to standards-aligned instructional materials | Percentage of Learners lacking an assigned copy of core instructional materials, by subject |
| School facilities are maintained in good repair | Annual Facility Inspection Tool rating |

**Priority 2 – Implementation of State Standards**

| Outcome | Metric |
|---|---|
| Instruction in all subject areas is aligned to adopted state standards | Percentage of courses aligned to the Common Core State Standards, Next Generation Science Standards, History–Social Science Framework, California Arts Standards, and ELD Standards |
| ACLC maintains University of California A-G course certification | Status and currency of ACLC's UC Doorways course list |
| ACLC maintains WASC accreditation | Accreditation status and term |
| English Learners receive both integrated and designated English Language Development | Percentage of Facilitators trained in the ELD Standards; documented implementation of integrated and designated ELD |
| Facilitators receive professional development supporting standards implementation | Professional development days and hours delivered; participation rates |

**Priority 3 – Parental Involvement**

| Outcome | Metric |
|---|---|
| Families participate in school governance and decision-making | Family participation on the ACLC Board, Personnel Committee, Curriculum and |

| | |
|---|---|
| | Standards Committee, Finance Committee, Program Evaluation Committee, and Creative Community Education Fund board |
| Families participate in school programs and activities | Participation in the Parent Action Committee, the annual Constitutional Convention, and schoolwide events |
| Families participate in their Learner's academic progress | Family attendance at Learner-Led Conferences, disaggregated by student group |
| ACLC promotes participation by families of unduplicated Learners and Learners with disabilities | Participation rates for families of English Learners, socioeconomically disadvantaged Learners, foster and homeless youth, and Learners with disabilities |
| Families report satisfaction with ACLC's program and communication | Annual family survey results |

**Priority 4 – Pupil Achievement**

| Outcome | Metric |
|---|---|
| Learners achieve proficiency in English language arts | CAASPP ELA percentage meeting or exceeding standard; Distance from Standard; Dashboard Academic Indicator |
| Learners achieve proficiency in mathematics | CAASPP Mathematics percentage meeting or exceeding standard; Distance from Standard; Dashboard Academic Indicator |
| Learners achieve proficiency in science | CAST percentage meeting or exceeding standard |
| Learners complete a course of study meeting UC/CSU A–G requirements | Percentage of Learners enrolled in A–G courses; percentage of graduates completing all A–G courses with a grade of C or higher |
| Learners graduate prepared for college and career | Dashboard College/Career Indicator, percentage Prepared |
| Learners complete college-level coursework before graduating | Percentage completing at least one dual enrollment course; dual enrollment course pass rate |
| English Learners make progress toward English proficiency | ELPAC percentage making progress toward proficiency; Dashboard English Learner Progress Indicator |
| English Learners are reclassified as Fluent English Proficient | Annual reclassification rate |

**Priority 5 – Pupil Engagement**

| Outcome | Metric |
|---|---|

| | |
|---|---|
| Learners graduate from high school within four years | Four-year adjusted cohort graduation rate; Dashboard Graduation Rate Indicator |
| Learners remain enrolled through graduation | Four-year cohort dropout rate |
| Learners attend school consistently | Average daily attendance rate |
| Learners are not chronically absent | Chronic absenteeism rate; Dashboard Chronic Absenteeism Indicator |

**Priority 6 – School Climate**

| Outcome | Metric |
|---|---|
| Learners remain in school and are not excluded through discipline | Suspension rate; Dashboard Suspension Rate Indicator; expulsion rate |
| Learners with disabilities are not disproportionately disciplined | Suspension rate for Learners with disabilities compared to schoolwide rate |
| Learners, families, and staff report a safe and connected school community | Annual Learner, family, and staff climate survey results |
| Learners participate in the governance of their school community | Participation in Contemporary Community Citizenship, Leadership, and Judicial Committee |

**Priority 7 – Course Access**

| Outcome | Metric |
|---|---|
| All Learners have access to a broad course of study, including the full A–G sequence | Percentage of Learners enrolled in A–G courses, disaggregated by student group |
| Advanced coursework is accessible to all Learners | Honors course enrollment by student group compared to schoolwide enrollment |
| Dual enrollment is accessible to all Learners | Dual enrollment participation by student group |
| Pathways programming is accessible to all Learners | Pathways participation by student group |
| English Learners and Learners with disabilities access the full college-preparatory program | A–G enrollment and completion rates for English Learners and Learners with disabilities |

**Priority 8 – Other Pupil Outcomes**

| Outcome | Metric |
|---|---|

| | |
|---|---|
| Learners meet or exceed the ACLC Graduate Profile standards | Percentage of seniors meeting or exceeding Graduate Profile standards as evidenced by the Senior Portfolio |
| Learners complete the Senior Portfolio | Senior Portfolio completion and publication rate |
| Learners demonstrate the Learning-to-Learn skills | Learner-Led Conference and Senior Portfolio rubric results |
| Learners gain career-connected experience | Internship completion rate (grade 11) |
| Learners contribute to their community | Senior project completion rate (grade 12); community service hours completed annually and cumulatively |
| Learners develop and maintain physical fitness | California Physical Fitness Test participation and results, grade 9 |
| Graduates enroll in postsecondary education or enter a chosen career pathway | Postsecondary enrollment rate, National Student Clearinghouse |
| Graduates persist in postsecondary education | Second-year postsecondary persistence rate, National Student Clearinghouse |

## ELEMENT C: METHODS FOR MEASURING PUPIL 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)*

## ELEMENT C: METHODS FOR MEASURING PUPIL 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)*

*Approach to Assessment*

ACLC measures pupil progress through multiple measures rather than any single instrument. This follows from the educational model: a program built on project-based learning, public demonstration of mastery, and college and workplace experience cannot be assessed adequately by standardized testing alone, and a program claiming college preparation cannot be assessed without it. ACLC therefore uses state assessments, local assessments, curriculum-embedded measures, performance assessments, and progress-toward-graduation measures together.

ACLC's assessment practices deliberately include a variety of measures so that instruments are appropriate to the grade level, subject area, skill, knowledge, or personal quality being assessed. Baseline assessments establish each Learner's level of mastery at the start of the year; formative assessment informs instruction continuously; and summative and growth measures document progress across the year, providing both criterion-based and growth-based data. Through formative, ongoing, and summative assessment, Facilitators identify gaps in understanding, determine which instructional approaches are working, and make course corrections.

Consistent with Education Code Section 47605(c)(5)(C), ACLC's methods of measuring pupil outcomes for the state priorities are consistent with the way information is reported on the School Accountability Report Card and the California School Dashboard, so that the school's internal measurement, its public reporting, and the accountability measures applied at renewal describe the same performance.

ACLC assesses all Learners, including English Learners, Learners with disabilities, foster and homeless youth, and socioeconomically disadvantaged Learners, and disaggregates and reports results for every numerically significant student group.

<u>What ACLC Measures and How</u>

| What We're Measuring | Assessment Tools |
|---|---|
| **Proficiency in English Language Arts, Mathematics, History / Social Science, Science** | CAASPP (annual); CAST; ELPAC (annual, where applicable); standards-based benchmark assessments aligned to the Common Core State Standards, Next Generation Science Standards, and History–Social Science Framework; internal formative and summative assessments; mastery grades; Senior Portfolio; senior project |
| **Growth in Social-Emotional Intelligence** | Internal formative and summative assessments; Senior Portfolio; senior project; Learner-Led Conference rubrics |
| **Growth in Physical Fitness** | California Physical Fitness Test (grade 9); performance tasks; Facilitator observation; mastery grades |
| **Growth in Proficiency Levels for numerically significant Subgroups** | CAASPP (annual); CAST; ELPAC (annual, where applicable); mastery grades; local benchmark assessment |
| **Achievement of the Graduate Profile** | Senior Portfolio; performance rubrics; Learner-Led Conference rubrics; mastery grades |
| **Completion of UC/CSU A-G requirements** | Twice-yearly evaluation of Learner transcripts by the school counselor; mastery grades; A–G progress monitoring |
| **Progress toward annual growth and performance targets** | California School Dashboard; School Accountability Report Card; LCAP annual update |

### State-Required Assessments

ACLC administers all state-required assessments applicable to grades 9 through 12.

| Assessment | Grades | Purpose |
|---|---|---|
| CAASPP Smarter Balanced Summative — ELA and Mathematics | 11 | Achievement against Common Core State Standards |
| California Alternate Assessments — ELA and Mathematics | 11 (eligible Learners | Achievement against alternate achievement standards |

| | | |
|---|---|---|
| California Science Test (CAST) | Once in grade 10, 11, or 12 | Achievement against Next Generation Science Standards |
| CAA for Science | Once in high school (eligible Learners) | Alternate science achievement |
| Initial ELPAC | Within 30 days of enrollment | Initial English proficiency identification |
| Summative ELPAC | Annually, all English Learners | English proficiency progress and reclassification eligibility |
| California Physical Fitness Test | 9 | Physical fitness participation |

ACLC's Data Coordinator and School Counselor are responsible for administering all state-required assessments, including test security protocols, accommodations and designated supports specified in Learners' IEPs and Section 504 plans, scheduling, and required parent notification and opt-out procedures.

ACLC monitors and reports participation rates and works to maintain participation at or above the 95% threshold applied under state and federal accountability.

**Local Assessments**

With CAASPP administered only in grade 11 and CAST once across the high school span, ACLC has no state assessment data for Learners in grades 9, 10, and 12. ACLC therefore administers local assessments to monitor progress in the years state assessments do not reach, to identify Learners needing support early, and to measure growth rather than only status.

ACLC administers the Measures of Academic Progress (MAP) three times annually — fall, winter, and spring. Baseline administration at the start of the year establishes each Learner's level of mastery so that Facilitators can plan instructional delivery accordingly; subsequent administrations measure growth across the year and provide both criterion-referenced and growth-referenced data.

Local assessment results are used to place Learners in support courses, to inform Learners of Concern and Learner Support Team referrals, to group Learners for targeted instruction, and to monitor progress within intervention cycles.

**Curriculum-Embedded and Classroom Measures**

Mastery-based grading**.** ACLC assesses Learner performance against identified standards and course outcomes rather than points accumulated or work completed. Facilitators assess by standard and issue an overall mastery determination at the end of each grading period. Learners may redo assignments and assessments within the grading period to demonstrate a higher level of mastery.

Learners earn credit toward graduation by achieving mastery level 2 or higher at the semester. A Learner who does not pass a required graduation course at level 2 or higher is re-placed into the course to recover the credit.

Learners receive progress reports every four to five weeks in addition to semester mastery reporting, giving Learners and families visibility into performance well before the end of a grading period.

Project and performance assessment. Facilitators assess project work against rubrics measuring content mastery, the Learning-to-Learn skills, and the Graduate Profile standards. Because ACLC's projects culminate in public products and presentations, Learners are assessed by audiences beyond their Facilitator — peers, families, community members, and, in the case of internships and dual enrollment, adults outside the school entirely.

Formative assessment. Facilitators use ongoing formative measures within seminars to adjust instruction. Formative assessments may take the form of written assessments or individual, small-group, or whole-class performance tasks, and are Facilitator-generated and administered with the intent of collecting achievement data to inform instruction.

**Performance Assessments Unique to ACLC**

Three measures assess outcomes that no standardized instrument reaches, and they are central to ACLC's definition of an educated person.

Learner-Led Conferences. Learners present their work and progress to families, peers, and Facilitators semi-annually. Facilitators evaluate conferences against a standardized rubric assessing quality of portfolio and project work, quality of presentation, original thought, and the Learner's demonstrated competence in presenting.

The conference is a central accountability structure at ACLC: it makes Learners accountable to their families, to their Facilitators, and to the learning community, and it requires the Learner to narrate their own growth rather than receive an account of it. The combination of high expectations, public display of meaningful work, and the opportunity to demonstrate learning through the modality that best suits the individual is a powerful incentive for Learners to develop their skills fully.

The conference rubric is developed with input from Facilitators and the ACLC Leadership class, and is revised regularly. That Learners participate in constructing the instrument by which they are assessed is consistent with ACLC's broader governance model and gives the conference standing within the Learner community that an externally imposed rubric would not have.

Senior Portfolio. The Senior Portfolio serves as a culminating assessment of each learner's growth, learning, skills, and readiness for life beyond high school. Learners present their portfolios to a group panel and are assessed using a common rubric that evaluates the quality and completeness of their portfolio, their ability to communicate and reflect on their learning, the evidence they provide to demonstrate growth and achievement, and their ability to respond thoughtfully to questions and feedback. The panel presentation provides learners with an authentic opportunity to demonstrate their learning to an audience beyond their classroom facilitator.

In addition to the group panel assessment, each Senior Portfolio is reviewed by the School Site Council (SSC) using a designated rubric. This provides an additional layer of review and helps ensure that learners are held to a consistent standard across portfolios. The use of common rubrics and multiple evaluators supports consistency, transparency, and shared expectations for successful completion of the Senior Portfolio.

The assessment process is designed to support learning and revision rather than simply determine whether a learner passes or fails on the first attempt. If a learner does not yet meet the established standard, they receive specific feedback and corrections identifying areas that need to be strengthened. The learner is then connected with a mentor who provides individualized guidance and support as they revise their portfolio and prepare for reassessment. Learners resubmit their work for reassessment using the same established criteria. This process provides learners with an opportunity to respond to feedback, demonstrate continued growth, and ultimately meet the expected standard.

Internship and Senior Project. Grade 11 internships are documented and approved, with performance evaluated by a workplace supervisor. Grade 12 senior projects are documented, approved, and presented to the school community.

**Progress Toward Graduation Measures**

ACLC monitors every Learner's progress toward graduation continuously rather than at the end of the sequence:

- **Credit accumulation** against the grade-level benchmarks established in the course catalog and reviewed each semester: 0-60 credits (freshman), 60-120 (sophomore), 120-180 (junior), 180-230 (senior)

- **A-G progress**, monitored through twice-yearly evaluation of every Learner's transcript by the school counselor against ACLC graduation requirements and the A-G sequence, identifying any Learner off track for either
- **Dual enrollment completion**, tracking the college course requirement and Peralta course outcomes
- **Community service, internship, and senior project completion** against the 20-hour annual requirement
- **Attendance and chronic absenteeism**, monitored by the admissions and truancy manager
-

Learners identified as off track through any of these measures are referred through ACLC's Multi-Tiered System of Supports as described in Element A.

Internal assessment and placement of entering Learners. Upon enrollment, ACLC obtains and reviews relevant learner records to develop an understanding of each learner's academic history and support appropriate course placement. Records may include incoming transcripts, prior course history and grades, CAASPP results, and other available academic information. This information is reviewed by school staff to determine appropriate placement and identify any areas where additional academic support may be needed.

As part of the enrollment and placement process, learners complete the MAP assessment, which provides additional information about current academic skills and instructional needs. For mathematics placement, ACLC considers multiple measures rather than relying on a single assessment. Staff review the learner's incoming transcript and prior mathematics coursework, CAASPP results, and MAP assessment data to determine an appropriate initial placement. This multiple-measures approach allows the school to consider both demonstrated course completion and current academic performance when determining the most appropriate level of mathematics instruction.

**Data Collection, Analysis, and Use**

Data systems. ACLC maintains Learner assessment, attendance, discipline, and transcript data in PowerSchool, and reports to CALPADS as required. PowerSchool is used to generate reports that disaggregate, analyze, and disseminate performance data to Facilitators, the ACLC Board and the CLCS Board of Directors, families, Learners, and the Alameda Unified School District. ACLC maintains sufficient staff and systems, including technology, to ensure timely reporting necessary to comply with law and to meet all reasonable inquiries from the District and other authorized reporting agencies.

How ACLC uses data. The goal of ACLC's assessment practices is to maximize progress toward goals for each Learner. ACLC collects and analyzes data to inform instructional practice, and disseminates it to empower Learners, families, and the community. Facilitators, families, Learners, and community members work together to use data to improve the school, its classrooms, and its instructional approaches.

*At the Learner level*, ACLC uses data to:

- Inform the development of goals for each Learner, made in agreement with families during the Learner-Led Conference
- Identify individual strengths and areas for growth, in order to leverage the former and support the latter

*At the classroom level*, ACLC uses data to:

- Identify content and skills requiring acceleration or intervention for a whole seminar
- Identify content and skills requiring acceleration or intervention for small groups of Learners
- Identify strengths and areas for growth in a Facilitator's practice, in order to leverage strengths and support development

*At the school level*, ACLC uses data to:

- Identify areas of overall strength and the practices that produced them, and generalize those practices where appropriate
- Identify areas of overall challenge, evaluate action steps, and determine the professional development required
- Set school goals and achievement targets and identify the actions to reach them

Assessment results also inform placement in support courses and intervention; Learners of Concern and Learner Support Team referrals; course placement and acceleration decisions, including mathematics placement consistent with Education Code Section 51224.7; and the annual LCAP.

Review cycle. ACLC's professional development structure provides the vehicle for regular data review: five full professional development days annually and approximately thirty-eight weekly workshop sessions on early-release Wednesdays. [describe: which data is reviewed, by whom, on what cycle, and what decisions follow. Specify the roles of Facilitator teams, the counseling team, the Learners of Concern group, administration, and the Program Evaluation Committee.

Program evaluation. The Program Evaluation Committee, together with school leadership, reviews Learner outcome data and progress toward the goals set forth in Element B and in ACLC's LCAP, and reports findings to the ACLC Board and the CLCS Board of Directors. The Committee and school leadership continually work to identify, develop, and implement improved accountability measures.

**Reporting**

ACLC is committed to providing all stakeholders with transparent accountability information regarding Learner achievement; Learner, family, and Facilitator satisfaction; financial stability; graduation and college attendance; and attendance.

To Learners and families. ACLC works in partnership with families, and combines formal and informal reporting so that families have open access to information about their child's progress. Informal reporting is ongoing through phone calls, texts, written notes, email, and in-person conversation. Formal reporting includes:

- Mastery reports each grading period showing performance by standard
- Progress reports every four to five weeks
- Semester mastery reporting
- Semi-annual Learner-Led Conferences
- ELPAC results within required timelines
- Individual CAASPP and CAST results as provided by the state
- Transcript and A-G progress review through the counseling team
- Notification when a Learner enters intervention
- An annual review of California School Dashboard data with families

Reports are written to be understandable to families, and written feedback and reports are translated into languages other than English as needed, consistent with Education Code Section 48985.

To the ACLC Board and the CLCS Board of Directors. Outcome data reported on a quarterly basis, including state assessment results, local assessment results, graduation and A-G completion, attendance and chronic absenteeism, discipline data, and progress toward LCAP goals.

Local Control and Accountability Plan. ACLC produces a Local Control and Accountability Plan annually, using the template adopted by the State Board of Education, updating the goals and annual actions identified in Element B with respect to the state priorities. ACLC submits the LCAP to the Alameda Unified School District annually as required by law.
School Accountability Report Card. ACLC produces an annual SARC, published by February 1 each year, using data from the preceding academic year. Achievement data is disaggregated annually to identify the academic performance of Learners by student group, including race and ethnicity, gender, English Learners, socioeconomically disadvantaged Learners, and Learners with disabilities. The SARC serves the authorizing agency, families, the boards, and the community.

California School Dashboard. The Dashboard provides a holistic view of the performance areas central to preparing Learners for college and career, places equity at the center of

school assessment, and provides transparency for families and the community. ACLC uses Dashboard data to assess its performance and improve its practices.

To the Alameda Unified School District. The annual performance report required under this charter and the memorandum of understanding, and prompt response to all reasonable inquiries pursuant to Education Code Section 47604.3.

To the State. All required CALPADS, CAASPP, ELPAC, and other state reporting.

## 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).*

Legal Status & Governance Structure

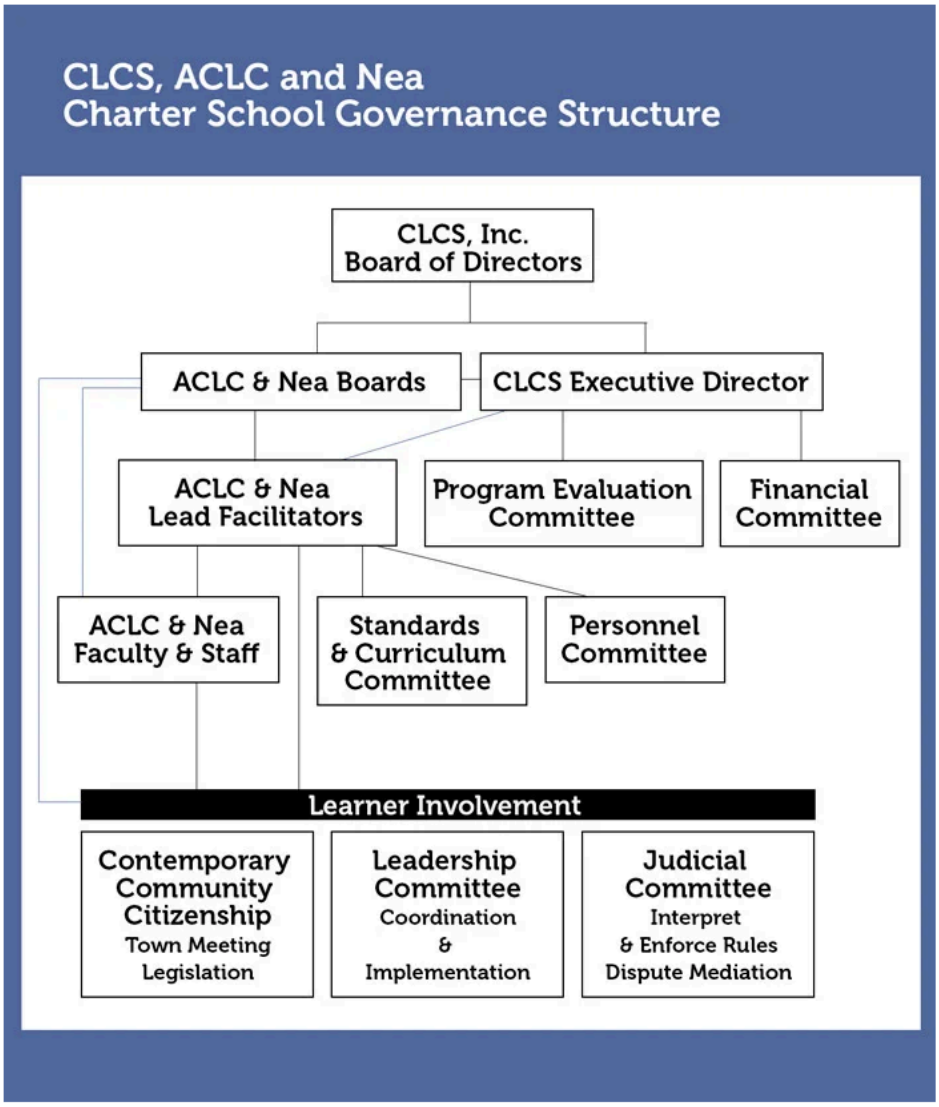
Alameda Community Learning Center is operated by Community Learning Center Schools, Inc. (CLCS), a California non-profit public benefit corporation granted 501(c)(3) tax-exempt status in 2006. CLCS also operates ACLC's sister school, Nea Community Learning Center (ACLC), serving grades K-8 on the same campus.

ACLC is operated as an independent, directly funded charter school and is governed in accordance with CLCS's articles of incorporation and bylaws, which are consistent with this charter and with applicable law. CLCS is a separate legal entity for purposes of liability for the debts and obligations of the charter school.

Pursuant to Education Code Section 47604(d), the Alameda Unified School District shall not be liable for the debts or obligations of Alameda Community Learning Center, or for claims arising from the performance of acts, errors, or omissions by ACLC, provided the District has complied with all oversight responsibilities required by law. ACLC shall maintain the insurance coverage described in later Elements and shall indemnify the District as set forth in the parties' memorandum of understanding.

ACLC complies with District policy related to charter schools to the extent that policy aligns with and does not exceed the law applicable to charter schools, as that policy may change from time to time, provided that ACLC has been given written notice of the policy change.

Organizational Chart




CLCS has found that structuring governance so that community members actively participate develops Learners and engages parents, resulting in a stronger community. The structure described below maintains overall organizational control while delegating responsibility to the people involved in the respective activities.

ACLC complies with District policy related to charter schools to the extent that policy aligns with and does not exceed the law applicable to charter schools, as that policy may change from time to time, provided that ACLC has been given written notice of the policy change.

**Legal Status and Corporate Governance**

ACLC is operated as an independent, directly funded charter school. As a separate legal entity, CLCS is solely responsible for the debts and obligations of the charter school.

Pursuant to Education Code Section 47604(d), the Alameda Unified School District shall not be liable for the debts or obligations of ACLC, or for claims arising from the performance of acts, errors, or omissions by ACLC, provided the District has complied with all oversight responsibilities required by law.

Through this charter and a separate memorandum of understanding, ACLC agrees to defend, indemnify, and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors, and assigns from and against any actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities asserted by any person, firm, or entity arising out of or in connection with ACLC's performance under this charter, or any acts, errors, negligence, omissions, or intentional acts by ACLC, its governing board, administrators, employees, agents, representatives, volunteers, successors, and assigns.

CLCS shall ensure that at all times throughout the term of this charter, the bylaws of its governing board remain consistent with the provisions of this charter. If the governing board amends the bylaws, CLCS shall provide a copy of the amended bylaws to the AUSD Office of Charter Schools within 30 days of adoption.

**CLCS Board of Directors**

The Community Learning Center Schools, Inc. Board of Directors is the senior governing authority for the Alameda Community Learning Center. The CLCS Board is composed of community, business, and educational leaders, together with Facilitators, parents, and Learners from both CLCS schools, and draws in part on the community leadership that established ACLC.

The CLCS Board meets monthly, or more frequently as necessary, to oversee the work of the ACLC Board, the Nea Board, and the two school communities. Board member biographies and qualifications, meeting calendars, agendas, minutes, supporting materials, and all board policies — including those related to conflict of interest — are published on the CLCS website.

The CLCS Board of Directors currently consists of 10 members and is structured to provide broad expertise, continuity, and effective governance of the organization. Under the CLCS Bylaws, the Board may consist of no fewer than seven (7) and no more than seventeen (17) Directors, unless this range is changed through an amendment to the Bylaws. Directors are nominated and elected by the existing Board, providing a governance structure that allows CLCS to intentionally recruit individuals whose skills, experience, and perspectives align with the organization’s mission, vision, values, and guiding principles.

Board members generally serve one three-year term and may not serve more than one three-year term consecutively. Directors may be considered for return to the Board after a three-year period following the completion of their prior term. Board terms are intentionally staggered so that, to the extent reasonably possible, approximately one-third of the Board completes its term each year. This structure supports continuity and institutional knowledge while creating regular opportunities to bring new perspectives and expertise to the Board.

The Bylaws provide additional flexibility for Board members who assume executive leadership positions, including President, Vice President, Secretary, Treasurer, or Parliamentarian. A Board member may seek an executive leadership position during the second or third year of their initial term. If elected to an executive position, the member may extend their service for up to two additional years, provided that total consecutive service does not exceed five years. In exceptional circumstances, a Board member may seek an additional extension beyond five years with approval from two-thirds of voting members in good standing.

**Responsibilities of the CLCS Board**

The CLCS Board of Directors is responsible for:

- Ensuring alignment of ACLC with its mission and vision
- Monitoring Learner performance
- Approving the strategic and long-term plans of ACLC
- Approving all policies
- Ensuring that all internal controls are effective
- Providing fiduciary oversight, including receipt of ongoing financial reports
- Approving the budget and all contracts, including memoranda of understanding and charter revisions
- Supervising the audit process and securing audit report approval
- Serving as the employer of all ACLC staff and approving employee contracts, pay schedules, benefits, and other employee financial transactions
- Serving as a review board, as provided by board policy, in matters related to employee dismissal
- Serving as the final authority on expulsions, personnel termination decisions, and legal actions
- Serving as the appeal body for any expulsion recommended by the ACLC Board
- Conducting all official interactions with AUSD, the Alameda County Office of Education, and the State of California, including approval of funding applications and required reports
- Selecting, supervising, and evaluating the CLCS Executive Director

The CLCS Board retains ultimate responsibility for ACLC's performance under this charter. Authority delegated to the ACLC Board, to committees, or to school administration is delegated authority and does not diminish the CLCS Board's ultimate accountability.

**District Representative**

The District reserves the right, but is not obligated, to appoint a single representative to the charter school governing board pursuant to Education Code Section 47604(c). If the District appoints a representative, CLCS may, with District approval, appoint a representative to sit on the District's governing board.

**Compliance with Open Meeting, Public Records, and Conflict of Interest Laws**

Pursuant to Education Code Section 47604.1, ACLC and CLCS comply with:

- **The Ralph M. Brown Act** (Government Code Section 54950 et seq.). All meetings of the CLCS Board of Directors, the ACLC Board, and any committee subject to the Act are noticed, agenized, and conducted in accordance with the Brown Act, including requirements for public comment, closed session limitations, and posting of agendas. Meetings are held within the physical boundaries of Alameda County as required by Education Code Section 47604.1(c).
- **The California Public Records Act** (Government Code Section 7920.000 et seq.). ACLC has designated Chief Operating Officer as custodian of records and responds to requests in accordance with the Act.
- **The Political Reform Act** (Government Code Section 81000 et seq.). CLCS has adopted a conflict of interest code, approved by the appropriate code-reviewing body, requiring designated officials and board members to file Statements of Economic Interests (Form 700) annually.
- **Government Code Section 1090 et seq.**, governing financial interests in contracts.

Members of ACLC's governing board, any administrators, managers, or employees, and members of any committee of the school shall at all times comply with federal and state laws, nonprofit integrity standards, and AUSD charter school policies and regulations regarding ethics and conflicts of interest, so long as those policies and regulations are not in conflict with then-existing statutes or regulations applicable to charter schools.
CLCS board members receive orientation and periodic training on their fiduciary duties, the Brown Act, conflict of interest requirements, and their responsibilities under this charter.

**Reporting and Notification to the District**

CLCS shall send to the AUSD Office of Charter Schools copies of all governing board meeting agendas at the same time they are posted in accordance with the Brown Act, and copies of all board meeting minutes within one week of governing board approval. Timely posting of agendas and minutes on the CLCS website satisfies this requirement.

ACLC shall comply with all applicable federal and state reporting requirements, including CBEDS, CALPADS, and Education Code Section 47604.33.

ACLC shall notify the Office of Charter Schools in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status including loss of IRS 501(c)(3) status, or other formal complaints or notices, within one week of receipt. Unless prohibited by law, ACLC shall notify the Office of Charter Schools in writing of any internal investigations within one week of commencing the investigation. ACLC shall notify the Office of Charter Schools within 24 hours of any dire emergency or serious threat to the health and safety of Learners or staff.

To the extent ACLC receives federal funds, including federal Title I, Part A funds, ACLC meets all programmatic, fiscal, and other regulatory requirements of the Every Student Succeeds Act and other applicable federal grant programs, and will keep and make available to the District any documentation necessary to demonstrate compliance. ACLC understands that as part of its oversight, the Office of Charter Schools may conduct program review of federal and state compliance issues.

**The ACLC Board**

The ACLC Board is the school-level governing body for Alameda Community Learning Center. It operates under authority granted to it by the CLCS Board of Directors, and its decisions are subject to CLCS Board review and approval.

ACLC's method of governance substantially incorporates Learners, families, and Facilitators in a broad array of organizational functions — legislative, judicial, and executive. This approach is congruent with the ACLC philosophy that learning is experiential and incorporates not only the content but the process of the learning environment.

**Composition**

| Seats | Constituency | Selection | Term |
|---|---|---|---|
| 4 | Facilitators, include ACLC Lead Facilitator | Lead Facilitators plus Facilitators determined by Facilitator staff | [INCLUDE] |
| 2 | Parents or guardians | Each year, CLCS communicates opportunities for open Board positions to the school community through multiple communication channels, including email, robocalls/robo-texts, and school announcements. | Alternating two-year terms |

| | | | |
|---|---|---|---|
| 2 | Learners | Elected by the full grades 9-12 Learner body through the CCC | One year |
| 2 | Alameda community members | Each year, CLCS communicates opportunities for open Board positions to the school community through multiple communication channels, including email, robocalls/robo-texts, and school announcements. | Three years, renewable |

The CLCS Executive Director attends ACLC Board meetings and serves as the communications link between the CLCS Board of Directors, the ACLC Board, and the AUSD Board of Education.

The ACLC Board is designed to empower all stakeholders — parents, Learners, Facilitators, and community members — such that no individual constituency can create policy for the school without the support of others.

Learner members participate fully in ACLC Board deliberations on program, community, and school-operations matters. Consistent with law and board policy, Learner members do not participate in closed session or in deliberations involving individual personnel matters, individual Learner discipline, confidential student records, or litigation.

**Delegated Authority**

The ACLC Board meets monthly, or more often as needed, and is charged with policy-making affecting all areas of Alameda Community Learning Center. It is responsible for development and oversight of policy, budget recommendation, organizational development, strategic planning, curriculum, program evaluation, and maintenance of ACLC's vision and mission, in each case subject to CLCS Board of Directors approval.

The CLCS Board delegates to the ACLC Board decisions related to:

- Graduation standards, provided they meet or exceed state minimum requirements
- Budget proposals, subject to CLCS approval
- Strategic planning for the ACLC academic program, subject to CLCS approval
- Day-to-day facilities matters

Parents, Facilitators, Learners, and community members each represent their constituencies on major school policy and make recommendations to the CLCS Board in the best interest of the school. The ACLC Board uses school data to establish, evaluate, and improve the educational program and school policies — including CAASPP and CAST

results, graduation and A-G completion rates, chronic absenteeism and suspension data, and parent, Learner, and Facilitator satisfaction surveys.

Matters reflecting a change in ACLC's basic mission or philosophy, or concerning budget, personnel, employment, expulsion, litigation, or material revision of this charter, require review and approval by the CLCS Board of Directors before taking effect.

**Committees**

ACLC operates four standing committees. Each is constructed to include parent, Learner, and Facilitator representation, and each reports monthly to the ACLC Board and, where noted, to the CLCS Board of Directors. All four operate under the oversight of the Lead Facilitator and the CLCS Executive Director. Committees make policy recommendations that are reviewed by the ACLC Board and approved by the CLCS Board of Directors.

*Finance Committee.* Convened and chaired annually by the CLCS Executive Director, with parent, Facilitator, and Learner membership. The Committee develops and monitors ACLC's budget and monitors other financial activity under the Executive Director's direction, reporting monthly to the CLCS Board of Directors and the ACLC Board and making financial recommendations as necessary.

ACLC maintains documented internal financial controls, including a purchase order system for all purchases administered with back-office services provider.

*Personnel Committee.* Convened and chaired annually by the Lead Facilitator, with parent, Learner, and Facilitator representation. The Committee conducts personnel interviews as directed by CLCS Board hiring policy and carries out the personnel evaluation agreement under the Lead Facilitator's direction.

The Personnel Committee also conducts an annual Learner survey evaluating staff, the results of which are considered in annual Facilitator evaluations. Learner evaluation of Facilitators is consistent with ACLC's governance philosophy that those affected by an institution's decisions should have standing within it, and gives Learners a formal voice in the professional review of the adults who teach them.

*Curriculum and Standards Committee.* Chaired by a Facilitator appointed annually by the Lead Facilitator in consultation with the Facilitator staff, with parent, Learner, and Facilitator representation. The Committee collects and documents all course outlines for compliance with California State University standards and University of California A-G requirements, evaluates new courses before submission to the Board for approval, and performs the curriculum work required for WASC accreditation. It reports monthly to the ACLC Board and makes recommendations as necessary.

*Program Evaluation Committee.* Chaired by a Facilitator appointed annually by the CLCS Executive Director in consultation with the Facilitator staff, with parent, Learner, and Facilitator representation. The Committee develops ACLC's Annual Report and WASC accreditation report and conducts the annual parent and Learner surveys. It reports monthly to the ACLC Board and makes recommendations as necessary, and reviews Learner outcome data and progress toward the goals set forth in Element B and ACLC's LCAP.

**School Administration and Day-to-Day Operations**

The ACLC Lead Facilitator is responsible for the day-to-day operation of the school and makes all decisions necessary to provide a safe and constructive learning environment. The Lead Facilitator reports to the CLCS Executive Director and is responsible for instructional leadership, staff supervision, implementation of board policy, compliance with this charter and applicable law, and operational execution of the educational program described in Element A.

As an educational leader, the Lead Facilitator seeks to empower Learners to take control of their educational experience through the Contemporary Community Citizenship class, the Leadership courses, and the Judicial Committee. The Lead Facilitator works with the Leadership Facilitator to oversee the three Learner bodies charged with the primary functions of governance: legislative (Contemporary Community Citizenship), judicial (Judicial Committee), and executive (Leadership). These bodies are vested with authority and provide the venue for youth empowerment and leadership within the school.

**Learner Participation in Governance**

ACLC's governance is constituted to maximize the role of Learners in self-management and governance at the 9-12 level. ACLC involves Learners deeply in governance because it serves young people at the point in their lives when self-determination — exercised within a guiding system of law and community relationships — is far more valuable to learn than compliance with a system devised and imposed by adults, whether parents or educators. Because no community has full self-determination, and every community is subject to the laws of the broader society around it, ACLC ensures that Learners understand that their self-determination, while real, is bounded by the regulations and laws governing the larger community of which the school is part.

**Contemporary Community Citizenship — Legislative**

The Contemporary Community Citizenship (CCC) comprises the entire community of Learners and is a four-year graduation requirement; all Learners participate every year for 1.0 credit annually toward elective requirements. The CCC elects the two Learner representatives to the ACLC Board. Learners at ACLC are not passive bystanders; they are integrated into the highest levels of decision-making.

The CCC meets weekly and serves as the primary communication matrix of the school: the entire Learner body is regularly presented with, and given the opportunity to discuss, issues of importance to the school — from matters as routine as noise levels and cleanliness to questions such as how money is spent in the educational program.

The CCC also exercises legislative authority, making, discussing, and voting on formal proposals relating to the daily operation of the school. This includes creation and amendment of the Rule Book, the document setting out the rules and code of conduct for the entire ACLC community, including Learners, Facilitators, parents, and visitors.

Many CCC actions fall within the CCC's own purview and require no review or approval by the ACLC Board. Issues reflecting a change in the school's basic mission or philosophy, or concerning budget or personnel matters, require review and approval by the CLCS Board of Directors before taking effect. Although some CCC actions require approval elsewhere, the bulk of decision-making related to self-management rests with the community of Learners: Learners are empowered to establish the operational rules of their learning community and to make decisions about the use of resources within its purview, including purchases of specific equipment and use of funding for field trips.

The CCC conducts annual surveys evaluating Facilitators, the academic program, the Leadership Committee, and school operations, and makes recommendations for changes in operational practice.

The CCC is the focus of the annual Constitutional Convention, at which the entire community reviews the year's operations and adopts changes to the ACLC Rule Book. Learners produce an end-of-semester CCC project presented at their Learner-Led Conference and published to their portfolio website. The first-semester topic is chosen by the Leadership class; the second-semester topic is set by ACLC administration. CCC classes are led and developed by Learners in the Leadership course.

**Judicial Committee — Judicial**

The Judicial Committee (JC) comprises five Learners elected by the Learner body and one Facilitator elected by the Facilitator staff. The JC meets four times each week to consider matters involving conduct addressed by the Rule Book.

The Rule Book was developed by ACLC's CCC over more than a decade and serves as the school's foundation document, revised and updated on a regular basis by the CCC.

The JC hears cases submitted by Learners and Facilitators and determines appropriate responses to conduct addressed by the Rule Book. The JC also mediates disputes, assisting parties in conflict to find common ground so that they can move forward

cooperatively. This mediation role is particularly important because, after a dispute, the parties generally remain in the same learning community and continue to interact regularly. The Judicial Committee is a central element of the school's governance because it places responsibility for self-management clearly with the Learners.

*Limits on Judicial Committee authority.* The Judicial Committee's jurisdiction is limited to school-community rules and to restorative and community-based responses set out in the Rule Book. The Judicial Committee does not impose suspension or expulsion, does not act on any matter involving conduct enumerated in Education Code Section 48900 et seq., and does not participate in any disciplinary matter involving a Learner with a disability where the protections of the Individuals with Disabilities Education Act or Section 504 apply, including any matter that could result in a change of placement requiring a manifestation determination. Suspension and expulsion determinations are made exclusively by the ACLC Lead Facilitator and, where applicable, the CLCS Board of Directors, in accordance with the procedures set forth in Element J. Judicial Committee proceedings are confidential as to the Learners involved.

**Leadership — Executive**

The Leadership Committee is a course in which Learners in grades 9–12 may enroll, taking on the executive functions of the community of Learners. Enrollment requires application and an election process, and ACLC seeks to involve 25-30 Learners annually.

Leadership meets three times each week and works closely with the Leadership Facilitator, who is appointed by the ACLC Lead Facilitator. Leadership is primarily charged with implementing proposals passed by the CCC, including codifying recommended changes in the Rule Book, promulgating and upholding rules in the community, coordinating center activities, supporting the smooth operation of day-to-day community affairs, leading the weekly CCC classes, and coordinating and facilitating the annual Constitutional Convention. Functions such as coordinating field trips, CCC meetings, and notification of scheduling changes are handled by Leadership because they create genuine opportunities for Learners to manage and organize their own learning community.

*Executive Leadership* engages elected Learner leaders with at least one year of Leadership experience in building democratic, equitable, and sustainable practices for Learner voice across the school. These Learners create goals, visions, and principles shared across school settings, mentor and support peers, build positive school culture, and model participation in campus activities.

*Educational Leadership* places Learners demonstrating strong organizational skills as Facilitator assistants, supporting grading, organization, and other classroom tasks.

Leadership gives Learners extensive experience in management and operational facilitation and reduces the need to hire support staff for these functions. This keeps

school operations cost-effective while providing meaningful roles and experience for Learners — one of the many ways ACLC uses its resources to better accomplish learning objectives and empower Learners.

**Parent and Family Involvement**

ACLC's governance structure is designed so that parents and guardians participate at every level of school decision-making, consistent with Education Code Section 47605(c)(5)(D). Parent involvement is crucial to ACLC's operation, and ACLC promotes effective communication between families and Facilitators, the Lead Facilitator, and counselors through participation in governance, in two parent-driven organizations, and in the academic life of the school.

**Governance participation**

Parents serve on the ACLC Board, on the Finance Committee, the Personnel Committee, the Curriculum and Standards Committee, and the Program Evaluation Committee, and on the CLCS Board of Directors. Two parent representatives serve on the ACLC Board, which is responsible for major policy decisions related to the school.

Any parent or guardian may attend and address any meeting of the ACLC Board, its committees, or the CLCS Board of Directors, consistent with the Brown Act. Meeting calendars, agendas, minutes, and supporting documents are published on the ACLC and CLCS websites.

Parents also serve on ACLC's WASC Focus on Learning committees during accreditation self-study cycles.

**Creative Community Education Foundation**

In 2001, the year ACLC became a charter school, the ACLC parent community created the Creative Community Education Foundation (CCEF), a non-profit 501(c)(3) organization, to support the vision of ACLC. CCEF raises and allocates funds supporting academic and enrichment programs at ACLC. Its board of directors comprises ACLC Facilitators, Learners, and parents, and parents serve on it alongside their other governance roles.

**Parent Action Committee**

The Parent Asset Committee (PAC) organizes ACLC parents to support the school, coordinating parent volunteers, holding parent events, and supporting school activities.

PAC provides a structured opportunity for parents, caregivers, learners, and school staff to build partnership and strengthen the school community. The organization

focuses on family engagement, communication, learner advocacy, community-building, and supporting the overall educational experience of learners.

**Participation in academic progress**

Parents participate directly in their Learner's academic progress through semi-annual Learner-Led Conferences, at which the Learner presents their portfolio and growth to their family, and through Senior Portfolio defenses. Parents convene regularly in both formal and informal meetings to share information and discuss their Learners' progress toward achieving the ACLC vision.

**Communication**

ACLC communicates with families through ParentSquare and provides all communications in the primary language of the home as required by Education Code Section 48985 and applicable federal law. Translation services are provided as needed.

**Volunteer participation is voluntary**

Consistent with Education Code Section 47605(e), no parent or guardian is required to volunteer or perform service as a condition of a Learner's admission, continued enrollment, or attendance at ACLC, and ACLC does not encourage families to withdraw a Learner for failure to volunteer.

**Complaint procedures**

CLCS maintains board-adopted Uniform Complaint Procedures and separate procedures for complaints not subject to the UCP, published on the CLCS website. The annual UCP notice is distributed to families in accordance with 5 CCR Section 4622. Complaints alleging a violation of law by the charter school may be brought to the CLCS Board of Directors and, if unresolved, to AUSD as provided in Education Code Section 47604.4.

**Decision-Making Process**

ACLC works to achieve consensus in making decisions. However, if consensus is not possible within a reasonable timeframe, the various decision-making groups vote and a simple majority rules, unless otherwise specified by this charter or by bylaws adopted by the CLCS Board of Directors. This procedure may be modified by the CLCS Board of Directors.

**Student Records**

Upon receiving a records request from a receiving school or school district, ACLC shall transfer a copy of the Learner's complete cumulative record within ten school days in

accordance with Education Code Section 49068. ACLC shall comply with California Code of Regulations, title 5, Section 3024, regarding the transfer of student special education records, and with Education Code Section 49060 et seq. regarding rights to access student records and transfer of records for youth in foster care.

**Information Sharing, Inquiries, and Audit**

ACLC acknowledges that Article XVI, Section 8.5(e) of the California Constitution; Sections 2(e), 6, and 8 of Proposition 98; and Education Code Sections 33126.1(b), 35256(c), and 35258 require schools, including ACLC, to provide certain information in certain formats to the general public and specifically to parents of ACLC Learners and of District students. ACLC further acknowledges its obligation to provide all such information to the District in a timely manner so that the District may meet its own obligations. To the extent the District holds information that ACLC does not have and requires in order to meet its obligations, the District shall provide it to ACLC in a reasonably timely manner upon request.

In accordance with Education Code Section 47604.3, ACLC shall promptly respond to all reasonable inquiries, including inquiries regarding financial records, from the District, and shall consult with the District regarding those inquiries.

ACLC acknowledges that it is subject to audit by AUSD. Where AUSD specifically requests an audit of ACLC that is not otherwise required of ACLC by law or by the provisions of this charter, AUSD shall bear the cost of that audit.

ACLC will maintain sufficient staff and systems, including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from the District and other authorized reporting agencies.

## 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)*

ACLC has a comprehensive plan for faculty recruitment, hiring and retention of qualified teachers with subject area knowledge that will support Learner achievement and collaborative learning for all Learners.

### Hiring Plan

ACLC has hired qualified, fully credentialed Facilitators in our core subject areas, in addition to instructional support staff who possess subject matter expertise and qualifications necessary to help our program succeed. In addition to attracting talented personnel in the immediate Alameda area, ACLC contacts regional graduate schools of education (e.g., UC Berkeley, Mills College, CSUEB) to publicize ACLC among new and experienced educators. We also seek staff through teacher recruitment fairs, EdJoin, through our website, and by advertising to teachers in neighboring communities.

Under the direction of the Lead Facilitator, the ACLC Personnel Committee conducts personnel interviews according to the CLCS Board hiring policy. Facilitators are certificated teachers for the purposes of teaching the core, college preparatory curriculum of ACLC. The ACLC Personnel Committee also seeks to recruit Facilitators that share the values and educational philosophy of the ACLC community. The ACLC Personnel Committee recommends for hire Facilitators who meet California state teaching requirements and are profession ready. The CLCS Executive Director has authority in all personnel decisions, subject to final approval by the CLCS Board of Directors as needed.

Community Learning Center Schools, Inc., including Alameda and Nea Community Learning Centers, is a union organization.

Community Learning Center Schools, Inc. (CLCS) is an equal opportunity employer. CLCS prohibits discrimination against and harassment of any employee or any applicant for employment because of race, color, national or ethnic origin, age, religion, disability, sex, sexual orientation, gender identity and expression, veteran status or any other characteristic protected under applicable federal or state law. All personnel who are responsible for hiring and promoting employees and for the development and implementation of CLCS programs or activities are charged to support this effort and to respond promptly and appropriately to any concerns that are brought to their attention.

<u>Teachers / Facilitators</u>

CLCS employs Facilitator staff holding appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These

Facilitators teach the "core" academic and college preparatory classes of mathematics, language arts, science, history /social studies. These Facilitators are responsible for overseeing the Learners' academic progress and for monitoring grading and matriculation decisions as specified in the school's operation policies.

The school provides access to new Facilitator support towards obtaining professional clear credentials, if necessary. The Chief Operating Officer is responsible for handling credential checking and other personnel matters. No other charter school staff (e.g., counselors, librarians, administrators, and others) are required to hold credentials.

All employees are subject to state and federal employment laws. Applicants to teach in our program will be evaluated based on the following qualifications:

- Demonstrated expertise in subject area and the ability to communicate the appropriate knowledge to each student.
- Possession of an EL Authorization/CLAD Certificate.
- Knowledge and experience with standards-based instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used in standards-based grading.
- Knowledge of assessment strategies and the ability to use data to drive their teaching and ensure continuous improvement of student learning.
- Ability to effectively use a broad range of instructional strategies, including providing a guaranteed curriculum, challenging goals and effective feedback, differentiated instruction, and back mapping, among others.
- Demonstrated competence using advanced technology as a learning tool: willing and able to integrate technology into teaching and student learning.
- Outstanding classroom management skills.
- Belief in our mission that all students will learn and successfully master the content and skills necessary for advanced post-secondary education.
- Willingness to work as a vital part of the ACLC team to ensure continuous improvement for students, staff and ACLC community as a whole.
- Willingness and ability to work with students and parents on an ongoing basis to ensure student success.
- Love of students, enthusiasm for teaching, the belief that each student can and will succeed and the willingness to do what it takes to make that happen.
- Desire and ability to engage in continuing education, staff development and skill upgrading.
- Positive references from most recent employment and/or college or graduate school.

CLCS may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the capacity to work successfully in an instructional capacity. Instructional support staff will not assign grades or approve student work assignments

without the approval of a teacher/Facilitator unless they are instructing non-core or non-college preparatory courses and activities.

General Requirements, Hiring and Performance Review

All requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials, as necessary. All employees of the school (administrative, instructional, instructional support, non-instructional support) shall meet CLCS's fingerprinting and TB qualifications for employment to ensure the health, and safety of the school's faculty, staff, and pupils. Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by Education Code §44237. CLCS will adhere to California laws including fingerprinting and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. Each employee must furnish proof of tuberculosis (TB) testing, as well as documents establishing legal employment status. The Executive Director and/or administrative designee will be responsible for monitoring and maintaining documentation of criminal investigation clearances, as required by California and federal laws. Those employees that require a criminal background check and do not have a current background check will be required to undergo a check through such services as a LiveScan fingerprint process. CLCS will pay for LiveScan services on behalf of its prospective employees. These services will occur where the LiveScan service is offered, which may be located at district, county or local college facilities.

The Lead Facilitators have the authority to recruit and interview candidates along with the Personnel Committee members, and make recommendations to the Executive Director for hiring Facilitators, according to CLCS Board Policy. The Lead Facilitators have the responsibility for evaluating the performance of Facilitators, counselors, and office manager on a yearly basis. The Executive Director and the CLCS Governing Board have the right, if they so choose, to review these performance evaluations before they are delivered to the staff members. The criteria by which to judge the performance of these employees is negotiated and authorized by CLCS and the Nea and Alameda Union (NAU). The Executive Director creates the job descriptions and conducts the performance reviews of the Lead Facilitators. The CLCS Governing Board creates the job description and reviews the performance of the Executive Director, both on a year-end basis.

## ELEMENT F: HEALTH AND SAFETY PROCEDURES

*"The procedures that the charter school will follow to ensure the health and safety of the 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 the plan, pursuant to Section 47606.3." - Education Code Section 47605(c)(5)(F)*

ACLC has its own Safe School Plan for fire, earthquake, and harmful intruders (lockdown drills) that is filed with the District. ACLC staff receives training in emergency and first aid response, in accordance with state standards and training programs.

There are a number of areas of school operation that are germane to ensuring the health and safety of the learning community, including staff. These areas are:

- Behavioral rules, compliance and enforcement procedures.
- Safety including hygiene, fire safety, physical obstacles, and chemical, electrical or other risks due to the instructional program activities.
- Risks to Learners due to extensive community, workplace, and other off-site activities pursuant to individual learning objectives.
- Risks to Learners due to harassment of a sexual or discriminatory nature based on race, ethnicity, national origin, disability, religion, gender, sexual orientation, or other protected classification.
- Immunization and medical screening requirements to reduce health risks.
- Criminal record checks for all regular volunteers.
- The Chief Operating Officer of CLCS conducts criminal background checks on employee candidates, as required by Education Code 44830.1 and 45122.1, and ensures that the ACLC does not hire any person who has been convicted of a violent or serious felony.
- There are health checks for all employees pursuant to state law and district personnel policies, where applicable, such as tuberculosis.
- ACLC's facilities meets state and local building codes, except where exempt.
- ACLC's facilities meet federal requirements, including the Americans with Disabilities Act.
- ACLC complies with all state and federal laws regarding food safety and environmental protection.
- ACLC complies with all state and federal laws designed to protect children, including, but not limited to, the proper administration of medication to students in schools and the reporting of child abuse.
- ACLC school screen Learners' vision and hearing and for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.

### Behavioral Issues

ACLC is a self-governing, Learner-operated community with respect to Learner behavior. In many ways this constitutes a strength that supports student safety, since the Learners establish the rules of the community and are, therefore, very conscious of the impact of their behavior on the entire community. While ACLC incorporates learner participation and restorative practices in behavioral management processes, the Governing Board and designated school administrators and lead facilitators retain ultimate authority and responsibility for ensuring learner safety, compliance with law and enforcement of school policies.

ACLC follows the AUSD behavior matrix as their tiered discipline system. In addition, ACLC has fully adopted both restorative justice and PBIS (Positive Behavior Intervention Support) programs in order to better serve the needs of Learners. This has resulted in a large shift in the types of conversation amongst Learners/Facilitators/Administration/Parents and the way in which consequences are decided and carried out. This shift emphasizes Learners reflecting on their action, and provides the structure for Learners to assess how their action(s) caused harm, jeopardized the needs of the school community, and how all invested parties can work together to address and repair what has been harmed. This process allows for open dialogue, transparent accountability, opportunity for growth, and the process of collaborative; that is, even the 'offender' is an equal participant in this process, an equal stake-holder, this person is not ostracized or merely receives top-down consequences.

**Facilities Safety**

The learning community is also partially self-regulating with respect to physical safety issues. Both campuses are subject to the regular inspection of the local fire marshal and will be maintained in compliance with Educational Code and Health and Safety Code. ACLC shall provide facilities documentation and access for inspection as reasonably requested by AUSD in connection with oversight and renewal.

Beyond these basic safeguards, the internal furnishings, equipment and risk management is the responsibility of the entire learning community as represented by the CCC and, ultimately, the Governing Board. Learners and Facilitators are responsible for identifying any obstacles or other risk factors that should be addressed to reduce hazardous conditions in the learning environment. Leadership is then responsible to ensure that corrective measures are implemented in a timely manner to mitigate risks.

If ACLC moves or expands to another facility during the term of this charter, ACLC Community Learning Center shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. ACLC Community Learning Center shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an

exception is made by the Director of Educational Options and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

**Community Risk**

By the nature of the educational program at ACLC, Learners are engaged in a wide array of activities outside the confines of the physical location of the school. Learners attend community college, engage in work-based learning opportunities, meet with mentors, conduct action research projects in the community settings, and take field trips to museums, courts, governmental offices, and many other locations. In the course of this process, Learners are exposed to risks that are not typically associated with school operations where Learners are largely contained on a school campus.

In order to minimize these risks, the following procedures are strictly enforced:

- ACLC shall maintain written risk assessment and parental consent procedures for off-site and work-based learning activities which shall be available to AUSD upon request.
- The administrative staff carefully screens volunteers and mentors prior to being authorized for student engagement. (See Criminal Record Check procedures below.) Volunteers and mentors are fingerprinted and go through a formal screening process. Generally, one-time, on-campus volunteers who are engaged to speak to groups of students about a particular topic, and who are not alone with students at any time during such a visit, will be exempted from this screening.
- Work-based learning opportunities are carefully reviewed to ensure that Learners are safe. Parent permission is required before Learners are allowed to engage in off-site contact with adults, unless it is a one-time only visit, conducted in a group and supervised by Facilitators.
- Field trips are reviewed and approved by ACLC's Lead Facilitator. Parents must provide permission for field trip participation.

**Sexual Harassment and Discrimination**

ACLC Learners and staff are protected from harassment and discrimination (Appendix 3) based on all protected classes. ACLC does not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). This protection is guaranteed in the ACLC Rule Book. We believe this Learner-led approach makes ACLC safer for students than the ambient environment of the high school in which enforcement is the responsibility of adults. At ACLC the Learners create, review, revise, and enforce these rules to the extent that there is true Learner buy-in.

Complaints related to discrimination, harassment, intimidation or bullying shall be investigated and resolved with Uniform Complaint Procedures (UCP) or Title IX requirements as applicable.

**Health**

All ACLC Learners are subjected to the health screening requirements of the State of California. Learners are not admitted to the school without meeting immunization or screening requirements. ACLC requires immunization of Learners as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.

ACLC provides Learner screening for vision, hearing and scoliosis, to the same extent as would be required if the Learners attended a non-charter public school.

In addition to these basic requirements, the learning community is provided health information that relates to issues of adolescent health such as drug and alcohol use, tobacco use, sexuality and pregnancy prevention, sexually transmitted disease, exercise and nutrition, and a variety of other factors.

All ACLC facilities are non-smoking areas.

The examination of faculty and staff for tuberculosis as described in *EC* Section 49406 takes place regularly as per state law.

**Role of Staff, Contractors, and Volunteers as Mandated Child Abuse Reporters**

All non-certificated and certificated staff are mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. Similarly, all volunteers age 18 and older who interact with Learners outside of the immediate supervision and control of school employees or the Learners' parents or guardians are mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

**Medication in School**

The Charter School adheres to Education Code Section 49423 regarding administration of medication in school. ACLC's policy related to the administration of prescription medication, including insulin shots, has been provided as ACLC's "Administration of Medications, Emergencies and Head Lice Policy."

**Blood Borne Pathogens**

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The 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.

**Criminal Record Check**

All ACLC employees, including staff, contracted service providers, and volunteers with direct and non-direct pupil contact, shall comply with all criminal background check requirements applicable to charter schools under the Education Code, including but not limited to Sections 44237, 44830.1, 45122.1, and applicable DOJ/FBI fingerprinting requirements. Criminal background review responsibilities shall be carried out by designated administrative personnel in accordance with governing board policy. No one who has been convicted of a violent or serious felony will be employed by ACLC or allowed to volunteer at ACLC.

**Other Procedures to Ensure the Health and Safety of Pupils and Staff**
The Alameda Community Learning Center complies with all health and safety laws and regulations that apply to non-charter public schools as required by charter and state law, including those required by USDA, CAL/OSHA, etc.

CLCS/ACLC will contract with either District or a third party for nursing services for special education Learners who require an Individual Health Care Plan (IHCP). An IHCP is part of a Learner's IEP. The IHCP must be developed when needed and updated at the beginning of each school year.

The Alameda Community Learning Center shall comply with state and federal laws regarding environmental protection.

## ELEMENT G: STUDENT POPULATION 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. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school." (Education Code Section 47605(c)(5)(G).)*

In order to ensure a fair enrollment policy and a demographically diverse student body reflective of Alameda Unified's resident diversity, the ACLC has an aggressive outreach and marketing plan that has been implemented and will continue to be implemented prior to a random lottery for admission to the school.

Consistent with state and federal law, ACLC does not establish racial or ethnic quotas, targets, or preferences. ACLC seeks to achieve a diverse Learner body through broad, inclusive and nondiscriminatory outreach and a random public lottery. The purpose of ACLC's outreach activities is to ensure that all eligible Learners and families residing within the District have equitable access to information about ACLC and the opportunity to participate in the admissions lottery.

ACLC regularly conducts the following outreach to attract an ethnically diverse group of applicants:

1. Run several newspapers ads in both the Alameda Journal and the Alameda Sun to advertise its information nights in English, Spanish, Tagalog, and Chinese. 2. Conducted parent information nights to answer questions and inform parents and Learners about school openings.
2. Mailed its enrollment information to all prospective Learners in grades 6-11 using district-provided mailing lists.
3. ACLC representatives will yearly do the following prior to holding community recruitment meetings:
4. Run newspapers ads in multiple languages in local newspapers to advertise its information nights.
5. Conduct parent information nights to answer questions and inform parents and Learners about the school openings.
6. Hang advertising door hangers on residences.
7. Send ACLC information materials to all Alameda families using district-provided mailing lists.

8. Post its information night advertisements in multiple languages throughout diverse neighborhoods in churches, Boys and Girls Clubs, community meeting spaces, shopping malls, etc.
9. ACLC will seek out community leaders to get advice on how to reach all families in Alameda to get them to attend information nights before the random lottery.

ACLC monitors enrollment data and outreach effectiveness annually to ensure that its admission practices remain open, equitable, and accessible to all Learners residing within the District. If outreach efforts do not result in broad participation from families across the District, ACLC will review and adjust its outreach strategies to improve awareness and accessibility.

ELEMENT H: ADMISSION POLICIES AND PROCEDURES

*"Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e)." (Education Code Section 47605(c)(5)(H).)*

Statement of Nondiscrimination Acceptance Policy:

The Nea Community Learning Center charter school does not discriminate against applicants on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). No child selected during the lottery process shall be denied admission because they require special education services.

To be considered for admission to the Community Learning Center Schools, Inc schools including Alameda Community Learning Center (ACLC) and Nea Community Learning Center (Nea), interested applicants:

- Must apply for admission within the time frames established by the school
- May not be under current expulsion from AUSD or another school district
- May not be currently placed in school as a consequence of disciplinary action

To attend ACLC or Nea, Learners must:

- Be fully immunized in accordance with California law.
- Present the appropriate health exam record per California code.
- Homeless students and foster youth are exempt from documentation requirements.
- Not exceed 19 years of age, unless Learner was continuously enrolled in public school prior to age 19, and/or the Learner is being served by an IEP.
- Be five (5) years of age on or before September 1 to enter kindergarten. However, an applicant turning 5 between September 2 and October 1, may apply for a waiver, with entry determined by the Nea Lead Facilitator (not applicable to ACLC).
- Be four (4) years of age on or before September 1 to enter transitional kindergarten.

The Priority Application period shall open each school year as determined by CLCS Admissions Department (Admissions@clcschools.org). Applicants that apply between the dates set by CLCS Admissions Department (Admissions@clcschools.org) shall participate in a lottery according to the admission priorities outlined above.

If there are more applicants than spots available, a lottery shall be conducted under the supervision of an AUSD compliance officer, and held on a previously announced date in February.

Admission priorities for the lottery and waitlist thereafter are established as follows:

- Existing Learners shall be exempt;
- Applicants who are existing 8th grade learners enrolled at Nea Community Learning Center and are applying for 9th grade at ACLC;
- Applicants who are currently enrolled in or who reside in the elementary, middle, or high school of the local District in which CLCS schools are located for the purposes of the Charter School Facility Grant Program.
- Applicants that are children of CLCS employees and current CLCS Board, Nea and ACLC Site Council members, regardless of residence;
- Applicants that are siblings of Learners currently attending the school and are residents of the DistrictCity of Alameda;
- Applicants that are residents of the District;
- Applicants that are siblings of Learners currently attending the school and are not residents of the DistrictAlameda;
- Applicants residing outside the District.City of Alameda

In accordance with Education Code Section 49011, admission priorities/preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Applicants after January 31 will be added to the appropriate grade level and resident/non-resident waitlists in the order in which they applied, according to the admission priorities outlined above.

After a new Learner has accepted an offer of enrollment and completed all registration as well as submitted documentation necessary for said enrollment, the Learner's siblings may then apply the sibling priority to their application

The lottery shall be designed and conducted as follows:

- Children applying during the priority enrollment period as set by CLCS Admissions Department (Admissions@clcschools.org) shall be included in the lottery.
- Whether done manually or by computer, the lottery shall be designed with priorities in the order outlined above.
- Applicants shall be ranked in the lottery according to the priorities in the order outlined above.

- Applicants in each grade level will be randomly assigned a lottery number according to the priorities outlined above.
- Openings by grade level shall be filled according to lottery outcomes, going in numerical order from first to last.
- In the case of a family with twins or triplets, if one sibling is accepted in the lottery or subsequently, the remaining sibling (s) (twin, triplet) will also be offered admission at the same time if space is available in the class.
- Those applying after the Priority enrollment period shall be added to the waitlist according to the priorities outlined above, and in the order in which their application was submitted
- Openings by grade level will be offered as space permits.
- Wait lists for each grade level will be maintained until May 1 of the current school year. After that date, interested students must contact the school for admission decisions.
- After a new Learner has accepted an offer of enrollment and completed all registration as well as submitted documentation necessary for said enrollment, the Learner's siblings may then apply the sibling priority to their application.
- Interested Learners must re-apply each year so grade level waitlists are renewed yearly.

Upon enrollment offer of admission, the following information must be submitted:

- Proof of identity and guardianship
- Proof of immunization or exception, according to state of California law
- Home language survey
- A completed Emergency Medical Information form
- Proof of minimum age requirements
- Proof of residency information
- Signed permission for the release of previous school records
- All other required enrollment documents
- Homeless students and foster youth are exempt from documentation requirements

Enrollment Pre-Admission Procedures:

- Failure to comply with the procedures outlined below will result in revocation denial of admission/disenrollment.
- An admitted Learner will be removed from the school if failure to comply with these procedures is discovered after admission has been granted.

To be eligible to attend, Learners must meet the following requirements:

- Recommended that a parent/guardian must have attended a pre-admission meeting and/or school tour
- Enrollment registration and documentation must be completed by required deadlines as set by CLCS Admissions Department (Admissions@clcschools.org). If not completed within the allotted timeframe or the Learner may be withdrawn.
- Homeless students and foster youth are exempt from documentation requirements.

The Admissions and Enrollment Process:

- The School will determine class size/configuration for each school year.
- The School will actively recruit interested families through marketing and public relations efforts.
- The School will hold one or more informational open houses and school tours, of which attendance at one is mandatory for admission.
- The School will maintain a specified open enrollment period so applicants have an equal opportunity for participation in the lottery.
- Applicants completing an application within the open enrollment period shall participate in the lottery.
- Applicants shall be ranked in the lottery according to the priorities outlined above.
- Applicants in each grade level will be randomly assigned a lottery number according to the priorities outlined above.
- Applicants selected in the lottery shall be eligible for offers.
- Applicants not selected in the lottery shall be placed on a waitlist in the order determined via lottery.
- Current Learners will be solicited for intention to return the following year.
- Board members and staff will be solicited for the intention to apply for admission for their children
- The School will determine the number of returning Learners per grade.
- The School will determine the number of new Learner openings per grade.
- Openings by grade level will be filled according to lottery outcomes, with offers being made in numerical order from first to last.
- Those completing applications after the lottery will be added to the waitlist according to the admission priorities outlined above, and in the order in which their application was received.

- A Learner cannot concurrently hold a seat in more than one CLCS School. If a Learner is accepted/registered in one school and offered admission to the other, one enrollment must be withdrawn or declined.
- If an existing CLCS school Learner accepts admission to another CLCS school they must immediately notify the current school and complete a withdrawal form. The withdraw form may be post-dated to the last day of the current school year.
- Enrollment registration must be completed by required deadlines as set by CLCS Admissions. If not completed within the allotted timeframe Learner will be withdrawn.
- After a new Learner has accepted an offer of enrollment and completed all registration as well as submitted documentation necessary for said enrollment, the Learner's siblings may then apply the sibling priority to their application
- Wait lists for each grade level will be maintained until May 1 of the current year. After that date, interested students must contact the school for admission decisions.
- New waitlists will be created every school year with a new round of applications and lottery activities.
- When offered a spot from the waitlist, families must accept or decline within the time frame specified by the Admissions Director.
- Spots offered in the initial round after the lottery will be given a 7-day period in which to accept or decline those offers. Spots offered after the initial round of the lottery will be given a time frame as determined by CLCS Admissions. If no response to offer by the time frame specified the offer will be rescinded.
- Spots offered after the initial lottery offering period will have a time frame specified by the Admissions Director to accept or decline that offer, no more than two weeks and no less than 24 hours.
- Declining a spot may result in the applicant being removed from waitlist.
- Failure to respond to an offer within the specified amount of time may result in an offer being rescinded.
- Failure of a Learner (new or existing) to attend classes for the first 3 days of the school year may result in withdrawal, unless the school is previously notified of absence.
- CLCS has the right to rescind or withdraw any offer or enrollment if the policies or procedures set forth are not followed or if the application information submitted is found to be false or incorrect.

**ELEMENT I: 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)*

**ACLC Disciplinary Procedures including Suspension and Expulsion**

The Judicial Committee is charged with administering the rules of ACLC and for establishing consequences for inappropriate behavior in all but the most serious situations. The Lead Facilitator or Judicial Committee Facilitator oversees all aspects of the Judicial Committee. In cases that involve risks to the safety and well-being of learners, any facilitator may be required to take action immediately and independent of any Committee to protect the entire school community. This may take the form of immediate suspension by the Lead Facilitator.

Learners who are found by the ACLC Judicial Committee or Lead Facilitator, when circumstances warrant an immediate determination, to have committed acts calling for a mandatory recommendation for expulsion under the terms of the California Education Code (see Section 48915) will be referred to the ACLC Governing Board for possible expulsion from the ACLC. Expulsion proceedings for ACLC learners will be conducted in accord with state and federal law. AUSD Student Services and AUSD Board of Education will be notified of any expulsions from ACLC. Acts which fall into this category include, but are not limited to: causing serious injury to another person; sexual assault; possession of a firearm, knife, explosive or dangerous object; possessing or selling a controlled substance; robbery; assault on a school employee. As noted earlier in this document, no ACLC learner will be made privy to any personal or confidential information regarding another ACLC learner.

In all other matters that do not constitute an immediate threat to health and safety, the issue will be referred to the Judicial Committee. The JC operates based on the body of regulations that has been developed in the ACLC Rule Book. The Rule Book will be updated and revised by the CCC on a yearly basis. These matters will be decided by a group of peers and learners will be obligated to the entire learning community to fulfill any consequences imposed by the JC.

**Protections of Constitutional Rights of Learners Related to Suspension and Removal from Program**

As a public charter school, the ACLC is subject to protecting the federal and state constitutional rights of all learners and parents, including the rights of the disabled and other protected classes. The ACLC will have an approved resource specialist available for consultation on special classes of students and their rights. ACLC will use the same procedure for suspension of learners from the program for 1-5 days as does the AUSD. The Lead Facilitator or Assistant Lead Facilitator hears the learner's side of the suspendable incident, talks to and meets with parents, and only suspends learners for the offenses that are listed as legal. The administrative representatives of the ACLC balance the learners' rights to due process with the responsibility to maintain a safe learning environment. Suspension reports will be cataloged as part of our annual report.

This policy and its rules and procedures have been established in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students and accord all students with similar rights to due process. These disciplinary rules and procedures will be printed and distributed as part of the Student Handbook Planner and will clearly describe discipline expectations. In addition to these suspension and expulsion policies required for this charter, prior to completing student enrollment, ACLC will develop a complete set of student discipline policies and procedures which shall be distributed to each student/parent as part of the Student Handbook Planner. Discipline policies are located at the end of the Learner Rule Book.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to the charter school property.

The charter school Lead Facilitator shall ensure that students and parents/guardians are notified in writing of all discipline policies, rules, and procedures and given an opportunity to provide input and feedback on discipline policies and procedures. Transfer students and their parents/guardian shall be so advised upon enrollment. The notice shall state that these disciplinary rules and procedures are available on request at the charter school office.

Suspended or expelled students shall be excluded from all school-related extracurricular activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities pursuant to the Individual with Disabilities Education Act is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except to the extent that federal and state law or the student's Individualized Educational Plan (IEP) mandates additional or different procedures for that student. ACLC will follow all federal and state law when imposing any form of discipline on a student identified as an individual with disabilities and according due process to such students.

**Grounds for Suspension and Expulsion of Students**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at ACLC ("Charter School"). When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student & Parent Information Packet which is sent to each student at the beginning of the school year.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

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

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Principal'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 Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Procedures

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 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 or Expulsion Offenses: Students may be suspended or expelled 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. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

    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. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

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 the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    i. A message, text, sound, video, or image.
    ii. A post on a social network Internet Web site including, but not limited to:
        (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
        (b) 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.
        (c) 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.
        (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to Charter 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.

(b) 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 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 (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 Executive Director 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 Executive Director 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

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, on to 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.

The Charter School will use the following definitions:

- 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 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure
Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director 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 Executive Director or designee.

The conference may be omitted if the Executive Director 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 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)(I)(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. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student's parent/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 in person, by email, or by telephone. 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 Executive Director or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the 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 Executive Director 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)(I)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

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 Executive Director 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 a confidential setting (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.
Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School'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 the Charter School 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 Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the 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. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

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, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising 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 public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons

can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The recommendation of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, 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 the Charter School'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 Executive Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted

findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.
The Executive Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

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. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

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 of Directors following a meeting with the Executive Director 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 Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director's 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 the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School 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. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, for students who are identified as disengaged from their program, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of County

The Charter School shall immediately notify the County and coordinate the procedures in this policy with the County of the discipline of any student with a disability or student that the Charter School or the County 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, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the 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 the Charter School, 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 the Charter School, 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 the Charter School 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 the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, 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 the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, 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.

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 Executive Director 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 the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.
The Charter School 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 the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

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

The Charter School 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.

## 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)*

Employees of CLCS who work at ACLC and qualify for membership in the State Teachers' Retirement System ("STRS") will be covered under that system. This includes Facilitators, Lead Facilitator, Executive Director, Chief Operating Officer, Counselor, Special Education Coordinator, and Education Specialists. Employees of CLCS who work at ACLC and qualify for membership in the Public Employees" Retirement System ("PERS") will be covered under that system. This includes office managers, administrative assistants, paraprofessionals, and campus supervisors. All employees who are not members of STRS or PERS must contribute to the federal social security system. CLCS will inform prospective employees of the retirement system for employees of any CLCS charter school, as required by Education Code Section 47611.

CLCS will make all employer contributions as required by STRS/PERS or federal social security. CLCS will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer.

## ELEMENT K: PUBLIC SCHOOL 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 will be required to attend ACLC, and all AUSD students will have the alternative of attending their AUSD or other school of residence, or seeking an inter-district transfer pursuant to applicable laws, regulations, and school district policies. Parents/guardians of applicants will be informed that Learners have no right to admission in a particular school in any district as a consequence of enrollment in ACLC.

## 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)*

AUSD employees who accept employment with CLCS shall have no return rights to AUSD and are expected to resign their tenured positions at AUSD prior to the start of the school year.

## ELEMENT M: DISPUTE RESOLUTION PROCEDURES

*"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)*

The staff and Governing Board members of Alameda Community Learning Center agree to attempt to resolve all disputes between the District and Alameda Community Learning Center regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process. ACLC recognizes that it cannot bind the District to any of the terms contained in this section.

Any controversy or claim arising out of or relating to the charter agreement between the District and Alameda Community Learning Center, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o School Director:
Alameda Community Learning Center
1900 3rd St.
Alameda, CA 94501

To Director of Student Services
Alameda Unified School District
2060 Challenger Drive
Alameda, California 94501

2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the

responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference").

3) An Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties shall select a mediator from a list of six mediators with each party selecting three mediators. Each party may eliminate a mediator by taking turns until one mediator remains.

4) If the mediation is not successful, the parties agree that each party has exhausted this procedure and shall have any such recourse available by law.

Internal Disputes

1) Disputes arising from within ACLC, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Governing Board members shall be resolved pursuant to policies and processes developed by ACLC. The AUSD Board of Education shall refer any complaints or reports regarding such disputes to the School Board or the Director.

2) The AUSD Board of Education agrees not to intervene or become involved in the dispute unless the dispute has given the AUSD Board of Education reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Governing Board of the School has requested the AUSD Board of Education to intervene in the dispute.

3) Disputes shall first be brought informally to the Director of the Charter School for resolution.

4) The Director shall track all disputes in writing.

5) The Director shall facilitate discussion and resolution between all parties involved in the dispute.

6) If the resolution is not resolved by discussion facilitated by the Director, the matter may be brought before the Board for resolution. The Director shall provide a written summary of the dispute and all attempts at resolution for the Governing Board.

7) The decision of the Governing Board shall be final.

When the operations of ACLC give rise to disputes or complaints other than between ACLC and the District, ACLC will seek a mutually satisfactory resolution, employing a process that includes: defining the problem, identifying interests, gathering facts and evaluation options for resolution. Complaints will be addressed first at the source of the problem and referred to the appropriate level of school management. Complaints will be resolved within a reasonable time. Disputes that cannot be resolved informally will be addressed as provided by ACLC's adopted complaint policy, which will be consistent with California's Uniform Complaint Procedure (California Code of Regulations, Title 5, Sections 4600 – 4671). Through this procedure, disputes that cannot be resolved initially may be referred to the CLCS Governing Board.

*Oversight, Reporting, Revocation, and Renewal*
Any communication from the AUSD should be directed to the CLCS Executive Director. AUSD may inspect or observe any part of the charter school at any time. With only occasional exceptions, AUSD will seek to provide notice to the school at least three working days prior to any inspection, observation, or monitoring. ACLC agrees to respond promptly to all reasonable inquiries, including inquires regarding its financial records.

*Addressing Parent Complaints*
Alameda Community Learning Center has established complaint procedures that address all complaints, including discrimination. Alameda Community Learning Center will not, at any time, refer complaints to the District.

The complaint procedures include clear information with respect to the response timeline of the school, whether the school's response is 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 is issued in writing. The procedures will also identify a designee in the event the ACLC employee charged with investigating the complaint is the complaint's subject. The complaint procedures shall be clearly articulated in the school's student and family handbook or distributed widely.

Alameda Community Learning Center designates at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section

504) including any investigation of any complaint filed with Alameda Community Learning Center alleging its noncompliance with these laws or alleging any action or omission which would be prohibited by these laws. Alameda Community Learning Center will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Alameda Community Learning Center will adopt and publish 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.

Alameda Community Learning Center will implement 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.

*Renewal*

The process for any Petition renewal will be governed by and will conform to timelines and processes set forth in AUSD Board Policy and Administrative Regulations.

## ELEMENT N: 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)*

Should the District either revoke the charter or fail to renew the charter, closure of ACLC will be documented by official action of the CLCS Governing Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The CLCS Governing Board will promptly notify parents and students of ACLC, the District, the Alameda Board of Education, ACLC's SELPA, the retirement systems in which the School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The CLCS Governing Board will ensure that the notification to the parents and students of the ACLC of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

The Governing Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. All records of ACLC shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, ACLC shall work with the AUSD Board of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, ACLC will prepare final financial records. ACLC will also have an independent audit completed within six months after closure. ACLC will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

ACLC will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of ACLC, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of CLCS. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, CLCS shall remain solely responsible for all liabilities arising from the operation of ACLC. Any remaining assets of the charter school, after satisfaction of all outstanding liabilities and obligations of the school shall remain the property of the Community Learning Center Schools, Inc, a non-profit public benefit corporation or shall be disposed of by the school's Governing Board to another charter school, non-profit, or other appropriate entity as directed in the bylaws. Restricted funds shall be returned to their original source. Any net assets remaining shall be distributed in accordance with the articles of incorporation.

In the event that the ACLC closes, any remaining assets of the charter school, after satisfaction of all outstanding liabilities and obligations of the school shall remain the property of the Community Learning Center Schools, Inc, a non-profit public benefit corporation or shall be disposed of by the school's Governing Board to another charter school, non-profit, or other appropriate entity as directed in the bylaws. Unused grant and categorical funds will be returned to the agency that provided them.

With regard to Learner records, in the event of school closure, ACLC will finalize all school records in its system. The finalized records (in the event of school closure) shall be turned over to AUSD in the finalized form of the system it uses.

If the school ceases operation, and the board determines that there is no successor charter school which can carry out the mission of the school, then the school shall designate an entity or individual to be responsible for conducting closure activities. The designated entity or individual shall be known as the Authorized Closer. The Authorized Closer shall commence closure proceedings by notifying parents and guardians of pupils, SBE, the AUSD Board of Education, the SELPA in which the school participates, the retirement systems in which the school's employees participate and the California Department of Education.

The notice shall include the effective date of the closure ("Closure Date"), the party to contact for information related to the closure, the pupil's districts of residence and the manner in which parents and guardians may obtain copies of pupil records, including information on completed courses and credits that meet graduation requirements. The school shall provide the Authorized Closer with a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence.

Pupil records, including all state assessment results and special education records, shall be maintained and transferred to the custody of the Authorized Closer, except for records and/or assessment results that, under the provisions of the governing charter, are required to be transferred to a different entity. Personnel records shall be maintained and transferred in accordance with applicable law.

The school shall complete an independent final audit within six months of the school's closure. The audit may also serve as the annual audit. The audit must include at least the following:

- An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies.
- An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation.
- An assessment of the disposition of any restricted funds received by or due to the school.

The Authorized Closer must provide for the completion and filing of any annual reports required by Ed. Code section 47604.33.

The school is a California nonprofit public benefit corporation (as permitted under Ed. Code section 47604(a) ("school corporation"). If in connection with the closure, the Board determines that it will dissolve the school corporation ("Dissolution"), then (i) the

Dissolution shall be conducted in accordance with the requirements of the California Nonprofit Public Benefit Corporation Law ("Law") including, without limitation, Corp. Code sections 6610 et seq. and sections 6710 et seq., and (ii) the Board may select the Authorized Closer to assist with the wind-up and Dissolution of the school corporation, but shall not be obligated to do so Consistent with the requirements of the Law, any net assets remaining after all debts and liabilities of the school corporation (i) have been paid to the extent of the school corporation's assets, or (ii) have been adequately provided for, shall be distributed in accordance with the school corporation's Articles of Incorporation.

Prior to the distribution of any remaining net assets, the school corporation shall:

- determine if there are any remaining proceeds of any Restricted Government Grant that have not been expended for the purposes set forth in the Restricted Government Grant, and shall return any such remaining proceeds to the applicable federal or California governmental agency; and
- dispose of, distribute or otherwise utilize any proceeds of any grants or donations (whether in cash or in-kind (i.e., materials or property) received by the school or the school corporation from any private foundation, any other entity exempt from tax under Section 501I(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by the school or the school corporation.

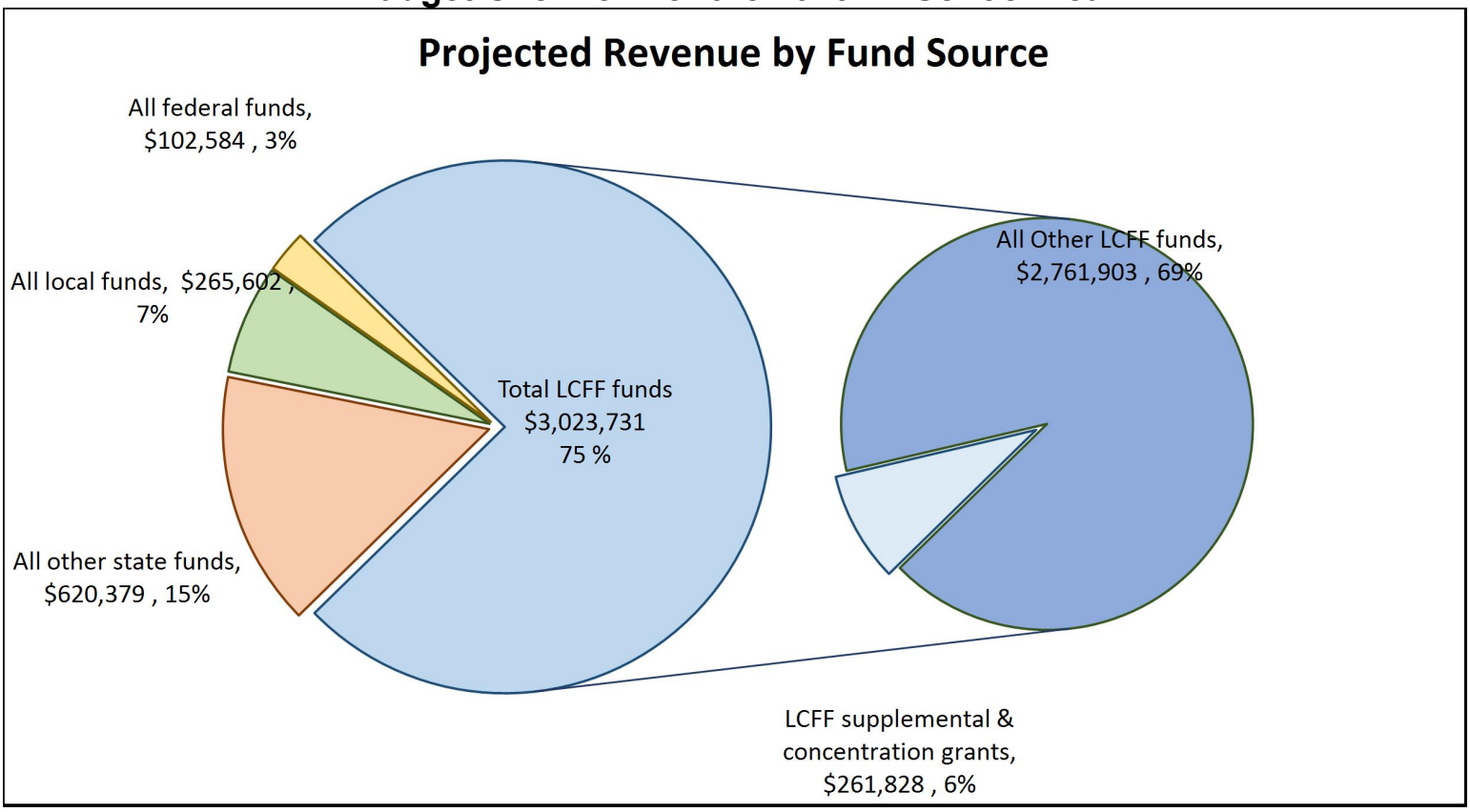
For purposes of subparagraph (a) above, "Restricted Government Grant" means any grant or donation (in cash or in-kind (i.e., materials or property)) made by any federal or California governmental agency to the school or the school corporation, the grant instrument of which, or the applicable law governing, requires that, upon closure of the school or dissolution of the school corporation, any proceeds of such Restricted Government Grant that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency. The school shall use, but is not limited to, school reserves normally maintained for contingencies and emergencies to fund closure proceedings.

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alameda Community Learning Center
CDS Code: 01-61119-0130609
School Year: 2026-27
LEA contact information:
Doron Markus
ACLC Lead Facilitator
doron.markus@alamedaclc.org
510-995-4300

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

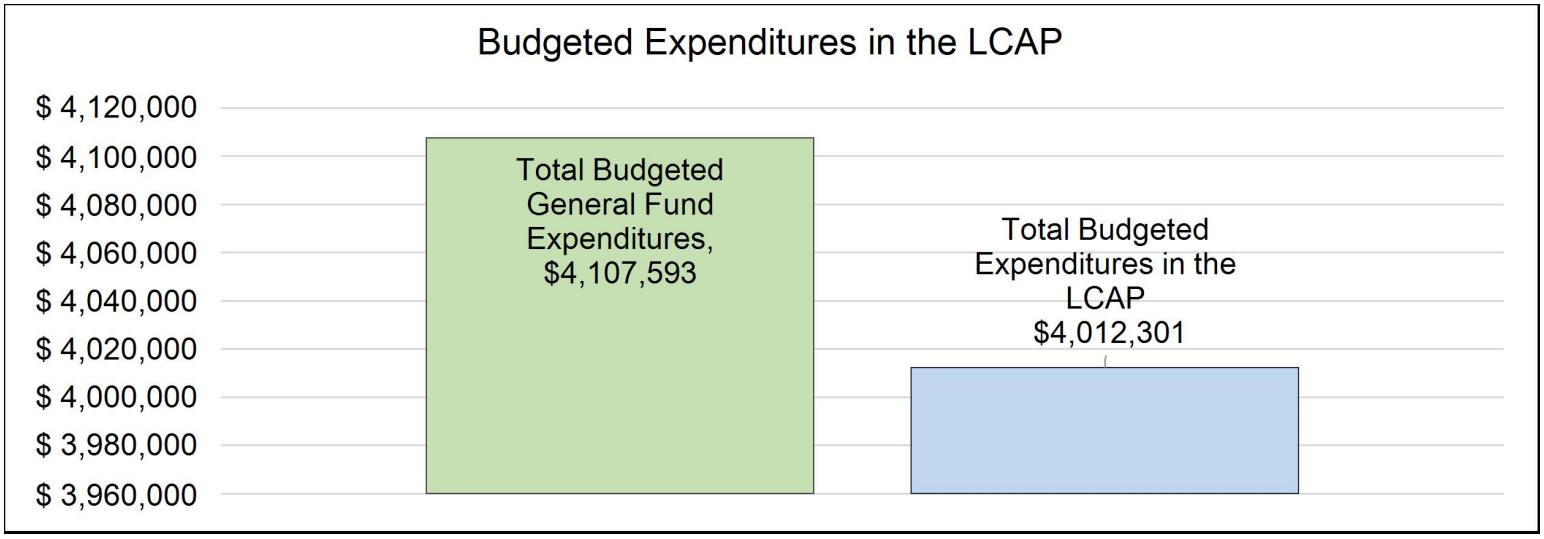



This chart shows the total general purpose revenue Alameda Community Learning Center expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alameda Community Learning Center is $4,012,296, of which $3,023,731.00 is Local Control Funding Formula (LCFF), $620,379.00 is other state funds, $265,602.00 is local funds, and $102,584.00 is federal funds. Of the $3,023,731.00 in LCFF Funds, $261,828.00 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 Alameda Community Learning Center 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: Alameda Community Learning Center plans to spend $4,107,593.00 for the 2026-27 school year. Of that amount, $4,012,301.00 is tied to actions/services in the LCAP and $95,292 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

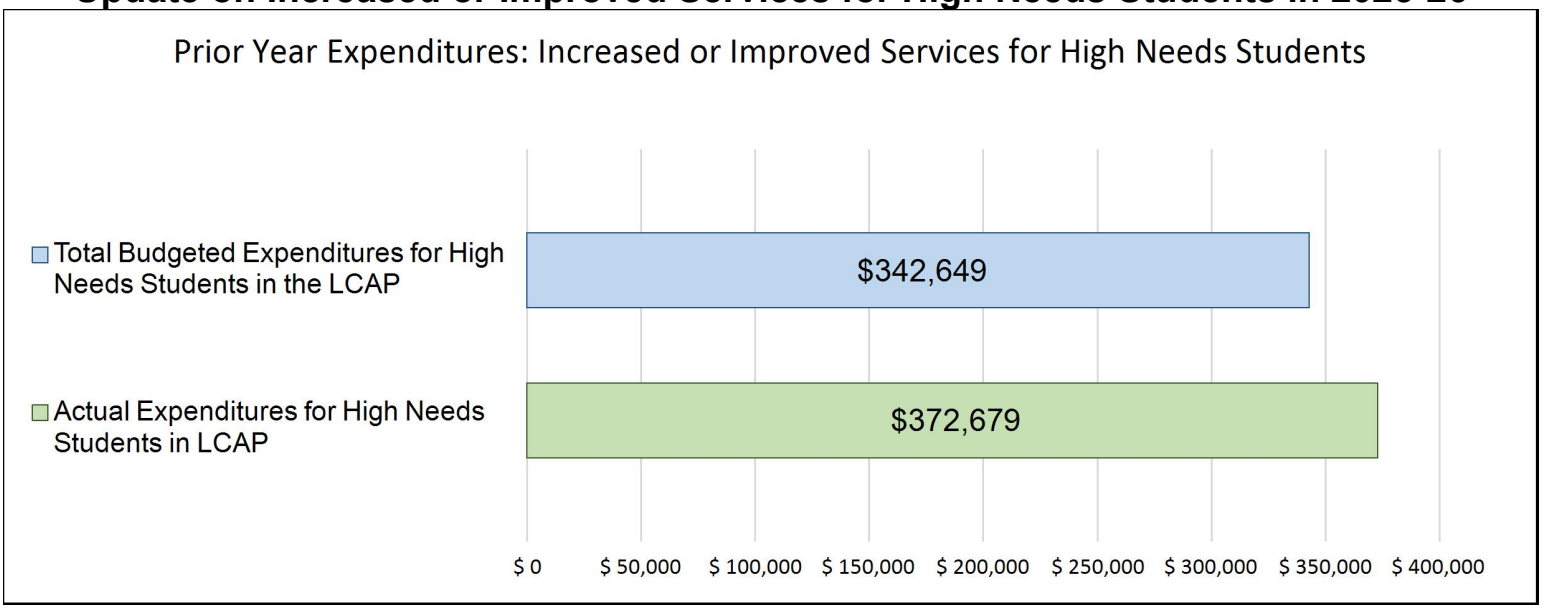
Essential operational costs that support school wide functions but are not directly tied to student achievement goals. These include legal fees, district oversight fees, insurance and accounting fees.

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

In 2026-27, Alameda Community Learning Center is projecting it will receive $261,828.00 based on the enrollment of foster youth, English learner, and low-income students. Alameda Community Learning Center must describe how it intends to increase or improve services for high needs students in the LCAP.  Alameda Community Learning Center plans to spend $261,828.00 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 Alameda Community Learning Center budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Alameda Community Learning Center 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, Alameda Community Learning Center's LCAP budgeted $342,649.00 for planned actions to increase or improve services for high needs students. Alameda Community Learning Center actually spent $372,679.00 for actions to increase or improve services for high needs students in 2025-26.

# 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 |
|---|---|---|
| Alameda Community Learning Center | Doron Markus<br>ACLC Lead Facilitator | doron.markus@alamedaclc.org<br>510-995-4300 |

# 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.

The Alameda Community Learning Center (ACLC) is a 6th through 12th grade public charter school in Alameda, California, that facilitates a democratic and leadership-focused college-prep program. Our program empowers learners through leadership opportunities, engages them through experiential, Project-Based Learning, creates self-direction through flexible options and scheduling, increases self-esteem through community, provides individualized support, and sets the highest academic, social and ethical expectations.

The program places emphasis on developing reading, writing, and speaking skills to enhance understanding and effective communication; using the tools of art, math, and science to become aware of how the universe works and to create novel tools; and developing an understanding of how government, economics, and the social sciences impact individual and global interactions. Based on their knowledge and developmental level, learners design their own goals and life plans, including responsibility to others and active citizenship. We embrace the idea that this is an ongoing process of continual change and improvement, and we seek to provide each learner with the supports needed to succeed.

We believe that an approach that empowers learners, provides them individualized support (from adults, older learners, and peers), and sets the highest academic, social, and ethical expectations, is by far more likely to achieve these goals. We provide all learners with a rigorous, Common Core-based curriculum, that promotes the practice and mastery of California's Common Core State Standards ("CCSS") by offering self-directed, project-based learning opportunities that address multiple interdisciplinary standards.

The ACLC educational model has consistently increased learning opportunities and results for all learners. ACLC's State and local school comparison has trended high in the past few years, earning one of the best dashboard rankings in the Alameda area. We were recently ranked the #3 charter middle school (#2 for high school) in Alameda County by Niche.com and #12 charter middle school in all of California our of 635 schools (#27 for high school, out of 495 schools), received an "A" overall Niche grade, and were named one of the top schools in that nation by US News & World Report. In May of 2023 we were awarded a 6 year accreditation by WASC, showing their belief in our processes and structures for self examination and growth.

The student body reflects the demographics of the ethnically and socioeconomically diverse East Bay Area. ACLC embraces its diversity and seeks to foster ways of further diversifying the student body. It is an open and accepting learning community where all students, regardless of background or gender identity, feel safe, cared for, and supported, and receive an outstanding education that prepares them for college and/or a career.

ACLC serves 301 students in grades 6–12. The school's student population reflects a diverse community. The racial and ethnic makeup of the student body is 25.7% Asian (74 students), 20.8% African American (60 students), 19.4% Hispanic or Latino (56 students), 15.3% White (44 students), and 11.1% identifying as Two or More Races (32 students). Smaller populations include Filipino (2.4%, 7 students), American Indian or Alaska Native (1.0%, 3 students), and Native Hawaiian or Pacific Islander (0.7%, 2 students). 3.5% of students (10 students) declined to state or did not report their ethnicity.

ACLC serves a number of student groups identified under the Local Control Funding Formula. 31 students (10.3%) are classified as English Learners, and 7 students have been reclassified as Fluent English Proficient (RFEP). 43 students (14.3%) receive special education services and have an Individualized Education Program (IEP). Additionally, 145 students (48.2%) are classified as socioeconomically disadvantaged and eligible for Free or Reduced Price Lunch. ACLC currently serves one foster youth student, and no students are identified as homeless.

# Reflections: Annual Performance

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

Despite current dashboard indicators showing both areas of strength and areas that require continued attention, there are encouraging signs of growth and opportunity for ACLC. In English Language Arts (ELA), performance has improved significantly, with ACLC now performing in the blue performance band, with students 22.3 points above standard, representing an increase of 17.9 points from the prior year. This improvement reflects the continued focus on strengthening literacy instruction and supporting students in accessing complex academic content across subject areas.

In Mathematics, performance has also improved. ACLC is currently performing in the yellow performance band, with students 35.6 points below standard, representing an increase of 16.3 points from the previous year. While mathematics remains an area requiring continued focus and targeted instructional support, the upward movement suggests that the strategies being implemented to support student learning are beginning to have a positive impact.

As a school, we continue to prioritize the academic growth of our learners and maintain a commitment to data-informed strategies to guide instruction and intervention. In addition to the California Dashboard indicators, ACLC uses the MAP (Measures of Academic Progress) assessment as the primary external benchmark for monitoring student learning and academic growth. MAP provides staff with timely data that helps teachers identify learning gaps, track individual student progress, and adjust instruction to better support student achievement.

Our efforts to prepare students for life beyond high school continue to produce strong outcomes. 63.6% of students are considered prepared on the College and Career Indicator, and the graduation rate is 92.9%, reflecting the positive impact of programs designed to support postsecondary success and career exploration.

Student engagement indicators highlight areas for continued attention. Chronic absenteeism is currently 11.1%, indicating that some learners are missing school at rates that may negatively impact their academic progress. ACLC's suspension rate is approximately 2.0%, with six students suspended during the current school year. While the suspension rate remains relatively low, the school continues to reflect on discipline practices and student supports to ensure that responses to student behavior promote connectedness, belonging, and equitable outcomes.

As we continue our efforts to provide an equitable and supportive learning environment for all students, ACLC remains attentive to differences in outcomes among student groups and recognizes the importance of targeted strategies to ensure that all learners experience academic growth, strong engagement, and meaningful preparation for life beyond high school.

# Reflections: Technical Assistance

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

n/a

# 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.

n/a

### *Support for Identified Schools*

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

n/a

## *Monitoring and Evaluating Effectiveness*

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

n/a

# 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 |
| --- | --- |
| | |

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

ACLC learners, families, staff, and community members have had input in this process, in examining data, and in the creation and validation of the goals of this LCAP. Through a combination of formal and informal surveys to parents, learners, and staff which were discussed in committee meetings; open invite family meetings; participation by parents, learners, staff, and community members on our School Site Council; as well as public links and invitations to all School Site Council meetings, we have attempted to make our school's past, present, and future plans transparent and public. Particular attention was given to gathering input from families of English Learners, socioeconomically disadvantaged students, and students with disabilities, as well as from learners themselves and school staff.

We have established affinity groups for Latinx families, African American/Black families, Middle Eastern and Arabic-speaking families, and AAPI families, as well as a Gay-Straight Alliance (GSA) that supports LGBTQ+ learners and allies. These groups provide opportunities for learners and families to connect, share perspectives, and provide feedback about the experiences of students at ACLC. We hope to continue strengthening these groups and increase the frequency of meetings in the coming years in order to deepen community engagement and ensure that a broad range of voices inform school planning and improvement efforts.

The ACLC School Site Council, comprised of elected learners, staff, parents, and community members, has examined data, reviewed reports, received updates on LCAP goals, and discussed and given feedback on goals. We have shared our goals and actions with staff in professional development and gathered feedback on action steps, while also sharing future plans with staff.

From all of these various stakeholder groups, the feedback was fairly consistent: we have identified the right goals, these goals are hard to reach, and we need to continue aligning financial, programmatic, and human resources to meet these goals. Specifically, we need to continue to disaggregate data with an eye for disproportionality and quickly move to address those inequities that we find. Feedback from these educational partners directly informed the development of the LCAP goals and actions, particularly the continued focus on academic growth, strengthening instructional practices, improving attendance and engagement, and addressing inequities in student outcomes.

Through our WASC self-study process, feedback from our WASC Mid-Cycle Report, and surveys with learners, staff, and families this year, we also identified the following areas for growth:

A. Classroom Routines: Need for consistent routines and structures within and across classroom spaces.
B. Project-Based Learning: Develop more consistent and expert implementation of project-based learning across grade levels and subject areas; continue to train both new and returning facilitators on the components of gold-standard PBL implementation.
C. Achievement Gap: Academic performance for learners who are English Learners, learners with IEPs, and learners who identify as African American or Latinx is lower than the school-wide average (CAASPP and GPA).
D. MTSS: Continue analysis of tiered supports for academics, behavior, and social emotional needs, adding new Tier 2 and Tier 3 interventions as needed.
E. Project Period: Continue to improve the structure, effectiveness, and supervision of Project Period.
F. Advisory: Continue to further develop the Advisory program and curriculum as a time for Tier 1 SEL instruction and programming.
G. College & Career Readiness: Continue to build a college-going culture through Junior and Senior Seminar, grade-level college trips, community college classes, and career fairs.
H. Student Governance: Continue to improve and refine Student Leadership and the Judicial Committee to be more equitable and to better serve the goal of building learner participation and connectedness.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | With an equity lens, collect, analyze, and act on data to drive instruction and curricular achievement for all learners | Maintenance of Progress 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.

ACLC values our democratic model and participation by all stakeholders in our community as well as data-based decision-making. As such, we will regularly collect, analyze, and respond to data from multiple stakeholder sources, as well as academic data, in order to increase program effectiveness and to respond to community needs.

This will happen in the instructional program via curriculum-embedded assessments, as well as through external, standards-aligned assessments like MAP and CAASPP. We will use staff professional development time to make meaning of, plan around, and respond to this data. We will continue to work with our staff in using formative assessments, summative assessments, and qualitative data in determining instructional approaches.

We will continue to use school-wide structures, like our Leadership class, as well as surveys of our learners, families, and staff to gather information about other aspects of ACLCs programming. We will also use the ACLC Board as a vehicle for making meaning of and responding to this data.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | Learner surveys | In 2023-2024, 90% of all learners completed the learner survey. | 94% of all learners completed the mid-year survey in December, and 66% completed in Spring. | 89% of learners completed the mid-year survey in October, and 92% completed it in April. | 95% of all learners complete the learner survey | 3% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.2 | Family surveys | In 2023-2024, 14% of families completed the family survey | 12% of families completed the family survey in December | 15.5% of families completed the family survey in January. | 60% of families complete the family survey | 44.5% |
| 1.3 | Learner, Family, and Staff surveys | In 2023-2024, 1 survey was sent per year to each stakeholder group | 1 survey was sent to each stakeholder group. | 2 surveys sent per year to each stakeholder group | 2 surveys sent per year to each stakeholder group | Met |
| 1.4 | NWEA MAP Completion | tbd. | 91% of learners completed MAP during BOTH Fall and Winter Assessment Window | 95% of learners completed MAP during the Fall, Winter, and Spring assessment windows | 95% of learners complete MAP during each assessment window | Met |
| 1.5 | MAP Data Analysis Proficiency | In 2023-2024, 85% of facilitators can proficiently analyze MAP data to make instructional decisions without direct support | Following the completion of Fall & Winter MAP testing, we lead a data disaggregation PD. 90% of facilitators can proficiently analyze MAP data without direct support. | 93% of facilitators can proficiently analyze MAP data without direct support. | 95% of facilitators can proficiently analyze MAP data to make instructional decisions without direct support | 2% |
| 1.6 | PBL Benchmarks | Not tracked | Not tracked | Facilitators have delivered one benchmark PBL project during the school year. | Facilitators will instruct learners in completing at least two benchmark PBL projects each semester. | 1 benchmark PBL project |
| 1.7 | Using Benchmark Data | Not tracked | Not tracked | Not tracked | Facilitators will engage in a data deep dive on at least one PBL benchmark each semester. | Not met |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.8 | IXL Implementation | 66% of math facilitators used IXL to monitor learner mastery of standards | Met | Met | 100% of math facilitators will use IXL to monitor learner mastery of standards | Met |
| 1.9 | Equity lens | 66% of facilitators can disaggregate data and assess for disproportionality independently | 80% of facilitators can disaggregate data and assess for disproportionality independently. PD's have been held and 1:1 with admin | Met | 90% of facilitators can disaggregate data and assess for disproportionality independently | Met |

# 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.

We conducted MAP Growth assessments three times during the school year (Fall, Winter, and Spring), with intentional professional development data dives following each testing window. During these sessions, staff examined learner growth and discussed strategies to better serve and support learners throughout the year. Disaggregated student data informed targeted instructional strategies and helped guide instructional decisions at both the classroom and school levels. Facilitators continued to engage in backward mapping during professional development time, a strategic planning approach that begins with clearly defined standards or learning targets for an upcoming unit and maps assessments and projects in reverse to ensure alignment with intended learning outcomes.

Academies, which function as smaller study hall periods designed to support learners in staying on top of assignments and receiving additional facilitator guidance, continued to operate throughout the year. This year we added a MAP skill development component to academies. During each academy period, learners spend approximately 15 minutes working on IXL, practicing skills aligned with either MAP ELA or MAP Math, depending on their areas of need. In addition to academies, IXL is also used regularly in all ELA and Math courses to reinforce standards-based skills and support individualized practice.

For goals 1.5, 1.6, and 1.9, instructional cycles continued to provide valuable qualitative data that informed instructional decision-making and supported shifts in classroom practice, learner engagement, and alignment with standards. Data gathered from these cycles was used to identify facilitators who would benefit from additional coaching and support. This led to differentiated professional development strands. AIM (ACLC Instructional Model) Deeper focused on strengthening curriculum and instruction, with facilitators observing one another and providing

feedback on instructional practice. Refining Presence & Practice supported experienced facilitators in improving specific aspects of their instructional practice through refining lesson plans and participating in resilience and tuning protocols that provided targeted feedback and support.

We also continued implementing PBIS (Positive Behavioral Interventions and Supports), with an emphasis on creating safe, predictable, and equitable learning environments. Professional development early in the year focused on strengthening classroom routines and expectations across learning spaces. Rather than relying on behavior tracking platforms, we implemented a variety of positive incentives, including recognition tied to attendance and positive learner engagement, to reinforce positive behaviors and support a strong school culture.

To better achieve the outcome of Goal 1.9, ACLC facilitators engaged in five Anti-Bias Workshops during professional development staff meetings, with the intention of raising awareness to implicit biases, implementing strategies to mitigate the effects of those biases, and modifying instruction, both at the individual and class levels, to ensure equity and full access to instruction.

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 difference between budgeted and estimated actual expenditures.

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

To meet target Goal 1.1 of 95% learner survey completion, time was dedicated during the school day. For those learners that were not present during that time, individual learners were identified and asked to complete the survey in the administration office.

We have made significant progress for goals 1.4 and 1.5 (MAP assessments/disaggregation). Adding a new test administration opportunity during the winter, and maintaining consistency with the scheduled MAP Growth assessment windows (fall and spring) has helped establish a more structured and intentional testing environment for learners. This routine has better prepared students for the CAASPP testing expectations in the spring. ACLC's Year Three MAP participation rate goal was met in Year Two. Staff participated in professional development and coaching around the independent disaggregation of MAP data to improve instruction and MAP and CAASPP scores. Reintroduction of targeted Tier 1 supports, such as middle and high school free math tutoring services, Math- and ELA-focused Academy classes, and better scheduled project periods provide greater academic intervention and executive functioning support.

While the universal delivery of Project-Based Learning units remains a challenge, our middle school facilitators engaged in high-quality PBL professional development and completed the creation of an interdisciplinary project-based learning unit on the Roman Empire, which was delivered in April-May 2026. To meet the Year 3 outcome for goal (1.6) of the delivery of two PBL units in each course, additional professional development is required.

For goal 1.8, ACLC has made significant strides in improving the implementation and use of IXL across our Math, ELA, and Academy courses. During Academy classes, all learners are required to complete 15 minutes of IXL each period, which is tracked by facilitators. IXL continues to be utilized as a supplemental resource during middle school, Algebra 1, Geometry, Algebra 2, and Pre-Calculus courses, as well

as high school ELA courses. Facilitators for these courses have been trained to analyze IXL data to determine performance gaps and improve instructional practices.

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.

We will continue to administer MAP Growth assessments three times a year (Fall, Winter and Spring). Adding a spring assessment provided a more complete picture of student progress over the full academic year, identified students needing additional support before summer, and tracked growth more accurately, particularly for historically underserved student groups. Expanding targeted Tier 1 supports through the introduction of Math- and ELA-focused Academies, middle school and high school math tutoring service, and improved scheduling of project periods are strengthening academic intervention and executive functioning support.

There will be a renewed focus on providing structured, ongoing coaching for department leads and reestablishing clear PD strands aligned to instructional priorities. In response to shifting student demographics, a change in leadership, and reflection on current implementation, ACLC continues to reexamine PBIS and expand social-emotional learning (SEL) supports, particularly at the high school level, where Tier 1 systems have been less effective in the past. Kick-board was discontinued due to budgetary constraints and limited usage, but an alternative, internal system for tracking discipline referrals and behavior data has been implemented to better identify student needs and inform interventions.

**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** | Professional Development Time for Data Analysis and Instruction | We will allot time in professional development to instructing facilitators in how to access and understand various data points<br><br>Moving forward, we will require that all facilitators implement at least two high quality PBL benchmarks each semester (approximately one per quarter) and will have them bring granular data from one of those to PD for analysis. | $68,957.00 | No |
| **1.2** | Equity focused PD | We will continue to offer equity focused professional development so that facilitators have strategies with which to respond when they determine that there is an inequitable outcome happening in their classroom. Facilitators | $106,902.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | will be guided in doing personal, introspective equity work, as well as develop more tools for their toolboxes for responding to equity concerns<br><br>1. Continue to voice in writing, public documents, and with learners, families, and staff that equity and anti-racism is key to our mission statement<br>2. Reflect by analyzing past recommendations from administration around PD, Accountability, and Curriculum and identify components already implemented, make plans to monitor and evaluate their outcomes.<br>3. Identify new components of improving equity and anti-racism for the 2024-25 school year including building relationships and interconnectedness across intersectionality.<br>3. Create regular opportunities for the ACLC Team to gather feedback and input regarding the<br>process and goals, and make further recommendations<br>4. Continue to hire and work with outside professionals in order to move this work forward when our staff internally cannot or should not be leading the work due to race, ethnicity, and power dynamics within the workplace | | |
| **1.3** | Services for Students with Disabilities | The Special Education Department will continue its emphasis on providing quality professional development (PD) opportunities for both certificated and classified staff to build capacity for providing high quality instructional opportunities for students with disabilities.<br>ACLC will continue to review the most appropriate course options, particularly for secondary students with disabilities, to improve graduation rates and ensure access to all courses necessary for UC ag graduation. Students that are on a certificate of completion track, needing modified curriculum, will have full access to all UC a-g courses.<br>ACLC will increase training and support for Individual Education Plan (IEP) required Transition Plans, including the linkage of those plans to student educational programming as well as expand the training for EL learners. | $803,419.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.4** | Instructional Focus on Tier 1 instruction/intervention | 1. ACLC will continue ongoing and continuous professional learning focused on strengthening Tier 1 instruction (equity levers/priority standards and proficiency scales) and MultiTiered Systems of Support (MTSS).<br>2. ACLC will continue to provide differentiated supports to staff to improve student/staff relationships, school climate, and academic success.<br>3. Professional development offered through the Special Education Department will continue to focus on best practices for English Learners (EL) with disabilities, and will include ongoing data review and monitoring<br>4. ACLC will ensure that staff receives intensive support in Equity and Inclusion, Project Based Learning training, Trauma-Informed Practices, meeting Common Core Standards, PBIS, and MTSS.<br>5. Professional development to build site capacity in mathematics and literacy will continue. The English Language Arts (ELA) and Mathematics Departments will recieve coaching from administration as well as from their department leads. | $495,268.00 | No |
| **1.5** | Instructional Resources and Materials | ACLC will continue to identify and provide standards-aligned culturally relevant instructional materials and resources. The Technology Department will continue to work with schools on digital device needs and ensure access for all learners for learning purposes. New devices or parts will be purchased to replace broken or lost devices. This includes Chromebook parts, warranties, and whiteboards ACLC will continue to provide access to MAP and IXL as means for gathering data around academic progress. PD will continue to be provided around usage and best practice related to MAPS and IXL | $93,342.00 | No |
| **1.6** | Hire and Retain Diverse Classroom Teachers, Certificated Support Personnel, and Site Administrators - All Students, Students w Disabilities, African American, Latino, English Learners, | ACLC will increase quality of the teacher applicant pool through targeted outreach and support:<br>1. Recruitment events hosted by colleges and universities with large percentages of minority students.<br>2. Offering early employment contracts to high-quality, diverse candidates in hard-to-staff areas (Math, Science, and Special Education).<br>3. Regularly monitoring potential barriers to the initial and continued employment of diverse candidates. | $1,045,871.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | Foster, Homeless, Low Income Students | 4. ACLC will recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents and staff.<br>5. ACLC will continue to provide all departments with general supplies and operating expenses. | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Support learners in becoming college and career ready | Maintenance of Progress Goal |

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

ACLC continues to align resources--human, financial, and programmatic--to ensure that all learners are given access to standards-aligned instruction that will prepare learners for the diverse rigors of college, as well as to information and personalized support in learning about college and career success.

Through a relentless focus on Common Core Standards, and a continual push to combine appropriate rigor and scaffolding supports, we will work to ensure our staff deeply understand and are actively teaching relevant standards. Given our project-based learning approach, this means focusing on standards-aligned projects that engage learners in authentic demonstrations of learning.

Through a combination of staffing, curriculum choices, scheduling, and school-wide events, we will ensure that learners graduate eligible and prepared for four year college and for meaningful career options. We will also expose learners to a variety of career choices and their associated pathways by the time they graduate from ACLC via curriculum, field trips, special education, and counseling staff activities.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | University of California eligibility upon graduation. (Exception for learners with IEPs on | In 2023-2024, 97.3% of learners are UC eligible (excluding learners with IEPs on alternate graduation paths) | 98% of learners are UC eligible (excluding learners with IEPs) as tracked by those | 93% of learners are UC eligible (excluding learners with IEPs) as tracked by those | Maintain a minimum of 95% of learners being UC eligible (excluding learners | 2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | alternate graduation pathways) | | on ACLC Graduation Requirements versus State Standards. | on ACLC Graduation Requirements versus State Standards. | with IEPs on alternate graduation paths) | |
| 2.2 | ACLC Graduation Requirements | In 2023-2024 97.5% of graduating learners have completed ACLC's additional graduation requirements (college class, senior project & presentation, internship, senior website portfolio) | 85% of graduating learners have completed ACLC's additional graduation requirements | 93% of graduating learners completed ACLC's additional graduation requirements (college class, senior project & presentation, senior website portfolio) | 98% of graduating learners will have completed ACLC's additional graduation requirements (college class, senior project & presentation, senior website portfolio) | 5% |
| 2.3 | College/Career Preparedness | For the 2022-2023 school year, 64.7% of learners are reported as being prepared for College/Career according to the CA Schools Dashboard | For the 2023-24 school year, 71.8% of learners are reported as being prepared for College/Career according to the CA Schools Dashboard | For the 2024-2025 school year, 63.6% of learners were reported as being prepared for College/Career according to the CA Schools Dashboard | 80% of learners will be reported as being prepared for College/Career according to the CA Schools Dashboard | 16.4% |
| 2.4 | Career Preparation | During the 2023-2024 school year, 11th/12th graders has two exposures to career preparation and 6th-9th graders had one exposure to career preparation | Met | Met | All learners will have at least two exposures to career preparation annually | Met |
| 2.5 | College Going Culture | During the 2023-2024 school year, 7th, 9th, 11th, and 12th graders | All grades apart from 6th and 7th graders have | All grades apart from 6th and 7th graders have | Learners at all grade levels will participate in a | Grades 6 and 7 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | participated in college visits. | participated in college visits | participated in college visits | college trip or activity annually. | |
| 2.6 | College Courses | In 2023-2024, graduating learners have passed an average of 7.5 college classes while a student at ACLC | 11% of graduating learners have passed two or more college classes while a student at ACLC. | 70% of ACLC learners have completed one college class. The remaining learners are on a State Standards diploma, and are not required to complete a college course. Overall, 7% of ACLC learners have completed two or more college courses. | Graduating learners will maintain an average of at least 4 college classes while a student at ACLC | ~100% |
| 2.7 | Project Based Learning Proficiency | In the 2023-2024 school year, 75% of facilitators are proficient in designing and implementing standards-aligned project-based learning | 85% of our facilitators are proficient in designing and implementing standards-aligned project based learning. | Met | 90% of facilitators are proficient in designing and implementing standards-aligned project-based learning | Met |
| 2.8 | Access to College Counseling | In the 2023-2024 school year, whole class college counseling began in the second semester of 8th grade and individual counseling began second semester of 10th grade | Met | Met | Learners will begin receiving whole class college counseling during the first semester of 8th grade and will begin receiving individual college counseling during the first semester of 10th grade | Met |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.9 | College/Career Preparedness Equity | In 2022-2023 there was a 16 percentage point difference between the college/career preparedness scores of socioeconomically disadvantaged and non-disadvantaged learners | In 2023-24 there was a 17.3 percentage point difference between the two groups of learners | In 2024-2025 there was a 10.5 percentage point difference between the two groups of learners (63.6%-53.1%) | There will be a difference of 8 percentage points or less between the college/career preparedness scores of socioeconomically disadvantaged and non-disadvantaged learners | 2.5% |

# 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.

As part of our progress with goals 2.3 through 2.6, we revamped the Junior Seminar Class during the 2024-25 school year, and continued to make improvements during the 25-26 school year, to include dedicated units on college and career preparation. This revision included activities such as Career Research assignments, participation in Career Day during Gain Some Knowledge Day, a dedicated Junior Class Career Day, with guest speakers from various career fields, and a day dedicated to preparing junior learners prepare for job interviews with the help of community members. We held college field trips across grade levels to increase early exposure and awareness. Our college counselor organized on-site visits from Peralta community college district, specifically targeting seniors to support them in completing applications, financial aid, and enrollment steps for life after graduation.

We continued to provide training, support, and time for our teaching team to learn about Project-Based Learning, create meaningful, standards-aligned projects, and implement them with our students. PBL units emphasized real-world applications, collaboration, problem-solving, and communication—skills essential for both college and the workforce. For example, in our 12th grade Economics course, the facilitator led the learners through units on career exploration, stocks and life budgeting. This year, middle school staff engaged in three structured PBL cycles of inquiry, meeting in grade-level teams to reflect on PBL design and implementation, using colleague feedback to strengthen project design, increase rigor, and ensure equitable access to authentic learning experiences.

A full-time Center Supervisor was hired to provide consistent supervision and structure in shared student spaces, ensuring a safe and supportive environment throughout the school day.

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.

Material differences between Budgeted and Estimated Actual Expenditures were primarily due to a continued emphasis on campus security, increase in costs for facility maintenance and teacher turnover, which led to a rise in substitute teaching costs.

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

We are making steady, measurable progress towards Goal 2.

For goals 2.1 and 2.2, our COST team meets regularly to identify learners who are at risk of not meeting their ACLC and/or graduation requirements. We then met with individual learners are their families to detail where gaps remain and what learners need to do to ensure that they graduate on time. To better ensure progress in classes, we continually remind learners of office hours times, post office hours in our newsletter, and have modified our learner accountability initiative to include office hours as a consequence of unexcused absences or excessive tardiness.

In terms of early college and career awareness, readiness, and culture (Goals 2.3-2.5), ACLC has increased the number of college field trips across our high school grades, as well as for our 8th graders. We have added additional career days and school visits by members of our community. We added an Honors Chemistry section and Honors Pre-Calculus section, so learners will be more prepared for the rigors of college courses.

Currently, ACLC is beginning its transition from a grades 6-12 to a grades 9-12 school. As part of that transition, ACLC is planning to have all learners in grades 9-12 take two college courses per year, at a minimum. More motivated learners will be able to increase the number of college courses taken during the school year, such that it will be possible to complete ACLC Pathways High School with an associates degree (AA). For example, ninth grade learners will be required to take a "Career and Life Planning" and a physical education course through the College of Alameda, and take additional courses that are based on the learners' interests. To better ensure the success of our learners' academic college experience, we are instituting freshman seminar and sophomore seminar courses during the 2026-2027 school year. We believe that the transition to a Pathways High School will help us improve our ability to achieve the outcome for Goal 2.6.

For goal 2.7, while a professional development cycle of inquiry was in place to support PBL, the change in leadership made it difficult for teams to fully engage in the design and reflection process.  Moreover, staff turnover was another challenge this school year. There were multiple staffing (teacher) transitions in the middle of the school year. This was for various reasons which had a negative impact on learner academic continuity.

While improvements are being made to reduce the college/career preparedness gap between socioeconomically disadvantaged and non-disadvantaged learners (Goal 2.9), there is still work to be done here. All learners have access to all the programs and courses that we offer, but there must be a more targeted approach to college/career readiness for socioeconomically disadvantaged learners.

However, challenges to achieving this goal persist, as credit deficiencies among upper-grade students remains an issue, which impacts these learners' ability to stay on track for graduation and, in turn, affect their college aspirations. Additionally, the transition of the college counselor to a remote role limited in-person availability, making it more difficult for students to build strong, consistent relationships and

access timely support during critical planning periods (Goal 2.8). As such, ACLC will be hiring a full time, on campus College and Career Counselor for the 2026-2027 school year to re-establish in-person relationships with learners, and to motivate them to improve their college and career readiness upon graduation.

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.

Moving forward, PBL planning will begin earlier and be aligned with the year-long instructional calendar to allow for deeper implementation and greater student engagement. Additionally, due to challenges with remote support, the college counselor position will not be rehired in its current form. This change may impact access to individualized college planning support and will require alternative strategies to maintain post-secondary guidance for students.

**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** | College Counseling | Continue with our College Counselor at 32 hours a week in order to support college and career preparation via whole group and small group presentations and 1:1s with learners and families.<br><br>Moving forward, we will...<br>1. Continue college counseling hours at approximately 30 hours/week.<br>2. Revise and update the College & Career Scope & Sequence document that<br>plainly outlines the various opportunities to increase college & career knowledge and skills at each grade level of our school<br>3. Increase the career offerings and opportunities for our learners so that 3 options are available.<br>4. Continue to provide group sessions on college and career topics for our middle and high school learners and families<br>5. Increased support to learners and families with enrollment in the Peralta community college system. | $31,871.00 | No<br><br>Yes |
| **2.2** | Emphasis on standards-aligned | Provide PBL trainings and leveled professional development to all facilitators. Monitor classroom instruction for standards-aligned PBL instruction and provide coaching to move practice. | $253,975.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | Project-Based Learning (PBL) | STANDARDS-ALIGNED PROJECT BASED LEARNING (PBL):<br>Moving forward, we will...<br>1. Ensure that new-to-ACLC facilitators get trained in the 3 learning goals and 7 components of Gold Standard PBL<br>2. All core classes are based in a research-backed, standards-aligned curriculum. We will use Illustrative Mathematics for math instruction, Lab Aids for science, Teachers' Curriculum Institute for history, and Common Literature for English Language Arts<br>3. Provide quarterly opportunities for facilitators to learn about and collaborate around PBL, including data analysis of benchmarks, and how the ACLC PBL focus can best fit with standards-aligned instruction<br>4. Update the project calendar for internal use so that we can identify gaps in projects for our learners and ensure they have a high quality experience in each grade level<br>5. Offer to pay for the June 2025 PBL Works conference for all interested facilitators | | |
| **2.3** | College & Career Scope & Sequence | Our college counselor and admin team will continue to work with our school counselor to review and revise the college and career scope and sequence that outlines key events, information sessions, or support at each grade level that helps expose our students to college and career information. Examples of these types of events include: Financial Aid/FAFSA Night, UC vs. CSU Info. Session, grade level appropriate exposure to colleges, trade schools and other post high school opportunities.This document will be shared with all parents and learners so they know which supports they will receive each year. This is a continued goal to steadily increase the number of college and career offerings each year over time. These events will be in addition to the small group meetings and the 1:1s that they already have with our learners and their families, but will ultimately hold us accountable for this important "college and career preparation" focus of our school and our LCAP goals<br>ACLC will continue to support learners enrolling in dual-enrollment courses. | $57,594.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| **2.4** | School Safety | 1. ACLC will ensure that school safety and security continue to be a priority that is monitored by school staff including the annual update of School Safety Plans. Support will include training opportunities for all staff on the plan and emergency response procedures. 2. Emergency communications upgrades through "Share911" will continue as planned. Facilities will be safe and well maintained. | $254,629.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Ensure that learners have access to effective services, supports, and interventions | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

ACLC values our diverse community. As our demographics change and we increasingly accept learners who are behind in literacy and numeracy skills, it is crucial that we have plans in place to meet their needs. As such, we will continue to align resources to better support all learners in becoming college and career ready. Furthermore, our learners come to us with a varying levels of need and skills in regards to social-emotional and behavioral support.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Failing grades | In 2023-2024, 10.4% of learners finished S1 with a GPA below a 2.0 | In 2024-25, 7.4% of learners finished S1 with a GPA below a 2.0 | In 2025-2026, 8% of learners finished S1 with a GPA below a 2.0 | 5% of less of learners will finish a semester of the year with a GPA below a 2.0 | 3% |
| 3.2 | MTSS Tracking | In 2023-2024, our current MTSS tracking tool has not been updated consistently, making it difficult to quickly access information about a learner's current need for support (tier 1/2/3) | Met | Met | Our MTSS process will be refined and any tracking document will be kept regularly updated, making it easy to quickly access information about learners' | Met |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | and/or quickly identify what supports are in place for that learner | | | needs and what supports are in place for that learner. | |
| 3.3 | Suspension rate | In 2023-2024, the suspension rate for all students was 2.4% | In S1, 2024-25, the suspension rate for all students was 4.4% | In 2025-2026, the suspension rate for all students was 2.9% | Maintain a suspension rate at or below 2.5% | 0.4% |
| 3.4 | Academic Intervention | In 2023-2024, ACLC implemented one school-wide academic intervention (MAS). | ACLC are holding weekly office hours/MAS, and have academy's in the Master Schedule designed for academic intervention and credit recovery. | Met | ACLC will implement 2-3 school-wide or department-wide academic interventions. | Met |
| 3.5 | Reclassification Rate | In 2022-2023, ACLC reclassified 38.5% of English Learners. | In 2023-24, 50.2% of English Learners were reclassified. 11 ACLC learners were reclassified (6%) during the 2023-24 school year. | In 2025-2026, 14.2% of learners were reclassified | ACLC will maintain an annual EL reclassification rate of at least 20% | 5.8% |
| 3.6 | SBAC English Score | In the 2022-2023 school year, socioeconomically disadvantaged leaners performed 30.7 points below the average. | In 2023-24, socioeconomically disadvantaged learners performed 24.6 below standard. | In 2024-2025, socioeconomically disadvantaged learners performed 5.3 points below standard. | Socioeconomically disadvantaged learners will perform within 15 points of the average. | Met |
| 3.7 | MAP Score Improvement (Fall to Winter) | In the 2022-2023 school year, the percentage of learners in the bottom two quintiles on the | Winter 2023-24 to Winter 2024-25, the percentage of learners in the | Winter 2024-25 to Winter 2025-26, the percentage of learners in the | The percentage of learners in the bottom two quintiles on the | 14% (math), 21% (reading) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | NWEA MAP assessment decreased by 8.8% in math and 21% in reading from the fall to winter | bottom two quintiles on the NWEA MAP assessment has decreased by 6% in math and 7% in reading. From Fall 2024 to Winter 2024-25, there has been a 2% decrease for both math and in reading, | bottom two quintiles on the NWEA MAP assessment has decreased by 1% in math and 1% in reading. From Fall 2025-2026 to Winter 2025-26, the percentage of learners in the bottom two quintiles on the NWEA MAP assessment has decreased by 1% in math and 4% in reading. | NWEA MAP assessment will decrease by 15% in math and 25% in reading from the fall to winter | |

# 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.

All ACLC learners continue to have access to a broad course of study, which we ensure through our ACLC Diploma / graduation requirements and counselor graduation progress checks, our dual enrollment program and partnership with the Peralta Colleges, use of common core curriculum aligned to CA Education Code, use of external assessments, and services for learners with 504s and special education needs. Our facilitators deliver math content through Illustrative Math and CommonLit English Curriculum. We continue to offer appropriate services and the right to FAPE for all of our learners, including those experiencing homelessness, emergent English speakers, those who qualify for free/reduced lunch, and those with 504 plans and IEPs. Our special education director, case managers, paraprofessionals, counselors, office and administrative teams, work to support our push-in model that ensures all learners having access to our curriculum and graduating above the threshold required for admission to the UC and CSU systems.

Facilitators have 3-5 Universal Design for Learning (UDL) Strategies for our instructional "toolkit". The expectation is that all facilitators adopt these strategies in their classrooms and teaching practice to further support Tier 1 interventions at ACLC. UDL supports effective and inclusive instruction that ensures that all learners can access appropriate interventions and services based on their individual needs. We dedicated professional development time for departments to collaboratively develop lessons aligned with our AIM (ACLC Instructional

Model). We continue to use Mastery Based Grading to ensure that all students have equitable access to the supports necessary to meet learning goals. Facilitators are also required to host two support sessions (office hours) after school each week. ACLC assigns learners to these office hours based on the grades and skills in their courses with a data pull from PowerSchool and MAP data. Additionally, a weekly D/F list (NSE/1.5) is pulled from PowerSchool and posted for faculty to help coordinate targeted interventions.

Learners who require additional support are triaged through our Multi Tiered System of Support. As part of Goal 3, a key objective is to improve how we identify and support these learners through a more effective COST process.Through our COST (Coordination of Services Team - SpEd and GenEd collective) team this year, ACLC refined the MTSS process to better serve our students. We revamped our MTSS handbook with an external consultant which helped streamline our processes, clarify roles, and have student-centered interventions become more consistent. We wanted to shift from a reactive model—where teachers often turned to the Learning Support Team (LST) as a last resort—to a proactive, collaborative framework. One of the ways we did this was create and implement a data tracking system, while also refining our referral process. Our Mental Health Services Manager held several PD workshops over the year to go through the COST process.

For goal 3.3, we have focused on restorative justice practices to foster a more inclusive and supportive learning environment. With the guidance of an outside consultant, we provided targeted professional development and increased the use of community circles and practices. Our COST team was intentional in redirecting facilitators to address root causes of behavior, not just outcomes.

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 difference between budgeted and estimated actual expenditures.

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

Progress toward ensuring access to effective services, supports, and interventions has improved considerably, but continued work needed to improve consistency and equity. A revised MTSS handbook provided a more predictable system intended to balance individual learner needs with school-wide priorities. The new COST data tracking system has reduced over reliance on the Learning Support Team (LST), and implementation has been more consistent. That said, there is still work to be done in terms of bringing staff and leadership up to capacity to ensure full adoption. To improve effectiveness, we have built time into the PD scope and sequence for referral training, outreach strategies, and for grade-level collaboration to discuss learner needs and concerns.

In terms of equity, disproportionate patterns persist—white learners were more likely referred for academic issues, while students of color were more often referred for behavioral concerns. There was also a high volume of self-referrals—learners independently seeking support outside the classroom with a trusted adult on campus—and parent-initiated requests, totaling approximately 40–60 cases. While self-referrals show student agency and trust in staff, a high volume suggests that many learners bypassed classroom-based Tier 1 support. This reflects a more reactive approach to intervention.

End of year survey data reflected that only 78.1% of learners believed discipline was handled fairly, and suspension rates have decreased. This signals a positive trend, as we have improved our Restorative Justice (RJ) initiative though our Judicial Committee, which have been embedded throughout the ACLC culture and system-wide framework. Learners also relied on conversations and relationships with individual, trusted staff members outside the classroom when challenges or disputes arose. The addition of three counseling interns this year, who are available three days a week, has expanded our capacity for small-group work and individual counseling. This added support strengthened Tier 2 interventions within the COST and RJ systems, allowing for more timely and sustained response to learner needs.

MAP growth data points to the need for more coherent instruction and stronger learner-teacher relationships. IXL, implemented across all grade levels, provides skill-based practice aligned to MAP, but its impact relies on intentional use and integration into instructional planning. Now in our third year of Mastery-Based Grading (MBG), we've seen its potential to drive skill-focused learning and targeted support, but there is still a need for ongoing professional development and department-level coaching.

There is also a clear need for an adopted, site-aligned ELD curriculum to better support English Learners' academic language growth to better ensure equitable access to standards-based instruction across grade levels.

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.

To strengthen progress toward Goal 3, we will continue to review our processes and bolster key changes that we have made. Grade-level teams will continue to have structured time to review COST referrals and plan interventions, supported by targeted PD to improve Tier 1 and Tier 2 consistency.  Restorative justice practices will be systematized through a shared calendar, and new counseling interns will expand capacity for small-group and individual support.

To improve instructional alignment, our faculty will continue to receive coaching on consistent implementation of Mastery-Based Grading (MBG), and IXL use will continue to be more closely tied to MAP data. We will continue to offer Academy classes, which focus specifically on improving MAP Reading and Math scores. Finally, we will provide targeted, standards-aligned language support for English Learners embedded within general education, rather than as a separate service.

**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** | Instructional Model | We will work to identify, learn, and practice our "AIM" - an acronym for "ACLC Instructional Model." The goal is to establish and agree upon a core set of pedagogical components that make up good teaching practice at ACLC while acknowledging that standards-aligned and Project Based Learning require different approaches. | $244,331.00 | No<br>Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Moving forward, we will...<br>1. Name and identify a need for common approaches to instruction at our school, rooting this need in the developmental needs of learners for consistency and predictability.<br>2. Develop a shared list of the components of our instructional model (example: Hook/Launch, Content Delivery, Practice & Processing in whole class, as a small group, and individually, Closure/Exit Ticket).<br>3. Conduct lesson plan audits and classroom visits to ensure that these instructional delivery model components are finding their way from professional development (PD) into the lesson plans and classrooms.<br>4. Provide a menu of PD options for facilitators who require support in ensuring these practices are implemented in their classes. | | |
| **3.2** | Revise MTSS Processes and Documentation | 1. We will work to streamline our MTSS processes such that the documentation and process itself are refined and captured in a centralized place and updated at least monthly<br>2. Developing a system to use data analysis and capture a comprehensive snapshot of a learner over time will allow for the team to easily determine learners in need of additional intervention and know what interventions a learner is receiving or has received in the past.<br>3. We will work toward data collection that will enable us to be able to assess the efficacy and impact of interventions. | $44,658.00 | No<br>Yes |
| **3.3** | Restorative Practices Implementation | 1. Dedicate professional development time to refine and increase restorative practices implementation via facilitator use in classrooms<br>2. Provide training to facilitators and learner representative to integrate restorative practices into our Judicial Committee system. | $64,658.00 | No<br>Yes |
| **3.4** | Counseling Groups | ACLC will build out their Tier 2 counseling supports through the development of counseling groups based around a common need, increasing counseling access for learners in need | $133,723.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.5** | Comprehensive Counseling Program | ACLC will continue to support site capacity with the implementation of comprehensive 6-12 counseling services that increase academic, social-emotional, and college/career/community readiness, inclusive of research-based, social emotional approaches, and a multi-tiered system of support (MTSS).<br>1.Comprehensive school counseling plans will be monitored in order to create action plans that are responsive to student needs and promote students' academic, social-emoitional, and college readiness.<br>2. Administration will provide time to revise school discipline protocols in collaboration with integrated site support teams where relevant.<br>4. ACLC will continue to work on developing focused actions to reduce the disproportionality of disciplinary actions experienced by all students, with a specific focus on students with disabilities and learners of color.<br>5. ACLC will continue to build capacity for the implementation of Positive Behavioral Intervention & Supports (PBIS) and restorative justice strategies in order to teach students social-emotional competencies and behavioral expectations with increased clarity. ACLC will establish procedures to require the review of behavior supports/behavior plans at the first suspension and on an ongoing basis, based on data collected from staff.<br>4. ACLC will continue to monitor suspension and expulsion data, attendance, and chronic absenteeism. The Family & Learner Liaison will make data available to appropriate classroom facilitators in order to continue to support the improvement cycle and provide preventative services and responsive resources as appropriate for all students under an MTSS framework.<br>5. ACLC will continue to support site capacity with the implementation of comprehensive 6-12 counseling services that increase academic, social-emotional, and college, career, and community readiness inclusive of research-based social-emotional approaches, a MultiTiered System of Support (MTSS). Comprehensive school counseling plans will be monitored in order to create action plans that are responsive to student's needs and promote students' academic, social-emotional, and college readiness. | $41,976.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| **3.6** | English Language Learner Monitoring | ACLC will stipend a position to provide ELD Coordination throughout the year, including but not limited to monitoring learner progress toward reclassification. communicating with learners about their progress toward reclassification, and liaising with families about the reclassification process and their learners' progress. | $23,450.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | Promote engagement through connection and belonging for our diverse learners and families. | Focus Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

ACLC has a very diverse student body, in terms of the socioeconomic and racial/ethnic backgrounds of our learners: English Learners (13%); Socioeconomically Disadvantaged (42.5%); Students with disabilities (17.4%); African American (15.5%); Asian (24.9%); Hispanic (20.2%); White (20%). The success of the ACLC community relies heavily on the connections that our learners make with each other, and, more broadly, the connections our entire community makes with each other. As a small school, community is key to our success as an institution. Therefore, promoting engagement through connection and belonging for our diverse learners and families is a goal that we continually strive toward.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Student Belonging | In 2023-2024, 88.5% of learners reported that they feel like they belong at ACLC on the mid year learner survey. Results disproportionately low for Latinx & | At least 91.5% of learners reported in two surveys that they feel like they belong at ACLC. I like they belong at ACLC. 32% of Latinx & 24% of African American | In 2025-2026, at least 90% of learners reported in two surveys that they feel like they belong at ACLC. There remains racial disproportionalities | At least 92% of learners will report that they feel like they belong at ACLC. No racial disproportionalities will be present | 2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Arabic/Middle Eastern learners | learners disagreed, compared to 12% of White learners. | among our Arabic and Filipino groups; however, our Asian (92%), African American (82%), Latinx (88%), and White (87%) populations sense of belonging has improved. | | |
| 4.2 | Connection to staff | In 2023-2024, 81.5% of learners reported that they have at least two adults on campus that they trust, as reported in the midyear learner survey. | 87.7% (Mid Year Learner Survey) and 94.9% (EOY Survey) of learners reported that they have at least two adults on campus that they trust. | 87.9% (Mid Year Learner Survey) and 89.7% (EOY Survey) of learners reported that they have at least two adults on campus that they trust. | At least 90% of learners will report that they have at least two adults on campus that they trust. | 0.3% |
| 4.3 | Peer Acceptance | In 2023-2024, 8.3% of learners reported that their culture, race, gender identity, and/or religion were not accepted by other learners. These learners were disproportionately African America, Latinx, Indigenous/First Nation. or Arabic/Middle Eastern | 9.7% (Mid Year Learner Survey) and 0% (EOY Survey) of learners reported that culture, race, gender identity, and religion are not accepted by other learners. | 0.4% (Mid Year Learner Survey) and 1.9% (EOY Survey) of learners reported that culture, race, gender identity, and religion are not accepted by other learners. | 5% of fewer of learners will report that they are not accepted by other learners with no racial/cultural disproportionality | Met |
| 4.4 | Affinity/Cultural Events | In 2023-2024, ACLC held 4 school day affinity/cultural celebrations and 4 family affinity/cultural events | ACLC held 6 school day affinity/cultural events, and 3 family | ACLC held 6 school day affinity/cultural events, and 3 family | ACLC will hold at least 6 school day affinity/cultural events and at least 5 family | Met school day affinity/cultural events goal; gap of 2 family affinity/cultural events |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | affinity/cultural events | affinity/cultural events. | affinity/cultural events | |
| 4.5 | Chronic Absenteeism | In 2022-2023, 9.4% of learners were chronically absent | In 2023-24, 10% of learners were chronically absent. Truancy letters and SARTS are being held to improve absenteeism and truancy for 2024-25. | In 2024-2025, 22% of learners were chronically absent. In 2025-2026, 23.5% of learners were chronically absent. Truancy letters and SARTs are being held to improve absenteeism and truancy for 2025-2026. | Less than 7% of learners are chronically absent. | 16.5% |
| 4.6 | Family survey participation | In 2023-2024, only 6.9% of families responded to the annual family survey | In 2024-25, the response rate was 12.46% of the annual family survey | In 2025-2026, 13% of families responded to the annual family survey. | At least 40% of families respond to the annual family survey | 27% |

# 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.

To advance equity and belonging at ACLC, we continued to strengthen our High School leadership program and began the year with our JEDI (Justice, Equity, Diversity, and Inclusion) professional development, specifically focused on anti-bias training for our facilitators, paraprofessionals, and counseling interns. Over five workshops, we focused on building stronger connections among facilitators, examining bias, and fostering more inclusive relationships with learners. This work supports our AIM instructional model by creating the trust and connection learners need to fully access and engage with the curriculum.

High school leadership organized campus-wide heritage month celebrations. Black Excellence, Arab American, Women's History, APIDA, Pride, and Latinx were all honored through both advisory lessons and school-wide activities. School events were open to all families, which brought our community closer together. We continue to expand opportunities that build joy, connection, and school spirit. This includes clubs (bevies), team-building activities, learner vs. staff spirit games, attendance BBQs, and an attendance Boba tea event. Grade-level field trips and retreats, such as the 6th grade Hannah Camp trip and a HS leadership retreat, provided additional opportunities for bonding and

belonging. Contemporary Community Citizenship (CCC), our advisory program, was composed of mixed-grade groups with the goal of fostering peer collaboration and stronger cross-grade relationships. This efforts support Goal 4 by creating more inclusive spaces for connection, dialogue, and shared community-building among learners of different ages. Ongoing recognitions like “Hawk of the Week” helped celebrate individual learners and reinforce a positive school culture.

In addition to building connections, we implemented systems to support shared accountability and community responsibility. We continue to hold tardy sweeps and were more consistent with implementing “give back” time (detention) to reinforce expectations around attendance and behavior. We continued with Judicial Committee (JC), a long-standing elective at ACLC, that allows any learner to “write up” peers or facilitators for violating community rules. While this process is rooted in learner voice and restorative practices, it requires clear guardrails and consistent facilitation to function equitably. Advisory was also used intentionally to address issues such as vaping and bullying, creating space for proactive conversations about respect and safety within the community.

Finally, we continue to consistently use ParentSquare, a communication platform with built-in translation features to better support our multilingual community.

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.

The change in budgeted versus actual expenditures was influenced by an administrative reconfiguration that adjusted staffing allocations. Additionally, the successful adoption of ParentSquare significantly reduced the need for contracted translation services, resulting in lower actual costs.

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

We continue to build on the successes of our high school leadership, with improved systems and greater facilitator support, resulting in a more diverse and representative group. Their overnight retreat to plan and improve school-wide events to support enrollment and retention proved successful; this year it was held earlier in the school year to maximize impact. While heritage events and learner-led initiatives grew this year, there is a clear need to expand club offerings to better reflect the diverse interests and identities of our student body and increase opportunities for connection.

Several mid-year actions showed promise in improving engagement and accountability. Tardy sweeps, introduced in the second semester, were well received by facilitators and helped reset expectations around attendance and tardiness. Chronic absenteeism remains a significant challenge. The attendance BBQ, which recognized learners who reached a 95% attendance rate (aligned with ADA goals), was well received. This success highlights the impact of positive recognition and the need for more consistent, engaging attendance-focused incentives. “Give back” time was more consistently implemented this year, and fully facilitated by ACLC administration. Additionally, while initial JEDI professional development helped foster awareness and connection, there is a clear need for a more robust and sustained PD plan next year to deepen equity work and build consistency across the school.

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.

Our new learner accountability system facilitated more efficient record keeping, and allowed ACLC administration to more effectively mete out discipline. Tardy sweeps effectively deterred an increase in tardiness, and was directly connected to Give Back time. Without a Dean of Students, we had to adjust how we implement certain actions—particularly around behavior support, attendance follow-up, and restorative practices—by distributing responsibilities across the leadership team and strengthening site-wide systems.

**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** | Professional Development | Staff will continue to receive regular professional development around topics of diversity, equity, anti-racism and inclusion and be provided resources to deepen their understanding of the work. Examples include but are not limited to: 1. Thinking through how to include diversity of voice in the instructional materials 2. Group learning the history of Indigenous people, people of color, and the LGBTQ community through a multitude of opportunities 3. ensuring equity of voice in all spaces in ACLC, 4. identify and remove barriers to inclusive engagement, 5. cultivate an inclusive community | $102,761.00 | No |
| **4.2** | Orientation programing - All | ACLC administration will develop and lead more structured and purposeful orientation programming for the 6th and 9th grade that utilizes older peers as mentors. The Assistant Lead and Dean will collaborate and coordinate these experiences with intentionality around learners feeling connected to school and their peers. Ongoing throughout the year, the peer/mentor relationships will have opportunities to reconnect and strengthen building cross-age alliess and supports within the school. | $19,658.00 | No |
| **4.3** | Administrative Support | ACLC's Dean of Students will support a positive school culture, including helping learners to plan cultural based clubs, events, and celebrations.<br>In conjunction with the Lead Facilitator and Assistant Lead Facilitator, the HS Leadership will liaise with the cultural based clubs to offer support for events and create connections across student groups. | $93,576.00 | No<br><br>Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **4.4** | Advisory Program | ACLC will continue the development and roll-out of a formal advisory program to support learner development of skills such as empathy, respect, conflict resolution, self-awareness, relationship skills, responsible decision making, etc. | $23,501.00 | No<br>Yes |
| **4.5** | Interpretation/Translation ELL | Key documents for families/students will be translated and available in Spanish, Mandarin, and Arabic.<br>Interpretation will be provided for school wide events as needed. | $8,181.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 5 | | |

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|

## 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.

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.

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

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 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 |
|---|---|---|---|---|

# 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 |
|---|---|
| $261828 | $ |

**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 |
|---|---|---|---|
| 9.480% | 0.000% | $0.00 | 9.480% |

**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 |
|---|---|---|---|
| **2.1** | **Action:**<br>College Counseling<br><br>**Need:**<br>Additional and earlier access to information about college and career options<br><br>**Scope:**<br>Schoolwide | The 1:1 meetings will allow for the individual needs of unduplicated pupils to be met and provide sufficient time for families to have their questions about college. All learners benefit from the information provided by the presentations and benefit from the individualized attention that the 1:1s provide. | College and Career preparedness indicator, A-G completion, number of college classes taken |

| 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 |
|---|---|---|---|
| **3.1** | **Action:**<br>Instructional Model<br><br>**Need:**<br>A stronger tier 1 academic program that has embedded entry points and scaffolds will result in fewer learners needing Tier 2/3 academic interventions.<br><br>**Scope:**<br>Schoolwide | Unduplicated pupils will have greater access to the general curriculum. These strategies benefit all learners and especially those who need additional academic support. They are to be provided class-wide. | Admin will conduct lesson plan audits and classroom visits to ensure that these practices are finding their way from Professional Development and into lesson plans and classrooms. |
| **3.2** | **Action:**<br>Revise MTSS Processes and Documentation<br><br>**Need:**<br>Access to appropriate and effective Tier 2 and 3 interventions when needed.<br><br>**Scope:**<br>Schoolwide | These learners will be included in the regularly scheduled progress monitoring. Any learner may need Tier 2 and 3 supports at various times. | COST team meeting notes; analysis of learners receiving interventions, duration and dosage, and impact of the assigned interventions. |
| **3.3** | **Action:**<br>Restorative Practices Implementation<br><br>**Need:**<br>Tier 1 and 2 behavior support and skill development<br><br>**Scope:**<br>Schoolwide | Restorative practices help to set a strong underpinning for tier 1 behavior support and provide some specific tier 2 responses for when learners need additional support with their behavior. All learners benefit from this orientation towards behavior and behavioral skill building. | Suspension rate |
| **4.3** | **Action:**<br>Administrative Support | The Dean of Students will help learners to develop these participation opportunities and learners of all | sense of belonging, connection to adults, |

| 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:**<br>Opportunities to connect with others sharing their affinities and to learn from and celebrate the affinities of others<br><br>**Scope:**<br>Schoolwide | affinities will benefit from the events and celebrations | acceptance from peers, chronic absenteeism |
| **4.4** | **Action:**<br>Advisory Program<br><br>**Need:**<br>Skill building in social-emotional topics and increased social-emotional skill building in peers<br><br>**Scope:**<br>Schoolwide | An advisory program explicitly teaches social-emotional skills so that learners grow themselves, and also benefit from the social-emotional growth of others | sense of belonging, acceptance by others, chronic absenteeism |

## *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 |
|---|---|---|---|
| **3.6** | **Action:**<br>English Language Learner Monitoring<br><br>**Need:** | By providing information to learners and families about the reclassification process and their progress, they develop agency around achieving reclassification. | Reclassification rate; ELPAC scores |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | English Language Learners success to college and career options is increased with their ability to access English while in school.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(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.

## 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.

| **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 | | |
| Staff-to-student ratio of certificated staff providing direct services to students | | |

# 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 | 2,761,903 | 261828 | 9.480% | 0.000% | 9.480% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $3,023,736.00 | $620,379.00 | $265,602.00 | $102,584.00 | $4,012,301.00 | $3,211,665.00 | $800,636.00 |

| 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 | Professional Development Time for Data Analysis and Instruction | All<br>ELs, African American, Students w/ Disabilities | No | | | | | $68,957.00 | $0.00 | $67,607.00 | $1,350.00 | | | $68,957.00 | |
| 1 | 1.2 | Equity focused PD | All<br>English Learners, African American, Students w/ Disabilities | No | | | | | $105,552.00 | $1,350.00 | $105,552.00 | | | $1,350.00 | $106,902.00 | |
| 1 | 1.3 | Services for Students with Disabilities | Students with Disabilities | No | | | | | $803,419.00 | $0.00 | $207,840.00 | $595,579.00 | | | $803,419.00 | |
| 1 | 1.4 | Instructional Focus on Tier 1 instruction/intervention | All<br>Students with Disabilities<br>English Language Learners and African American Students | No | | | | | $452,541.00 | $42,727.00 | $452,541.00 | | | $42,727.00 | $495,268.00 | |
| 1 | 1.5 | Instructional Resources and Materials | All | No | | | | | $0.00 | $93,342.00 | $10,000.00 | | $24,835.00 | $58,507.00 | $93,342.00 | |
| 1 | 1.6 | Hire and Retain Diverse Classroom Teachers, Certificated Support Personnel, and Site Administrators - All Students, Students w Disabilities, African American, Latino, English Learners, Foster, Homeless, Low Income Students | All | No | | | | | $652,605.00 | $393,266.00 | $1,045,871.00 | | | | $1,045,871.00 | |
| 2 | 2.1 | College Counseling | All<br>African American Students, ELLs, Low Income | No<br><br>Yes | Schoolwide | | | | $31,871.00 | $0.00 | $31,871.00 | | | | $31,871.00 | |

| 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 | 2.2 | Emphasis on standards-aligned Project-Based Learning (PBL) | All | No | | | | | $240,852.00 | $13,123.00 | $253,975.00 | | | | $253,975.00 | |
| 2 | 2.3 | College & Career Scope & Sequence | All | No | | | | | $53,881.00 | $3,713.00 | $57,594.00 | | | | $57,594.00 | |
| 2 | 2.4 | School Safety | All | No | | | | | $76,196.00 | $178,433.00 | $254,629.00 | | | | $254,629.00 | |
| 3 | 3.1 | Instructional Model | All | No<br>Yes | Schoolwide | | | | $230,047.00 | $14,284.00 | $62,140.00 | | $182,191.00 | | $244,331.00 | |
| 3 | 3.2 | Revise MTSS Processes and Documentation | All | No<br>Yes | Schoolwide | | | | $44,658.00 | $0.00 | $21,208.00 | $23,450.00 | | | $44,658.00 | |
| 3 | 3.3 | Restorative Practices Implementation | All | No<br>Yes | Schoolwide | | | | $64,658.00 | $0.00 | $64,658.00 | | | | $64,658.00 | |
| 3 | 3.4 | Counseling Groups | All | No | | | | | $133,723.00 | $0.00 | $133,723.00 | | | | $133,723.00 | |
| 3 | 3.5 | Comprehensive Counseling Program | All | No | | | | | $41,976.00 | $0.00 | $41,976.00 | | | | $41,976.00 | |
| 3 | 3.6 | English Language Learner Monitoring | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | | | $23,450.00 | $0.00 | $23,450.00 | | | | $23,450.00 | |
| 4 | 4.1 | Professional Development | All | No | | | | | $101,411.00 | $1,350.00 | $102,761.00 | | | | $102,761.00 | |
| 4 | 4.2 | Orientation programing - All | All | No | | | | | $10,291.00 | $9,367.00 | $19,658.00 | | | | $19,658.00 | |
| 4 | 4.3 | Administrative Support | All<br>African American, Latine, Arabic speakers, AAPI | No<br>Yes | Schoolwide | | | | $58,576.00 | $35,000.00 | $35,000.00 | | $58,576.00 | | $93,576.00 | |
| 4 | 4.4 | Advisory Program | All | No<br>Yes | Schoolwide | | | | $17,001.00 | $6,500.00 | $23,501.00 | | | | $23,501.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **4** | **4.5** | Interpretation/Translation ELL | All English Learners | No | | English Learners | | | $0.00 | $8,181.00 | $8,181.00 | | | | $8,181.00 | |

# 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 |
|---|---|---|---|---|---|---|---|---|---|
| 2,761,903 | 261828 | 9.480% | 0.000% | 9.480% | $261,828.00 | 0.000% | 9.480 % | **Total:** | $261,828.00 |
| | | | | | | | | **LEA-wide Total:** | $0.00 |
| | | | | | | | | **Limited Total:** | $23,450.00 |
| | | | | | | | | **Schoolwide Total:** | $238,378.00 |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| **2** | **2.1** | College Counseling | Yes | Schoolwide | | | $31,871.00 | |
| **3** | **3.1** | Instructional Model | Yes | Schoolwide | | | $62,140.00 | |
| **3** | **3.2** | Revise MTSS Processes and Documentation | Yes | Schoolwide | | | $21,208.00 | |
| **3** | **3.3** | Restorative Practices Implementation | Yes | Schoolwide | | | $64,658.00 | |
| **3** | **3.6** | English Language Learner Monitoring | Yes | Limited to Unduplicated Student Group(s) | English Learners | | $23,450.00 | |
| **4** | **4.3** | Administrative Support | Yes | Schoolwide | | | $35,000.00 | |
| **4** | **4.4** | Advisory Program | Yes | Schoolwide | | | $23,501.00 | |
| **4** | **4.5** | Interpretation/Translation ELL | | | English Learners | | $8,181.00 | |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $5,300,638.00 | $5,244,546.00 |

| 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** | Professional Development Time for Data Analysis and Instruction | No | $186,538.00 | 177,147.00 |
| **1** | **1.2** | Equity focused PD | No | $186,538.00 | 177,147.00 |
| **1** | **1.3** | Services for Students with Disabilities | No | $1,171,077.00 | 1165,192.00 |
| **1** | **1.4** | Instructional Focus on Tier 1 instruction/intervention | No | $729,525.00 | 690,324.00 |
| **1** | **1.5** | Instructional Resources and Materials | No | $88,663.00 | 98,780.00 |
| **1** | **1.6** | Hire and Retain Diverse Classroom Teachers, Certificated Support Personnel, and Site Administrators - All Students, Students w Disabilities, African American, Latino, English Learners, Foster, Homeless, Low Income Students | No | $1,183,353.00 | 1,193,045.00 |
| **2** | **2.1** | College Counseling | No<br><br>Yes | $45,796.00 | 28,140.00 |

| 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) |
|---|---|---|---|---|---|
| 2 | 2.2 | Emphasis on standards-aligned Project-Based Learning (PBL) | No | $263,671.00 | 274,682.00 |
| 2 | 2.3 | College & Career Scope & Sequence | No | $63,246.00 | 66,194.00 |
| 2 | 2.4 | School Safety | No | $162,841.00 | 226,220.00 |
| 3 | 3.1 | Instructional Model | No<br>Yes | $250,409.00 | 256,235.00 |
| 3 | 3.2 | Revise MTSS Processes and Documentation | No<br>Yes | $74,597.00 | 58,529.00 |
| 3 | 3.3 | Restorative Practices Implementation | No<br>Yes | $124,046.00 | 141,416.00 |
| 3 | 3.4 | Counseling Groups | No | $41,315.00 | 55,958.00 |
| 3 | 3.5 | Comprehensive Counseling Program | No | $254,623.00 | 223,184.00 |
| 3 | 3.6 | English Language Learner Monitoring | Yes | $13,500.00 | 28,140.00 |
| 4 | 4.1 | Professional Development | No | $156,666.00 | 158,651.00 |
| 4 | 4.2 | Orientation programing - All | No | $85,415.00 | 37,696.00 |
| 4 | 4.3 | Administrative Support | No | $157,095.00 | 136,245.00 |

| 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) |
|---|---|---|---|---|---|
| | | | Yes | | |
| **4** | **4.4** | Advisory Program | No<br><br>Yes | $27,030.00 | 36,880.00 |
| **4** | **4.5** | Interpretation/Translation ELL | No | $34,694.00 | 14,741.00 |

# 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) |
|---|---|---|---|---|---|---|
| 315,001.00 | $342,649.00 | $372,679.00 | ($30,030.00) | 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) |
|---|---|---|---|---|---|---|---|
| 2 | 2.1 | College Counseling | Yes | $45,796.00 | 28,140.00 | | |
| 3 | 3.1 | Instructional Model | Yes | $118,854.00 | 124,680.00 | | |
| 3 | 3.2 | Revise MTSS Processes and Documentation | Yes | $18,397.00 | 18,397.00 | | |
| 3 | 3.3 | Restorative Practices Implementation | Yes | $33,196.00 | 50,566.00 | | |
| 3 | 3.6 | English Language Learner Monitoring | Yes | $13,500.00 | 28,140.00 | | |
| 4 | 4.3 | Administrative Support | Yes | $85,876.00 | 85,876.00 | | |
| 4 | 4.4 | Advisory Program | Yes | $27,030.00 | 36,880.00 | | |

# 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) |
|---|---|---|---|---|---|---|---|---|
| 3,395,134.00 | 315,001.00 | | 9.278% | $372,679.00 | 0.000% | 10.977% | $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 32526(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 32526(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 32526(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 32526(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

# Attendance Count Report

Alameda Community Learning Center

**Occurrences of these codes: A**
**Number of occurrences between 08/11/2025 - 06/03/2026**

| Student | Number | Grade | P1 | P2 | P3 | P4 | P5 | P6 | P11 | P12 | P13 | P14 | P15 | P16 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Abuhamdan, Xiyate | 82115 | 12 | 63 | 96 | 104 | 55 | 49 | 48 | 18 | 26 | 26 | 10 | 12 | 10 | 517 |
| Adam, Aymen Mahamad | 82401 | 11 | 26 | 8 | 11 | 14 | 27 | 24 | 2 | 3 | 3 | 7 | 5 | 2 | 132 |
| Anderson, Quinn Eowyn | 82683 | 9 | 17 | 13 | 13 | 12 | 12 | 10 | 10 | 9 | 7 | 6 | 7 | 6 | 122 |
| Argyriou, Catalina E | 82403 | 10 | 7 | 11 | 16 | 31 | 26 | 45 | 11 | 8 | 7 | 7 | 11 | 11 | 191 |
| Awad, Marwa Elfatih | 82748 | 9 | 12 | 18 | 14 | 12 | 18 | 10 | 11 | 12 | 10 | 8 | 8 | 4 | 137 |
| Ayala, Samuel Jaasai | 82147 | 12 | 19 | 20 | 35 | 15 | 45 | 0 | 7 | 7 | 0 | 1 | 3 | 1 | 153 |
| Banks, Jo'Vaughn Alexie | 81680 | 12 | 15 | 15 | 17 | 21 | 17 | 18 | 4 | 1 | 3 | 4 | 8 | 3 | 126 |
| Barron, Evelyn Jade | 82670 | 8 | 23 | 20 | 22 | 24 | 24 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 139 |
| Basaldua Burciaga, Henry Leonardo | 81973 | 11 | 35 | 22 | 18 | 17 | 21 | 14 | 17 | 10 | 10 | 10 | 7 | 7 | 188 |
| Beene, Alaya Precious | 81646 | 12 | 12 | 16 | 18 | 41 | 7 | 1 | 1 | 5 | 5 | 6 | 0 | 0 | 112 |
| Bellaguid, Heba | 81810 | 12 | 22 | 15 | 24 | 22 | 18 | 0 | 4 | 4 | 3 | 5 | 0 | 0 | 117 |
| Belton, Jah'Nai | 82576 | 10 | 23 | 22 | 24 | 28 | 22 | 53 | 5 | 6 | 6 | 8 | 5 | 6 | 208 |
| Briant II, David Anthony | 82119 | 12 | 23 | 26 | 17 | 21 | 22 | 5 | 4 | 2 | 6 | 3 | 4 | 1 | 134 |
| Britton Reese, Johnny | 82462 | 12 | 26 | 14 | 24 | 24 | 40 | 19 | 10 | 7 | 10 | 9 | 8 | 6 | 197 |
| Brown, Devine Nori-leila | 82771 | 9 | 40 | 31 | 32 | 32 | 46 | 44 | 15 | 12 | 10 | 9 | 11 | 10 | 292 |
| Cabezas Mejia, Alejandro | 82581 | 10 | 24 | 22 | 21 | 25 | 23 | 13 | 5 | 6 | 6 | 5 | 6 | 3 | 159 |
| Collins, Dean Thomas | 81817 | 12 | 39 | 36 | 49 | 74 | 69 | 39 | 6 | 4 | 11 | 16 | 3 | 3 | 349 |
| Colston, Jaelyn Tyrell | 82584 | 10 | 27 | 23 | 22 | 21 | 26 | 22 | 3 | 3 | 3 | 3 | 1 | 4 | 158 |
| Corral, Alyssa Elizabeth Rose | 82306 | 11 | 42 | 24 | 18 | 12 | 21 | 17 | 13 | 6 | 3 | 3 | 4 | 3 | 166 |
| Diamond, Alyric Renee Leigh | 82405 | 11 | 20 | 22 | 18 | 11 | 20 | 13 | 3 | 4 | 5 | 2 | 5 | 1 | 124 |
| Evans, Ferrell Mae Kyoko | 82216 | 11 | 43 | 33 | 36 | 49 | 32 | 38 | 14 | 13 | 13 | 11 | 8 | 9 | 299 |
| Fernandez, Jonathan Alejandro | 81910 | 11 | 44 | 42 | 37 | 37 | 30 | 36 | 17 | 16 | 15 | 9 | 6 | 9 | 298 |
| Flores, Alonso Joaquin | 82314 | 11 | 35 | 27 | 34 | 28 | 32 | 34 | 8 | 6 | 8 | 5 | 9 | 4 | 230 |
| Foster, Devaughna Mae Arlene | 82787 | 7 | 31 | 33 | 28 | 36 | 40 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 196 |
| Foster, Dionne Lashaun Opal | 82788 | 6 | 32 | 34 | 30 | 33 | 29 | 38 | 0 | 0 | 0 | 0 | 0 | 0 | 196 |
| Frieson, Kemiura Miyoko | 82478 | 10 | 75 | 72 | 59 | 60 | 67 | 54 | 23 | 22 | 19 | 20 | 20 | 15 | 506 |
| Gracey, Hannah Judith | 82122 | 12 | 22 | 24 | 31 | 37 | 0 | 0 | 7 | 6 | 3 | 5 | 0 | 0 | 135 |
| Hall, Bryce | 82124 | 12 | 36 | 29 | 31 | 32 | 30 | 29 | 14 | 7 | 7 | 7 | 6 | 8 | 236 |
| Hassan, Wathah Saleh | 82606 | 11 | 40 | 54 | 12 | 60 | 9 | 16 | 13 | 19 | 4 | 9 | 4 | 3 | 243 |
| Hegwood, Mekhi Jouan | 82439 | 8 | 7 | 4 | 41 | 25 | 15 | 32 | 0 | 0 | 0 | 0 | 0 | 0 | 124 |
| Hegwood, Myshanae Nicole | 82440 | 10 | 8 | 15 | 20 | 34 | 15 | 35 | 5 | 0 | 4 | 7 | 5 | 7 | 155 |
| Hofstetter, Jarrod Milo | 81942 | 10 | 25 | 14 | 16 | 34 | 18 | 23 | 10 | 7 | 7 | 10 | 7 | 8 | 179 |
| Hughes, Logik | 82769 | 9 | 26 | 32 | 10 | 12 | 16 | 17 | 6 | 8 | 2 | 2 | 4 | 4 | 139 |
| Hull, Declan Reed | 81677 | 12 | 69 | 76 | 74 | 73 | 69 | 64 | 20 | 22 | 20 | 20 | 21 | 17 | 545 |
| Idris, Shahd Mahmoud | 82045 | 9 | 21 | 25 | 61 | 21 | 35 | 20 | 7 | 5 | 18 | 4 | 4 | 5 | 226 |
| Javan, Kamela Andemeskel | 82757 | 10 | 68 | 50 | 49 | 38 | 33 | 32 | 18 | 14 | 14 | 8 | 11 | 7 | 342 |
| Jeno, Apanii | 82125 | 12 | 66 | 43 | 32 | 35 | 59 | 49 | 17 | 13 | 7 | 5 | 13 | 12 | 351 |
| Johnson, Luke William | 82014 | 10 | 56 | 29 | 69 | 67 | 22 | 48 | 15 | 9 | 16 | 15 | 8 | 11 | 365 |
| Khuu, Allen Quoc | 82737 | 10 | 19 | 18 | 12 | 14 | 17 | 19 | 5 | 5 | 5 | 5 | 5 | 5 | 129 |
| Kiruluta, Henry Sengo | 82089 | 12 | 56 | 102 | 95 | 85 | 77 | 70 | 17 | 28 | 25 | 21 | 17 | 17 | 610 |
| Lee, Milani Christina | 82621 | 9 | 31 | 25 | 33 | 17 | 19 | 17 | 4 | 3 | 4 | 3 | 3 | 4 | 163 |
| Lewis-Zedd, Ryan Sara | 82129 | 12 | 31 | 50 | 39 | 24 | 21 | 24 | 11 | 10 | 8 | 3 | 6 | 6 | 233 |
| Lopez, Gianni | 82131 | 12 | 20 | 13 | 28 | 18 | 16 | 7 | 2 | 2 | 5 | 4 | 1 | 1 | 117 |
| Mahoney, Trenity Victoria | 82435 | 11 | 47 | 27 | 31 | 30 | 26 | 15 | 15 | 11 | 10 | 7 | 3 | 8 | 230 |
| Mendosa, Noah James | 82724 | 9 | 57 | 28 | 51 | 29 | 41 | 25 | 16 | 16 | 15 | 8 | 6 | 4 | 296 |
| Mexicano Enciso, William | 82460 | 12 | 18 | 16 | 44 | 30 | 4 | 0 | 3 | 2 | 13 | 4 | 0 | 0 | 134 |
| Mexicano, Omar | 82459 | 12 | 23 | 17 | 34 | 56 | 89 | 44 | 3 | 2 | 4 | 10 | 18 | 8 | 308 |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Moreno, Paulina | 82356 | 11 | 28 | 31 | 31 | 19 | 32 | 40 | 7 | 3 | 5 | 4 | 3 | 4 | 207 |
| Morris, Jodie Jervae Marie | 82631 | 12 | 104 | 64 | 63 | 51 | 54 | 40 | 27 | 19 | 23 | 13 | 11 | 11 | 480 |
| Nguyen, MyNhan Cao | 81637 | 12 | 117 | 98 | 98 | 73 | 72 | 106 | 33 | 27 | 26 | 16 | 17 | 24 | 707 |
| Ortega, Eli | 82483 | 12 | 34 | 11 | 14 | 44 | 4 | 0 | 6 | 2 | 4 | 9 | 1 | 0 | 129 |
| Pagayonan, Kimberley Hinkle | 81970 | 10 | 6 | 1 | 11 | 20 | 35 | 43 | 1 | 0 | 1 | 1 | 8 | 10 | 137 |
| Pardo, Gabriela Angelina | 82361 | 11 | 91 | 68 | 64 | 54 | 49 | 46 | 27 | 20 | 15 | 7 | 6 | 11 | 458 |
| Parker, Cameron Gable | 82755 | 9 | 57 | 47 | 55 | 89 | 50 | 39 | 9 | 10 | 11 | 17 | 7 | 8 | 399 |
| Parker, Cyrus G | 82412 | 11 | 27 | 26 | 17 | 27 | 18 | 18 | 5 | 3 | 3 | 9 | 3 | 2 | 158 |
| Rodrigues, Aemilius Benjamin | 82644 | 10 | 5 | 3 | 18 | 30 | 4 | 43 | 4 | 1 | 0 | 13 | 2 | 9 | 132 |
| Rodriguez, Jayliah K | 82645 | 10 | 76 | 47 | 57 | 44 | 72 | 52 | 19 | 10 | 10 | 6 | 11 | 11 | 415 |
| Rodriguez, Joseph M | 82204 | 9 | 64 | 15 | 21 | 33 | 15 | 23 | 21 | 10 | 5 | 10 | 7 | 10 | 234 |
| Saraiva, Isaque Carques | 81695 | 12 | 33 | 21 | 17 | 34 | 34 | 24 | 2 | 2 | 4 | 5 | 3 | 3 | 182 |
| Selamu, Amir M | 82372 | 12 | 12 | 17 | 18 | 25 | 27 | 22 | 3 | 3 | 5 | 7 | 8 | 8 | 155 |
| Sims, Leah Shiray | 82457 | 12 | 12 | 39 | 27 | 24 | 5 | 1 | 3 | 11 | 6 | 6 | 5 | 1 | 140 |
| Sulivunh, Brandon | 82779 | 9 | 32 | 34 | 28 | 30 | 25 | 35 | 10 | 9 | 9 | 5 | 8 | 10 | 235 |
| Terry, Nyles A | 82696 | 10 | 11 | 21 | 29 | 28 | 19 | 22 | 2 | 6 | 7 | 13 | 5 | 6 | 169 |
| Un, Suntera Antonio | 82140 | 12 | 21 | 16 | 17 | 36 | 20 | 0 | 2 | 1 | 9 | 6 | 0 | 0 | 128 |
| Vasquez, Alejandro Elian | 82141 | 12 | 37 | 24 | 27 | 18 | 61 | 4 | 9 | 9 | 5 | 1 | 5 | 1 | 201 |
| Vergara Morales, Fernando | 82467 | 12 | 35 | 18 | 21 | 16 | 33 | 50 | 9 | 2 | 3 | 4 | 10 | 12 | 213 |
| Vrizuela, Ellie | 82144 | 12 | 24 | 18 | 18 | 24 | 29 | 2 | 12 | 6 | 8 | 8 | 0 | 1 | 150 |
| Watts, Za'Niya Kasondra | 82767 | 9 | 21 | 47 | 47 | 39 | 26 | 23 | 8 | 11 | 17 | 9 | 5 | 7 | 260 |
| Yemane, Eyoel Germen | 82773 | 10 | 10 | 11 | 25 | 18 | 18 | 38 | 2 | 4 | 6 | 5 | 6 | 5 | 148 |
| Zaragoza, Scott Manuel | 82146 | 12 | 33 | 32 | 50 | 33 | 58 | 68 | 9 | 5 | 10 | 6 | 19 | 21 | 344 |

Set Current Selection

# Uniform Complaint Policy and Procedures

Community Learning Center Schools, Inc. ("CLCS") complies with applicable federal and state laws and regulations. CLCS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any CLCS program or activity.

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:

   - Accommodations for Pregnant, Parenting or Lactating Students;
   - Adult Education;
   - Career Technical and Technical Education;
   - Career Technical and Technical Training;
   - Child Care and Development Programs;
   - Consolidated Categorical Aid;
   - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
   - Every Student Succeeds Act;
   - Migrant Education Programs;
   - Regional Occupational Centers and Programs; and/or
   - School Safety Plans.

3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

   i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

   ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

   iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If CLCS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, CLCS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by CLCS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or CLCS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If CLCS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

CLCS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. CLCS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, CLCS will attempt to do so as appropriate. CLCS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

Retaliation is Prohibited

CLCS shall ensure that complainants, witnesses, participants, and any individual involved in the complaint process are protected from retaliation. CLCS strictly prohibits any form of retaliation, intimidation, harassment, coercion, or adverse action that could deter an individual from filing, pursuing, participating in or cooperating in a complaint or investigation, in accordance with 5 C.C.R. §4621(a). Any allegation of retaliation shall be promptly investigated and may result in disciplinary or corrective action, as appropriate.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure CLCS's compliance with law:

Executive Director
1900 Third Street  Alameda, CA 94501
510-995-4300

The Executive Director or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the President of the CLCS Board of Directors.

Notifications

The Executive Director or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be made available on CLCS's website.

CLCS shall annually provide written notification of CLCS's UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in CLCS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.

2. A statement clearly identifying any California State preschool programs that CLCS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that CLCS is operating pursuant to Title 22 licensing requirements.

3. A statement that CLCS is primarily responsible for compliance with federal and state laws and regulations.

4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.

6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

7. A statement that the complainant has a right to appeal CLCS's decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of CLCS's decision, except if CLCS has used its UCP to address a complaint that is not subject to the UCP requirements.

8. A statement that a complainant who appeals CLCS's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if CLCS finds merit in a UCP complaint, or the CDE finds merit in an appeal, CLCS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.

11. A statement that copies of CLCS's UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that CLCS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the Executive Director or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the Executive Director or designee shall be made in writing. The period for filing may be extended by the Executive Director or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The Executive Director shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the CLCS Board of Directors approved the LCAP or the annual update was adopted by CLCS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, CLCS staff shall assist the complainant in the filing of the complaint.

- **Step 2: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

CLCS's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 3: Final Written Decision**

CLCS shall issue an investigation report (the "Decision") based on the evidence. CLCS's Decision shall be in writing and sent to the complainant within sixty (60) calendar days of CLCS's receipt unless the timeframe is extended with the written agreement of the complainant. CLCS's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.

2. The conclusion providing a clear determination for each allegation as to whether CLCS is in compliance with the relevant law.

3. Corrective actions, if CLCS finds merit in the complaint and any are warranted or required by law.

4. Notice of the complainant's right to appeal CLCS's Decision within thirty (30) calendar days to the CDE, except when CLCS has used its UCP to address complaints that are not subject to the UCP requirements.

5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of CLCS's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with CLCS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. CLCS failed to follow its complaint procedures.

2. Relative to the allegations of the complaint, CLCS's Decision lacks material findings of fact necessary to reach a conclusion of law.

3. The material findings of fact in CLCS's Decision are not supported by substantial evidence.

4. The legal conclusion in CLCS's Decision is inconsistent with the law.

5. In a case in which CLCS's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Executive Director or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.

2. A copy of the Decision.

3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.

4. A report of any action taken to resolve the complaint.

5. A copy of CLCS's complaint procedures.

6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to CLCS for resolution as a new complaint. If the CDE notifies CLCS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, CLCS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by CLCS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, CLCS has not taken action within sixty (60) calendar days of the date the complaint was filed with CLCS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of CLCS's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if CLCS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

**Policy Approved: 05/21/2026**

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

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**Item Title:** Nea Community Learning Center (NEA) Charter Renewal Petition: Resolution No. 2026-2027.22 Approving the Charter Renewal Petition for Nea Community Learning Center (Nea) (10 Mins/Action)

**Item Type:** Action

**Background:** On September 10, 2026, the District received a Charter School Renewal Petition from The Nea Community Learning Center (Nea). The Charter petition review process is governed by state law, which specifies that student performance must be the most important criterion and the petitions must be approved unless the District makes specific, written findings demonstrating that the Charter school has failed to meet one of the renewal standards set out in the Education Code.
As part of its renewal process, AUSD staff reviewed the petition, conducted a multi-day site visit, reviewed student performance data, analyzed the school's budget and audit reports, and interviewed Nea Board members, leadership, staff, parents, and students.
The charter renewal petition came to the Board and the public for a public hearing on October 13, 2026. Charter school staff had an opportunity to make their presentation to the Board of Education. AUSD staff presented their findings and recommendations to the Board on October 27th. After completing its review, ***staff recommends a five to seven-year charter renewal term.***
Tonight the Board will vote on Resolution No. 2026-2027.22 approving/denying the charter renewal petition for Nea Community Learning Center.

***NOTE: Two versions of the Resolution have been uploaded to the agenda for the Board's determination of Charter Renewal Term.***

**AUSD LCAP Goals:** 4. Ensure that all students have access to basic services.

**Fund Codes:**

**Fiscal Analysis**

**Amount (Savings) (Cost):** Staff time spent on charter petition review process offset by the oversight fee AUSD charges its charters each year.

**Recommendation:** Other

The Board will vote to approve/deny the Charter renewal by Resolution.

**AUSD Guiding Principle:** #1 - All students have the ability to achieve academic and personal success.| #2 - Teachers must challenge and support all students to reach their highest academic and personal potential.| #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.

**Submitted By:** Kirsten Zazo, Assistant Superintendent of Educational Services

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**ATTACHMENTS:**

| | Description | Upload Date | Type |
|---|---|---|---|
| 🗋 | Presentaiton: NEA Charter Renewal Petition_11.10.26 | 11/4/2026 | Presentation |
| 🗋 | Resolution 2026-2027.22 Approving Charter Renewal Peition of NEA_Five-year Term_11.10.26 | 11/4/2026 | Resolution Letter |
| 🗋 | Resolution 2026-2027.22 Approving Charter Renewal Petition of NEA_Seven-year Term_11.10.26 | 11/4/2026 | Resolution Letter |
| 🗋 | NEA Charter Renewal Matrix | 10/22/2026 | Backup Material |
| 🗋 | Nea Charter School Petition | 10/19/2026 | Backup Material |
| 🗋 | Nea 2026 LCAP with Budget Overview for Parents | 10/19/2026 | Backup Material |
| 🗋 | CLCS UCP Policy and Procedures | 10/19/2026 | Backup Material |

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

# NEA Community Learning Center Charter Renewal Petition: Findings and Recommendations

**Kirsten Zazo, Asst. Superintendent of Ed. Services**

November 10, 2026

# Renewal Considerations

Charter petition renewals will be considered under a 3-tiered system whereby authorizers must consider the academic performance of the charter school on the state indicators included in the evaluation rubrics (the "Dashboard") adopted by the State Board of Education ("SBE").

Under the tiered system,

- a "high performing" charter school may be renewed for five to seven years,
- an "average performing" charter school may be renewed for five years,
- and a "low performing" charter school, generally, may not be renewed. However, under certain conditions, a "low performing" charter school may be renewed for a two-year period.

Additionally, the requirement to consider increases in pupil academic achievement as the most important factor in determining whether to grant or deny a renewal has been eliminated as of 2020 as part of AB1505.

# Recommendations & Timeline

- Staff recommends a five to seven-year renewal
- Findings will return for action at the Board's next meeting - November 10, 2026
- If AUSD rejects a petition, petitioner has the right to appeal to County Board of Education
- Could then appeal to State Board of Education as well
- November 2026 - Spring 2027: Appeal proceedings before County, State (if needed)

# Board Discussion

# Renewal Petitions: Process

- Renewal process:
  - Per Ed Code, primary criterion is academic performance
  - Review all areas of schools (academics, finance, compliance, charter language) by variety of AUSD offices (Teaching & Learning, Student support Services, Special Ed, Finance, Legal)

- Materials considered:
  - Petition; SBAC/Dashboard data; LCAP; policies; interviews with board, leadership, staff, parents, students; site visit observations; budget; audit reports; enrollment data; special education/SELPA data; AUSD staff observations from throughout charter term

# Renewal Standard

- Renewal petitions are governed by the same basic standard as initial petitions, but with additional threshold showing.
- Threshold showing: Charter school must show demonstrated academic performance "at least equal" to comparable district schools. (EC 47607(b))
  - Comparable schools are the District schools charter students would otherwise have attended and those with similar student populations to the population served by the Charter school.
- Schools making threshold showing are then evaluated across the board; emphasis still on academic performance:
  - "The authority that granted the Charter shall consider increases in pupil academic achievement for all groups of pupils served by the Charter school as the most important factor in determining whether to grant a Charter renewal." (EC 47607(a)(3)(A))

# Renewal Standard, *cont…*

- Essentially, if a school has satisfactory pupil achievement, there is a presumption that the petition must be approved
- To overcome presumption, there must be a finding that:
  - The Charter school presents an unsound educational program for the pupils to be enrolled in the charter school, or
  - The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition, or
  - The petition does not contain reasonably comprehensive descriptions of its academic, financial, and compliance programs
- Findings must be specific, written, and supported by substantial evidence

# AUSD Review Questions

- Is the school academically sound?
- Is the school an effective, viable organization?
- Has the school been faithful to the terms of its charter?
- Are the school's plans for a future charter term reasonably comprehensive?

# AUSD Review Rubric

- AUSD uses criteria set out in attached rubric to measure adherence to standards:
  - Improving Student Achievement
  - Strong Leadership and Responsible Governance
  - Focus on Continuous Improvement
  - Fiscal Accountability
- Criteria subdivided into specific areas of focus
  - Graded on 5-point scale (1/Unsatisfactory, 2/Inadequate, 3/Underdeveloped, 4/Proficient, 5/Excellent)
  - Scores 3 or above required for renewal recommendation

# NEA Community Learning Center (NEA) Matrix Results

| Element | Brief Description | Level |
|---|---|---|
| **1.1** | Achieves clear, measurable program goals and achievement objectives | 3 (Underdeveloped) |
| **1.2** | Provides a challenging and coherent curriculum for each student | 3 (Underdeveloped) |
| **1.3** | Implements/directs learning experiences that actively engage students | 4 (Proficient) |
| **1.4** | Uses results of evaluation/assessment as basis for resource allocation | 4 (Proficient) |
| **1.5** | Promotes safe, healthy, and nurturing learning environment | 4 (Proficient) |
| **1.6** | Involves staff, students, P/G, and stakeholders in accountability - reports | 4 (Proficient) |
| **1.7** | Maximizes access to learning environment for all students | 3 (Underdeveloped) |

# NEA Matrix Results, *cont…*

| Element | Brief Description | Level |
|---|---|---|
| **2.1** | Effectively communicates and engages stakeholders in the M/V | 5 (Excellent) |
| **2.2** | Generates and sustains a school culture conducive to professional growth | 4 (Proficient) |
| **2.3** | Treats all individuals with fairness, dignity, and respect | 4 (Proficient) |
| **2.4** | Has a cogent understanding of the laws, trends, issues | 4 (Proficient) |
| **2.5** | Consistently engages in timely reporting to district, state, county | 4 (Proficient) |
| **2.6** | Maintains effective and active control of the charter school | 4 (Proficient) |
| **2.7** | Ensures implementation of student recruitment, retention, and enrollment | 4 (Proficient) |

# NEA Matrix Results, *cont…*

| Element | Brief Description | Level |
|---|---|---|
| **3.1** | Establishes benchmarks and a variety of accountability tools | 4 (Proficient) |
| **3.2** | Establishes long and short-term goals and actively monitors - LCAP | 4 (Proficient) |

| Element | Brief Description | Level |
|---|---|---|
| **4.1** | Establishes clear fiscal policies to ensure appropriate use of funds | 4 (Proficient) |
| **4.2** | Creates and monitors immediate and long-range financial plans | 4 (Proficient) |
| **4.3** | Conducts an annual financial audit which is made public | 4 (Proficient) |
| **4.4** | Enrollment is stable and/or growing at the rate anticipated by charter | 4 (Proficient) |
| **4.5** | Ensures financial resources are directly related to stated goals - LCAP | 4 (Proficient) |
| **4.6** | School projects to maintain financial viability during proposed term | 4 (Proficient) |

# Summary of Findings: Criteria 1 (Student Instruction)

## Observed strengths:

- **Improving academics:** ELA and math proficiency increased by about 5 percentage points in 2025.
- **Strong curriculum and engagement:** Standards-based resources are complemented by hands-on, interdisciplinary, and project-based learning.
- **Effective assessment and intervention:** Multiple data sources and intervention systems help identify and address student needs.
- **Inclusive student support:** Differentiation, ELD, special education, and collaborative supports promote access to learning.
- **Positive school culture:** Strong relationships, trusted adults, and meaningful family/student engagement contribute to a supportive community.

## Areas to consider for Improvement:

- **Close achievement gaps:** Set measurable goals and monitor progress for student groups with persistent achievement disparities.
- **Strengthen instruction and interventions:** Develop coordinated supports while increasing rigor, student ownership, academic discussion, and grade-level alignment.
- **Expand rigorous project-based learning:** Build on existing projects through stronger planning, professional development, and standards alignment.
- **Promote equitable access:** Address discipline disparities and ensure all students have consistent access to learning and support.

# Summary of Findings: Criteria 2 (Leadership & Governance)

## Observed strengths:

- **Learner-centered culture:** Strong student voice, inclusion, democratic participation, and shared leadership.
- **Professional learning:** Job-embedded collaboration and professional development aligned with student needs.
- **Continuous improvement:** Commitment to instructional rigor, data use, and improving practice.
- **Empowered leadership:** Staff and stakeholders have meaningful opportunities to contribute to school improvement.
- **Strong governance and operations:** Effective oversight, compliance systems, and organizational infrastructure.
- **Inclusive community:** Strong diversity, belonging, family engagement, and equitable access.

## Areas to Consider for Improvement:

- **Strengthen Mission and Instructional Alignment:** Clarify connections among core principles, student agency, academic rigor, and Tier 1 instruction.
- **Strengthen Professional Growth and Data Use:** Establish clear growth goals and better monitor the impact of professional learning and data on outcomes.
- **Deepen Distributed Leadership:** Expand and document staff and stakeholder contributions to school improvement.
- **Sustain Strong Governance and Operations:** Maintain effective systems while aligning governance, resources, and operations with strategic priorities.

# Summary of Findings: Criteria 3 (Improvement/Data Use)

## Observed strengths:

- **Data-Informed Instruction:** Uses multiple data sources to identify needs, differentiate support, and monitor student progress.
- **Collaborative Intervention:** Embedded intervention time and collaboration support responsive instruction and evaluation of student growth.
- **Student-Centered Assessment:** Supportive testing practices reduce anxiety and promote student ownership.
- **Continuous Improvement:** The LCAP uses data and stakeholder input to monitor progress, align priorities, and guide ongoing improvement.

## Areas to consider for Improvement:

- **Strengthen Assessment Alignment:** Develop a coherent schoolwide assessment system with consistent benchmarks across grade levels and content areas.
- **Improve Progress Monitoring:** Establish clearer interim benchmarks and annual measures to track progress toward academic and LCAP goals.
- **Build Data Capacity:** Strengthen systems and staff capacity for consistent data collection, analysis, and use, including monitoring reclassified EL students.
- **Strengthen Data-to-Action:** More clearly connect assessment results and stakeholder feedback to instruction, interventions, resource allocation, and measurable outcomes.

# Summary of Findings: Criteria 4 (Fiscal Accountability)

## Observed strengths:

- **Strong Financial Oversight and Planning:** Financial management is supported by EdTec and overseen by school and organizational leadership and the CLCS Board, with annual budgets and 3–5 year projections aligned to strategic priorities and the LCAP.
- **Conservative Financial Forecasting:** NEA has considered multiple enrollment scenarios and revised its multi-year projections using historical enrollment trends, resulting in a more conservative and reasonable projection.
- **Positive Financial Position:** The revised multi-year projection reflects a positive fund balance based on conservative enrollment assumptions, providing a measure of financial stability.
- **Strong Audit and Compliance History:** The most recent audit was clean with no findings related to the fiscal years reviewed, aside from a state compliance finding related to transitional kindergarten for which the organization developed a corrective action plan. The LCAP and adopted budget are also aligned.

## Areas to consider for Improvement:

- **Strengthen Fiscal Policy Documentation:** Provide clear evidence of adopted fiscal policies, purchasing controls, and segregation of duties.
- **Strengthen Financial Oversight:** Document Board review of enrollment scenarios, budget assumptions, and financial projections.
- **Monitor Enrollment and Sustainability:** Continue monitoring enrollment trends and maintaining conservative financial projections.
- **Strengthen Resource Prioritization:** Document how financial decisions address identified schoolwide needs and maintain adequate facilities, materials, and equipment.

# Appendix

# Nea: The Basics

| 24-25 | # In District | % In District | # Out of District | % Out of District | Total |
|---|---|---|---|---|---|
| TK | 31 | 77.5% | 9 | 22.5% | 40 |
| K | 42 | 84.0% | 8 | 16% | 50 |
| 1 | 43 | 82.7% | 9 | 17.4% | 52 |
| 2 | 42 | 80.8% | 10 | 19.3% | 52 |
| 3 | 38 | 73.1% | 14 | 26.9% | 52 |
| 4 | 41 | 80.4% | 10 | 19.6% | 51 |
| 5 | 31 | 63.3% | 18 | 36.7% | 49 |
| 6 | 20 | 58.8% | 14 | 41.2% | 34 |
| 7 | 25 | 61.0% | 16 | 39.0% | 41 |
| 8 | 12 | 46.2% | 14 | 53.8% | 26 |
| 12 | 10 | 31.3% | 22 | 68.8% | 32 |
| Total School | 335 | 69.9% | 144 | 30.1% | 479 |

# Nea: The Basics, *cont…*

| 25-26 | # In District | % In District | # Out of District | % Out of District | Total |
|---|---|---|---|---|---|
| TK | 41 | 83.7% | 8 | 16.3% | 49 |
| K | 33 | 66.0% | 17 | 34.0% | 50 |
| 1 | 35 | 72.9% | 13 | 27.1% | 48 |
| 2 | 42 | 82.4% | 9 | 17.6% | 51 |
| 3 | 37 | 77.1% | 11 | 22.9% | 48 |
| 4 | 35 | 68.6% | 16 | 31.4% | 51 |
| 5 | 32 | 72.7% | 12 | 27.3% | 44 |
| 6 | 16 | 51.6% | 15 | 48.4% | 31 |
| 7 | 17 | 50.0% | 17 | 50.0% | 34 |
| 8 | 23 | 63.9% | 13 | 36.1% | 36 |
| Total School | 311 | 70.4% | 131 | 29.6% | 442 |

# Nea: The Basics, *cont…*

| 26-27 | # In District | % In District | # Out of District | % Out of District | Total |
|---|---|---|---|---|---|
| TK | 31 | 62.0% | 19 | 38.0% | 50 |
| K | 44 | 81.5% | 10 | 18.5% | 54 |
| 1 | 25 | 55.6% | 20 | 44.4% | 45 |
| 2 | 32 | 74.4% | 11 | 25.6% | 43 |
| 3 | 40 | 81.6% | 9 | 18.4% | 49 |
| 4 | 36 | 73.5% | 13 | 26.5% | 49 |
| 5 | 28 | 65.1% | 15 | 34.9% | 43 |
| 6 | 9 | 30.0% | 21 | 70.0% | 30 |
| 7 | 16 | 40.0% | 24 | 60.0% | 40 |
| 8 | 31 | 51.7% | 29 | 48.3% | 60 |
| Total School | 292 | 63.1% | 171 | 36.9% | 463 |

# Nea Demographics and Comparable Schools (2025/26)

## (Numerically Significant Subgroup Percentages)

| Name | Total Students | Asian | Black/ AA | Filipino | Hispanic/ Latino | White | Multi-Race/ Ethn. | EL | % of IEPs | SED |
|---|---|---|---|---|---|---|---|---|---|---|
| **Nea** | 442 | 14.7% | 11.8% | 1.4% | 24.7% | 21.3% | 14.6% | 13.8% | 10.4% | 39.4% |
| **Ruby Bridges** | 504 | 19.6% | 23% | 6.5% | 21.2% | 13.9% | 12.3% | 18.*% | 17.9% | 69.4% |
| **Paden** | 384 | 18.4% | 5.5% | 4.4% | 22.7% | 30.5% | 14.8% | 14.1% | 12.8% | 40.4% |
| **Wood MS** | 641 | 25.1% | 6.7% | 8% | 21.8% | 20.7% | 12.8% | 12.6% | 12.9% | 54.8% |

# Threshold Showing: Nea CAASPP ELA Results (2025-26 )

**All Students**

Student Group | State



Green

4.3 points above proficient

Increased 25 Points

Number of Students: 229



**Red**

No Student Grou

Increased 7 Points



**Orange**

Students with Disabilities



**Yellow**

English Learners

Hispanic

Socioeconomically Disadvantaged



**Green**

All Students



**Blue**

White



**No Performance Color**

African American

American Indian

Asian

Filipino

Homeless

Long-Term English Learners

Two or More Races

# Threshold Showing: Nea CAASPP Math Results (2025-26 )

## All Students

Student Group | State



Yellow

41 points below proficient

Increased 14.7 Points

Number of Students: 229



**Red**

Students with Disabilities



**Orange**

No Student Groups



**Yellow**

All Students
English Learners
Hispanic
Socioeconomically Disadvantaged



**Green**

No Student Groups



**Blue**

White



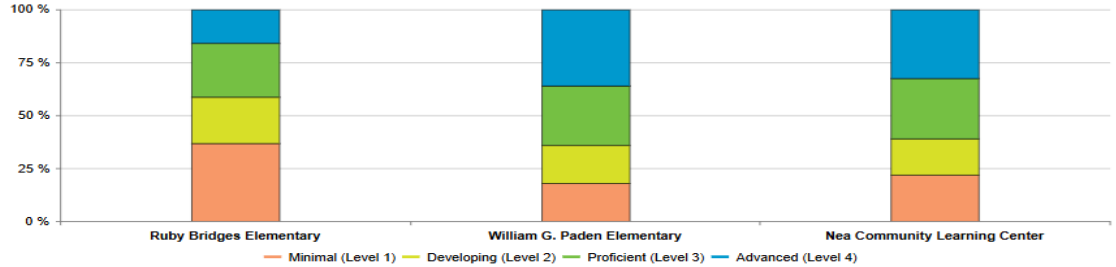
**No Performance Color**

African American
American Indian
Asian
Filipino
Homeless
Long-Term English Learners
Two or More Races

# CAASPP English Language Arts

# CAASPP ELA by Grade Level - 25/26 Nea and Comparison Schools (3rd Grade)

### 2025–26 Achievement Level Distribution - Grade 3




*To protect student privacy, an asterisk (*) will be displayed for total enrolled counts and total tested counts of fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.*

English Language Arts/Literacy Achievement Level Descriptors
English Language Arts/Literacy Scale Score Ranges

### Percentage of Students at Each Achievement Level

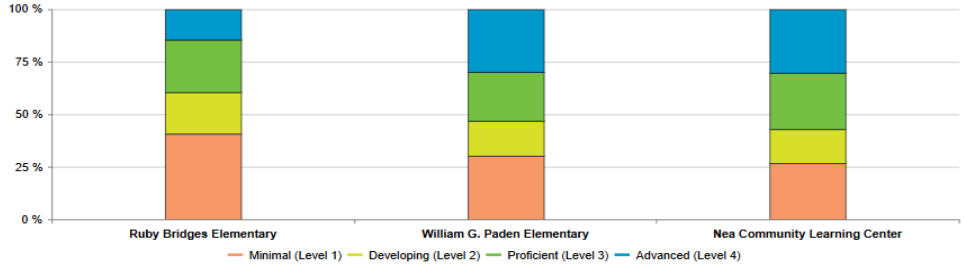
**Overall Achievement**

| Reporting Categories | Ruby Bridges Elementary | William G. Paden Elementary | Nea Community Learning Center |
|---|---|---|---|
| Mean Scale Score | 2398.3 | 2450.9 | 2447.9 |
| Advanced (Level 4) Percentage of students by grade for level | 16.18 % | 36.00 % | 32.61 % |
| Proficient (Level 3) Percentage of students by grade for level | 25.00 % | 28.00 % | 28.26 % |
| Developing (Level 2) Percentage of students by grade for level | 22.06 % | 18.00 % | 17.39 % |
| Minimal (Level 1) Percentage of students by grade for level | 36.76 % | 18.00 % | 21.74 % |

The sum of the achievement level percentages may not add to 100 percent because of rounding.

# CAASPP ELA by Grade Level - 25/26 Nea and Comparison Schools (4th Grade)

### 2025–26 Achievement Level Distribution - Grade 4




*To protect student privacy, an asterisk (*) will be displayed for total enrolled counts and total tested counts of fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.*

English Language Arts/Literacy Achievement Level Descriptors
English Language Arts/Literacy Scale Score Ranges

### Percentage of Students at Each Achievement Level

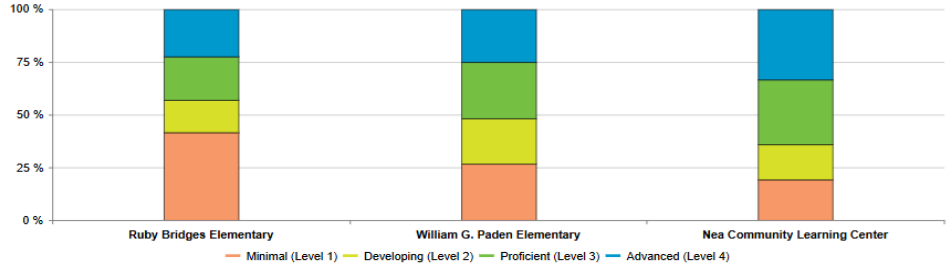
**Overall Achievement**

| Reporting Categories | Ruby Bridges Elementary | William G. Paden Elementary | Nea Community Learning Center |
|---|---|---|---|
| Mean Scale Score | 2435.0 | 2471.6 | 2486.6 |
| Advanced (Level 4) Percentage of students by grade for level | 14.47 % | 30.00 % | 30.61 % |
| Proficient (Level 3) Percentage of students by grade for level | 25.00 % | 23.33 % | 26.53 % |
| Developing (Level 2) Percentage of students by grade for level | 19.74 % | 16.67 % | 16.33 % |
| Minimal (Level 1) Percentage of students by grade for level | 40.79 % | 30.00 % | 26.53 % |

The sum of the achievement level percentages may not add to 100 percent because of rounding.

# CAASPP ELA by Grade Level - 25/26 Nea and Comparison Schools (5th Grade)

### 2025–26 Achievement Level Distribution - Grade 5




*To protect student privacy, an asterisk (*) will be displayed for total enrolled counts and total tested counts of fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.*

English Language Arts/Literacy Achievement Level Descriptors
English Language Arts/Literacy Scale Score Ranges

### Percentage of Students at Each Achievement Level

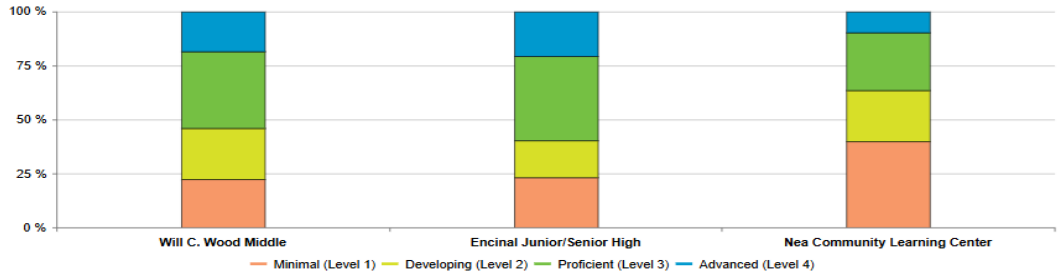
**Overall Achievement**

| Reporting Categories | Ruby Bridges Elementary | William G. Paden Elementary | Nea Community Learning Center |
|---|---|---|---|
| Mean Scale Score | 2472.4 | 2507.7 | 2538.8 |
| Advanced (Level 4) Percentage of students by grade for level | 22.41 % | 25.33 % | 33.33 % |
| Proficient (Level 3) Percentage of students by grade for level | 20.69 % | 26.67 % | 30.95 % |
| Developing (Level 2) Percentage of students by grade for level | 15.52 % | 21.33 % | 16.67 % |
| Minimal (Level 1) Percentage of students by grade for level | 41.38 % | 26.67 % | 19.05 % |

The sum of the achievement level percentages may not add to 100 percent because of rounding.

# CAASPP ELA by Grade Level - 25/26 Nea and Comparison Schools (6th Grade)

## 2025–26 Achievement Level Distribution - Grade 6




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English Language Arts/Literacy Achievement Level Descriptors
English Language Arts/Literacy Scale Score Ranges

### Percentage of Students at Each Achievement Level

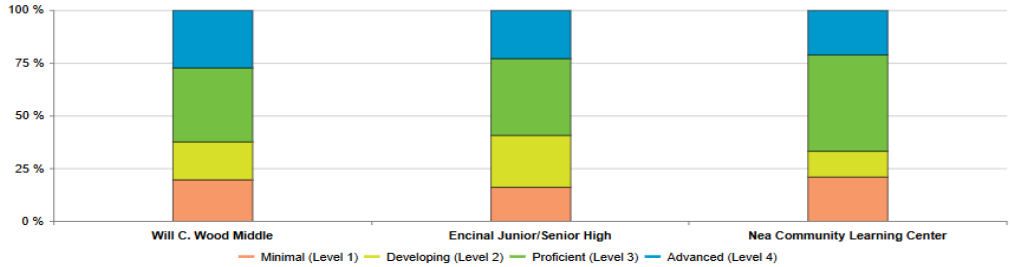
**Overall Achievement**

| Reporting Categories | Will C. Wood Middle | Encinal Junior/Senior High | Nea Community Learning Center |
|---|---|---|---|
| Mean Scale Score | 2527.1 | 2535.2 | 2489.0 |
| Advanced (Level 4) Percentage of students by grade for level | 18.72 % | 20.97 % | 10.00 % |
| Proficient (Level 3) Percentage of students by grade for level | 35.47 % | 38.71 % | 26.67 % |
| Developing (Level 2) Percentage of students by grade for level | 23.65 % | 16.94 % | 23.33 % |
| Minimal (Level 1) Percentage of students by grade for level | 22.17 % | 23.39 % | 40.00 % |

The sum of the achievement level percentages may not add to 100 percent because of rounding.

# CAASPP ELA by Grade Level - 25/26 Nea and Comparison Schools (7th Grade)

## 2025–26 Achievement Level Distribution - Grade 7




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English Language Arts/Literacy Achievement Level Descriptors
English Language Arts/Literacy Scale Score Ranges

### Percentage of Students at Each Achievement Level

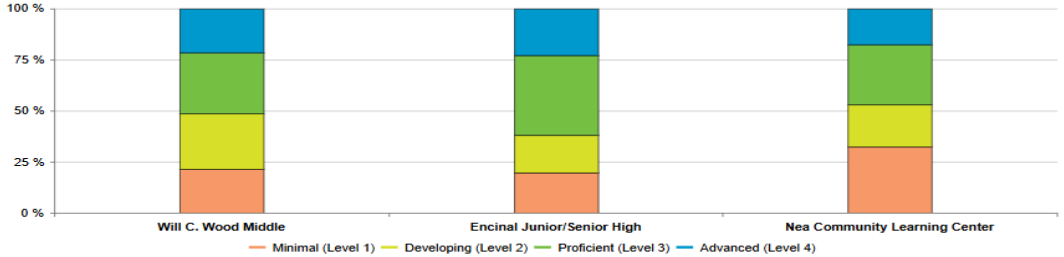
**Overall Achievement**

| Reporting Categories | Will C. Wood Middle | Encinal Junior/Senior High | Nea Community Learning Center |
|---|---|---|---|
| Mean Scale Score | 2573.9 | 2572.2 | 2568.2 |
| Advanced (Level 4) Percentage of students by grade for level | 27.45 % | 22.88 % | 21.21 % |
| Proficient (Level 3) Percentage of students by grade for level | 34.80 % | 36.44 % | 45.45 % |
| Developing (Level 2) Percentage of students by grade for level | 18.14 % | 24.58 % | 12.12 % |
| Minimal (Level 1) Percentage of students by grade for level | 19.61 % | 16.10 % | 21.21 % |

The sum of the achievement level percentages may not add to 100 percent because of rounding.

# CAASPP ELA by Grade Level - 25/26 Nea and Comparison Schools (8th Grade)

### 2025–26 Achievement Level Distribution - Grade 8




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English Language Arts/Literacy Achievement Level Descriptors
English Language Arts/Literacy Scale Score Ranges

### Percentage of Students at Each Achievement Level

**Overall Achievement**

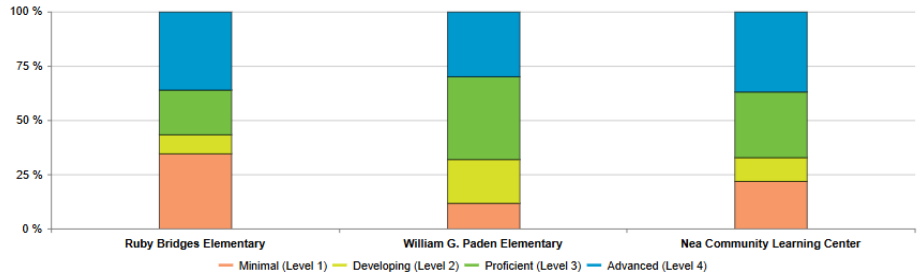
| Reporting Categories | Will C. Wood Middle | Encinal Junior/Senior High | Nea Community Learning Center |
|---|---|---|---|
| Mean Scale Score | 2570.3 | 2582.7 | 2543.0 |
| Advanced (Level 4) Percentage of students by grade for level | 21.50 % | 22.76 % | 17.65 % |
| Proficient (Level 3) Percentage of students by grade for level | 30.00 % | 39.02 % | 29.41 % |
| Developing (Level 2) Percentage of students by grade for level | 27.00 % | 18.70 % | 20.59 % |
| Minimal (Level 1) Percentage of students by grade for level | 21.50 % | 19.51 % | 32.35 % |

The sum of the achievement level percentages may not add to 100 percent because of rounding.

# CAASPP Math

# CAASPP Math by Grade Level - 25/26 Nea and Comparison Schools (3rd Grade)

### 2025–26 Achievement Level Distribution - Grade 3




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Mathematics Achievement Level Descriptors
Mathematics Scale Score Ranges

### Percentage of Students at Each Achievement Level

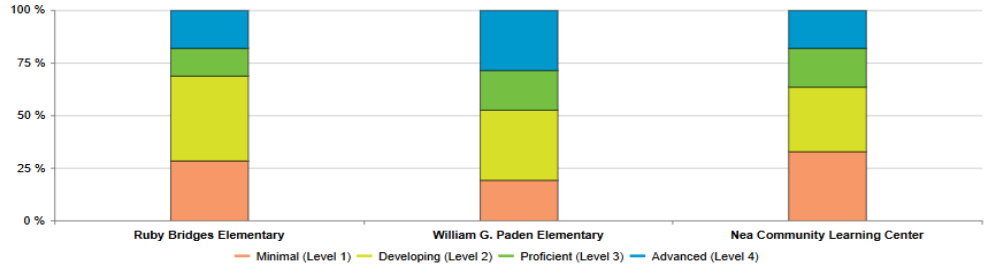
**Overall Achievement**

| Reporting Categories | Ruby Bridges Elementary | William G. Paden Elementary | Nea Community Learning Center |
|---|---|---|---|
| Mean Scale Score | 2436.5 | 2464.9 | 2465.0 |
| Advanced (Level 4) Percentage of students by grade for level | 36.23 % | 30.00 % | 36.96 % |
| Proficient (Level 3) Percentage of students by grade for level | 20.29 % | 38.00 % | 30.43 % |
| Developing (Level 2) Percentage of students by grade for level | 8.70 % | 20.00 % | 10.87 % |
| Minimal (Level 1) Percentage of students by grade for level | 34.78 % | 12.00 % | 21.74 % |

The sum of the achievement level percentages may not add to 100 percent because of rounding.

# CAASPP Math by Grade Level - 25/26 Nea and Comparison Schools (4th Grade)

### 2025–26 Achievement Level Distribution - Grade 4




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Mathematics Achievement Level Descriptors
Mathematics Scale Score Ranges

### Percentage of Students at Each Achievement Level

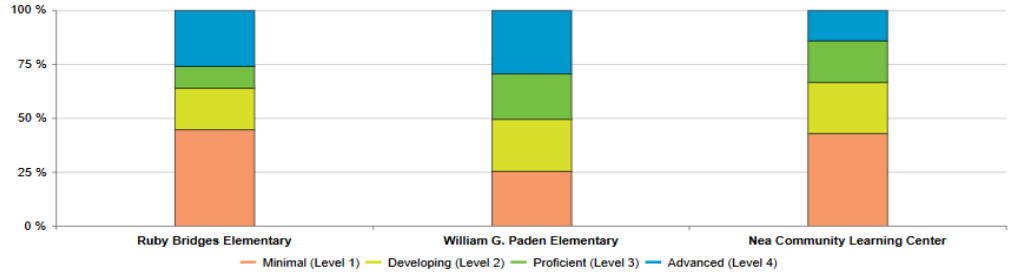
**Overall Achievement**

| Reporting Categories | Ruby Bridges Elementary | William G. Paden Elementary | Nea Community Learning Center |
|---|---|---|---|
| Mean Scale Score | 2455.4 | 2483.2 | 2470.9 |
| Advanced (Level 4) Percentage of students by grade for level | 18.18 % | 28.57 % | 18.37 % |
| Proficient (Level 3) Percentage of students by grade for level | 12.99 % | 19.05 % | 18.37 % |
| Developing (Level 2) Percentage of students by grade for level | 40.26 % | 33.33 % | 30.61 % |
| Minimal (Level 1) Percentage of students by grade for level | 28.57 % | 19.05 % | 32.65 % |

The sum of the achievement level percentages may not add to 100 percent because of rounding.

# CAASPP Math by Grade Level - 25/26 Nea and Comparison Schools (5th Grade)

### 2025–26 Achievement Level Distribution - Grade 5




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Mathematics Achievement Level Descriptors
Mathematics Scale Score Ranges

### Percentage of Students at Each Achievement Level

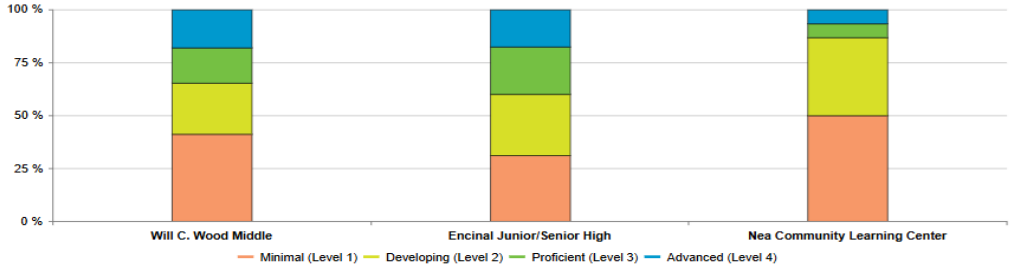
**Overall Achievement**

| Reporting Categories | Ruby Bridges Elementary | William G. Paden Elementary | Nea Community Learning Center |
|---|---|---|---|
| Mean Scale Score | 2479.6 | 2519.8 | 2473.0 |
| Advanced (Level 4) Percentage of students by grade for level | 25.86 % | 29.33 % | 14.29 % |
| Proficient (Level 3) Percentage of students by grade for level | 10.34 % | 21.33 % | 19.05 % |
| Developing (Level 2) Percentage of students by grade for level | 18.97 % | 24.00 % | 23.81 % |
| Minimal (Level 1) Percentage of students by grade for level | 44.83 % | 25.33 % | 42.86 % |

The sum of the achievement level percentages may not add to 100 percent because of rounding.

# CAASPP Math by Grade Level - 25/26 Nea and Comparison Schools (6th Grade)

### 2025–26 Achievement Level Distribution - Grade 6




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Mathematics Achievement Level Descriptors
Mathematics Scale Score Ranges

### Percentage of Students at Each Achievement Level

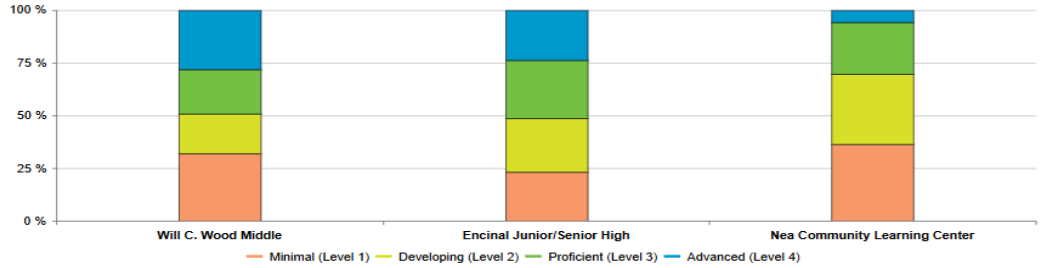
**Overall Achievement**

| Reporting Categories | Will C. Wood Middle | Encinal Junior/Senior High | Nea Community Learning Center |
|---|---|---|---|
| Mean Scale Score | 2498.8 | 2520.4 | 2444.3 |
| Advanced (Level 4) Percentage of students by grade for level | 18.32 % | 17.89 % | 6.67 % |
| Proficient (Level 3) Percentage of students by grade for level | 16.34 % | 21.95 % | 6.67 % |
| Developing (Level 2) Percentage of students by grade for level | 24.26 % | 29.27 % | 36.67 % |
| Minimal (Level 1) Percentage of students by grade for level | 41.09 % | 30.89 % | 50.00 % |

The sum of the achievement level percentages may not add to 100 percent because of rounding.

# CAASPP Math by Grade Level - 25/26 Nea and Comparison Schools (7th Grade)

## 2025–26 Achievement Level Distribution - Grade 7




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Mathematics Achievement Level Descriptors
Mathematics Scale Score Ranges

### Percentage of Students at Each Achievement Level

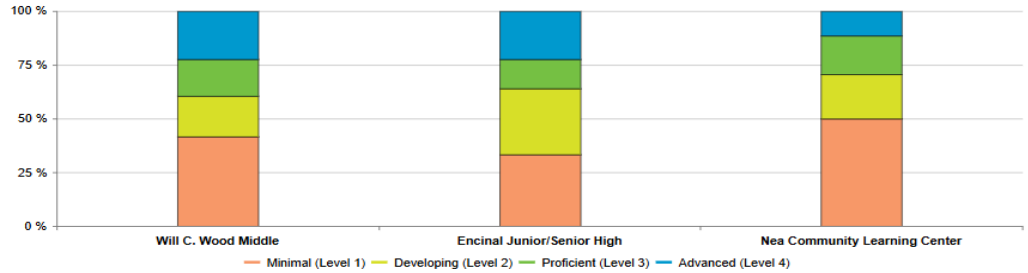
**Overall Achievement**

| Reporting Categories | Will C. Wood Middle | Encinal Junior/Senior High | Nea Community Learning Center |
|---|---|---|---|
| Mean Scale Score | 2551.5 | 2557.1 | 2510.5 |
| Advanced (Level 4) Percentage of students by grade for level | 28.02 % | 23.93 % | 6.06 % |
| Proficient (Level 3) Percentage of students by grade for level | 21.26 % | 27.35 % | 24.24 % |
| Developing (Level 2) Percentage of students by grade for level | 18.84 % | 25.64 % | 33.33 % |
| Minimal (Level 1) Percentage of students by grade for level | 31.88 % | 23.08 % | 36.36 % |

The sum of the achievement level percentages may not add to 100 percent because of rounding.

# CAASPP Math by Grade Level - 25/26 Nea and Comparison Schools (8th Grade)

### 2025–26 Achievement Level Distribution - Grade 8




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Mathematics Achievement Level Descriptors
Mathematics Scale Score Ranges

### Percentage of Students at Each Achievement Level

**Overall Achievement**

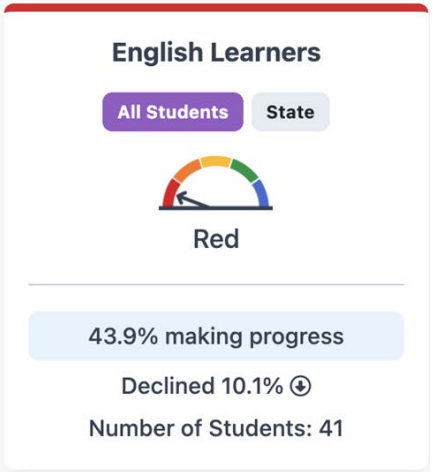
| Reporting Categories | Will C. Wood Middle | Encinal Junior/Senior High | Nea Community Learning Center |
|---|---|---|---|
| Mean Scale Score | 2546.4 | 2555.0 | 2507.4 |
| Advanced (Level 4) Percentage of students by grade for level | 22.73 % | 22.58 % | 11.76 % |
| Proficient (Level 3) Percentage of students by grade for level | 16.67 % | 13.71 % | 17.65 % |
| Developing (Level 2) Percentage of students by grade for level | 19.19 % | 30.65 % | 20.59 % |
| Minimal (Level 1) Percentage of students by grade for level | 41.41 % | 33.06 % | 50.00 % |

The sum of the achievement level percentages may not add to 100 percent because of rounding.

# Threshold Showing: Nea English Learner Progress Indicator

## English Learner Progress Indicator

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.




### Student Group Details

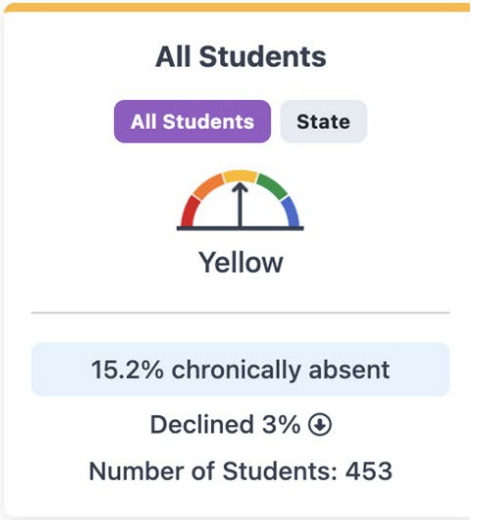
**All Student Groups by Performance Level**

# Threshold Showing: Nea Chronic Absenteeism

## Chronic Absenteeism

### All Students

Explore information about the percentage of students in transitional kindergarten through grade 8 who were absent 10 percent or more of the instructional days they were expected to attend. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports:
https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=01611190119222&year=2025-26



**ALAMEDA UNIFIED SCHOOL DISTRICT**
**Alameda, California**
**Resolution**

November 10, 2026 Resolution No. 2026-2027.22

**Resolution Approving Charter Renewal Petition of**
**Nea Community Learning Center (NEA)**

*WHEREAS*, on September 10, 2026, pursuant to the procedures set forth in Education Code Section 47605.6(b) and its implementing regulations, petitioners for Nea Community Learning Center ("NEA") delivered a petition to renew NEA's charter as a District-authorized charter school (the "Petition"); and

*WHEREAS*, the District's Governing Board held a public hearing on this matter on October 13, 2026; and

*WHEREAS*, in response to the Petition, District staff reviewed the Petition and its attached supporting materials, conducted a multiday site visit, interviewed NEA board members, school leadership, staff, parents, and students, reviewed academic performance data, budget and audit documentation, school policies and procedures, and other documentation identified in the staff report dated October 27, 2026; and

*WHEREAS*, the Board reviewed the Petition, taking into consideration the testimony and documents submitted, including testimony presented at the public hearing and other public Board meetings, additional materials received from petitioners, and the findings of District staff, (the "Record"); and

*WHEREAS*, the Board considered increases in pupil academic achievement for all groups of pupils served by NEA as the most important factor in determining whether to grant the Petition; and

*WHEREAS*, the Board considered the past performance of NEA's academics, finances, governance, and future plans for improvement in evaluating the likelihood of future success by NEA; and

*WHEREAS*, the Board hereby adopts the information, recommendations, and proposed findings in the staff report presentation dated October 27, 2026, and the attached petition review rubric (collectively, the "Findings"), which are hereby incorporated by reference;

*NOW, THEREFORE, BE IT RESOLVED* that:

1. The Board finds the above listed recitals to be true and correct and incorporates them herein by this reference.
2. The Board finds that, based on the standards set out in sections 47605 and 47607 of the Education Code, the Record and Findings are insufficient to deny the Petition.

3. Accordingly, the Board approves the Petition. The charter is renewed for a period of five years of school operation, commencing on July 1, 2027, and continuing through June 30, 2032.
4. Staff is authorized and directed to take all steps necessary to execute this resolution.

PASSED AND ADOPTED by the following vote this 10th day of November 2026:

AYES:_____ MEMBERS:_____

NOES:_____ MEMBERS:_____

ABSENT:_____ MEMBERS:_____

_____
Ryan LaLonde, President
Board of Education
Alameda Unified School District
Alameda County, State of California

ATTEST:

By: _____
Pasquale Scuderi, Superintendent
Secretary of the Board of Education
Alameda Unified School District
Alameda County, State of California

**ALAMEDA UNIFIED SCHOOL DISTRICT**
**Alameda, California**
**Resolution**

November 10, 2026 Resolution No. 2026-2027.22

**Resolution Approving Charter Renewal Petition of**
**Nea Community Learning Center (NEA)**

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*WHEREAS*, the District's Governing Board held a public hearing on this matter on October 13, 2026; and

*WHEREAS*, in response to the Petition, District staff reviewed the Petition and its attached supporting materials, conducted a multiday site visit, interviewed NEA board members, school leadership, staff, parents, and students, reviewed academic performance data, budget and audit documentation, school policies and procedures, and other documentation identified in the staff report dated October 27, 2026; and

*WHEREAS*, the Board reviewed the Petition, taking into consideration the testimony and documents submitted, including testimony presented at the public hearing and other public Board meetings, additional materials received from petitioners, and the findings of District staff, (the "Record"); and

*WHEREAS*, the Board considered increases in pupil academic achievement for all groups of pupils served by NEA as the most important factor in determining whether to grant the Petition; and

*WHEREAS*, the Board considered the past performance of NEA's academics, finances, governance, and future plans for improvement in evaluating the likelihood of future success by NEA; and

*WHEREAS*, the Board hereby adopts the information, recommendations, and proposed findings in the staff report presentation dated October 27, 2026, and the attached petition review rubric (collectively, the "Findings"), which are hereby incorporated by reference;

*NOW, THEREFORE, BE IT RESOLVED* that:

1. The Board finds the above listed recitals to be true and correct and incorporates them herein by this reference.
2. The Board finds that, based on the standards set out in sections 47605 and 47607 of the Education Code, the Record and Findings are insufficient to deny the Petition.

3. Accordingly, the Board approves the Petition. The charter is renewed for a period of seven years of school operation, commencing on July 1, 2027, and continuing through June 30, 2034.
4. Staff is authorized and directed to take all steps necessary to execute this resolution.

PASSED AND ADOPTED by the following vote this 10th day of November 2026:

AYES:_____ MEMBERS:_____

NOES:_____ MEMBERS:_____

ABSENT:_____ MEMBERS:_____

_____
Ryan LaLonde, President
Board of Education
Alameda Unified School District
Alameda County, State of California

ATTEST:

By: _____
Pasquale Scuderi, Superintendent
Secretary of the Board of Education
Alameda Unified School District
Alameda County, State of California

# Nea Matrix for Charter Renewal Process

## Criteria 1: Improving Student Achievement (Standard 1)

A charter school promotes student learning through a clear vision and high expectations. It achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, state and federal performance standards, and closing achievement gaps of students.

| Rubric Element | Criterion Description | Level 5 Equivalent | Level 2 Equivalent | Level | Evidence (Non-exhaustive list of data) | Written Response |
|---|---|---|---|---|---|---|
| **1.1** | **Achieves clear, measurable program goals and student achievement objectives as measured by state, federal standards or objective standards set out in the schools Local Control Accountability Plan** | CAASPP student dashboard data in the blue or green categories overall and for all statistically significant subgroups; demonstrated track record of meeting or materially improving performance on objective LCAP student performance goals. | CAASPP student dashboard data in the orange categories overall and for a majority of statistically significant subgroups; student performance goals present in LCAP but unclear or failure to achieve LCAP goals over multiple years. | 3 (Underd… | Key Documents: When referred to the pages are on the actual documents).<br>• CA Dashboard<br>• Nea LCAP<br>• Nea Charter Petition<br><br>Refer to CA School Dashboard State and Local Indicators & local assessments - MAP and Renaissance (pp.9-19) Nea Charter Petition | **Summary of CA Dashboard Data**<br>The California School Dashboard (Dashboard) is an online tool that shows how local educational agencies and schools are performing on state and local indicators that are included in California's school accountability system. State indicators are based on data collected consistently across the state from LEAs through the California Longitudinal Pupil Achievement Data System (CALPADS) and testing vendors. The state indicators are:<br>• Academic (reported separately for English language arts/literacy [ELA] and mathematics assessments)<br>• English Learner Progress<br>• Chronic Absenteeism<br>• Graduation Rate<br>• Suspension Rate<br>• College/Career<br><br>Local educational agencies and schools receive one of five color-coded performance levels on the state indicators based on both performance and growth from the prior year. From highest to lowest, the five performance levels are: Blue, Green, Yellow, Orange, and Red.<br><br>**Overall academic performance showed improvement in 2025:**<br><br>• **English Language Arts:** 44.8% of students met or exceeded standards, an increase of approximately 5 percentage points from 2024.<br>• **Mathematics:** 31.7% of students met or exceeded standards, an increase of approximately 5.2 percentage points from 2024.<br><br>**Student group performance demonstrates strengths but not uniformly high performance across all significant groups:**<br><br>• White students: 60.7% met/exceeded standards in ELA and 40.4% in Math.<br>• Asian students: 58.6% met/exceeded standards in ELA and 55.2% in Math. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | • Hispanic students: 30.0% met/exceeded standards in ELA and 24.3% in Math.<br>• African American students: 25.0% met/exceeded standards in ELA and 6.3% in Math.<br><br>These results indicate that while the school is demonstrating academic growth and positive outcomes for some student groups, there are notable achievement gaps among statistically significant student populations. Therefore, the evidence does not support the Level 5 standard requiring Green/Blue performance for the school overall and all significant student groups.<br><br>Nea Community Learning Center demonstrates progress toward achieving clear, measurable program goals and student achievement objectives. The school's 2025 student achievement results show improvement in both English Language Arts and Mathematics compared to the prior year, with increases in the percentage of students meeting or exceeding state standards. Evidence indicates a positive trajectory in academic outcomes and alignment with state accountability measures. However, performance is not consistently at the Green or Blue Dashboard levels across all statistically significant student groups, and achievement disparities remain among student populations. Accordingly, the school demonstrates substantial progress toward student achievement goals, but evidence falls short of the exemplary performance required for a Level 5 rating. |
| **1.2** | **Provides a challenging and coherent curriculum for each individual student** | The school has a robust standards-based curriculum with strategies in place to meet the needs and challenges of all students, including those who are not at grade-level. The school has systems in place to formally identify individual student needs and has effective strategies in place to meet the needs of English Learners (EL) and students with Special Education and 504 plans. The school is closing achievement gaps among student sub-groups at a rate exceeding other schools with similar demographics. | The school's curriculum is standards-based, but is not meeting the needs of all individuals. Support structures for students not meeting grade-level standards are inadequate. EL and students with special education plans are making inadequate progress. The achievement gap among subgroups is on par with those in similar or surrounding schools. | 3 (Underd… | Refer to Element A - Educational Program beginning on bottom of pp.20 (Nea Charter Petition)<br><br>Refer to Serving All Learners (pp. 38-44) Nea Charter Petition<br><br>Refer to English Learners (pp.44-48) Nea Charter Petition | NEA Community Learning Center provides a challenging and coherent curriculum supported by multiple assessment measures, embedded intervention structures, and collaborative systems for monitoring student progress. The school uses STAR, literacy and mathematics assessments, classroom-based formative measures, attendance indicators, and academic performance data to identify student needs and adjust instruction. Intervention blocks, small-group instruction, COST processes, and Learner Support Team meetings provide structured support for students requiring additional assistance. Staff engage in ongoing professional learning and collaborative inquiry focused on improving instructional practice and student outcomes.<br><br>Evidence indicates that the school's instructional program is improving its academic results, including improved SBAC performance and stronger beginning-of-year assessment outcomes. However, available evidence does not fully demonstrate that achievement gaps for student subgroups are closing at rates exceeding comparable schools, nor does it demonstrate proficiency levels approaching comparable schools.<br><br>Conversation with staff acknowledges that interventions are primarily done through pull out or classroom teachers' ability to |

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| | | | | | | pull small groups. There is not a coordinated effort for grouping students across a grade level for intervention and/or acceleration.<br><br>● 4th-6th humanities: Both classes were reading the same texts which is a sign of collaboration. Teachers held the cognitive load. During the 10-15 minutes observation, in one of two classrooms, student volunteers were asked to make a prediction about the text.<br>● 6th grade science: taught explicit vocabulary, morphology incorporated into the lesson. Students were studying sound waves. They were asked to follow along clapping on the beat to different genres of music (students enjoyed this) and the teacher reminded them that the overall project was to create an instrument (to study sound waves made by the instrument? This was not made totally clear but may have been discussed prior to our visit)<br><br>4th-6th grade cohort: In three classes, students were asked what they were learning.<br><br>○ Classroom 1: Students did not provide an answer<br>○ Classroom 2: Student said racism (theme in the book)<br>○ Classroom 3: Student said air pressure (lesson focus)<br>● A common theme across the classrooms named above was that the teachers held the cognitive load, no evidence of structured student talk<br>● This was later witnessed a couple of times but most discussion and questioning was teacher directed.<br>● Unclear in 7th/8th math class what curriculum is actually being used. Observed a quiz in 7th and 8th grade focused on arithmetic and three digit numbers, primarily a 5th grade standard, did include adding and subtracting negative numbers - a 7th grade integer standard.<br>● Students who had completed the quiz were working online, 1 7th grade student on IXL practicing dividing fractions, a 6th grade standard. The rest of the students online were on Prodigy, math content appeared to be dividing decimal word problems, however the majority of time on screen was devoted to playing games or modifying avatars. When student got problem incorrect did not get any feedback on why or how to do problem correctly (that may be an option that student could choose) but went back to game page until forced to try another math problem<br>● In history, very coherent tasks and curriculum presented with large overarching focal questions to drive |

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| | | | | | | investigation. “How is power gained, used, and justified?” “How is culture influenced by its environment, other cultures and advancements?”<br>● K-3 evidence shows continuity throughout the grades through project based learning from community themes to government themes.<br>● Elementary utilizes a “Project Lab” approach (Noted in the posted schedules). 2nd grade was observing plants, drawing observations and adding notes. 1st grade was researching community members and how they help citizens.<br>● A 2nd grade teacher informed us they use UFLI for phonics instruction and CCC Being a Reader for small group reading<br>● In one Kinder class students were following along on the slides blending words in choral response under the teachers direction.<br>● K-6 uses Eureka Squared for math curriculum (digital package) and sometimes enhances the curriculum with projects.<br>○ In one 4-6th classroom, we saw students engage with the teacher through back and forth questioning to complete a Eureka page. The teacher led the instruction.<br>○ In a 5th grade math class the objective was very closely aligned with the instruction we saw. The teacher had a lot of anchor charts and visual supports. She related decimals to money (something students understand). Students were solving decimal division (a 5th grade standard) on white boards and utilizing partners to get feedback and help.<br>● TK/K Developmentally appropriate play-based hands-on centers were observed.Students were actively engaged.<br>● 1st grade art was highlighted as students participated in color mixing with tempera paint and a direct-to-draw with color pastels while making a drawing of a pumpkin.<br>● Students used dry boards to show work but I did not see students working in a strategic way (Teacher provided) and they worked together. I saw students working in groups, but did not see evidence of protocols to help them work effectively together.<br><br>**School Leader EL Focus Group:**<br>● Integrated ELD strategies : Front loading, vocab, visuals, multimodality, UDL (PD on these topics) |

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| | | | | | | • Designated ELD: Curriculum combination- Carousel of Ideas, A-Z Learning Handwriting without Tears, GLAD<br><br>• Office hours structure after school:<br>• TK-6 office hours invite<br>• TK-3: 2x 30 minute<br>• 4+: 1 hour a week<br>• 7-8: Homework club, weekly mandatory office hours |
| **1.3** | **Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students** | Students are actively and consistently engaged in class and demonstrate a high level of enthusiasm for learning across the curriculum. Students and teachers use resources for learning experiences beyond the limits of the textbook and classroom, including the effective use of technology and community resources. Student engagement is supported by opportunities to relate productively with adults and other students in both academic and non-academic settings. Learning goals are aligned to the educational program outlined in the charter. | Students are inconsistently engaged in class. Instruction is predominantly teacher centered or textbook driven. Technology and community resources are not utilized with any consistency to further relevant learning in or outside the classroom. | 4 (Proficient) | Refer to What it Means to be an Educated Person in the 21st Century - pp. 22-36 (Nea Charter Petition) | • Both 4th grade classrooms in "lock step" with observed ELA/Humanities lessons (reading *Esperanza Rising*), Eureka Math being used in the 6th grade classroom, Foss Science observed in the 5th grade classroom. In each setting, more than the majority of students were engaged in the task at hand.<br><br>• In grades 4-6 classrooms students were engaged (tracking content or teacher) at a high level (85% or more).<br><br>• In most grades 4-6 classrooms, instruction was teacher centered with the teacher at the front of the room for example reading aloud or solving math problems at the board while students followed along. In one of the classrooms observed, students were working on a group challenge to use resources to save a city from flooding.<br><br>• TK and K classes were heavily dependent on technology- read aloud, blending activity, a clean up song, and calming carpet music and graphics.<br><br>• Curriculum and standards being taught were grade level except in a middle school math class where the lesson on integers was slightly below grade level. It may have been a review, however or a place of assessed weakness.<br><br>• We observed teachers engaged in both individual and group projects that students felt were engaging.<br>○ Students in groups were building paper rockets (Each group had a chance to slightly customize theirs) to learn about gravitational forces. |

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| | | | | | | ○ Student in a science class were learning about sound waves by building instruments out of trash (Patterned after the Recycled Orchestra of Cateura)<br>○ Students in the 2nd grade project lab were experimenting with plants and if they needed light to grow.<br>○ Students in 4th-6th will be creating instruments to study sound waves. They were able to plan and execute which instrument they wanted to make.<br><br>● Another engaging lesson involved students reviewing clues about Ötzi the Iceman. The teacher reviewed clues from a slide deck and prompted students to answer questions about the clues that were displayed. The lesson was posed as a mystery that students had to solve by putting together the various clues. There was a high level of engagement.<br><br>● While there was some passive or low level learning, E.g.students taking notes from a presentation or article, lower level questions being asked, teacher assignments were designed to engage students by having them solve problems, create projects with a hand-on product, etc. A focus on professional development to strengthen teachers' ability to design engaging project-based learning experiences, along with dedicated time for project creation, will enhance both individual and collaborative capacity to provide meaningful, engaging assignments that foster authentic learning.<br><br>● Evidence of project based learning in conversation with science teacher about rocket projects and regular time each week for students to research topics of choice.<br><br>● Students actively collaborating in workshopping short writing assignment focused on using figurative language - student excited to share their writing with me<br><br>● 3rd grade students were actively engaged in math and science lessons about milliliters, measurement, and liquids. Two third grade classes were observed on this same topic. One classroom clearly differentiated the |

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| | | | | | | instruction to meet small group needs.<br><br>• Project based learning - the physics boat project, building a boat that will actually float across the high school pool, extended to touch all content areas. Teachers are provided time during professional development to develop these across subject projects. Twice annually they also complete thematic grade level projects culminating in a student-led exhibition to families and staff. |
| **1.4** | **Uses the results of evaluation and assessment as the basis for the allocation of appropriate resources to promote high levels of student achievement.** | Resources are allocated appropriately (among materials, equipment, staff, and facilities) and used effectively to optimize student learning experiences and promote student achievement. | Resources allocation is inconsistent and does not clearly align with programmatic improvement for increasing student achievement. Resources are inadequate to support learning activities, or resources are available, but not effectively utilized to increase student achievement. There is little monitoring of the use of resources for the optimization of student needs. | 4 (Proficient) | Refer to:<br>Goal Analysis [2025-26] pp. 10-15 (of the doc.) Nea LCAP | • The most predominant need identified by the parent focal group was improved facilities and increased mental health supports for students. The student focal group also focused on improved facilities as an area of need as well (unclean, unkept restrooms and play structure equipment). “Better chairs, bathroom mirrors, soap dispensers, and better lunch” also came up.<br><br>• Teachers talked about how their input guided professional development choices for the year -- teacher time being the most important resource. This year they could choose project-based learning or action research projects by grade level. |
| **1.5** | **Promotes a safe, healthy and nurturing learning environment characterized by trust, caring and professionalism** | The school has a strong sense of community, which allows students to take on academic risks and challenges. Most/all students in the school feel that they have one or more adults that they can trust. The school environment is free of violence, the threat of violence, and bullying; and solid discipline policies and practices, safety procedures and crisis plans are in place. The learning environment is clean, attractive, functional, and comfortable and promotes student health and wellness. Students feel supported and respected by teachers and staff. LCAP reflects a dedication to providing a safe learning environment and consistent achievement of or progress toward learning environment LCAP goals. | The school has a limited sense of community. Inadequate facilities and/or lack of clear discipline policies or effective practices, or safety procedures do not support a safe or comfortable learning environment. There is little interaction between adults and students at the school outside of formal classroom instructional time. LCAP does not adequately reflect commitment to promoting safe learning environment or school has failed to consistently implement stated LCAP goals in this area. | 4 (Proficient) | Wellness Survey<br><br>Refer to Facilities Safety (pp. 71-72) Nea Charter Petition | • All classrooms have the NEA monthly values/focus areas posted, NEA intervention pathways (progressive behavior response), and daily schedule/routines.<br><br>The parent focus group cited the small school and classroom setting as encouraging positive relationships between staff and students. Evidence of this includes parent commentary like:<br>• *“[My student] was not labeled as a ‘bad kid,’ the adults want to support him”*<br>• *“I had a fear of [my student] slipping through the cracks at a larger school, that’s not happening here.”*<br>• *“Teachers are able to notice when students are doing well…in bigger classrooms students will sometimes act out because teachers don’t notice them when they’re doing well.”*<br><br>• Students cited COMA (Sp?) buddies (not sure of the spelling here) and “teacher helper” (there’s a term for this) |

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| | | | | | | • Classrooms had a calm, and nurturing environment (with just a couple of exceptions) with sound routines and classroom procedures allowing students to focus on learning. It was abundantly clear that facilitators work hard to build safe classrooms by building community and building relationships with their students (and families). Students mostly worked in groups and were friendly and respectful to each other.<br><br>• 98% of students interviewed could name a specific trusted adult on campus.<br><br>• Lunch and yard supervision is well staffed with knowledgeable, caring staff. There is a family feel. In addition, routines and procedures for this time are consistently utilized.<br><br>• It's clearly evident that teachers and staff have a high level of respect in and between students, staff, and families. In interviews, all three groups provided examples of the types of support that they received from one another. The term, "we are a close community" was often mentioned. |
| **1.6** | **Involves staff, students, parents and other stakeholders (including the school's authorizer) in its accountability for student learning and provides regular, public reports on the school's progress towards achieving its goals** | Parents/families are given accessible and relevant information about their child's progress through a variety of methods to communicate student achievement, which include progress reports, report cards, parent/student meetings, etc. Students and parents are well-informed of the class/course learning objectives and of their child's progress on those objectives throughout the school year. The school provides schoolwide progress reports and student achievement data to the school community and other stakeholders, including its authorizer, on a regular basis and solicits feedback and assessment of school progress through parent/student/teacher (and other | School leadership participates in the development of a basic school accountability report card but provides little or no other school progress reports to the school's community and/or its authorizer. | 4 (Proficient) | Refer to LCFF Budget Overview for Parents (pp. 1-3 & pp.6-7) Nea LCAP | • While parents (in the focal group) identified that they feel deeply connected to school facilitators and report a high level of "parent/teacher engagement" they did identify, as an area of growth, increased clarity/communication about progressive behavior response/support. Parent quote:<br>• *"When do they call home?…I hear about behavior(s) from my student, not from the school."*<br>• *The school needs to do a better job of "closing the loop" with families*<br>• School-wide communication for all families about the process of how we respond to behavior, repair harm, build community<br><br>A student in the focal group also requested "*help with all the cussing and disrespect."* Student focal group requested closer supervision during class time *"there are lots of words and* |

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| | | stakeholders) surveys. School leadership participates in the development of a school accountability report card as required by law. | | | | *things that people are doing that teachers don't see that are hurtful. And then if they do hear/see it, they don't do anything."*<br>● Nea gives a student wellness survey three times a year and the data is shared with parents, staff, and the board.<br>● Leadership regularly (every other month) provides disaggregated data reports at public board meetings.<br>● Families are provided opportunities to provide input into the annual LCAP at several meetings<br>● Behavioral and academic outcomes/data is presented at staff meetings, open board meetings, and in presentations to parents. Parents are surveyed to give feedback and input into various program areas. School and Home Office leaders have a reputation for being receptive (According to parents in the feedback group) to input from Nea's families.<br><br>● Families are sent a school perception survey to receive both feedback and input into the school program.<br>● There is a monthly middle school newsletter that goes out to families that includes the unit that students are working on.<br>● There is a clear expectation that teachers call home when their students are struggling<br>● The Special Education Director sends a survey to families to receive feedback on how they are surveying students with IEPs. |
| **1.7** | **Maximize access to learning environment for all students** | Student suspension and expulsion rates are consistent with an effort to maximize learning time for students; student suspension and expulsions do not fall disproportionately on one or more identifiable subgroups of students, including but not limited to students of color and students receiving special education services. Students receiving special education services are served in the least restrictive environment in order to maximize access to the school's education program. | Student suspension and expulsion rates materially affect student learning time. Suspensions and expulsions consistently fall disproportionately on one or more identifiable subgroups of students. There is a pattern of students receiving special education services being either excluded from the school or served in overly restrictive environments that unnecessarily served in environments that reduce access to the school's education program. | 3 (Underd… | Refer to Students with Disabilities (pp. 46-48) Nea Charter Petition | ● In 2025, 4.4% of students were suspended for at least one aggregate day, an increase of 1.9 percentage points, resulting in an overall Orange performance level. Student-group results demonstrate additional disparities: African American students, Socioeconomically Disadvantaged students, and Students with Disabilities received Red performance levels, while several additional groups, including English Learners, Hispanic students, students identifying as Two or More Races, and White students, received Orange performance levels. Asian students received a Yellow performance level. No student group received a Green or Blue performance level.<br><br>● Classrooms showed student work. Classrooms also support the learning through visuals, anchor charts and word charts. |

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| | | | | | | • The vast majority of supports are “push-in” ones where the resource teacher and paraprofessional push into classrooms to support students with IEPs.<br>• Students with IEPs were present and visible in most K-3 classes. In two observed incidents of dysregulation, teachers prompted if the students needed a break outside the classroom within the first 1-2 minutes. Sensory tools, such as headphones, oral sensory tools were visible.<br>• Paraprofessional support was the most visible service model. While they focus students with IEPs, they also serve other students who need support. The paraprofessionals were very attentive to the students they serve and were very engaged at all times with the students.<br>• Teachers reported close coordination with the special education teachers, including weekly meetings, sharing materials, having push in and pull out support. |

**Summary:**

**Areas of Strength:**

- Improving academic outcomes: In 2025, ELA proficiency increased by approximately 5 percentage points to 44.8%, and mathematics proficiency increased by 5.2 percentage points to 31.7%.
- Standards-based curriculum: The school uses established curricular resources, including Eureka Squared for mathematics (at most grade levels), UFLI for phonics, and Being a Reader for small-group reading, alongside interdisciplinary and project-based learning.
- Engaging learning experiences: Students participated in hands-on projects, scientific investigations, collaborative writing, and problem-solving activities.
- Assessment and intervention: STAR Renaissance, literacy and mathematics assessments, classroom-based assessments, intervention blocks, COST processes, and Learner Support Team meetings support the identification of student needs.
- Differentiated and inclusive support: Teachers use small-group instruction, visual supports, integrated and designated English Language Development strategies, and push-in special education services. Paraprofessionals and special education teachers collaborate to support student access to learning.
- Positive school culture: Classrooms generally demonstrated strong relationships, respectful interactions, and established routines. Approximately 98% of students interviewed could identify a trusted adult on campus. Families described a close-knit community where students feel known and supported.
- Stakeholder engagement: The school regularly shares academic and behavioral data, administers student wellness surveys, and gathers family input to inform school improvement and resource allocation.

**Areas for Growth and Recommendations:**

- Close achievement gaps: Significant disparities persist across student groups. ELA proficiency ranged from 60.7% for White students to 25.0% for African American students; mathematics proficiency ranged from 55.2% for Asian students to 6.3% for African American students. Establish measurable targets and monitor progress by student group.
- Strengthen coordinated interventions: Current interventions rely heavily on individual classroom teachers and pull-out support. Develop a coordinated, schoolwide system for intervention and enrichment, with common progress-monitoring procedures and flexible student groupings.
- Increase instructional rigor and student ownership: Observations frequently showed teacher-directed instruction, limited structured student discussion, and teachers carrying much of the cognitive load. Strengthen practices that promote student reasoning, academic discourse, collaboration, and the ability to articulate learning objectives.
- Ensure grade-level curriculum alignment: Clarify the middle school mathematics curriculum and ensure instruction, assessments, and digital learning activities consistently reflect appropriate grade-level standards and provide meaningful feedback.
- Continue to strengthen project-based learning: Build on existing engaging projects by providing dedicated planning time and professional development focused on designing rigorous, standards-aligned projects

that promote authentic learning and student independence.
- Address equitable access to learning: The 2025 suspension rate increased to 4.4%, with Red Dashboard performance levels for African American students, socioeconomically disadvantaged students, and students with disabilities.

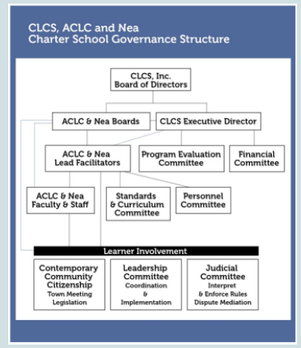
## Criteria 2: Strong Leadership and Responsible Governance (Standards 2, 3)

The leaders of a charter school are stewards of the charter's mission and vision and carry out their duties in a professional, responsible and ethical manner. Charter school leaders use their influence and authority for the primary purpose of achieving student success.

| Rubric Element | Criterion Description | Level 5 Equivalent | Level 2 Equivalent | Level | Evidence (Non-exhaustive list of data) | Written Response |
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| **2.1** | **Effectively communicates and engages stakeholders in the mission and vision of the school** | The board and school leadership clearly and effectively communicate the mission, goals, pedagogical approach and education model of the school with all relevant stakeholder groups. Stakeholders are active supporters and communicators of the mission and vision to the school community. The mission and vision of the school is clearly articulated, well-known by school stakeholders, and implemented in daily practice. | Communication regarding the mission and vision with stakeholders is sporadic and/or inconsistent. The school's mission and vision are known and understood by few of the school's stakeholders. | 5 (Excellent) | Family Climate Survey - Refer to slides 2-5 | • I did not hear the mission or vision mentioned explicitly but stakeholder groups referred to the 9 Ames principles, their democratic model and here students have significant voice (Student are referred to as learners and teachers are facilitators) to elements within it - the 9 Nea Principles (all classrooms had posters of them), project-based learning, building a close diverse community, etc.<br>• Teachers were clear on the instructional focus (project-based learning) and there was professional development aligned to it. We saw several projects during class visits. |
| **2.2** | **Generates and sustains a school culture conducive to staff professional growth** | The school leadership provides professional development opportunities that advance the effectiveness of teaching and learning and monitors that professional development for impact on school achievement. There is open and clear communication between students, staff, and administration; and teachers are empowered to demonstrate teacher leadership throughout the school, as well as establish goals for professional growth. | Staff development is restricted to individuals with little or no link to meeting overall schoolwide goals or to the performance of students. The types of professional development in which teachers participate are limited and/or not relevant to individual and schoolwide needs. Staff does not set goals for professional growth. | 4 (Proficient) | Refer to Professional Development (p.32) Nea Charter Petition | • School leadership has established sustained structures for professional growth that are aligned with instructional priorities and student needs. Facilitators participate in regular department collaboration, whole-group professional learning, collaborative planning, and ongoing professional-development strands focused on areas such as project-based learning, instructional inquiry, small-group mathematics instruction, and consistent schoolwide practices. Professional learning is job-embedded, with facilitators applying strategies, examining student data, refining instruction, and sharing learning with colleagues. Educators also have opportunities to exercise leadership through collaborative inquiry and presentations of their work. School leadership uses multiple sources of student data to identify areas for improvement and has intentionally allocated professional-development and collaboration time to address identified needs. While there is evidence that staff and leadership examine student growth and consider the impact of |

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| | | | | | | interventions and professional learning, the focus-group evidence does not yet demonstrate a fully systematic schoolwide process for monitoring the impact of professional development on student achievement or establishing and monitoring individual professional-growth goals for all staff. |
| **2.3** | **Treats all individuals with fairness, dignity and respect** | School leaders ensure that school policies regarding equal opportunity and unlawful harassment are effectively implemented. There is open communication among the staff and with the leadership team. School stakeholders report that they are treated with fairness, dignity, and respect and that school leadership is working effectively to create an optimal teaching and learning environment. Complaints regarding the above are not systematic and are resolved through the Uniform Complaint Process or a process that provides equivalent procedural protections. | There are gaps in communication in the school. Policies regarding equal opportunity, unlawful harassment, or other complaints that are nonexistent are/or ineffectively implemented. Stakeholders do not feel they have a voice in the school. | 4 (Proficient) | Refer to Facilitators and Learners (p. 25 & pp. 65-66) Nea Charter Petition | • Facilitators report feeling empowered to grow and to have an impact on the school as a whole. CLCS Schools have a democratic model where feedback and input is actively encouraged. This was obvious when talking to various stakeholder groups who commented on their ability to provide input into all areas of the organization and schools and leadership's level of authentic interest to consider it.<br>• Teachers and school leaders provide a warm, caring, environment in which to learn. The focus for the past few years is to increase instructional and curricular rigor as well as to engage all learners. |
| **2.4** | **Has a cogent understanding of the laws that govern charter schools and monitors the trends, issues and potential changes in the environment in which charter schools operate** | The school administration and governing board consists of individuals who are experienced in managing organizations and who are well-versed in charter law. School administrators and board members actively and regularly seek information and professional development related to charter operations and laws; and new board members are given a formal, relevant orientation on the purpose and educational vision of the school and on their roles and legal responsibilities. The charter school governing board adheres to and consistently follows a fully adopted set of bylaws which includes: conflicts of interest policies, meeting protocols and procedures, and formal delineations of roles and | Board representation is limited; few are engaged in or understand the charter law. Opportunities for board members to take part in professional development or seek information regarding charter operations, trends and law are limited. Responsibilities and roles of leaders, governing bodies and staff are unclear. Bylaws regarding conflicts of interest, meeting protocols, delineation of roles and responsibilities are not well understood and/or followed by the school. Process for conflict resolution is not well understood and/or consistently implemented. There is a pattern of charter or labor law violations during the term of the charter. There is a pattern or IDEA or Section 504 violations established by | 4 (Proficient) | | • The CLCS Board has actively recruited (and maintained) members from diverse backgrounds with different levels of expertise important to effective school boards. Members currently have backgrounds in law, marketing, community organizing, and education. A The majority of them are parents of students currently attending Nea or ACLC or who have graduated from one or both of the schools.<br>• There is a clear induction process for New Board members and they attend Brown Act and Conflict of Interest training. They have a clear set of updated bylaws that are reviewed and amended if needed on an ongoing basis.<br>• The Home Office and Board consult with their two law firms - Young, Minney, & Corr and Edwards, Stevens, & Tucker, on legal matters when needed.<br>• IDEA and Section 504 obligations and standards are consistently met. |

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| | | authorities within the school. Conflicts of interest and conflict resolution policies are comprehensive and clear. School has no recorded instances of material charter law or applicable labor law violation during the charter term. IDEA and Section 504 obligations are consistently met. | CDE or OCR findings or due process proceedings. | | | • The CLCS Leadership Team and School Leaders regularly attend professional training centered on both governance and legal issues and curriculum and instruction from the Charter School Development Center and California Charter Schools Association.<br>• Facilitators are properly credentialed for their assignments; If the school moves towards any self-contained for SPED, the Education Specialists will need to obtain their added autism authorization. |
| **2.5** | **Consistently engages in timely reporting of required information to the District, the County, and the State** | The school provides required reports and responds to reasonable inquiries about student performance, academic progress and the school's fiscal health in a thorough, accurate and timely manner. Formats for reporting comply with stated requirements, and any variances are explained. The legal and fiscal authorities and responsibilities of the school and of the authorizer are clearly articulated in writing, and clearly defined operational agreements, contracts, MOU's, and/or protocols have been established with the authorizing agency in key areas such as liability, special education, and facilities. | There is limited communication between the school and its authorizer. Reports and/or responses to inquiries are late and/or incomplete. Operational agreements are vague or non-existent and formal delineation of key areas of responsibility are unclear. | 4 (Proficient) | | • The Home Office (District) personnel including the Executive Director have a good, established relationship with AUSD staff and leadership<br>• Key compliance dates are calendared and project-managed by the Compliance Manager who reports to the Chief Operations Officer.<br>• There is a process for MOUs which are approved by the Executive Director and the CLCS Board<br>• The Home Office's back office, Edtec manages finance compliance deadlines to the authorizer, AUSD, and the state in collaboration with the Executive Director and Chief Operations Manager. |

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| **2.6** | **Maintains effective and active control of the charter school and seeks input from impacted stakeholders** | Governing board has adopted a policy, decision matrix or delegation of powers that identifies the authority and role of stakeholders (individuals and groups) involved with the school. All stakeholders participating in the decision-making process understand their role, who has the final decision-making authority, and what process will be used. In addition, the school establishes regular opportunities for stakeholders to address the administration and board (i.e. parent meetings, surveys, staff meetings, student forums, etc.). The board conducts its meetings regularly (at least quarterly) and in an organized and effective manner to encourage public comment and participation. All board meetings are held in accordance with applicable provisions of law, appropriate recording of all actions taken is ensured, and Board records are maintained in a comprehensive and systematic manner, in both soft and hard copy. The board creates and adopts all necessary policies and ensures their consistent implementation. | Organization has no decision matrix or policy describing the delegation of decision-making authority of stakeholders (individuals and/or groups) involved with the school. Stakeholders are unaware of the decision-making process. The board does little to encourage or seek stakeholder participation or involvement. Governing board meetings are infrequent and materials are not provided in advance. Compliance with the Brown Act is inconsistent. Records of board discussion and action are not current and not maintained in a manner that is readily available to board, staff and community. Board relies on the executive director/head of school to develop policies and procedures; deferring on major decisions without active debate. | 4 (Proficient) | | • Community Centered Learning Schools (CLCS) which governs Nea, has a clear governance structure that outlines decision making. Their board meets monthly to review disaggregated data on academic performance, financials, progress towards, LCAP goals, etc.<br>• Families are encouraged to attend board meetings and there is a public comments section on the agenda where families can express compliments, concerns, and suggest ideas on how to improve the program.<br>• Parents are surveyed twice a year on their perception/experiences regarding student safety, school culture, two-way communication efforts, student support, and other important elements concerning how their children are experiencing school. This information is shared with the staff and leadership to identify patterns and/or concerns to be addressed.<br> |
| **2.7** | **Ensures implementation of the student recruitment, retention, and enrollment process intended in the charter and as defined by statute and regulation** | The school leadership and staff follow the procedures described in the school's charter and policy. Recruitment strategies are consistent with the mission of the charter and focus on the targeted population which is inclusive of a diverse range of learners. All communications with families convey the same description of the process. Accurate records of applications, lottery results and wait lists are maintained. The results of the policy are reviewed annually | Student recruitment, retention and enrollment policies are not well-documented. Staff members communicating with families give inconsistent and/or inaccurate information regarding procedures. Enrollment and retention decisions are not consistent; with case-by-case exceptions made for some families depending on circumstances. Board is not informed of enrollment and retention results, other than in general terms. | 4 (Proficient) | | • The Home office has an aggressive student recruitment plan that utilizes both print and social media, which they are continually trying to refine. They hold recruitment events during their enrollment window including one specifically for current families to help retain students to continue to attend CLCS schools - ACLC once they graduate from 8th grade. They also provide information to families in an effort to retain students through the higher grades - 7th and 8th. The fact that they group students in grades 4-6 as a rotation should help their efforts to retain them into the higher grades.<br>• Nea has an extremely diverse population as the |

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| | | with the board to ensure consistent implementation and to identify areas for improvement. | | | | recruitment efforts actively seek to enroll students from all backgrounds and socioeconomic status and it has a strong reputation of being inclusive and welcoming.<br>● Nea's Home Office communicates the annual date of their lottery and uses a legal, preferenced recruitment process which gives priorities to in-district students, siblings, etc. Their admission policies and procedures including their lottery preference are included in their Charter Renewal Petition. |

## Summary:

**Areas of Strength:**

- Democratic, Learner-Centered Culture: A strong culture of student voice, democratic participation, inclusion, and shared leadership is evident across the Nea. Teachers have the opportunity to select their PD focus.
- Collaborative Professional Learning: Job-embedded professional learning and collaboration are well established and aligned with instructional priorities and student needs.
- Instructional Rigor and Continuous Improvement: Leadership and staff demonstrate a clear commitment to increasing rigor, using student data, and improving instructional practice.
- Empowered Staff and Distributed Leadership: Facilitators feel empowered to contribute to schoolwide improvement, and stakeholder input is actively sought and valued.
- Strong Governance and Infrastructure: CLCS has effective governance structures, diverse Board expertise, clear decision-making processes, and strong organizational oversight.
- Strong Compliance and Operations: Established systems support legal, financial, credentialing, and compliance responsibilities, with strong relationships and accountability structures.
- Inclusive and Diverse Community: The school demonstrates a strong commitment to diversity, inclusion, belonging, and equitable access for students from varied backgrounds.
- Family Engagement and Enrollment Practices: Families have meaningful opportunities to provide input, while strategic recruitment and retention efforts support a diverse and engaged student population.

**Areas of Growth and Recommendations:**

- Strengthen Mission, Vision, and Core Principles: Make the connection between the mission/vision, 9 Ames/NEA principles, democratic model, instructional practices, and desired student outcomes more explicit and consistently understood by all stakeholders.
- Systematize Professional Growth: Build on strong professional-learning structures by establishing individual growth goals and consistently monitoring the impact of professional learning on instructional practice and student achievement.
- Strengthen Data-Driven Improvement: Develop a consistent schoolwide cycle that connects student data, instructional strategies, professional learning, progress monitoring, and measurable student outcomes.
- Deepen Distributed Leadership: Continue expanding facilitator leadership opportunities and more intentionally document how staff and stakeholder input contributes to school improvement and student outcomes.
- Connect Student Agency and Academic Rigor: Leverage the school's strong culture of student voice and agency to further support rigorous academic expectations, student ownership of learning, and achievement.
- Sustain Strong Governance and Operations: Maintain effective governance, compliance, and operational systems while ensuring Board and leadership oversight remains closely connected to strategic priorities and student outcomes.
- Support strong tier I instruction by adopting and using CORE curriculum as a foundation for project based learning.

## Criteria 3: A Focus on Continuous Improvement (Standards 1, 4)

A charter school engages in a process of continuous self-improvement in order to increase the effectiveness of its educational program. The school regularly assesses and evaluates student learning based on stated goals.

| Rubric Element | Criterion Description | Level 5 Equivalent | Level 2 Equivalent | Level | Evidence (Non-exhaustive list of data) | Written Response |
|---|---|---|---|---|---|---|
| **3.1** | **Establishes benchmarks and a variety of accountability tools to monitor student progress throughout the year** | An appropriate range of formative and summative assessments (which include state-mandated tests, schoolwide assessments and classroom level assessments) are used in making judgments about student progress towards curricular targets. These assessments are matched to well-defined benchmarks for student achievement. Data is used to adjust curriculum and teaching and learning strategies in order to accommodate the changing needs of students (i.e. reteaching, change grouping practices, targeted interventions or enrichment, etc.). | Schoolwide learning objectives and benchmarks are not clearly articulated nor assessed formally outside of statewide testing. Results of student assessments are minimally linked to a school wide improvement plan. There are minimal plans in place to address curricular needs, teacher competency and future staff development based on assessment data. | 4 (Proficient) | | • NEA utilizes a variety of academic and student progress monitoring tools throughout the school year, including STAR Renaissance three times annually, early literacy assessments, locally developed math assessments, classroom-level assessments, grades, attendance, referrals, and culture/climate data. School leaders and facilitators described using these data to identify student needs, create instructional groups, provide targeted intervention and enrichment, monitor students experiencing repeated academic difficulty, and examine patterns among student groups and across grade levels. Intervention blocks are embedded in the schedule, and collaborative structures provide opportunities for facilitators to examine student performance, implement instructional responses, and evaluate student growth. However, while multiple assessments and data-use practices are evident, the evidence reviewed does not yet demonstrate a fully articulated schoolwide system in which assessments across grade levels and content areas are consistently aligned to clearly defined benchmarks for student achievement. School leaders also identified capacity for systematic data collection, analysis, and facilitator data entry as an area for continued development.<br><br>**School leader EL Focus Group:**<br>Question: How do you monitor the performance of reclassified students after they exit the EL program?<br>• Answers: Verbal check in with teachers, captured in larger data conversations<br><br>• Conditions for assessment: Testing boxes to create conditions for testing and not raise the |

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| | | | | | | anxiety levels around assessments - take your time, uniformed testing conditions, same testing environment- Teachers named students feel more ownership of their assessments. Students take annual CAASPP Renaissance (Math and reading) assessment |
| **3.4** | **Establishes both long and short term goals and uses information sources, data collection, and data analysis to actively monitor and evaluate the success of the school's program as described in its charter and LCAP.** | The school's LCAP (and any other strategic plan) sets clear, measurable goals for improvement based on data analysis. Goals and plans are actionable, focused on student achievement and are measured by clear targets and timeframes. Short-term and long- term goals are regularly reviewed and appropriate resources to accomplish the plans are allocated accordingly. Goals and resource allocations are clearly linked and explained in the LCAP. LCAP evolves from year to year to reflect changes in data. | The school has a general plan in place for schoolwide improvement but does not identify interim, measurable targets to indicate sufficient progress. Input from stakeholders is limited. LCAPs consistently fail to clearly set out measurable goals or are not updated to reflect changes in data from year to year. | 4 (Proficient) | | • Nea Community Learning Center demonstrates a well-developed planning and continuous improvement process. The LCAP establishes measurable academic, climate, attendance, and engagement goals that are informed by California Dashboard indicators and multiple local data sources. The school systematically analyzes student performance, identifies areas of need, allocates resources aligned to strategic priorities, and annually reflects on the effectiveness of its actions. The LCAP demonstrates meaningful stakeholder engagement and evidence that goals and actions are revised in response to performance results. While the school has established strong long-term targets and monitoring practices, the plan would be strengthened by more explicit interim benchmarks, clearer documentation of how stakeholder feedback shaped final resource decisions, and more precise annual progress measures.<br><br>• Goals are data-informed, monitored through multiple assessment systems, tied to expenditures, reviewed annually, and revised based on evidence. However, the plan lacks the consistently explicit, measurable long-term and interim performance targets required for the highest rubric rating. |

## Summary

**Areas of Strength:**

- Data-Informed Instruction: NEA uses multiple academic, behavioral, attendance, and climate data sources to identify student needs, group students, provide interventions/enrichment, and monitor progress.
- Collaborative Intervention: Embedded intervention time and collaborative structures allow facilitators to examine student performance, adjust instruction, and evaluate growth.
- Student-Centered Assessment Practices: Supportive testing conditions reduce anxiety and promote student ownership and engagement with assessment.
- Strong Continuous Improvement Process: The LCAP is data-informed, aligned to strategic priorities, regularly monitored, and revised based on student performance and stakeholder input.

**Areas of Growth and Recommendations:**

- Strengthen Assessment Alignment: Develop a more coherent schoolwide assessment system with consistent benchmarks and expectations for student achievement across grade levels and content areas.
- Improve Progress Monitoring: Establish clearer interim benchmarks and annual progress measures to more consistently track progress toward long-term academic and LCAP goals.
- Build Data Capacity: Continue strengthening systems and staff capacity for consistent data collection, entry, analysis, and use, including more systematic monitoring of reclassified EL students.
- Strengthen the Data-to-Action Cycle: More explicitly connect assessment results and stakeholder feedback to instructional decisions, interventions, resource allocation, and measurable student outcomes.

## Criteria 4: Fiscal Accountability (Standards 2, 3, 4)

A charter school fulfills its fiduciary responsibility for public funds and maintains publicly accessible fiscal records. The school conducts an annual financial audit, which is made public.

| Rubric Element | Criterion Description | Level 5 Equivalent | Level 2 Equivalent | Level | Evidence (Non-exhaustive list of data) | Written Response |
|---|---|---|---|---|---|---|
| **4.1** | **Establishes clear fiscal policies to ensure that public funds are used appropriately and directly related to the school's purpose: student achievement of learning goals** | The school adheres to an adopted fiscal policy and procedures manual that includes procedures for the authorization of purchases and release of funds, including signatories for checks or purchase orders over a specified threshold, and procedures related to credit cards and revolving cash funds. Bank reconciliations for all school-affiliated bank accounts are completed and reviewed on a monthly basis (the person empowered to sign the check is not the same person, or related to the person, who reconciles the account). The school prioritizes funds to maintain a functional, clean, and safe learning environment and to provide adequate materials and equipment to support student learning. Financial decisions are made based on well- identified school-wide needs and priorities. | Fiscal policies are not readily accessible. There is a general understanding of policies and procedures but the staff is unaware of any written documents. Bank reconciliation is completed sporadically. There is also lack of evidence that sufficient funds are allocated to ensure a functional, clean and/or safe learning environment is established or maintained. Financial decisions are made sporadically and without systemic approaches to address the needs of the students. | 4 (Proficient) | Refer to The CLCS Board of Directors who is responsible for: (p.61) Nea Charter Petition<br><br>Back Office Financial Services With **Edtec (MOU)** | • Nea contracts its back office including financials to Edtec which serves charter schools throughout California. Community Center Learning Schools (CLCS) adopts an annual budget for Nea and projects financials out from 3 to 5 years. The annual budget is built in collaboration with Edtec and is overseen by an Edtec manager as well as Nea's Principal, the Executive Director, Chief Operations Manager and ultimately the CLCS Board of Directors. Allocation of resources is directly connected to both their short and long-term strategic goals outlined in their LCAP. |
| **4.2** | **Creates and monitors immediate and long-range financial plans** | Comprehensive budget assumptions are prepared during the budget process, and the school's governing body adopts a budget prior to the new fiscal year. | Board does not consistently monitor budget assumptions with actuals. Accounts payable are not regularly updated. School leadership is unable to clearly identify major operating | 4 (Proficient) | Comparative Analysis Report for Nea | • Per inquiry with the administration, the organization developed several enrollment scenarios including flat, decreasing, and increasing and each scenario was presented to and reviewed by its board; however, we did not |

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| | **to effectively implement the school's educational program and ensure financial stability and sustainability** | The working budget is monitored against actuals at least monthly, including a review of ADA assumptions, and adjusted accordingly. All accounts payable obligations are up-to-date, appropriately described, and disclosed in financial statements. Long-term debt schedules and multi-year contracts, and capital projects are tracked and monitored on a regular basis within the budget and budgeting process. Annual reviews of significant operating costs are shared with all of those who make budget decisions (i.e. school director, board, etc.). Reserves or available credit are adequate to address cash needs. | costs or articulate long-range financial plans. Board reports do not include cash flow analysis and projection of reserves. | | | receive any evidence of such communication.<br>• Originally, AUSD compiled a report including the FY2024-25, FY2025-26 Unaudited Actuals and used its FY2026-27 Adoption for its multi year projection. Included in that report were the financial, enrollment and ADA.The overall trend shows a decrease from FY2024-25 through the FY2026-27 adoption and an increase in subsequent years.<br>• Further we requested a breakdown of the actual enrollment by grade (465 actual enrollment total vs 505 projected), which shows a variance of 40 under enrolled. NEA provided a revision of the multi year projection, which shows a total enrollment of 480, which is 15 enrolled students over the actual. This is a reasonable projection based on a past 3 years average. The revised MYP shows a flat and conservative scenario. |
| **4.3** | **Conducts an annual financial audit which is made public** | The school is audited by a certified public accountant (CPA) or public accountant (PA) licensed by the California State Board of Accountancy (and not declared ineligible to conduct audits by the State Controller's Office). The school's audit is performed in accordance with generally accepted auditing standards to ensure that the school's finances are being managed in accordance with generally accepted accounting principles and practices and the audit tests the validity of the charter school's ADA and reports these findings in the audit report.<br>The charter school receives a school-specific audit report that includes financial statements and audit findings/conclusions specific to the charter school (unless completely dependent on the district) and includes a management letter commenting on areas of possible improvements (if any) in structures, procedures, and | Annually audited budgets are not made available and accessible to the public. Audit findings remain unresolved, or without sustainable systems in place to avoid recurrences. The audit report is not formally assessed by the governing board to resolve findings as part of its regular oversight procedures. | 4 (Proficient) | | • The most recent audit report (2024-25) shows a clean audit with no findings in FY2023-24 and FY2024-25 to the exception of a State compliance related to transitional kindergarten. The organization also provided a corrective action plan to respond to the finding. |

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| | | management practices of the school, as well as any factors that would prevent them from issuing an unqualified opinion on the financial statements.<br><br>The charter school board reviews the audit report and responds to any audit findings and designs a corrective action plan to address these findings, and a copy of the audit is sent by the charter school to the authorizing agency, the COE and CDE by legally mandated deadlines, and the authorizing agency reviews the charter school's corrective action in response to any audit exceptions. | | | | |
| **4.4** | **Enrollment is stable and/or growing at the rate anticipated by the charter school as projected in the approved charter and in the multi- year budget, with budget and expenditures revised at reasonable intervals based on actual enrollment and attendance.** | School projects enrollment as part of the annual budget process and updates the budget if enrollment varies from the forecast. Expenditures are adjusted appropriately for changing enrollment, including changes in staffing. School tracks and reports to the governing board on patterns of enrollment and retention, and the effect on the school's long-term sustainability. | The school has set no overall goal or plan for enrollment Stability or growth. The school's enrollment projections for the budget is not based on past experience or changing conditions. The budget is not adjusted and expenditures are not timely altered in response to enrollment variances from planned levels. Recruitment plans are not developed/adjusted in response to actual enrollment patterns. Enrollment trends are not regularly reported to the governing board. | 4 (Proficient) | Nea Multi-Year Projection | • Based on documents provided, revised enrollment shows a conservative approach for FY2026-27 and the 2 subsequent years.<br>• Although the current actual is 465, the organization revised its projection at 480 for FY2026-27 due to its efforts in marketing and outreach. The revised projection shows a positive fund balance based on a flat and conservative enrollment projection |
| **4.5** | **Ensures financial resources are directly related to the school's stated program and goals** | LCAP performance goals are directly reflected in the school's resource allocations. The three-year LCAP program is consistent with multi-year budget expenditure projections. | LCAP performance goals do not align with the school's resource allocations. LCAP is not reflected in or inconsistent with multi-year budget expenditure projections. | 4 (Proficient) | Refer to Actions (pp.19-29)<br>Nea LCAP | • LCAP was provided and agrees with the Adopted Budget.<br>• Goals are aligned to the funding. |

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| **4.6** | **School projects to maintain financial viability during proposed renewal charter term** | Multi—year budget projections based on sound and transparently disclosed assumptions; current multi-year budget equivalent to a district budget which would receive a “Positive” certification from the Alameda County Office of Education. | Multi-year budget based on inconsistent, unreasonable, or unclear assumptions; current multi-year budget equivalent to a district budget which would receive a “Negative” certification from the Alameda County Office of Education. | 4 (Proficient) | Nea Multi-Year Projection | • Based on the revision that is showing a projected enrollment of 480 compared to the actual enrollment of 465, the organization shows a positive fund balance over the current year and next 2 subsequent years. Fund balance is estimated at about $2.7 million. |

## Summary

**Strengths:**

- Strong Financial Oversight and Planning: Financial management is supported by EdTec and overseen by school and organizational leadership and the CLCS Board, with annual budgets and 3–5 year projections aligned to strategic priorities and the LCAP.
- Conservative Financial Forecasting: NEA has considered multiple enrollment scenarios and revised its multi-year projections using historical enrollment trends, resulting in a more conservative and reasonable projection.
- Positive Financial Position: The revised multi-year projection reflects a positive fund balance based on conservative enrollment assumptions, providing a measure of financial stability.
- Strong Audit and Compliance History: The most recent audit was clean with no findings related to the fiscal years reviewed, aside from a state compliance finding related to transitional kindergarten for which the organization developed a corrective action plan. The LCAP and adopted budget are also aligned.

**Areas of Growth and Recommendations:**

- Strengthen Fiscal Policy Documentation: Provide clear evidence of adopted fiscal policies, purchasing controls, and segregation of duties.
- Strengthen Financial Oversight: Document Board review of enrollment scenarios, budget assumptions, and financial projections.
- Monitor Enrollment and Sustainability: Continue monitoring enrollment trends and maintaining conservative financial projections.
- Strengthen Resource Prioritization: Document how financial decisions address identified schoolwide needs and maintain adequate facilities, materials, and equipment.

# Nea Community Learning Center

Community Learning Center Schools, Inc.
*a Non-profit Public Benefit Corporation*

Submitted to
**Alameda Unified School District**
September 10, 2026

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## Introduction

This document is a petition to the Alameda Unified School District Board of Education (AUSD or the District) for consideration and approval of Nea Community Learning Center's (Nea or Charter School) charter renewal, pursuant to the timelines and processes outlined in the Charter Schools Act.

The document and petition requests that the Alameda Unified School District Board of Education schedule and conduct the required hearings and make a granting or denial decision within the 30- and 60-day timeline allowed by law.

In accordance with California Charter Schools Act, the Community Learning Center Schools, Inc., (hereafter referred to as "CLCS"), a 501c(3) tax exempt non-profit public benefit corporation, petitions the Alameda Unified School District Board of Education (hereafter referred to as "AUSD "[1]) to grant a renewal of the charter for Nea Community Learning Center, K-12.

The Charter Schools Act of 1992 states that:

*It is the intent of the Legislature…to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:*
*(a) Improve pupil learning.*
*(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achievement.*
*(c) Encourage the use of different and innovative teaching methods.*
*(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
*(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
*(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*
*(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools. Ed. Code §47601(a)-(g).*

In considering this petition, AUSD is to be guided by this intent:

*In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged. A school district governing board shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. The*

[1] Throughout, the term "AUSD " refers to the AUSD Board of Education unless specifically noted.

*governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:*

*(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.*

*(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.*

*(3) The petition does not contain the number of signatures required by subdivision (a).*

*(4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).*

*(5) The petition does not contain reasonably comprehensive descriptions of all of the following: Ed. Code § 47605(b).*

The elements of the charter petition to be reasonably comprehensively described are individually stated and discussed below.

By amendment, the legislature further limited the bases for denial in 2000:

*A petition for the establishment of a charter school shall not be denied based on the actual or potential costs of serving individuals with exceptional needs, as that term is defined pursuant to Section 56026. Ed. Code §47605.7(a).*

**Why does Community Learning Center Schools, Inc., seek to renew its K-12 charter school in Alameda?**

CLCS seeks to renew its K-12 charter school in Alameda for all the reasons outlined in the Charter School Law.

*(a) Improve pupil learning:* Nea has a proven track record of academic success, with its graduates having been accepted to highly competitive colleges and universities. Our curriculum prepares Learners to be successful in the modern work world and to be active members of a democratic society.

*(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving:* The educational model implemented at Nea has consistently increased learning opportunities for all, with special emphasis on expanded learning experiences for those who are identified as academically low achieving.

The school has been designed to offer Learners who come from traditional and historically academically low achieving groups expanded learning experiences as compared to surrounding traditional schools. The school actively markets in Alameda and neighboring communities to attract a diverse Learner population, reflective of Alameda's demographics for African Americans, Filipinos, and Hispanics. The school resides in the geographic West End of Alameda where most of these Learners live.

*(c) Encourage the use of different and innovative teaching methods:* The school uses the innovative teaching methods that were developed at Alameda Community Learning Center over the last 24 years. The innovative and successful teaching methods have been adapted and used in the K-5 part of the program successfully.

*(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site:* The school uses the "Facilitator Empowerment" model pioneered at ACLC of involving Facilitators at many levels of decision-making and has created opportunities for Facilitators to be responsible for the learning program at the school site.

*(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system:* The school has created expanded choices in the type of educational opportunities that are available within the AUSD public school system. The school created 249 new 6-12 spaces in four years in Alameda and created 264 new opportunities in grades K-5 for education using the Nea educational model.

*(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems:* Being a charter school, Nea is accountable to the public via its chartering agency using a performance-based accountability system.

*(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools:* The school has provided vigorous competition within the public school system to stimulate improvements in all public schools.

**What is the target population served by this school?**
Nea seeks to serve all Alamedans who desire its Project-Based educational model. Nea seeks to serve an ethnically diverse community. Nea is located on the west end of Alameda and seeks to serve families who live near the school.

## AFFIRMATIONS AND ASSURANCES

As the authorized CLCS Executive Director, I, **Annalisa Moore,** hereby certify that the information submitted in this charter petition for a California public charter school named the *Nea Community Learning Center*, and located within the boundaries of the **Alameda Unified School District** is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed thecharter  exclusive public school employer of the employees of the *Nea Community Learning Center* for purposes of the Educational Employment Relations Act.  [Ref. Education Code Section 47605 (c)(6)] Under the EERA, CLCS employees shall have the right to form a collective bargaining unit and join a union of their choice and to negotiate directly with CLCS.  If the employees lawfully form a collective bargaining unit with a representative designated to negotiate with the charter school on their behalf, the charter school shall negotiate matters covered by the EERA directly with that representative.
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- Admission to *Nea Community Learning Center* shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian. [Ref. Education Code Section 47605(e)(1)]
- Shall admit all students who wish to attend the *Nea Community Learning Center*, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process.
- Shall not discourage a student from enrolling or seeking to enroll in the *Nea Community Learning Center* for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii): disabilities, academically low-achieving students, English learners, neglected or delinquent students, homeless students, or students who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or students' nationality, race, ethnicity, or sexual orientation.
- Shall not request a student's records or require a parent, guardian, or student to submit the student's records to the charter school before enrollment.

- Shall not encourage a student attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the student or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(B)(2)(iii) (see characteristics listed above). This shall not apply to actions taken by *Alameda Community Charter School* pursuant to the expulsion or disenrollment procedures described in this Petition and accompanying policies which comply with the requirements of Education Code Section 47605(c)(5)(J).
- Shall post CDE's model Charter School Compliant Notice on its internet website and shall provide a parent or guardian, or a student if the student is 18 years of age or older, a copy of this notice whenever (1) a parent, guardian, or student inquires about enrollment; (2) before conducting an enrollment lottery; and (3)before disenrollment of a student.
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- 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, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- 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)]
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which teachers in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)(1)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- 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 a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(e)(3)]

Will follow any and all other federal, state, and local laws and regulations that apply to the *Nea Community Learning Center* including but not limited to:

- The *Nea Community Learning Center* shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
- The *Nea Community Learning Center* shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
- The *Nea Community Learning Center* shall comply with any jurisdictional limitations to locations of its facilities.
- The *Nea Community Learning Center* shall comply with all laws establishing the minimum and maximum age for public school enrollment.
- The *Nea Community Learning Center* shall comply with all applicable portions of the Every Student Succeeds Act.
- The *Nea Community Learning Center* shall comply with the Public Records Act.
- The *Nea Community Learning Center* shall comply with the Family Educational Rights and Privacy Act.

The *Nea Community Learning Center* shall meet or exceed the legally required minimum of school days.

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Annalisa Moore, CLCS Executive Director Date

**Charter Renewal Criteria**

Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section 47607.2(b) (middle performing).

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019) ("AB 1505"), 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, AB 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. Nea Community Learning Center ("Nea") is pleased to have been deemed a middle-performing school by law and the CDE and is thus entitled to a default renewal standard, for a five-year term.

The state indicators applying to Nea include the following:

- English Language Arts/Literacy (ELA)
- Mathematics
- Science
- English Learner Progress
- Chronic Absenteeism
- Suspension Rate

Nea fits into the middle performing category, as determined by law and the CDE, 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 Alameda Unified (the "District) considers the performance, schoolwide and for all student subgroups, of the Charter School on the state and local indicators on the Dashboard. The District 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 English Learner Progress indicator ("ELPI"), and the College/Career indicator ("CCI").

Further, in addition to the state and local indicators on the Dashboard, the District shall also consider evidence, from assessments deemed verified data by the State Board of Education, showing measurable increases in academic achievement, or showing strong post-secondary outcomes.

Nea documents its performance on the Dashboard and through verified data, in support of approval of its charter renewal petition, below:

**CA School Dashboard State and Local Indicators**

The following charts reflect Nea's 2024 and 2025 Dashboard performance indicator colors for all students and for comparison purposes, the District's and the State's. Dashboard colors reflect both status and change in status from the prior year. AB 1505 defines charter renewal criterion one as all schools with two consecutive years of all red and orange or all blue and green colors being low or high performing for renewal, respectively. By this criterion, Nea is neither high nor low performing and moves to the second criterion for renewal.

Nea has had a mix of dashboard colors over the past two years.

**2024 Dashboard Performance Indicator Colors**

| Indicator | Nea | District | State |
|---|---|---|---|
| ELA (academic) | Orange | Green | Orange |
| Math (academic) | Yellow | Green | Orange |
| ELPI (academic) | Red | Orange | Orange |
| Chronic Absenteeism | Yellow | Yellow | Yellow |

| | | | |
|---|---|---|---|
| Suspension Rate | Green | Green | Green |

**2025 Dashboard Performance Indicator Colors**

| Indicator | Nea | District | State |
|---|---|---|---|
| ELA (academic) | Yellow | Green | Yellow |
| Math (academic) | Yellow | Green | Yellow |
| Science (academic) | Yellow | Green | Yellow |
| ELPI (academic) | Green | Green | Yellow |
| Chronic Absenteeism | Orange | Yellow | Yellow |
| Suspension Rate | Orange | Green | Green |

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

The following charts provide evidence for Nea being middle performing for renewal following criterion two, which compares school performance Dashboard academic indicators to the state's performance for two consecutive years. Performance is evaluated for all students, and for all student subgroups with thirty students or more at the charter school in the given indicator who, at the state level, perform below the state average. For Nea, these students groups are English learners ("EL"), socioeconomically disadvantaged ("SED") students, students with disability ("SWD"), African American students, and Hispanic/Latino students. For a school to be high or low performing by criterion two, all students and a majority of qualifying student groups must be above or below the state performance for all academic indicators for two years. As Nea performed above the state for ELPI in 2025, Nea is middle performing for renewal.

The below table reflects Nea's 2024 and 2025 Dashboard indicator status for all students and the aforementioned student groups on the academic indicators: ELA distance from standard (DFS), mathematics DFS, ELPI percent making progress, and CCI percent prepared. Instances where Nea exceeded the statewide average are highlighted in green.

**2024 & 2025 CA School Dashboard Scores for Academic Indicators compared to State**

| | ELA | | Math | | ELPI | | Science |
|---|---|---|---|---|---|---|---|
| | 2024 | 2025 | 2024 | 2025 | 2024 | 2025 | 2025 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| All | -34.6 DFS (21.4 pts lower) | -20.7 DFS (12.6 pts lower) | -74.3 DFS (26.7 pts lower) | -55.7 DFS (13.3 pts lower) | | | 53.2 Pts (0.6 pts higher) |
| EL | -90.7 DFS (23.1 pts lower) | -72.5 DFS (12.6 pts lower) | -100.7 DFS (7.3 pts lower) | -88.5 DFS (2.4 pts lower) | 33.9% (11.8% lower) | 54% (7.6% higher) | |
| SED | -69.9 DFS (29.0 pts lower) | -64.2 DFS (28.9 pts lower) | -116.4 DFS (38.2 pts lower) | -105.5 DFS (32.6 pts lower) | | | 39.0 Pts (8.1 pts lower) |
| SWD | -68.4 DFS (27.2 pts higher) | -115.2 DFS (25.8 pts lower) | -105.2 DFS (19.1 pts higher) | -125.4 DFS (4.7 pts lower) | | | |
| African American | -92.2 DFS (33.3 pts lower) | -97.2 DFS (45.9 pts lower) | -160.8 DFS (58.6 pts lower) | -152.2 DFS (56.4 pts lower) | | | |
| Hispanic | -76.3 DFS (37.0 pts lower) | -54.0 DFS (20.3 pts lower) | -106.9 DFS (27.7 pts lower) | -79.9 DFS (6.3 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*

The Charter School also met all its local indicators on the Dashboard in both 2024 and 2025.

| | 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 |

*CA School Dashboard Local Indicators from 2024 and 2025*

**Verified Data: Star Assessments by Renaissance and MAP Growth by NWEA**

Nea uses a combination of tests deemed verified data to measure student growth in Math and Reading during the school year: Star Assessments by Renaissance and MAP Growth by NWEA. Star assessments have been used with elementary school grades at Nea over the past four years and an increasing number of middle school grades. NWEA assessments have been used with middle school grades and high school grades. Nea has shown consistency in meeting growth targets in both Renaissance and NWEA assessments over recent years.

Renaissance identifies the Student Growth Percentile (SGP) as a growth measure that can be used to show growth for a group of students. Students whose fall to spring SGPs are between 35 to 65 have demonstrated a year's growth in a year's time. Operationally, it would be straightforward to code each student as achieving a year's growth if their fall to spring SGP was between 35 and 65, failing to meet a year's growth (1–34), or exceeding a year's growth (66–99).

The tables below show the percentage of students meeting one year's growth, according to their final Fall to Spring SGP, by grade level and student group over the past four years.
The green highlights below indicate the groups that made "one year's growth" each year.

| **Renaissance Star: Math % Students Meeting Growth Target** | | | | |
|---|---|---|---|---|
| **Student Grade / Group** | **Fall '22 – Spring '23** | **Fall '23 – Spring '24** | **Fall '24 – Spring '25** | **Fall '25 – Spring '26** |
| **All Students Tested** | **54%** | **47%** | **59%** | **61%** |
| 1st | 72% | 72% | 71% | 44% |
| 2nd | 50% | 37% | 52% | 60% |
| 3rd | 45% | 32% | 54% | 62% |
| 4th | 59% | 38% | 70% | 59% |
| 5th | 41% | 56% | 55% | 65% |
| 6th | | | 50% | 62% |
| 7th | | | | 72% |
| *Socioeconomically disadvantaged* | 45% | 41% | 52% | 53% |
| *English learners* | 32% | 59% | 56% | 58% |
| *Students with disabilities* | 58% | 23% | 46% | 63% |
| *African American* | 59% | 22% | 55% | 56% |
| *Hispanic* | 40% | 55% | 46% | 64% |
| **Renaissance Star: Reading % Students Meeting Growth Target** | | | | |

| Student Grade / Group | Fall '22 – Spring '23 | Fall '23 – Spring '24 | Fall '24 – Spring '25 | Fall '25 – Spring '26 |
|---|---|---|---|---|
| **All Students Tested** | **68%** | **59%** | **64%** | **59%** |
| 1st | 69% | 65% | 55% | 39% |
| 2nd | 84% | 70% | 63% | 65% |
| 3rd | 54% | 53% | 55% | 51% |
| 4th | 64% | 55% | 69% | 61% |
| 5th | 67% | 47% | 76% | 66% |
| 6th | | | 67% | 59% |
| 7th | | | | 71% |
| *Socioeconomically disadvantaged* | 61% | 55% | 57% | 59% |
| *English learners* | 54% | 63% | 57% | 54% |
| *Students with disabilities* | 48% | 59% | 61% | 50% |
| *African American* | 58% | 55% | 57% | 56% |
| *Hispanic* | 71% | 63% | 61% | 64% |

*Renaissance Star percentage of students meeting growth target schoolwide, by grade level, and student group with demographic data matched to CALPADS 8.1 Student Profile report*

Northwest Evaluation Association ("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 below table contains Math and Reading growth scores for grades tested and student groups with eleven or more students, using the school CGI for grade levels and

average of student CGI for all students and student subgroups. Cells are highlighted green in instances where a grade level or student group met the growth target.

| MAP by NWEA: Math Conditional Growth Index | | | |
|---|---|---|---|
| **Student Grade / Group** | **Fall '23 – Spring '24** | **Fall '24 – Spring '25** | **Fall '25 – Spring '26** |
| **All Students Tested** | **0.0** | **0.2** | **0.0** |
| 6th | 0.65 | | |
| 7th | -0.41 | 1.45 | |
| 8th | 1.03 | 0.60 | 0.00 |
| 11th | 0.07 | | |
| 12th | 2.99 | | |
| *Socioeconomically disadvantaged* | 0.0 | -0.1 | -0.1 |
| *English learners* | -0.1 | | |
| *Students with disabilities* | 0.0 | | |
| *African American* | -0.2 | -0.1 | |
| *Hispanic* | 0.0 | 0.3 | |
| **MAP by NWEA: Reading Conditional Growth Index** | | | |
| **Student Grade / Group** | **Fall '23 – Spring '24** | **Fall '24 – Spring '25** | **Fall '25 – Spring '26** |
| **All Students Tested** | **-0.3** | **-0.2** | **0.2** |
| 6th | -3.06 | | |
| 7th | -4.50 | -1.39 | |
| 8th | -0.36 | -2.27 | 0.34 |
| 11th | -2.25 | | |
| 12th | -0.09 | 4.60 | |
| *Socioeconomically disadvantaged* | -0.5 | -0.4 | 0.3 |
| *English learners* | -0.7 | | |
| *Students with disabilities* | -0.2 | | |
| *African American* | -0.3 | -0.9 | |
| *Hispanic* | -0.7 | 0.4 | |

*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*

Renaissance and NWEA can be aggregated for the fraction of grade levels tested that met the growth target over the past four years. Half or more grade levels tested met the growth target in both Math and Reading for all grades tested over the past four years.

| Star by Renaissance and NWEA MAP Meeting One Year's Growth | | | | |
|---|---|---|---|---|
| | **Fall '22 – Spring '23** | **Fall '23 – Spring '24** | **Fall '24 – Spring '25** | **Fall '25 – Spring '26** |
| Math | 3 of 5 grades | 7 of 10 grades | 8 of 8 grades | 7 of 8 grades |
| Reading | 5 of 5 grades | 6 of 10 grades | 7 of 9 grades | 7 of 8 grades |

*NWEA MAP and Renaissance fraction of grade levels meeting one year's growth*

AB1505 also includes 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."

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 highlights below indicate the years the charter met the 95% participation rate criteria schoolwide. While participation thresholds were not met prior to the 2026 school year, participation was very similar across student subgroups, particularly those with thirty or more students enrolled.

| **Renaissance Star: Math Participation Rate** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Student Grade / Group** | **2022-2023** | | **2023-2024** | | **2024-2025** | | **2025-2026** | |
| | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** |
| **All Grades** | 207/238 | 87% | 155/232 | 67% | 222/279 | 80% | 276/292 | 95% |
| 1st | 43/47 | 91% | 39/45 | 87% | 35/49 | 71% | 36/44 | 82% |
| 2nd | 46/46 | 100% | 43/48 | 90% | 50/52 | 96% | 48/50 | 96% |
| 3rd | 40/44 | 91% | 28/48 | 58% | 41/50 | 82% | 45/46 | 98% |
| 4th | 41/51 | 80% | 29/43 | 67% | 37/48 | 77% | 46/48 | 96% |
| 5th | 37/50 | 74% | 16/48 | 33% | 33/45 | 73% | 40/42 | 95% |
| 6th | | | | | 26/35 | 74% | 29/30 | 97% |
| 7th | | | | | | | 32/32 | 100% |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| *Socioeconomically disadvantaged* | 58/73 | 79% | 46/70 | 66% | 66/92 | 72% | 106/115 | 92% |
| *English learners* | 28/33 | 85% | 22/28 | 79% | 36/43 | 84% | 40/42 | 95% |
| *Students with disabilities* | 26/31 | 84% | 22/41 | 54% | 26/41 | 63% | 43/49 | 88% |
| *African American* | 17/24 | 71% | 9/17 | 53% | 20/26 | 77% | 27/28 | 96% |
| *Hispanic* | 40/50 | 80% | 38/53 | 72% | 63/82 | 77% | 70/75 | 93% |
| **Renaissance Star: Reading/Early Literacy Participation Rate** | | | | | | | | |
| **Student Grade / Group** | **2022-2023** | | **2023-2024** | | **2024-2025** | | **2025-2026** | |
| | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** |
| **All Grades** | 208/238 | 87% | 170/232 | 73% | 246/279 | 88% | 278/292 | 95% |
| 1st | 45/47 | 96% | 40/45 | 89% | 42/49 | 86% | 38/44 | 86% |
| 2nd | 43/46 | 93% | 40/48 | 83% | 51/52 | 98% | 48/50 | 96% |
| 3rd | 39/44 | 89% | 40/48 | 83% | 40/50 | 80% | 45/46 | 98% |
| 4th | 42/51 | 82% | 33/43 | 77% | 42/48 | 88% | 46/48 | 96% |
| 5th | 39/50 | 78% | 17/48 | 35% | 38/45 | 84% | 41/42 | 98% |
| 6th | | | | | 33/35 | 94% | 29/30 | 97% |
| 7th | | | | | | | 31/32 | 97% |
| *Socioeconomically disadvantaged* | 59/73 | 81% | 51/70 | 73% | 75/92 | 82% | 107/115 | 93% |
| *English learners* | 28/33 | 85% | 24/28 | 86% | 37/43 | 86% | 39/42 | 93% |
| *Students with disabilities* | 23/31 | 74% | 27/41 | 66% | 31/41 | 76% | 44/49 | 90% |
| *African American* | 19/24 | 79% | 11/17 | 65% | 21/26 | 81% | 27/28 | 96% |
| *Hispanic* | 41/50 | 82% | 40/53 | 75% | 69/82 | 84% | 72/75 | 96% |

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

| **NWEA MAP: Math Participation Rate** | | | | | | |
|---|---|---|---|---|---|---|
| **Student Grade / Group** | **2023-2024** | | **2024-2025** | | **2025-2026** | |
| | **#** | **%** | **#** | **%** | **#** | **%** |
| **All Grades** | 135 / 163 | 83% | 52 / 60 | 87% | 32 / 35 | 91% |
| 6th | 38 / 44 | 86% | | | | |
| 7th | 24 / 28 | 86% | 34 / 37 | 92% | | |
| 8th | 26 / 34 | 76% | 18 / 23 | 78% | 32 / 35 | 91% |

| | | | | | | |
|---|---|---|---|---|---|---|
| 11th | 27 / 33 | 82% | | | | |
| 12th | 20 / 24 | 83% | | | | |
| *Socioeconomically disadvantaged* | 77 / 88 | 88% | 25 / 29 | 86% | 16 / 18 | 89% |
| *English learners* | 19 / 23 | 83% | 6 / 7 | 86% | 2 / 2 | 100% |
| *Students with disabilities* | 19 / 31 | 61% | 8 / 9 | 89% | 2 / 4 | 50% |
| *African American* | 32 / 38 | 84% | 12 / 14 | 86% | 6 / 6 | 100% |
| *Hispanic* | 42 / 54 | 78% | 15 / 17 | 88% | 7 / 8 | 88% |
| **NWEA MAP: Reading Participation Rate** | | | | | | |
| **Student Grade / Group** | **2023-2024** | | **2024-2025** | | **2025-2026** | |
| | **#** | **%** | **#** | **%** | **#** | **%** |
| **All Grades** | 126 / 163 | 77% | 63 / 86 | 73% | 30 / 35 | 86% |
| 6th | 35 / 44 | 80% | | | | |
| 7th | 17 / 28 | 61% | 70 / 92 | 76% | | |
| 8th | 29 / 34 | 85% | 24 / 37 | 65% | 30 / 35 | 86% |
| 11th | 28 / 33 | 85% | | | | |
| 12th | 17 / 24 | 71% | 19 / 23 | 83% | | |
| *Socioeconomically disadvantaged* | 67 / 88 | 76% | 34 / 48 | 71% | 15 / 18 | 83% |
| *English learners* | 17 / 23 | 74% | 8 / 12 | 67% | 2 / 2 | 100% |
| *Students with disabilities* | 21 / 31 | 68% | 9 / 15 | 60% | 3 / 4 | 75% |
| *African American* | 29 / 38 | 76% | 19 / 23 | 83% | 5 / 6 | 83% |
| *Hispanic* | 42 / 54 | 78% | 21 / 29 | 72% | 5 / 8 | 63% |

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

**Comparison Analysis with Local Schools**

To demonstrate how Nea serves its community well, it is compared to local schools, identified as schools within two miles of Nea in Alameda Unified serving kindergarten through grade eight.

The table below contains the Nea's 2025 Census day demographics alongside the demographics of its comparison schools. Nea has similar demographics to its

comparisons, with a percentage of English learners, African American students, and Hispanic students above the average of its comparison schools.

| School | SED % | EL % | African American % | Hispanic % |
|---|---|---|---|---|
| Nea Community Learning Center | 39% | 14% | 12% | 25% |
| Encinal Junior/Senior High | 47% | 6% | 11% | 20% |
| Franklin Elementary | 33% | 9% | 2% | 15% |
| Maya Lin | 36% | 9% | 6% | 22% |
| Ruby Bridges Elementary | 69% | 19% | 23% | 21% |
| The Academy of Alameda | 62% | 14% | 19% | 25% |
| Will C. Wood Middle | 55% | 13% | 7% | 22% |
| William G. Paden Elementary | 40% | 14% | 5% | 23% |

*Charter and Comparison Schools Demographics, according to DataQuest 2025 Enrollment Data*

**Academic Performance at Nea and Comparison Schools: English Language Arts and Mathematics**

Nea compares its academic results to its comparison schools using data from the Dashboard, measured as Distance from Standard (DFS). DFS evaluates performance on the CAASPP exams by the average difference between each student's score and the score required for an achievement level of "Standard Met" on the ELA and Math exams.

The table below contains the ELA and Math performance on the dashboard over the past three years at Nea and its comparison schools. While Nea has shown lower performance than many of its comparison schools, Nea has shown consistent growth over the past three years with average DFs continuously improving in both ELA and Math.

| ELA: Dashboard Distance from Standard | | | |
|---|---|---|---|
| **School** | **2023** | **2024** | **2025** |
| Nea Community Learning Center | -37.5 | -34.6 | -20.7 |
| Encinal Junior/Senior High | 30.3 | 27.7 | 9.3 |
| Franklin Elementary | 48.9 | 56.3 | 49.1 |
| Maya Lin | -3.4 | 16.5 | 21.1 |
| Ruby Bridges Elementary | -29.5 | -30.8 | -21.6 |
| The Academy of Alameda | 13.5 | -12.6 | -4.8 |

| | | | |
|---|---|---|---|
| Will C. Wood Middle | -4.5 | 0.0 | 8.1 |
| William G. Paden Elementary | 5.9 | 2.1 | 1.9 |
| **Math: Dashboard Distance from Standard** | | | |
| **School** | **2023** | **2024** | **2025** |
| Nea Community Learning Center | -82.5 | -74.3 | -55.7 |
| Encinal Junior/Senior High | -40.5 | -49.7 | -35.7 |
| Franklin Elementary | 37.7 | 35.7 | 37.4 |
| Maya Lin | -11.3 | 7.8 | 14.8 |
| Ruby Bridges Elementary | -38.2 | -41.5 | -26.1 |
| The Academy of Alameda | -16.2 | -16.8 | -22.7 |
| Will C. Wood Middle | -28.4 | -21.6 | -24.8 |
| William G. Paden Elementary | 3.2 | 0.5 | -1.0 |

*Charter and Comparison Schools Dashboard ELA and Math Status Scores*

In 2024 and 2025, the Dashboard reported ELA and Math growth scores for grades 4 through 8. Nea had a higher growth than a majority of its comparisons for ELA in 2025 and was above multiple comparisons schools for ELA and Math in 2024.

| **Growth Scores: Dashboard ELA and Math** | | | | |
|---|---|---|---|---|
| | **ELA** | | **Math** | |
| **School** | **2024** | **2025** | **2024** | **2025** |
| Nea Community Learning Center | -4 | 3 | -5 | -9 |
| Encinal Junior/Senior High | 3 | -10 | -14 | -1 |
| Franklin Elementary | -2 | 3 | -3 | 1 |
| Maya Lin | 4 | 7 | 14 | 15 |
| Ruby Bridges Elementary | -9 | 4 | -14 | -3 |
| The Academy of Alameda | 11 | -6 | 7 | 0 |
| Will C. Wood Middle | 4 | -3 | 18 | -5 |
| William G. Paden Elementary | -22 | -10 | -17 | 6 |

*Charter and Comparison Schools Dashboard ELA and Math Growth Status Scores*

**Academic Performance at Nea and Comparison Schools: English Learner Progress Indicator**

Nea compares its English Learner progress to comparison schools using the dashboard indicator, English Learner Progress. ELPI measures the percentage of students making progress on the English Language Proficiency Assessments for California (“ELPAC”). Nea’s 2025 ELPI was above a majority of its comparison schools for all English learners and all comparison schools for long-term English learners, as shown in the table below.

| 2025 English Learner Progress | | |
|---|---|---|
| | EL | LTEL |
| Nea Community Learning Center | 54.0% | 64.7% |
| Encinal Junior/Senior High | 67.1% | 63.3% |
| Franklin Elementary | 41.2% | |
| Maya Lin | 45.2% | |
| Ruby Bridges Elementary | 44.4% | |
| The Academy of Alameda | 48.6% | 31.3% |
| Will C. Wood Middle | 55.4% | 57.1% |
| William G. Paden Elementary | 69.7% | |

*Charter and Comparison Schools Dashboard English Learner Progress Indicator Scores*

## 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)*

### Nea Community Learning Center: Mission, History, and the Community We Serve

<u>Nea Mission Statement</u>

The Nea Community Learning Center ("Nea") provides an educational model that empowers all students to take ownership of their educational experience, to celebrate their diverse community, and to actively participate as members of a democratic society.

<u>Origins of the Model</u>

The philosophical basis for the Nea model originates from a 1992 community-wide visioning process conducted by Alameda Unified School District (AUSD) leadership, in

which approximately 1,200 Alameda students, educators, and community members gathered to identify the skills and qualities of their ideal 21st century graduate. That process produced the AUSD Vision and the AUSD Graduate Profile, and seeded the founding of Alameda Community Learning Center (ACLC). Nea opened in 2009 as a second school built on the same vision, designed to extend self-directed, project-based learning within a democratic school community to a wider and more diverse population of learners, with particular emphasis at the elementary level. Nea and ACLC share a campus at 1900 Third Street and are operated by Community Learning Center Schools, Inc. (CLCS).

In the 2025-26 academic year, Nea served 442 students in grades TK-8.

Whom Nea is Attempting to Educate

Nea serves all students residing in AUSD boundaries, without regard to prior academic performance, English proficiency, disability status, or family income. Nea does not select for readiness; the school's instructional design assumes a wide range of entering skill levels within every classroom and is built to differentiate within that range rather than around it.

Nea's demographic profile in the 2025-26 academic year:

| Student Group | Nea Enrollment |
|---|---|
| African American | 11.8% |
| American Indian or Alaska Native | 0.2% |
| Asian | 14.7% |
| Filipino | 1.4% |
| Hispanic or Latino | 24.7% |
| White | 21.3% |
| Two or More Races | 14.5% |
| English Learners | 13.8% |
| Homeless Youth | 0.9% |
| Students with Disabilities | 10.4% |
| Socioeconomically Disadvantaged | 39.4% |

Nea serves an extremely diverse community of learners with a wide range of academic interests, strengths, learning styles, backgrounds, and individual learning needs. Families choose Nea because they value a small, close-knit school community where learners are known well by their educators and supported as individuals. Our TK–8 model allows us to build strong relationships with learners and families over time and to provide a learning environment that balances academic challenge with responsive support.

Families who choose Nea over a traditional district school are often seeking an educational experience that offers personalized attention, a strong sense of community,

and a developmentally appropriate level of challenge. The size of our school allows educators to collaborate closely around learner needs, differentiate instruction, and respond to individual strengths and areas for growth. Families also value the opportunities Nea provides for learners to develop independence, collaboration, creativity, and critical thinking while engaging in rigorous, standards-aligned learning.

For many families, Nea offers a combination of strong relationships, a connected community, individualized support, and academic rigor that they may not find in a larger school setting. Families choose Nea because they believe this environment allows their children to be both well known and appropriately challenged, while developing the academic skills, confidence, curiosity, and independence needed for continued success in middle school, high school, and beyond.

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

An educated person in the 21st century is not defined by the volume of information they have retained. Information is abundant, instantly retrievable, and rapidly obsolete. What distinguishes an educated person now is the capacity to direct one's own learning: to recognize what one does not yet know, to locate and evaluate sources, to work productively with people who think differently, to persist through difficulty, and to convert understanding into something of use to a community.

Nea's founding community named these capacities in 1992 and codified them as the AUSD Graduate Profile. Nea expresses them today as the **Nine Nea Principles**, which function simultaneously as the school's Expected Learning Outcomes (ELOs) for Learners and as the behavioral expectations for Facilitators, staff, and families. They are the backbone of the educational program and the organizing logic for instructional delivery.

<u>The Nine Nea Principles</u>

1. **Curiosity**:
    - Help clarify problems, ideas, and situations;
    - Actively explore the environment, ask questions and investigate possibilities; and
    - Demonstrate deep understanding beyond surface knowledge and *learn more* because of the desire to *know more*.

2. **Organization**:
    - Select and apply appropriate technology to a task;
    - Effectively use technology to critically gather information;
    - Choose appropriate technology to communicate ideas;

- Participate in decisions that affect the learning experience; and
- Effectively organize and manage time and tasks.

3. **Persistence**:
   - Demonstrate the ability to maintain action regardless of challenges in reaching goals; and
   - Engage in effective self-reflection, assessment and revision of actions and products.

4. **Compassion**:
   - Develop and apply keen awareness of the interdependence of all things;
   - Exercise leadership and work with diversity;
   - Help others learn; and
   - Give back to the community and recognize the needs of others.

5. **Problem Solving**:
   - Overcome obstacles and find a solution that best resolves the problem;
   - Organize knowledge and develop strategies to correctly solve a problem; and
   - Evaluate the results to determine if it is the best possible solution to the problem.

6. **Courage**:
   - Exceed AUSD graduation standards;
   - Generate new ideas and dreams, and plan for the future; and
   - Successfully meet college entrance and/or career path requirements.

7. **Teamwork**:
   - Function in various group roles;
   - Contribute cooperatively to a group effort;
   - Take ownership and responsibility for the well-being of the community; and
   - Participate in the democratic process, including judicial and governance structures.

8. **Integrity**:
   - Demonstrate consistency of actions, values, methods, measures, principles, expectations, and outcomes;
   - Demonstrate honesty, truthfulness and accuracy in our actions; and
   - Take ownership and responsibility for the well-being of the community and ourselves.

9. **Accountability**:
   - Achieve subject matter competency;
   - Succeed on traditional assessment measures; and
   - Produce high quality group projects for a variety of audiences.

## How Learning Best Occurs

Nea's instructional design rests on a set of research-grounded tenets drawn from cognitive science, brain development, and organizational learning. The school's founding framework — articulated in *Learning to Learn: A Conceptual Framework for the School of the Future* — locates the program within the shift in cognitive science from behaviorism (learning through control and conditioning) toward constructivism (learning through discovery and meaning-making), and holds that in a period of accelerating change, individuals must not only learn but learn how to learn.

Nea holds that learning best occurs when:

- **Human beings are treated as designed to learn.** Instruction supports and nurtures an innate drive toward understanding rather than substituting extrinsic control for it.
- **Ownership of learning resides with the Learner.** Real learning occurs when the Learner reaches forward for knowledge rather than receiving it passively.
- **Learner voice is honored.** Educational renewal does not occur in an organization where the primary stakeholders do not believe their ideas and feelings are valued.
- **Interaction is the medium.** Learning is social from earliest childhood through the most sophisticated professional settings; collaboration and teamwork are the conditions of successful organizational culture.
- **Learning is purposeful and relevant.** Learners engage when the work has a genuine audience and a genuine consequence.
- **Learners have flexibility of time, grouping, and place.** Active inquiry requires the ability to work in teams, to move beyond the walls of the school both physically and electronically, and to submit work to critical evaluation by peers and by adults proficient in the field.
- **Multi-age grouping supports natural scaffolding.** Learners can move quickly in areas of talent and more slowly, with more individual support, in areas of difficulty.
- **Technology is the toolkit of the information age.** Literacy in the 21st century requires access to and proficiency with current technology.
- **New understanding is built on prior understanding.** Units of study are designed from what Learners already know and can do.

For the TK-6 program, Nea adds three additional design commitments specific to younger Learners:

- **Language is used to express meaning.** When Learners are engaged in authentic language use, three things happen at once: they learn language, they use language to learn, and they learn about language.
- **Learners are provided structured choice** in what and how they learn, within the studio or laboratory environment established by Facilitators and older Learners.

- **Facilitators in the lower grades are multi-talented generalists**, and in the upper grades content specialists, who collaboratively engage in reflective practice and ongoing professional development — modeling for Learners the learning behaviors the school expects of them.

### Goals Enabling Self-Motivated, Competent, Lifelong Learners

Consistent with Education Code Section 47605(c)(5)(A)(i), the goals of Nea's educational program are that every Learner will:

1. Achieve or exceed grade-level proficiency in the California Common Core State Standards for English Language Arts and Mathematics, the Next Generation Science Standards, and the History–Social Science Framework.
2. Direct their own learning — setting goals, monitoring progress, seeking help, revising work, and reflecting on growth — with decreasing adult prompting across the TK–8 span.
3. Demonstrate mastery publicly, through projects, portfolios, and Learner-Led Conferences presented to authentic audiences.
4. Participate substantively in the governance of their school community, including legislative, judicial, and executive functions.
5. Exit grade 8 prepared to enter and succeed in a college-preparatory high school course sequence.
6. Demonstrate growth against the Nine Nea Principles.

Measurable annual outcomes, metrics, baselines, and targets for these goals across all eight state priorities are set forth in **Element B** and in Nea's LCAP.

### Instructional Design and Delivery

<u>The Core Model: Self-Directed, Project-Based Learning</u>
Nea's academic foundation is a Project-Based Learning (PBL) model in which Learners actively investigate real-world problems and challenges over an extended period — from one week to a full semester — and demonstrate their learning through a public product or presentation for an authentic audience. Projects are designed to address multiple interdisciplinary standards simultaneously and to be accessible to Learners at all levels within the same classroom. Facilitators receive ongoing training in PBL design and facilitation through PBLWorks (formerly the Buck Institute for Education).

A Nea project typically includes: a driving question; sustained inquiry; authenticity; Learner voice and choice; reflection; critique and revision; and a public product. Facilitators design projects backward from the standards and the Nine Principles, and build in checkpoints where direct instruction of required content and skills occurs. **Project-based learning at Nea does not replace explicit instruction; it creates the demand for it.** Facilitators deliver targeted mini-lessons, skill labs, and direct instruction in service of the project work and of standards mastery.

Facilitators and Learners

At Nea, teachers are Facilitators and students are Learners. This terminology is not cosmetic. It encodes the school's core instructional stance: that the adult's primary function is to structure conditions in which the Learner does the cognitive work, and that the equity of roles within the learning community is real. Facilitators are also Learners; Learners are also Facilitators, particularly through cross-age mentoring.

Structure of the Instructional Day by Grade Span

**Grades TK-3.** Learners have a homeroom Facilitator and a home-base classroom. Facilitators are generalists with specific competencies in literacy, mathematics, science, history, democracy, art and design, individualization, and Learning to Learn skills. Classrooms function as small labs, rich in materials and personalized by the Learners who occupy them; Learners keep their work journals and archived work there and see their own learning reflected in the displays. Multi-age grouping is used where developmentally appropriate. A mentor Facilitator supports the TK-2 span.

**Grades 4-6 Rotation.** Learners rotate through three core seminars with three Facilitators who hold core expertise in Math/Science and in Humanities (ELA/Social Studies), with an emphasis on STEAM. The rotation gives upper-elementary Learners access to subject-matter depth while preserving a small, known set of adults. A mentor Facilitator supports the 3-6 span.

**Grades 7-8 (Junior High).** Learners take single-subject seminars from single-subject credentialed Facilitators, with a college-preparatory course sequence, skill-building labs, special-interest academies, and enrichment electives. Course offerings include:

- **Mathematics:** Pre-Algebra, Introduction to Algebra, Algebra 1
- **English Language Arts** and **U.S. / World History**
- **Science:** Earth, Life, and Physical Science, plus technology, computer science, and STEM offerings
- **Electives (semester):** Vary but the offerings have included: Leadership, Art, Maker Studio, Creative Writing, Drama, Robotics
- **Contemporary Community Citizenship (CCC) and Learning to Learn (L2L)** — required of all Learners

### Instructional Minutes and Bell Schedules

Nea's instructional calendar and daily schedule meet or exceed the minimum annual instructional minutes required by Education Code Section 47612.5 for each grade level served, and Nea offers at least 175 instructional days per year.

| TK (M,T,Th,F) | |
|---|---|
| **Period** | |
| **Circle** | 8:20 - 8:30 |
| **1** | 8:30 - 9:15 |
| **Recess** | 9:15-9:35 |
| **2** | 9:35 - 10:40 |
| **Lunch** | 11:40-12:30 |
| **3** | 12:30-1:45 |
| **Recess** | 11:45-2:05 |
| **4 Closing** | 2:05 - 3:00 |

| TK (Wednesday) | |
|---|---|
| **Period** | |
| **Circle** | 8:20 - 8:30 |
| **1** | 8:30 - 9:15 |
| **Recess** | 9:15-9:35 |
| **2** | 9:35 - 10:40 |
| **Lunch** | 11:40-12:30 |
| **3** | 12:30-1:45 |

| K - 3 (M,T,Th,F) | |
|---|---|
| **Period** | |
| **Circle** | 8:20 - 8:30 |
| **1** | 8:30 - 9:35 |
| **Recess** | 9:35 - 10:00 |
| **2** | 10:00 - 11:00 |
| **Lunch** | 11:00 - 11:50 |
| **3** | 11:50 - 1:00 |
| **Recess** | 1:00 - 1:20 |
| **4** | 1:20 - 2:20 |
| **Circle/ Dismissal** | 2:20 - 3:00 |

| K - 3 (Wednesday) | |
|---|---|
| **Period** | |
| **Circle** | 8:20 - 8:30 |
| **1** | 8:30 - 9:35 |
| **Recess** | 9:35 - 10:00 |
| **2** | 10:00 - 11:00 |
| **Lunch** | 11:00 - 11:50 |
| **3** | 11:50 - 1:00 |
| **Circle/ Dismissal** | 1:00 - 1:45 |

| 4th- 6th (M,T,Th) | |
|---|---|
| Period | |
| Opening | 8:20 - 8:25 |
| 1 | 8:25 - 9:25 |
| 2 | 9:25 - 10:25 |
| Recess | 10:25- 10:50 |
| 3 | 10:50 - 11:50 |
| Lunch | 11:50 - 12:40 |
| 4 | 12:40-1:40 |
| Recess | 1:40-2:00 |
| 5 + Dismissa | 2:00-3:00 |
| *6th grade dismissal at 3:26 | |

| 4th- 6th (Wednesday) | |
|---|---|
| Period | |
| 1 | 8:20 - 9:00 |
| 2 | 9:00 - 9:40 |
| Recess | 9:40- 10:00 |
| 3 | 10:00 - 10:45 |
| 4 | 10:45-11:45 |
| Lunch | 11:45 - 12:25 |
| + Dismissa | 12:25-1:45 |

| 4th- 6th (Friday) | |
|---|---|
| Period | |
| 1 | 8:20 - 9:10 |
| 2 | 9:10 - 10:10 |
| Recess | 10:10-10:35 |
| 3 | 10:35 - 11:35 |
| Lunch | 11:35 - 12:25 |
| 4 | 12:25 - 1:25 |
| Recess | 1:25-1:40 |
| 5+ Dismissal | 1:40-3:00 |
| *6th grade dismissal at 3:10 | |

| 2026-27 Nea Grades 7 - 8 Bell Schedule | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Monday (60 mins) | | Tuesday (60 mins) | | Wednesday (45 mins) | | Thursday (60 mins) | | Friday (50 mins) | |
| Facilitator Prep / Availability | 8:10 - 8:30 | Facilitator Prep / Availability | 8:10 - 8:30 | Facilitator Prep / Availability | 8:10 - 8:30 | Facilitator Prep / Availability | 8:10 - 8:30 | Facilitator Prep / Availability | 8:10 - 8:30 |
| | | | | | | | | CCC | 8:30 - 9:10 |
| P1 | 8:30 - 9:30 | P1 | 8:30 - 9:30 | P1 | 8:30 - 9:15 | P1 | 8:30 - 9:30 | P1 | 9:14 - 10:04 |
| P2 | 9:35 - 10:35 | P2 | 9:35 - 10:35 | P2 | 9:19 - 10:04 | P2 | 9:35 - 10:35 | P2 | 10:08 - 10:58 |
| P3 | 10:40 - 11:40 | P3 | 10:40 - 11:40 | P3 | 10:08-10:53 | P3 | 10:40 - 11:40 | P3 | 11:02 - 11:52 |
| P4 | 11:45 - 12:45 | P4 | 11:45 - 12:45 | P4 | 10:57-11:42 | P4 | 11:45 - 12:45 | P4 | 11:56 - 12:46 |
| Lunch | 12:45 - 1:23 | Lunch | 12:45 - 1:23 | P5 | 11:46-12:31 | Lunch | 12:45 - 1:23 | Lunch | 12:46 - 1:22 |
| P5 | 1:28- 2:28 | P5 | 1:28- 2:28 | Lunch | 12:31-1:01 | P5 | 1:28- 2:28 | P5 | 1:26 - 2:16 |
| P6 | 2:33 - 3:33* | P6 | 2:33 - 3:33* | P6 | 1:05-1:45 | P6 | 2:33 - 3:33* | P6 | 2:20 - 3:10 |
| *M.A.S. / Office Hours** | *3:35 - 4:00* | *M.A.S. / Office Hours** | *3:35 - 4:00* | M.A.S. & Staff Professional Development | 2:30 - 4:00 | *M.A.S. / Office Hours** | *3:35 - 4:00* | | |

*Before and After School Choices (scholarships and need-based aid available)*

Site Based:

- 7:30 – 8:30 Before School Care (no cost)
- 3:00 – 5:15 After School Care (organized activities and free play, snack included)

MOU Based:

- After School Enrichment classes organized through Alameda Education Foundation (AEF) held on and offsite
- Alameda Arts classes organized through Alameda Arts onsite
- Alameda Boys and Girls Club offered offsite

**Instructional Methods and Curriculum by Content Area**

| Content Area | Primary Instructional Modes | Core Materials |
|---|---|---|
| English Language Arts | Reading and writing workshop; small-group and individual conferring; explicit foundational-skills instruction; | TK-2: Heggerty, UFLI Foundations |

| | | |
|---|---|---|
| | independent reading; writing for authentic audiences; literacy across content areas | Collaborative Classroom<br><br>Writing Workshop<br><br>Handwriting Without Tears<br><br>IXL, Raz, Teach Your Monster to Read, Newsela<br><br>6-8: various novels |
| English Language Development | Reading and writing workshop; small-group and individual conferring; explicit foundational-skills instruction; independent reading; writing for authentic audiences; literacy across content areas | UFLI Foundations<br><br>iSpire<br><br>Writing Workshop<br><br>IXL, Raz, Teach Your Monster to Read, Newsela |
| Mathematics | Direct instruction; Math Talks to build mental math and computation strategies; collaborative problem solving; individual skill-building with adaptive technology; application within projects | Bridges in Mathematics<br><br>6-8: Carnegie Learning Course 1, 2, 3<br><br>Engage NY/Zearn<br><br>IXL, Mathdrills.com, Newmark Learning |
| Science | Seminar discussion; primary and secondary source analysis; Learner presentations on history and current events; civic simulation through CCC and Judicial Committee | FOSS<br><br>STEMscopes/Accelerate Learning<br><br>Mystery Science, Science A-Z |
| History-Social Science | Seminar discussion; primary and secondary source analysis; Learner presentations on history and current events; civic simulation through CCC and Judicial Committee | TCI – Ancient History (grade 6)<br><br>TCI – Middle Ages (grade 7) |

| | | |
|---|---|---|
| | | TCI – US History (grade 8) |
| Visual and Performing Arts | Directly taught; also used as a mode of demonstrating understanding across content areas; weekly elective offerings; assemblies and integrated programming | Art and the Human Experience<br><br>Spotlight on Music<br><br>Theatre Arts Connections |
| Physical Education | Teacher explicitly models, explains, and demonstrates a skill or concept, teacher provides structured practice with feedback and coaching, learners work together toward a shared goal and support one another's learning, learners develop skills and tactical understanding through modified games, learners rotate through activities targeting different skills or fitness components, learners intentionally repeat skills to build motor proficiency and automaticity, learners apply skills and knowledge to create or demonstrate something. | SPARK Physical Education<br><br>Perceptual Motor Lesson<br><br>OPEN Phys Ed |
| Learning to Learn (L2L) | Embedded across all courses; explicit instruction in teaching others, democratic leadership, ownership of community, judicial system interaction, personal visioning, technology skills, and systems thinking | Nea-developed |

<u>Democratic Governance as Curriculum</u>

Participatory governance at Nea is not an extracurricular structure; it is part of the instructional program and is assessed as such.

- **Contemporary Community Citizenship (CCC)** is the decision-making forum of the school community. All Learners participate. Learners bring proposals, deliberate, and vote on matters affecting community life.
- **Leadership** is a course that acts as the coordinating body for CCC proposals, Judicial Committee work, and implementation of community decisions. The Leadership class builds community, organizes and maintains the community space, and runs community events. It operates on democratic process.

- **Judicial Committee** is a Learner body, under Facilitator direction, that reviews rules violations and assigns disciplinary consequences.

Through these structures Learners practice the legislative, judicial, and executive functions of a democratic community and receive direct feedback on Teamwork, Integrity, Accountability, and Compassion.

### Cross-Age Mentoring: Boa Me and Akoma Buddies

Junior high Learners, under Facilitator guidance, serve as mentors and tutors for TK–5 Learners through the **Boa Me** program. The name derives from the Adinkra symbol representing cooperation and interdependence; the associated phrase, *"Boa me na me mmoa wo,"* translates to "Help me and let me help you." Mentors work with small groups on reading, support seminars, and lead structured recess activities. The program serves both populations: younger Learners receive additional adult-supervised small-group attention, and older Learners consolidate their own understanding by teaching it — the highest-transfer application of the Integrity, Compassion, and Teamwork principles.

Older learners have opportunities to step into leadership roles by mentoring and connecting with younger learners across our school community. Through art activities, community-building games, reading buddies, and campus and community improvement projects, older learners build meaningful relationships while modeling leadership, responsibility, and care for others. These experiences provide younger learners with positive role models and a sense of belonging, while empowering older learners to use their skills and strengths to contribute to the broader school community.

### Learner-Led Conferences and Portfolios

Each Learner maintains an annual portfolio: a curated compilation of their strongest work and projects demonstrating mastery of California State Standards and the Nine Principles.

Learners present their portfolios at **Learner-Led Conferences**, held semi-annually, to their families, to other Learners, and to Facilitators. Facilitators formally evaluate these conferences using a standardized rubric assessing content, presentation, original thought, quality of portfolio and project work, and the Learner's demonstrated sense of competence in presenting. The conference is Nea's primary structure for parent engagement in academic progress (LCFF Priority 3) and its primary structure for teaching Learners to narrate and own their own growth. At the end of eighth grade, learners do a presentation of their final portfolio to members of the community.

### Grading

**Mastery-Based Grading.** Nea uses a mastery-based grading system across grades TK-8. The purpose of grading is to communicate what a Learner knows and can do — to assess learning rather than compliance. Following the equitable grading framework

articulated by Joe Feldman, Nea's grading practice rests on three pillars: **accuracy** (grades reflect only academic performance, exclude non-academic criteria such as behavior, and use mathematically sound scales such as 0-4 rather than 0-100); **bias resistance** (grading practices counteract institutional and implicit biases that have historically rewarded privileged Learners); and **intrinsic motivation** (points are not used to reward or punish, but to teach the connection between the means of learning and its ends).

Nea uses mastery-based rather than standards-based grading because mastery-based grading permits mastery skills to be defined for courses that have no California-adopted content standards.

| Mark | Level | Descriptor |
|---|---|---|
| A / 4 | Exceeds Mastery | Learner demonstrates deep understanding and/or mastery of the desired outcome |
| B / 3 | Achieved Mastery | Learner demonstrates understanding and/or mastery of the desired outcome with minor misconceptions |
| C / 2 | Emerging Mastery | Learner is progressing toward mastery and demonstrates understanding within range of the desired outcome |
| NC/D / 1 | Attempting Mastery | Learner is making limited progress toward mastery but does not demonstrate the desired learning outcome |
| NC/F – NSE | No Sufficient Evidence | Learner has not produced evidence of progress toward mastery |

At the end of each trimester or semester, Facilitators assess scores by identified standard and issue an overall mastery grade.

**Professional Development**

Our professional development model is grounded in a clear theory of action and informed by academic and social-emotional data. Staff examine how their instructional decisions, classroom systems, and school structures can better serve and grow learners. Throughout the year, professional learning has centered on our core commitments to care, clarity, consistency, joy, belonging, and rigor. All-staff professional learning is approached through a trauma-informed lens and asks educators to critically examine the ways that systems, structures, curriculum, instruction, and assessment either support or create barriers for learners.

Professional learning is embedded in our ongoing instructional cycle. Educators consistently examine daily lesson plans and unit plans, review learner data, collaborate with colleagues, and make intentional instructional shifts based on evidence of learning. Staff are provided time to review and plan curriculum that is differentiated for the

learners they serve while maintaining high expectations and cognitive demand. This allows professional development to be directly connected to classroom practice rather than functioning as isolated training.

We provide comprehensive, ongoing professional development designed to strengthen educator practice and improve outcomes for learners. Our professional learning model includes dedicated department collaboration time, grade-level collaboration, and targeted skill-building opportunities that support educators in continuously refining their practice.

**Curriculum**

Nea provides all Learners a rigorous, standards-based curriculum promoting practice and mastery of the California Common Core State Standards, the Next Generation Science Standards, the History-Social Science Framework, the California Arts Standards, and the ELD Standards. Standards are made explicit and transparent to Learners and families. Facilitators, design units of study from the intersection of Learner performance data and the content standards; units are project-based and constructivist, designed for both individual and team work, and built on the principle that new understanding is constructed on prior understanding.

Nea's curriculum is distinguished from a conventional program in four ways:

**I. A balanced curriculum concerned with *how* as much as *what*.** Powerful teaching is responsive teaching, grounded in Learners' cultural backgrounds and in how they learn. Skilled reading, writing, and thinking are modeled explicitly so Learners have models to follow; Learners select reading material at their level and write on self-selected topics; the reading–writing connection is used to build comprehension; Learners often write for real audiences and purposes; and reading and writing are treated as tools across all content areas rather than as a single subject.

**II. Literacy broadened across the curriculum.** Nea treats literacy as including digital, visual, quantitative, and critical-thinking literacy alongside conventional reading and writing. Mathematical literacy incorporates Math Talks that build mental math and computation strategies, technology as a tool for understanding mathematics in a technological world, and creativity as an element of mathematical learning.

**III. A project-based approach to science and social studies**, built on PBL resources and Facilitator training from PBLWorks.

**IV. An expanded assessment system** using traditional, technological, and performance-based measurement tools for accountability, alongside qualitative and quantitative observational data evaluating both Learner process and Learner products.

**English Language Arts and Foundational Literacy**

Nea's literacy program develops both the foundational skills that make reading possible and the habits of mind that make reading meaningful. The program is built on the understanding that these are not competing commitments: a Learner cannot exercise choice, pursue inquiry, or write for an authentic audience without the decoding and language skills that make text accessible, and yet skills instruction divorced from purpose does not produce readers.

Foundational skills (TK-2, and beyond as needed). Nea provides explicit, systematic, sequential instruction in the foundational skills of reading. Phonological and phonemic awareness are taught daily using Heggerty Phonemic Awareness. Phonics, decoding, and encoding are taught using UFLI Foundations, a systematic, explicit, research-based scope and sequence developed by the University of Florida Literacy Institute, delivered daily in whole-group instruction with differentiated small-group follow-up based on screening and progress-monitoring data. Handwriting and letter formation are taught using Handwriting Without Tears. Foundational skills instruction continues beyond grade 2 for any Learner whose screening or benchmark data indicate unfinished learning in decoding or fluency.
Comprehensive literacy instruction. Nea uses Collaborative Classroom as its core literacy program across the elementary grades, providing structured read-aloud, comprehension strategy instruction, vocabulary development, and the social and academic discourse routines that align with Nea's emphasis on collaboration and Learner-directed discussion. Instruction is supplemented by Raz-Kids/Reading A-Z for leveled independent reading, IXL, Epic and Teach Your Monster to Read for targeted skills practice, and Newsela for differentiated nonfiction and current-events text in the upper grades.

Writing. Nea implements a writing workshop model in which Facilitators explicitly model the craft and process of writing, Learners write regularly on both assigned and self-selected topics, and Learners write for real audiences and real purposes — including the public products, presentations, and portfolio defenses that anchor Nea's project-based work. Facilitators confer individually and in small groups, and use Learner writing as formative assessment to direct subsequent instruction.

Universal screening for reading difficulties. Pursuant to Education Code Section 53008, the Community Learning Center Schools Board of Directors adopted Multitudes as our Universal Screener at the June 12, 2025 CLCS Board meeting. All Learners in grades K-2 are screened twice per year unless a parent or guardian opts out in writing, and families receive results within 45 days of administration. Learners identified as at risk for reading difficulties, including risk of dyslexia, receive evidence-based intervention matched to the identified skill deficit and are progress-monitored as described later. During the school day, TK-3 reading groups are formed by reading level and led by Nea's Reading Intervention Facilitator; Facilitators use benchmark reading data in TK-6 and STAR assessment data in grades 7-8 to identify Learners requiring support.

Grades 6-8. Junior high ELA continues the reading and writing workshop structure with increased emphasis on extended analytical writing, argumentation, and text-based discussion. Learners read a common core of contemporary and classic literature selected to reflect the diversity of the Nea community and to sustain engagement. Texts have included *Esperanza Rising*, *The Watsons Go to Birmingham*, *Look Both Ways*, *The Lightning Thief*, *Hoot*, *The House on Mango Street*, *Brown Girls*, *I Was Their American Dream*, *American Born Chinese*, *Funny in Farsi*, *The Poet X*, *The Hate U Give*, and *Refugee*. Literacy instruction is not confined to the ELA seminar: reading, writing, and academic discourse are taught and assessed across science, history–social science, and elective coursework, consistent with Nea's commitment to literacy across the curriculum. Learners entering grades 6-8 with unfinished foundational skills receive continued explicit intervention through iSPIRE and Reading Naturally rather than being advanced without support. Our intervention teacher targets foundational skills intervention through iSPIRE, providing structured, multisensory instruction designed to strengthen reading and language skills. Intervention is delivered through small-group tutoring as well as individualized support based on learners' needs and progress.

**Mathematics**

Nea uses Bridges in Mathematics for TK and Engage NY K-6 as its core mathematics curriculum supplemented by the Math Talks routines associated with the work of Marilyn Burns. Facilitators combine direct instruction, collaborative group problem solving, and individual skill-building supported by technology. Mathematical reasoning and modeling are applied within interdisciplinary projects, and mathematical thinking is treated as a literacy — Learners are expected to explain, justify, and critique reasoning.

The grade 7-8 sequence (Pre-Algebra, Introduction to Algebra, Algebra 1) uses Carnegie Learning Course in addition to Engage NYs as its core mathematics curriculums and is designed so that Learners exit Nea positioned to enter a college-preparatory high school mathematics sequence, with Algebra 1 completion available for those who demonstrate readiness.

**Science**

All Nea science courses are aligned to the Next Generation Science Standards. Elementary Learners have science every day. The elementary program is integrated, activity-based, and hands-on, using real materials — including the Full Option Science System (FOSS) — on the premise that Learners must have authentic, concrete experiences to genuinely understand abstract scientific concepts, rather than memorizing a sequence of steps. In grades 7-8, Facilitators deliver direct instruction on core content, oversee laboratory investigation, and prepare Learners for group and individual projects extending the science content. Course offerings span Earth, Life, and Physical Science, with additional offerings in technology, computer science, and STEM.

**History-Social Science**

Nea's history-social science program is designed to produce Learners who can evaluate evidence, understand how governments and economies shape individual and global outcomes, and act as informed participants in a democratic community.

Grades 6-8. Nea uses the Teachers' Curriculum Institute (TCI) program as its core history-social science curriculum, aligned to the California History–Social Science Framework: TCI *Ancient History* in grade 6, TCI *The Middle Ages* in grade 7, and TCI *United States History* in grade 8. TCI's interactive structure, including its emphasis on cooperative group activity, discovery, and multiple modes of demonstrating understanding, is well matched to Nea's instructional model. Core instruction is supplemented by Holt's *World History: Medieval to Modern Times* and *History Alive! The United States through Industrialization*.

Instructional approach. Social studies seminars center on Learner presentation, seminar discussion of history and current events, and analysis of primary and secondary sources. Learners conduct developmentally appropriate original inquiry — gathering evidence from primary and secondary sources to develop and test hypotheses — including inquiry into local social, ecological, economic, and cultural phenomena relevant to the Alameda community. History-social science is a frequent anchor for interdisciplinary project work, in which Learners investigate a historical question over an extended period and present findings to an authentic audience.

Grades TK-5. Our elementary program intentionally embeds history and social studies throughout the broader curriculum while also providing dedicated, standalone history instruction. This approach allows learners to make meaningful connections between historical content and their learning in English language arts, science, the arts, and other content areas. In addition to these interdisciplinary connections, educators use the TCI History Alive! curriculum to guide standalone history lessons and provide a consistent progression of historical knowledge and skills across grade levels.

TCI lessons provide learners with opportunities to engage with primary and secondary sources, examine historical perspectives, develop geographic understanding, analyze cause and effect, and make connections between past events and the world around them. Lessons incorporate discussion, inquiry, reading, writing, and hands-on learning experiences that encourage learners to actively engage with historical content rather than simply memorize facts. By combining integrated and standalone instruction, our elementary history program supports both content knowledge and the development of critical thinking, literacy, and inquiry skills.

Civic learning. Nea's history-social science instruction is reinforced daily by lived civic practice. Through courses such as Contemporary Community Citizenship/Learning to Learn, the Leadership course, and the Judicial Committee, Learners exercise the

legislative, judicial, and executive functions they study — drafting and debating proposals, voting on matters affecting community life, and adjudicating conduct within the school community. Few TK-8 schools can claim that their civics curriculum is tested against a functioning democratic institution every week; at Nea it is the defining feature of the program.

### Visual and Performing Arts

Nea embraces the arts both as disciplines taught directly and as modes of demonstrating understanding across content areas. Arts instruction is delivered through weekly electives, integrated project work and assemblies. Learners regularly demonstrate content mastery through artistic, technological, oral, and kinesthetic presentation.

### Electives and Enrichment

Each Learner in grades K-5 participates in at least 1 elective offering a year. Electives are multi-grade across the K-2 and 3-5 spans. Past and current offerings have included Dance, Theater, Green Team (sustainable living), Buoyancy, Chess, Art History, Drawing, Yoga, Art, Aerodynamics, Kickboxing, Lego Robotics, and Creative Music. Grades 7-8 receive semester electives and special-interest academies. All elementary Learners receive weekly music, physical education, and art.

### Transitional Kindergarten

Our full day Transitional Kindergarten (TK) program provides a developmentally responsive learning environment that intentionally prepares learners for success in kindergarten and beyond. The program blends play-based learning, project-based learning (PBL), and an intentionally articulated kindergarten curriculum to create meaningful, engaging learning experiences while honoring the developmental needs of young learners.

Through play-based learning, learners have opportunities to explore, create, problem-solve, collaborate, and develop independence through both teacher-guided and learner-directed experiences. PBL is infused throughout the program, allowing learners to investigate authentic questions, engage in hands-on exploration, and make connections across content areas. These experiences build foundational academic skills while also developing communication, collaboration, creativity, critical thinking, and learner agency.

Our TK curriculum is intentionally aligned and articulated with kindergarten expectations. TK and K educators collaborate to ensure that learners develop the foundational literacy, numeracy, social-emotional, physical, and learning-readiness skills

necessary for a successful transition into kindergarten. Rather than accelerating learners through traditional kindergarten content, our approach provides developmentally appropriate opportunities to build the underlying skills and dispositions that prepare learners for increasingly complex learning.

This combination of play, inquiry, project-based learning, and intentional curriculum articulation allows our TK program to balance joyful exploration with purposeful instruction. Learners leave TK with strong foundational skills, increased independence, and the confidence and curiosity needed to thrive in kindergarten.

## Serving All Learners

### Multi-Tiered Systems of Support

Nea operates a Multi-Tiered System of Supports integrating academic, behavioral, social-emotional, and attendance interventions within a single referral, data, and decision-making structure. The premise of the model is consistent with the school's instructional philosophy: learning differences are universal, Learners progress toward mastery at different rates and in different ways, and a Learner who has not yet demonstrated mastery has not failed — the school's obligation is to identify the barrier and remove it.
Nea's baseline conditions support this work. Small class sizes, a low Learner-to-Facilitator ratio, multi-age grouping, and the school's advisory and mentoring structures give Facilitators substantial individual knowledge of each Learner and regular access to them. Facilitators in grades TK–8 hold office hours after school to support Learners individually and in small groups. These conditions are not themselves interventions, but they mean that Learners in need of support are identified early and by adults who know them well.

*Data Sources and Universal Screening*
All MTSS decisions at Nea are made from data, and all intervention data are tracked longitudinally in a common system so that the effectiveness of each intervention can be evaluated and used to refine practice. Nea's data sources include:

- **Literacy screening:** the SBE-approved reading difficulties risk screener adopted by the CLCS Board pursuant to Education Code Section 53008, administered to all Learners in grades K-2 twice per year.
- **Benchmark assessment:** reading and mathematics benchmark data in grades TK-6; STAR assessment data in grades 7-8
- **Curriculum-embedded and project-based assessment,** including mastery grades by standard
- **Behavioral and social-emotional data,** including office referrals, Judicial Committee referrals, and suspension data
- **Attendance data,** reviewed for patterns of chronic absenteeism
- **Facilitator observation and family report**

Facilitator teams review this data on a quarterly cycle to place, adjust, and exit Learners from intervention.

Tier 1 — Universal Instruction and Classroom Intervention
Tier 1 is high-quality, standards-aligned first instruction delivered to all Learners in every seminar, with differentiation built into project design, workshop structure, and small-group instruction.

When a Facilitator identifies a Learner who is struggling academically, behaviorally, emotionally or with attendance, the Facilitator implements classroom-level interventions. This includes:

- Communicating with the Learner's family to understand the full picture, including any supports previously recommended or provided outside of Nea
- Reviewing the Learner's cumulative file and consulting prior Facilitators about strategies that have worked
- Reviewing the **Roster of Support** to determine whether the Learner already has supports in place and at what level (Safety Net, Section 504, IEP), and reviewing historical support data and the Lower Village and Upper Village accommodation lists
- Implementing any existing accommodations or supports with fidelity

Where a Learner already has a 504 Plan or IEP, the Facilitator implements it as written. Where the Learner has no documented supports, the Facilitator initiates classroom-level intervention and documents both the intervention and the Learner's response.

*Exit or escalate:* if the Learner responds, the Facilitator continues and monitors. If the Learner does not respond within 6-8 weeks, the Facilitator presents the learner during Facilitator MTSS (MultiTiered System of Supports) meetings.

In the MTSS meeting, Facilitators list and discuss interventions and strategies that have been used and have been successful in the past. Facilitators will work as a team to brainstorm the causes of the Learner’s challenges and identify set interventions that they will try moving forward. Each team tracks data in the facilitator MTSS team document. Interventions run for a 6-8 week cycle, with progress monitored weekly or biweekly within the cycle rather than only at its conclusion, so that an ineffective intervention can be changed before six weeks have elapsed.

After the first 6-8 weeks, Facilitators will update their data collection document and then meet again to review how effective their interventions were at supporting the Learner. After reviewing the data, if the Learner has had adequate progress, they will continue their interventions and monitor.

If the Learner has not had adequate progress, the Facilitators will adjust intervention strategies based on a follow up Facilitator MTSS meeting and implement for an additional 6-8 weeks.

Tier 2 — Targeted Supplemental Intervention
Should a learner continue to struggle in a specific area after 2 cycles of Facilitator MTSS, this triggers The Coordination Of Services Team (COST) process. This team consists of the Lead Facilitators, Counselors, Special Education and ad facilitator designee . COST meets bi-weekly to support Learners by reviewing the Intervention Team Referral Form and using a menu of support options based on the level of need. Learners will continue to receive support from Facilitators in addition to the support from COST. One team member will be the point-person for tracking the progress of Learners who have been referred. Notes are taken within the COST agenda.

The team reviews both quantitative data (mastery grades, classroom and benchmark assessment, STAR and CAASPP results, transcripts, attendance) and qualitative data (Facilitator and family observation) in establishing a plan of support for the learner.

When language acquisition is a possible factor, the ELD Coordinator participates in order to distinguish a Learner's stage of English language development from an underlying learning difficulty. Nea does not refer a Learner for special education assessment on the basis of limited English proficiency, and does not defer intervention on the assumption that a Learner's difficulty is attributable to language acquisition.

**Tier 3 — Intensive Individualized Intervention**
Tier 3 provides intensive, individualized intervention for Learners with significant unmet need. Tier 3 is available to any Learner whose data indicate it is warranted; it is not a placement reserved for Learners who have "exhausted" the earlier tiers, and it is not a special education designation.

*Learner Support Team (LST).* Where Tier 2 supports have not produced adequate progress, Nea convenes an LST meeting including the Learner, the Learner's family, Facilitators, the school counselor, and administration as appropriate. The LST reviews accumulated data, the Learner's strengths and areas for growth, and interventions already attempted, and develops an intensive individualized plan with defined progress monitoring. LST meetings are monitored and followed up on by the school counselor and COST team in 6-8 week intervals.

Tier 3 is available to any Learner whose data indicate it is warranted. It is not a placement reserved for Learners who have exhausted the earlier tiers, and it is not a special education designation.

*Family communication.* Families are notified when a Learner enters Tier 2 or Tier 3, are told what the identified need is and what support the Learner is receiving, and receive progress updates. Families participate in LST meetings.

**Section 504 and Special Education**

Section 504 evaluation and special education assessment are legal entitlements available to Learners at any time, not stages of the MTSS process. Nothing in Nea's tiered support structure delays, conditions, or substitutes for Nea's child find obligations under the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.

*A parent or guardian may request a special education assessment at any point, regardless of where the Learner sits in the MTSS process.* Nea will respond to any such request in writing within 15 calendar days with either a proposed assessment plan or a prior written notice declining to assess and stating the basis for that decision. Likewise, where a Facilitator, counselor, or administrator has reason to suspect that a Learner has a disability and may require special education services, Nea will initiate the referral process without waiting for the completion of an intervention cycle.

*Section 504.* Where a Learner has a diagnosed or presenting physical or mental impairment that substantially limits a major life activity, Nea convenes a 504 team to evaluate eligibility and, where the Learner is eligible, to develop an accommodation plan. Learners who do not qualify for special education services may nonetheless qualify under Section 504. The school counselor coordinates implementation and monitors the plan, and 504 plans are reviewed and revised as the Learner's needs change. Nea maintains current accommodation lists by Learner for the Lower and Upper Villages so that all Facilitators serving a Learner can implement the plan with fidelity.

*Special education assessment.* Where the LST or a referral indicates that assessment is warranted, an administrator convenes a meeting with the grade-level team, the family, education specialists, the school psychologist, and administration, having first reviewed the accumulated MTSS data with the Director of Special Education. Upon parent or guardian signature of an assessment plan, Nea's special education team completes the assessment and holds an IEP meeting within 60 days as required by law, and develops an Individualized Education Program where the Learner is found eligible. Special education services at Nea are delivered through both push-in and pull-out models, and instruction and assessment are made accessible through Universal Design for Learning principles, accommodation, and where the IEP requires it, modification. Nea's project-based work and mastery-based grading are adapted rather than waived: a Learner with a disability demonstrates mastery through the accommodations and supports their IEP or 504 plan provides.

<u>Additional Time to Mastery</u>

Nea's mastery-based grading system and its philosophical commitment to the principle that learning occurs at different rates make additional time a standard rather than exceptional support. Because grades report mastery of identified standards rather than points accumulated, a Learner and family can see precisely which standards remain unmet and what work will close the gap. Learners may take additional time as needed to demonstrate mastery of standards, and may repeat coursework where doing so is the appropriate path to mastery.

Nea's schoolwide performance improved in all three tested areas between 2023-24 and 2024-25, in English language arts, mathematics, and science. Nea also recognizes that this growth has not been evenly distributed, and that outcomes for English Learners, Learners with disabilities, socioeconomically disadvantaged Learners, and Black Learners remain substantially below schoolwide performance. Closing these gaps is the central focus of Nea's MTSS work during the term of this charter, and the specific actions, metrics, and annual targets Nea will use to do so are set forth in Element B and in Nea's LCAP.

**Learners Achieving Below Grade Level**

*Identification.* Nea identifies Learners performing below grade level through multiple measures rather than any single assessment:

- Performance in the at-risk range on the K-2 reading difficulties risk screener adopted pursuant to Education Code Section 53008
- Benchmark reading and mathematics performance below grade level in grades TK-6
- STAR assessment performance below grade level in grades 7-8
- CAASPP performance at Standard Not Met or Standard Nearly Met
- Mastery grades of 1 (Attempting Mastery) or NSE (No Sufficient Evidence) across multiple standards in a course
- Facilitator referral based on classroom performance and observation

Learners are identified at the beginning of the school year using prior-year data, so that intervention begins in the first weeks rather than after the first benchmark cycle, and are re-identified at each benchmark administration. Learners enrolling mid-year are screened within 2-3 weeks of enrollment.

*Intervention.* Learners identified as performing below grade level receive supplemental intervention in addition to core grade-level instruction:

| Grade span | Reading | Mathematics |
|---|---|---|
| TK-3 | Daily leveled reading groups pulled during the school day, led by the Reading Intervention Facilitator; explicit foundational skills instruction using UFLI Foundations and Heggerty, delivered at the Learner's point of need in the scope and sequence rather than at grade-level pace | Small-group intervention delivered by credentialed teachers and/or the Special Education team.<br><br>Online programming is also utilized to tailor support for learners with programs such as IXL and Reflex beginning in grade 1. |

| | | |
|---|---|---|
| 4-6 | Small group blocks built into the school day utilizing online programs such as RAZ kids and IXL.<br><br>After-school office hours held by all TK-8 Facilitators for small-group and individual support | Small-group intervention delivered by credentialed teachers and/or the Special Education team.<br>Online programming such as Reflex and IXL support learners at their grade levels. |
| 7-8 | Small group Intervention classes built into the Learner's schedule. | Small group Academy class and online programming such as IXL and Reflex. |
| All | After-school office hours held by all TK-8 Facilitators for small-group and individual support | After-school office hours |

*Grade-level access is protected.* Nea's intervention design rests on the principle that a Learner who is behind needs *more* instruction, not *different and lesser* instruction. Learners receiving intervention remain in core grade-level instruction and continue to participate in project-based work, science, and electives. Intervention is scheduled so that it does not displace Learners from the elements of the Nea program most likely to sustain their engagement; a Learner who struggles with decoding is often the Learner for whom the Maker Studio or a science investigation is the reason they come to school. Facilitators scaffold access to grade-level text and tasks through read-aloud, partner work, vocabulary pre-teaching, graphic organizers, and the multiple modes of demonstrating understanding that Nea's project design already provides.

*Mastery-based grading as an intervention tool.* Because Nea's grades report mastery of identified standards rather than accumulated points, both the Learner and the family can see exactly which standards remain unmet. A Learner performing below grade level is not given a single summary judgment about their ability; they are given a specific and finite list of what to work on next. Facilitators use standard-level mastery data to form intervention groups, and Learners revise and resubmit work toward mastery rather than carrying a permanent penalty for an early attempt.

*Cross-age mentoring is supplemental.* Boa Me mentoring provides valuable additional practice and adult-supervised small-group attention, and it benefits both the mentor and the younger Learner. It is not a Tier 2 or Tier 3 intervention and does not substitute for intervention delivered by a credentialed Facilitator or trained interventionist yet it supports learners and builds connections.

*Progress monitoring and exit.* Facilitator teams review intervention data every to determine whether to continue, intensify, change, or exit each Learner. Learners are reviewed by either the school counselor, COST team and the support facilitator every four-six weeks.

*Family communication.* Families are notified when a Learner is identified as performing below grade level and enters intervention, they are told specifically what the identified need is and what intervention the Learner is going to be receiving. Throughout the process families receive progress updates at the six-eight week mark. Learner-Led Conferences are a place where the Learner plays an active role in reporting their own progress against the specific standards they are working toward, for a Learner who might be struggling in a content area, the experience of presenting measurable growth to their family is itself part of the intervention.

*Additional time to mastery.* Consistent with Nea's philosophy that learning occurs at different rates, Learners may take additional time to demonstrate mastery of standards which is why content standards are presented more than once and in different ways.

*Targeted focus during the term of this charter.* Nea's 2024-25 CAASPP results show that outcomes are not evenly distributed across student groups. Learners with disabilities, English Learners, socioeconomically disadvantaged Learners, and Black Learners performed substantially below schoolwide results in English language arts, mathematics, and science. Nea's intervention resources during the term of this charter are directed first to these groups, and the annual goals, actions, and metrics through which Nea will measure progress are set forth in Element B and in Nea's LCAP.

### Learning Achieving Above Grade Level

Nea is an ideal environment for high achieving Learners. Learners are welcome and encouraged to reach beyond the Nea curriculum to pursue their own interests and learn at their own pace.

Within the Nea program, Learners are not constrained by grade level. With Facilitator and parent approval, Learners may take seminars above their grade level if they can demonstrate that they've already met the learning outcomes for their own grade.

Within the Nea curriculum, our self-directed, project-based approach allows exceptional flexibility for high achieving Learners to approach learning according to their unique skills, abilities and talents. The multi-aged setting of the K-5 facility allows Learners to learn at their own rate. Additionally, our Facilitators actively guide Learners to extracurricular education and enrichment programs.

### English Learners

Nea's English Learners (EL) receive placement and ongoing assessment. ELs participate in mainstream classrooms led by Facilitators who are CLAD certified and provide a wide variety of differentiated instruction. Our small size enables us to work very closely with EL Learners to meet their unique needs. In many cases, EL Learners

receive accommodations that might include one-to-one reading support, and/or working with a Learner to create an assessment that demonstrates his/her content knowledge in a manner that isn't inhibited by language gaps. We firmly believe that this targeted assistance, as well as the language-rich environment provided by Nea (e.g., unrestricted access to the Internet, frequent participation in group projects, large number of oral presentations) are key factors in most EL Learners being re-designated R-FEP by promotion.

EL in the Nea community are supported not only by traditional language development classes, but also by the self-directed, hands-on approach of our program, which is accessible to all learning modalities. Within all seminars, learning is "sheltered" to enable every Learner to access information and formulate new knowledge based on prior learning and experience.

The needs of EL Learners are identified using the same methods employed by the AUSD. Upon enrollment in Nea, parents are asked to complete the Home Language Survey. If a language other than English is noted on the Home Language Survey or enrollment forms, Nea assesses the English and primary language proficiency of the Learner within the first 30 days of enrollment using the ELPAC. Learners are appropriately placed based upon ELPAC.

Similarly, Nea's elementary EL Learners are identified through the Home Language Survey. If a language other than English is noted on the Home Language Survey or enrollment form, Nea assesses the Learner's English and primary language proficiency using the ELPAC within the first 30 days of enrollment. EL Learners are placed in classrooms with other ELs, receiving instruction that utilizes sheltered methodologies, strategies, and techniques in all of their academic areas throughout the course of the day, to assist in ensuring that any existing academic deficits are addressed. In addition, EL Learners receive Facilitator directed differentiated English Language Development (ELD) instruction for 30 to 40 minutes two days per week, which is based on their English Language Proficiency Level. The differentiated instruction is often integrated into daily Reading and Writing Workshops, providing one-to-one conferences for EL Learners. As the need arises, differentiated ELD instruction may be provided to the EL Learners in small groups with similar proficiencies in English, at a designated time during the day. Nea's EL Learners continue to be supported by the self-directed, hands-on approach of our program.

Grade 6-8 Learners with an ELPAC Proficiency Level of Beginning, Early Intermediate, or Intermediate are placed in an English Language Development Class. Learners are held to the State ELD standards as they progress toward English proficiency. In addition, all EL Learners are placed in mainstream English classes to support their integration into our community. Their coursework is modified by the Facilitator appropriately. Content area classes at Nea are taught by qualified SDAIE (Specially Designed Academic Instruction in English) Facilitators who use strategies such as providing increased number of visual materials, active/physical responses, graphic

organizers, leveled reading materials, multimedia presentation and equipment, computer programs, peer tutors, and cooperative learning.

Nea's elementary EL (TK-5) Learners are placed in mainstream classes with SDAIE trained Facilitators. As with their older counterparts, elementary EL Learners are held to State ELD standards as they progress toward grade level standards. Beginning - Intermediate EL Learners receive "dedicated time" from a Facilitator who provides language lessons designed for their proficiency levels. The Facilitator provides "comprehensible input", consisting of instruction in the second language made understandable to the English Learner through Total Physical Response (TRP), games, skits, small group attention, individualized instruction and conferences. Nea uses ELPAC outcomes to determine when Learners may be re-designated/reclassified as Fluent English Proficient (FEP).

Learners with ELPAC Proficiency Levels of Early Advanced, Advanced, or Proficient are placed in a Grade 6-8 mainstream English classes only. Daily English classes provide differentiated instruction to all Learners. Learners continue to receive additional and appropriate instruction in ELD at Nea in order to meet the requirements to be re-designated/reclassified as FEP. Content area classes at Nea are taught by qualified SDAIE Facilitators who use strategies such as providing a greater number of visual materials, active/physical responses, graphic organizers, leveled reading materials, multimedia presentation and equipment, computer programs, peer tutors, and cooperative learning. Nea's EL programs are all aimed at supporting Learners' acquisition of English, while meeting age appropriate academic achievement standards for grade promotion and graduation. EL Learners are re-tested annually using the ELPAC to determine if they are eligible for reclassification (based upon the additional AUSD standards for reclassification), and to ensure progress is being made. All costs associated with EL services are the responsibility of Nea.

Nea uses the ELPAC tests to assess the level of English Language proficiency in our Learners identified as ELs by either their home language survey or Calpads. Once we determine their level of proficiency, we place Learners in classes to support their language acquisition. Beginning ELs are placed in an ELD1 class. Early Intermediate and Intermediate ELs are placed in an ELD2 class. All Nea Facilitators are given access to a document listing the names, home languages, and all language levels assessed using the state test. Facilitators are encouraged to communicate with the ELD coordinator for support with their ELs. Office hours are offered after school for all Learners, including our ELs, where Learners are given extra support on class assignments.

The goals of all programs are for the Learners to learn English and meet age-appropriate academic achievement standards for grade promotion and graduation. Learners are retested yearly using the ELPAC to determine if they are eligible for reclassification (using the additional AUSD standards for reclassification), and to ensure they are making progress. All costs associated with EL services are the responsibility of Nea.

**Students with Disabilities**

- All Learners at Nea with disabilities are fully included in all aspects of the general education curriculum.
- Services that remediate academic challenges are incorporated into the general education program, including Learners without disabilities.
- All Learners at Nea with and without disabilities are expected to participate in leadership roles in the community.
- Referrals for assessment for special education services are generated by Facilitators, Student Study Teams and parents. Assessments are conducted within the legal timeframe. Nea collaborates with El Dorado County Charter School SELPA, School Psychologists, Speech and Language Therapists, Vision and Mobility Specialists, Adaptive Physical Education Teachers and Special Day Class teachers to provide appropriate educational services to our Learners.
- Nea uses 21st century educational technology, providing more access to learning opportunities for Learners with disabilities (i.e. online learning, computer assisted learning, independent learning programs, peer tutoring, project based learning).

Resource Specialist/Full Inclusion Specialist Duties
Starred (*) sections are federally and/or state mandated duties. Duties of the RS/FI Specialist at Nea include but are not limited to:

Special Education Testing, IEP Development and Collaboration

- Identify Learners with learning disabilities or other disabilities (physical/neurological, cognitive, and emotional) that affect learning in the general education environment.*
- Administer standardized academic achievement tests, interpreting results to determine Learners' strengths and areas of need for initial assessments and triennial assessments.*
- Provide alternative accommodations and/or modifications to Learners with disabilities for assignments and testing in the general education curriculum.*
- Consult with School Psychologist, Vision and Hearing Specialist, Speech Specialist, Occupational Therapist and other specialists on testing and writing formal initial and triennial assessment reports.*
- Collaborate with parents, Learners, Facilitators, advocates and specialists to develop and implement Individual Education Plans for Learners with disabilities including the development and improvement of accommodations/modifications to create greater access to education for Learners with disabilities.*
- Maintain timelines as prescribed by federal law under IDEA (Individuals with Disabilities in Education Act, 1997) and IDEIA (Individuals with Disabilities in Education Improvement Act, 2004) and State of California Education Code.*
- Generate required paperwork documenting meeting attendance, eligibility, program placement and goals/objectives in compliance special education law.*

- Administer State testing (STAR and CAHSEE) to Learners with accommodations and modifications and preparing testing materials in compliance with State regulations.*
- Report to site administrator (Nea's Lead Facilitator), El Dorado County Charter SELPA Program Specialist and El Dorado County Charter SELPA Special Education Director on RS/FI program status, caseload and other issues. Negotiate with El Dorado County Charter SELPA managers for access to El Dorado County Charter SELPA general and special education programs on behalf of Learners with disabilities.*
- Increase access to the educational system for parents and Learners with disabilities by providing resources for advocacy within the educational system and community and providing information and referrals to support Learners' success.

Curriculum Accommodations and Modifications

- Collaborate with general educators to implement and adjust accommodations and modifications as per IEPs including informing general educators about the effect of disabilities on access to education and the educational needs of Learners with disabilities.*
- Teach or co-teach in coordination with Nea staff for Learner with disabilities requiring additional one-to-one support.*
- Develop alternative assignments and activities and independent study opportunities to fulfill course standards for Learners with disabilities.*
- Implement, provide educational materials, tutor and grade alternative educational coursework for Learners with disabilities.*
- Create Behavior Support Plans in coordination with the IEP team and general educators to improve behavioral outcomes for Learners with disabilities.*
- Provide educational home visits to Learners with health impairments that limit their physical access to education.
- Create and implement Behavior Intervention Plans (for Learners with disabilities), including conducting functional analysis assessment as needed (see BICM certification).
- Advocate for Learners with disabilities in disciplinary proceedings (including Judicial Committee, parent conferences and Governing Board) at NCLC and other proceedings within the AUSD.*
- Coordinate Manifestation Determinations for Learners with disabilities who reach a critical level of disciplinary interventions at Nea.

Collaboration with and Referral to Outside Agencies

- Assist Learners with disabilities in accessing community resources for education such as El Dorado County Charter SELPA alternative educational services, community college and counseling.
- Provide documentation for continuing special education services to community colleges.*

- Provide documentation of disability to testing agencies such as the College Board to request testing accommodations for Learners taking the SAT or ACT exams.
- Provide reports and legal documentation of disability as determined by the AUSD to outside agencies that provide auxiliary services to Learners with disabilities (County mental health agencies, Regional Services, County social services agencies).

Professional Development

- Attend professional meetings, educational conferences, and teacher training workshops to maintain and improve professional competence.
- Maintain certification for Behavior Intervention Case Manager and Crisis Prevention Intervention certification.
- Attend El Dorado County Charter SELPA Special Education meetings, Special Education Staff Development and Job-Alike meetings (for Resource Specialist and Full Inclusion Specialists).

Paraprofessional Supervision

- Supervise paraprofessional serving Learners in the Resource Specialist Program and Full Inclusion Program.*
- Create push-in, small group and tutoring schedule with paraprofessional.
- Provide training to paraprofessional on behavior management techniques, teaching methods and materials and approaches.
- Provide input for El Dorado County Charter SELPA annual evaluation of paraprofessional according to CSEA guidelines in coordination with Personnel Committee and Lead Facilitator.

**Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged Learners**

Nea complies with the McKinney Vento Homeless Assistance Act in ensuring that students identified as homeless have equal access to education as their peers and offer additional resources and connections to services to support their families.

Nea complies with the California Education Code regarding serving foster youth and ensuring their access to education and services to support them.

**Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities**

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School'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 the Charter School's LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including numerically significant

student subgroups. The metrics associated with these goals help the Charter School 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.

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also 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 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by the Charter School at the school site.

## 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)*

Nea has measurable outcomes for all Learners including high and low achievers, special education, and English Learners that are aligned to State priorities.

The overall measurable educational objectives of Nea are as follows:

| Content Area | Outcomes |
|---|---|
| **Schoolwide** | **Goal**: Nea Learners will make progress in meeting grade level exit outcomes in math, English Language arts, science and social studies, and will demonstrate improvement in the Common Core standards of literacy and mathematics |
| **English Language Arts** | **Goal**: Learners will have strong reading, writing, listening, speaking, and presentation skills.<br><br>**Goal**: Learners will be able to effectively communicate ideas, opinions, and information orally and in writing. |
| **Mathematics** | **Goal**: Learners will develop abilities to reason logically, and learn and apply mathematical concepts in abstract and real-life situations. |
| **History / Social Science** | **Goal**: Learners will apply and understand civic responsibilities in and outside of their communities. Learners will have civic, historical, economic, and geographical knowledge of diverse cultures/peoples throughout the world. |
| **Science** | **Goal**: Learners will successfully utilize scientific research and inquiry methods to understand and apply the major concepts from various branches of science. |
| **Social-Emotional Intelligence** | **Goal:** Learners will build durable, meaningful relationships with peers and adults. |

| | |
|---|---|
| **Attendance** | **Goal**: Nea will meet or exceed a 95% student attendance rate. |
| **Learner & Parent Satisfaction** | **Goal**: High percentage of responses and high percentage of positive feedback on annual school community surveys. |
| **Learner & Family Support** | **Goal**: Learners and families will see Nea as an anchor in their community where they will find a variety of support structures and resources to grow and develop |

**Goals Aligned to State Priorities**

Pursuant to Education Code Section 47605(c)(5)(B), the following is a table describing Nea's outcomes that align with the State priorities and Nea's goals and actions to achieve the State priorities.

Goal 1: Ensure that students demonstrate academic growth and proficiencies, so they leave TK-8 ready for college/career. (State Priorities #2, #4, #7, #8)

- Continued implementation through professional learning aligned with school-wide initiatives
- Continued implementation through professional learning aligned with school-wide initiatives to support differentiation for students at-risk
- Implement academic interventions for students who need additional support, with emphasis on long-term English Learners, Foster & Homeless Youth, and students of low socioeconomic status
- Continue ELD specialist model to provide targeted support aligned to ELA/ELD Framework
- Provide targeted Special Education supports to include
- Common Assessment Process including release time, calibration, refinement, and data analysis
- Continue to offer and ensure enrollment in a broad course of study.

Goal 2: Align student learning to state-adopted standards supported by materials, instruction, and technology in a safe and clean environment. (State Priority #1)

- Provide teacher professional development and collaboration aligned with WASC and school-wide goals.
- Identify and prioritize and purchase instructional material needs.
- Inventory, track, and upgrade existing technology hardware and software.
- Create and implement professional development pathways to enhance and advance technology use via training and support for all staff.
- Implement custodial cleaning standards.
- Provide targeted instructional supports, programs, and professional development.

Goal 3: Engage parents, staff, and community to promote unique educational opportunities for students. (State Priorities #3, #5, #6)

- Maintain high attendance rates and low chronic absenteeism rates.

- Maintain low suspension rates.
- Maintain low middle school drop-out rates.
- Continue parent education workshops and information sessions.
- Increase translation services.
- Collaboration with community and business leaders to forge additional partnerships that support the improvement of student learning and workforce readiness.
- Maximize site communication tools
- Implement creative solutions to close workforce gaps, including designing career pathways responsive to local and regional hiring needs.
- Increase student engagement, positive student behavior, citizenship, and school climate.

## ELEMENT C: METHODS FOR MEASURING PUPIL 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)*

*Assessment Tools*

At Nea we use multiple measures to assess Learners' level of conceptual understanding, content knowledge and acquisition of new skills. We provide opportunities for authentic assessment where students are able to demonstrate competency across subject areas. By engaging students in formative, on-going, and summative assessments, Facilitators are able to use assessment data to inform instruction, determine Learners' gaps in understanding, identify the most effective methods of instructional delivery, and make course corrections where needed.

Through the methods listed below, we provide Learners, Facilitators, and families with a comprehensive view of student achievement. Nea's Lead Facilitator is responsible for administering State-required assessments.

| What We're Measuring | Assessment Tools |
|---|---|
| **Proficiency in English Language Arts, Mathematics, History / Social Science, Science** | CAASPP (annual)<br>ELPAC (annual, where necessary)<br>Standards-based benchmark assessments using curriculum aligned to the California History-Social Science Framework<br>CAST (when implemented)<br>Standards-based benchmark assessments using curriculum aligned to the Next Generation Science Standards Framework<br>Internal formative and summative assessments<br>Course grades<br>Portfolios |
| **Growth in Social-Emotional Intelligence** | Internal formative and summative assessments<br>Portfolios<br>School-wide Survey |
| **Growth in Physical Fitness** | California Physical Fitness Test (PFT)<br>Student performance tasks<br>Teacher observation<br>Course grades |

| | |
|---|---|
| **Growth in Proficiency Levels for Majority of Subgroups** | CAASPP (annual)<br>ELPAC (annual, where necessary)<br>Course grades |
| **Achievement of the Graduate Profile for Learners in Grades 6-8** | Portfolios<br>Performance Rubric<br>Course Grades |
| **Majority of Annual Growth & Performance Targets are Met** | California School Dashboard |

*Assessment Practices*

Nea's assessment practices purposefully include a variety of measures to ensure there are assessments appropriate for the various grade levels, subject areas, skills, knowledge, and/or personal qualities being assessed. Baseline and summative assessments are used to assess Learner mastery of content at the beginning of the year, Learner growth in content mastery over the course of the year, and at intervals throughout the year, providing both criterion-based and growth-based data on learning.

The portfolio of our TK-8 Learners demonstrates the young Learner's ability to meet the state standards and the performance standards as established by the Nea learning community. Each year, Learners create their portfolio and have a compilation of their best work and projects, demonstrating mastery of Common Core Standards.

*Assessment and Accountability*

Each year, the Lead Facilitator convenes and chairs the School Site Council, whose membership includes parent, Learners, and Facilitator representatives. The School Site Council oversees the annual review of State testing data and reviews progress on quarterly STAR assessments. The results of which are considered during curriculum and instruction design planning and allocation of funding.

*Forms of Assessment*
Baseline – Baseline assessments are used at the beginning of the school year to gauge the Learners' level of mastery, from which point the Facilitator can appropriately plan instructional delivery.

Formative – Nea uses a variety of formative assessment strategies to measure student mastery in the core area of mathematics, reading, writing, science, and social studies/history. Assessments may take the form of traditional pencil and paper assessments, and individual, small group, or whole class performance tasks. These assessments are both Facilitator-generated and curriculum generated and administered

with the intent of collecting achievement data to inform best approaches to teaching and learning.

*Uses of Assessment Data*

Maximizing Growth for Learners, Facilitators, and Nea

The goal of Nea's assessment strategies are to maximize progress toward goals for each Learner. To that end, we collect and analyze data in order to inform our instructional practices. We disseminate data to empower Learners, families, and our community. Together, Facilitators, families, Learners and community members work to use the data to improve our school, classrooms, and instructional approaches with the end goal of increasing student achievement levels.

At the school level, we use the data to:

- Identify areas of overall strength and the practices that contributed to these. Then, generalize these practices as appropriate to other areas in order to leverage these strengths.
- Identify areas of overall challenge, to evaluate action steps, to evaluate needed staff professional development support and accountability.
- Set school goals and achievement targets and identify actions for achieving those goals.

At the classroom level, we use data to:

- Identify areas of individual strengths and areas for growth in a Facilitator's practice, to leverage strengths and support areas for growth.
- Identify areas of content and skills for the whole class, which require acceleration or intervention.
- Identify areas of content and skills for small groups of students, which require acceleration or intervention to support them.

At the Learner level, we use data to:

- Identify areas of individual strengths and areas for growth in a Learner's learning, to leverage strengths and support areas for growth.
- Inform the development of goals for each Learner, made in agreement with families during the Learner-Led Conference.

To support our data practices, Nea uses our data landing page to house assessment data. We use this system to create reports that allow us to disaggregate, analyze, and disseminate performance data to staff, the board of directors, parents, Learners, and our District.

*Reporting Data to Families*

Nea strives to be in a partnership with families, working together to maximize the learning trajectory of their children. To support this partnership, a combination of formal and informal reporting takes place to ensure families have open access to information and data on their child's development. Reports are user-friendly and written feedback is

provided and translated into languages other than English as needed. Informal reporting to families is on-going through such methods as phone calls, texts, written notes, emails, and face-to-face conversations and meetings. Formal reporting to families includes regular reports of student academic progress, assessment results, and annual Student-Led Conferences. Annually, Nea reviews data from the California School Dashboard with families.

*School Accountability Report Card (SARC)*
Nea uses the data from each academic year to produce a School Accountability Report Card (SARC). Student achievement data is disaggregated annually to clearly identify the academic performance of students by subgroups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). This report includes required school data for our authorizing agency, parents, the Board, and the community at large.

*California School Dashboard*
The Dashboard is a report card for local schools and districts that takes a more holistic look at the many performance areas. This accountability system puts equity at the center of assessing local schools and districts and provides greater transparency for parents and the community. Nea uses the data in the CA School Dashboard to assess its performance and improve its practices.

In addition, Nea adheres to any other reporting requirements, applicable to charter schools, required by AUSD, Alameda County, and the State of California.

## 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).*

Legal Status & Governance Structure

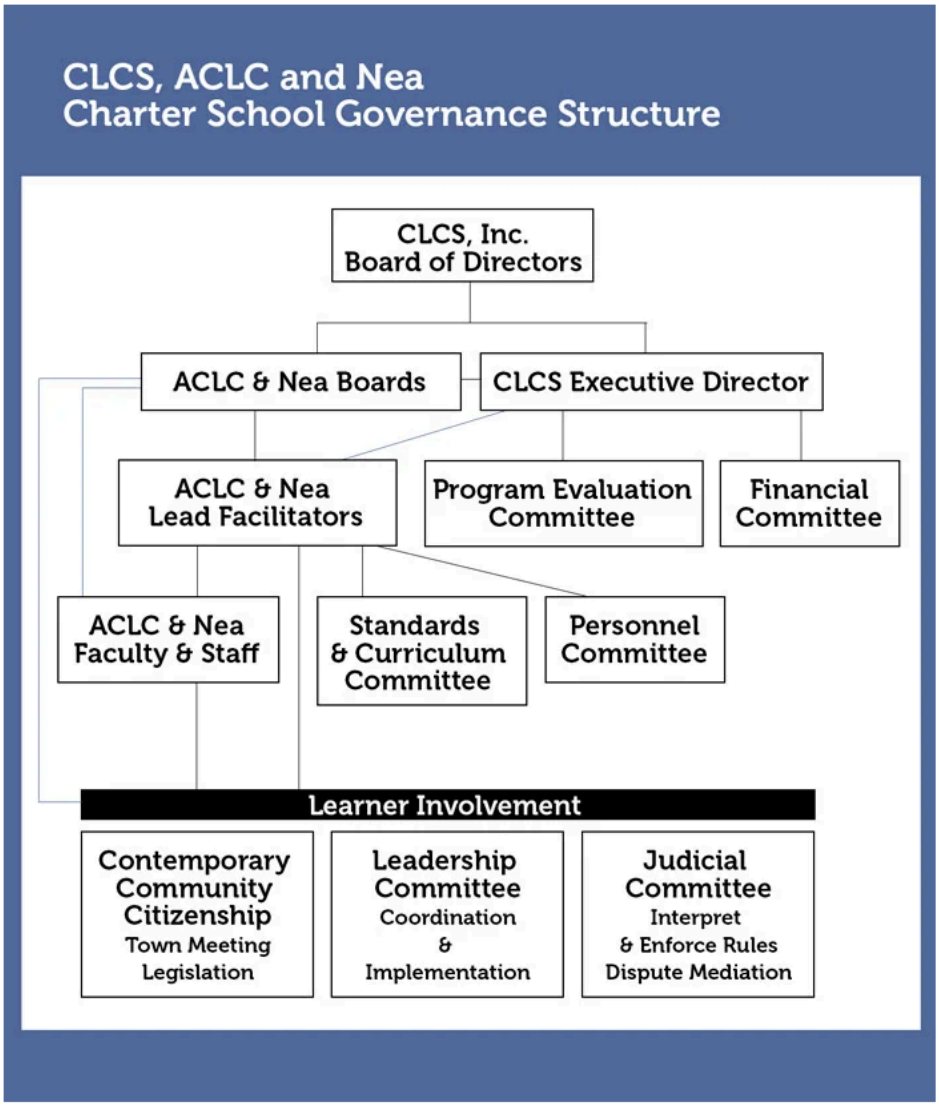
Nea Community Learning Center is operated by Community Learning Center Schools, Inc. (CLCS), a California non-profit public benefit corporation granted 501(c)(3) tax-exempt status in 2006. CLCS also operates Nea's sister school, Alameda Community Learning Center (ACLC), serving grades 6-12 on the same campus.

Nea is operated as an independent, directly funded charter school and is governed in accordance with CLCS's articles of incorporation and bylaws, which are consistent with this charter and with applicable law. CLCS is a separate legal entity for purposes of liability for the debts and obligations of the charter school.

Pursuant to Education Code Section 47604(d), the Alameda Unified School District shall not be liable for the debts or obligations of Nea Community Learning Center, or for claims arising from the performance of acts, errors, or omissions by Nea, provided the District has complied with all oversight responsibilities required by law. Nea shall maintain the insurance coverage described in later Elements and shall indemnify the District as set forth in the parties' memorandum of understanding.

Nea complies with District policy related to charter schools to the extent that policy aligns with and does not exceed the law applicable to charter schools, as that policy may change from time to time, provided that Nea has been given written notice of the policy change.

Organizational Chart




CLCS Board of Directors

The CLCS Board of Directors is the senior governing authority for Nea Community Learning Center. The CLCS Board is composed of community, business, and educational leaders, together with facilitators, parents, and learners from both CLCS schools, and draws in part on the community leadership that established the original ACLC and Nea programs.

The CLCS Board meets monthly, or more frequently as necessary, to oversee the work of the School Site Council, the ACLC Board, and the two school communities. Board member biographies and qualifications, meeting calendars, agendas, minutes, supporting materials, and board policies, including the conflict of interest code, are published on the CLCS website.

The CLCS Board of Directors currently consists of 10 members and is structured to provide broad expertise, continuity, and effective governance of the organization. Under the CLCS Bylaws, the Board may consist of no fewer than seven (7) and no more than seventeen (17) Directors, unless this range is changed through an amendment to the Bylaws. Directors are nominated and elected by the existing Board, providing a governance structure that allows CLCS to intentionally recruit individuals whose skills, experience, and perspectives align with the organization's mission, vision, values, and guiding principles.

Board members generally serve one three-year term and may not serve more than one three-year term consecutively. Directors may be considered for return to the Board after a three-year period following the completion of their prior term. Board terms are intentionally staggered so that, to the extent reasonably possible, approximately one-third of the Board completes its term each year. This structure supports continuity and institutional knowledge while creating regular opportunities to bring new perspectives and expertise to the Board.

The Bylaws provide additional flexibility for Board members who assume executive leadership positions, including President, Vice President, Secretary, Treasurer, or Parliamentarian. A Board member may seek an executive leadership position during the second or third year of their initial term. If elected to an executive position, the member may extend their service for up to two additional years, provided that total consecutive service does not exceed five years. In exceptional circumstances, a Board member may seek an additional extension beyond five years with approval from two-thirds of voting members in good standing.

*Board Recruitment and Development*

CLCS approaches Board recruitment as an ongoing process connected to organizational sustainability and effectiveness. The Board engages in strategic thinking about the organization's mission, shared values, vision, and long-term sustainability and seeks Directors who bring a wide range of expertise, skills, professional experiences, and perspectives. While experience or training in education is beneficial, it is not a requirement for Board membership. This approach allows CLCS to build a Board with complementary strengths and the capacity to provide thoughtful oversight across the many areas necessary to support the organization.

The Board President appoints a nominating committee to identify, interview, and nominate qualified candidates for election. The committee's work is intended to ensure that prospective Directors understand CLCS's mission and guiding principles and can contribute meaningfully to the governance and continued development of the organization. Recruitment and development of Directors are guided by CLCS's organizational principles and the evolving needs of the Corporation.

*Filling Board Vacancies*

When a vacancy occurs, CLCS follows the process established in its Bylaws to identify and elect a qualified replacement. The Board President may appoint a committee to interview and nominate candidates for consideration by the Board. The nominating committee provides its recommendations within the timelines established by the Bylaws, and the existing Board elects the individual to fill the vacancy. This process allows CLCS to maintain an effective Board while ensuring that new Directors are intentionally selected based on the skills, experience, and perspectives needed by the organization.

Overall, CLCS's Board structure balances continuity, accountability, intentional recruitment, and opportunities for new leadership. The ability to maintain a Board of between seven and seventeen members provides flexibility to respond to the organization's evolving governance needs, while staggered terms and defined service limits support both institutional knowledge and the regular introduction of new perspectives.

*Selection of Parent and Learner Board Members*

Each year, CLCS communicates opportunities for open Board positions to the school community through multiple communication channels, including email, robocalls/robo-texts, and school announcements. This broad outreach ensures that learners, parents/guardians, and facilitators are aware of available opportunities to participate in Board governance.

Learner Representatives: Learners interested in serving as Board representatives participate in a school-based election process. Interested learners announce their candidacy and campaign within the school community. The student body then votes to select the learner representative they wish to represent their interests and perspectives. Learner representatives serve as members of the Board in accordance with the CLCS Bylaws, including the applicable term of service. Their participation provides learners with a formal voice in organizational governance and ensures that learner perspectives are represented in Board discussions and decision-making.

Parent Representatives: Parents or guardians interested in serving on the Board participate in a screening and selection process designed to ensure alignment with the responsibilities of Board service and CLCS's mission and guiding principles. Interested parents first meet with the Board President for an initial screening and overview of the Board and its work. Candidates who move forward are then interviewed by the full CLCS Board. Following the interview, the Board votes on whether to appoint the candidate to the Board.

Board membership and voting rights are determined in accordance with the CLCS Bylaws. Individuals appointed or elected to positions designated as voting Directors have the same voting responsibilities and obligations as other Directors, regardless of whether they are learners, parents/guardians, facilitators, or other members of the school community. The selection process is designed to provide meaningful representation while ensuring that all Directors understand and fulfill their fiduciary and governance responsibilities to CLCS.

Responsibilities of the CLCS Board

The CLCS Board of Directors is responsible for:

- Ensuring the alignment of Nea and ACLC with their missions and visions
- Monitoring Learner performance
- Approving the strategic and long-term plans for Nea
- Approving all policies
- Ensuring that internal controls are effective
- Providing fiduciary oversight, including receipt of ongoing financial reports
- Approving the budget and all contracts, including memoranda of understanding and charter revisions
- Supervising the audit process and securing approval of the annual independent audit
- Serving as the employer of all Nea staff and approving employee contracts, pay schedules, benefits, and other employee financial transactions
- Serving as a review board, as provided by board policy, in matters related to employee dismissal
- Serving as the final authority on expulsions, personnel termination decisions, and legal actions
- Serving as the appeal body for any expulsion recommended by the School Site Council
- Conducting all official interactions with the Alameda Unified School District, the Alameda County Office of Education, and the State of California, including approval of funding applications and required reports
- Selecting, supervising, and evaluating the CLCS Executive Director

The CLCS Board retains ultimate responsibility for the performance of Nea Community Learning Center. Authority delegated to the School Site Council, to committees, or to school administration is delegated authority and does not diminish the CLCS Board's ultimate accountability under this charter.

District Representative

Pursuant to Education Code Section 47604(c), the Alameda Unified School District may appoint a representative to sit on the CLCS Board of Directors. If the District chooses to appoint a representative, CLCS may, with the District's approval, appoint a representative to sit on the District's governing board.

Compliance with Open Meeting, Public Records, and Conflict of Interest Laws

Pursuant to Education Code Section 47604.1, Nea Community Learning Center and CLCS comply with:

- **The Ralph M. Brown Act** (Government Code Section 54950 et seq.). All meetings of the CLCS Board of Directors, the School Site Council, and any committee subject to the Act are noticed, agendized, and conducted in

accordance with the Brown Act, including requirements for public comment, closed session limitations, and posting of agendas. Meetings are held within the physical boundaries of Alameda County as required by Education Code Section 47604.1(c). CLCS maintains a board-adopted Brown Act policy, published on the CLCS website.

- **The California Public Records Act** (Government Code Section 7920.000 et seq.). Nea has designated the Chief Operating Officer as the custodian of records and responds to public records requests in accordance with the Act.
- **The Political Reform Act** (Government Code Section 81000 et seq.). CLCS has adopted a conflict of interest code, approved by the appropriate code-reviewing body, requiring designated officials and board members to file Statements of Economic Interests (Form 700) annually.
- **Government Code Section 1090 et seq.**, governing financial interests in contracts.

CLCS board members receive orientation and periodic training on their fiduciary duties, on the Brown Act, on conflict of interest requirements, and on their responsibilities under this charter.

**The Nea School-Site Council**

Nea's School-Site Council operates under the authority granted to it by the CLCS Board of Directors. Parents, Learners and Facilitators are all empowered at every level of Nea governance as members of the school-site council, and all of the major committees (i.e., Finance, Personnel, Curriculum, Assessment and Accountability and School Culture).

**Nea School-Site Council**

Members

2 Alameda Community Members
3 Facilitators (including the Nea Lead Facilitators TK-5 & 6-8)
2 Learners
2 Parents

Nea's school-site council acts as an advisory Board to Nea Community Learning Center. It is charged with development and oversight of policy, budget recommendation, organizational development, strategic planning, curriculum, program evaluation, and maintaining Nea's vision and mission. All of this is reviewed and subject to CLCS Board of Directors' approval. The School-Site Council is comprised of three Facilitators (the Lead Facilitators and 2 other Facilitators determined by the Nea Facilitator staff), two elected Learners from the whole 7-8 body of Learners (serving one-year terms), a minimum of 2 parents who are selected to the following year's Council, and serve alternating two year terms. Minimum of 2 members from the community, who each serve two-year terms (with the possibility of renewal). The CLCS Executive Director attends the meetings, as needed, and acts as the communications link between the

CLCS Board of Directors, the Nea School-Site Council, and the AUSD Board of Education.

The Nea School-Site Council is carefully designed to empower all stakeholders, parents, Learners, Facilitators, and community members, such that no individual group can create policy for the school without other groups supporting the policy.

Nea promotes effective communication between parents and the Facilitators, Lead Facilitator, and counselors by involving parents at all levels of the school's governance. Two parent representatives serve on the Nea School-Site Council, which is responsible for all major policy decisions related to the school. Parents also serve on the Financial, Assessment and Accountability, Curriculum, and Personnel Committees.

**School-Site Council Scope of Responsibility**

The School-Site Council meets monthly, or more often as needed, and is charged with overall policy-making affecting all areas of Nea Community Learning Center. The CLCS Board delegates to the School-Site Council decisions related to the following issues:

1) Graduation Standards, as long as they meet minimum AUSD standards
2) Budget proposals subject to CLCS approval
3) Strategic planning for Nea academic program subject to CLCS approval
4) Day to day facilities issues

Parents, Facilitators, Learners, and community members all play a role in representing their respective stakeholder groups on major school policies and make recommendations to the CLCS Board based on the best interest of the school. The School-Site Council uses school data to establish, evaluate, and improve the educational program and school policies. Data includes, but is not limited to, test scores and parent, Learner, and Facilitator satisfaction surveys.

**Committees**

Standing committees meet monthly and report to the SSC. Committee membership includes parents, Facilitators, Learners, and community members as appropriate to the committee's function.

*Finance Committee.* Convened and chaired by the CLCS Executive Director. The Finance Committee assists in developing Nea's annual budget and monitors budget performance and other financial activity. It reports monthly to the School Site Council and to the CLCS Board of Directors and makes financial recommendations as necessary.

Nea maintains documented internal fiscal controls, including a purchase order system administered with Nea's back-office provider. Purchase orders require two authorizing signatures from among the Nea Lead Facilitator, the CLCS Executive Director, and the

CLCS Chief Financial Officer. Purchases exceeding $5,000 that are not designated in the approved site budget require the approval of both the CLCS Executive Director and the Nea Lead Facilitator.

*Personnel Committee.* Convened and chaired by the Nea Lead Facilitator, with parent, Learner, and Facilitator representation. The Personnel Committee conducts hiring interviews as provided by CLCS Board policy, and reviews and adjusts hiring protocols under the direction of the CLCS Chief Operating Officer and consistent with CLCS Board policy.

*Program Evaluation Committee via School Site Council.* Reviews Learner outcome data, program effectiveness, and progress toward the goals set forth in Element B and Nea's LCAP, and reports findings to the School Site Council.

*Contemporary Community Citizenship (CCC/L2L).* The CCC/L2L program is comprised of the entire community of Learners. The CCC/L2L elects the two Learners to represent them on the School-Site Council. Learners at Nea are not passive bystanders; they are integrated into the highest levels of decision-making.

Appropriate extracurricular activities and clubs are formed during the CCC/L2L meeting time, at lunch or after school. The TK-6 community of Learners does not have representatives on the School-Site Council.

*Leadership Committee*. The Leadership Committee is a class in which grade 7-8 Learners may enroll. Taking on the executive functions of the community of Learners, 20-25 Nea Learners are involved in the Leadership Committee each year.

Leadership meets at minimum 2 times each week and works very closely with the leadership Facilitator, who is appointed by the Nea Lead Facilitator. Leadership is primarily charged with implementing proposals passed by the CCC. Many functions such as coordinating field trips, CCC meetings, notification of scheduling changes, and other facilitative and communication roles are best accomplished by Leadership because they provide opportunities for students to engage in self-management and organization of their own learning community.

In many ways, Leadership gives Learners extensive experience in management and facilitation of operations, and mitigates the necessity of hiring support staff to perform these functions.

All committees make recommendations regarding policy; policy recommendations are reviewed by the School Site Council.

**Parent and Family Involvement**

Nea's governance structure is designed so that parents and guardians participate at every level of school decision-making, consistent with Education Code Section 47605(c)(5)(D).

*Governance participation.* A minimum of two parent representatives serve on the School Site Council. Parents also serve on the Finance, Personnel, Curriculum, and Program Evaluation Committees, and on the CLCS Board of Directors. Any parent or guardian may attend and address any meeting of the School Site Council, its committees, or the CLCS Board of Directors, consistent with the Brown Act. Meeting calendars, agendas, minutes, and supporting documents are published on the Nea and CLCS websites.

*Parent Teacher Student Association.* Nea's parent-driven PTSA is open to all families. The PTSA raises funds for enrichment and extracurricular programming and organizes new-family mentoring, volunteer tutoring, classroom volunteering, field trip support, athletics support, and community events.

*Additional participation.* Parents serve on the beautification committee, write small grants, chaperone field trips, volunteer in classrooms, and plan annual school events. Parents participate in WASC self-study committees. Parents participate directly in their children's academic progress through semi-annual Learner-Led Conferences, at which the Learner presents their portfolio and growth to their family, as described in Element A.

*Communication.* Nea communicates with families through ParentSquare, our primary family communication platform, which allows the school to send emails, text messages, and robocalls while providing translation services to support families in accessing information in their preferred language. We also use paper mailers and other direct communication methods as needed to ensure families have access to important school information. Learner grades and academic progress are communicated through the PowerSchool gradebook, allowing families to regularly monitor their learner's progress and communicate with educators when additional support is needed. Parent education programming has included sessions on supporting reading at home and digital citizenship. All communications via ParentSquare are provided in the primary language of the home as required by Education Code Section 48985 and applicable federal law.

*Volunteer participation is voluntary.* Consistent with Education Code Section 47605(e), no parent or guardian is required to volunteer or perform service as a condition of a Learner's admission, continued enrollment, or attendance at Nea, and Nea does not encourage families to withdraw a Learner for failure to volunteer.

*Complaint procedures.* CLCS maintains board-adopted Uniform Complaint Procedures and separate procedures for complaints not subject to the UCP, published on the CLCS website. The annual UCP notice is distributed to families in accordance with 5 CCR Section 4622. Complaints alleging a violation of law by the charter school may be

brought to the CLCS Board of Directors and, if unresolved, to the Alameda Unified School District as provided in Education Code Section 47604.4.

## 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)*

Nea has a comprehensive plan for faculty recruitment, hiring and retention of highly qualified teachers with subject area knowledge that will support Learner achievement and collaborative learning for all Learners.

### Hiring Plan

Nea has hired highly qualified, fully credentialed Facilitators in our core subject areas, in addition to instructional support staff who possess subject matter expertise and qualifications necessary to help our program succeed. In addition to attracting talented personnel in the immediate Alameda area, Nea contacts regional graduate schools of education (e.g., UC Berkeley, Mills College, CSUEB) to publicize Nea among new and experienced educators. We also seek staff through teacher recruitment fairs, EdJoin, through our website, and by advertising to teachers in neighboring communities.

Under the direction of the Lead Facilitator, the Nea Personnel Committee conducts personnel interviews according to the CLCS Board hiring policy. Facilitators are certificated teachers for the purposes of teaching the core, college preparatory curriculum of Nea. The Nea Personnel Committee also seeks to recruit Facilitators that share the values and educational philosophy of the Nea community. The Nea Personnel Committee recommends for hire Facilitators who meet California state teaching requirements and are profession ready. The CLCS Executive Director has authority in all personnel decisions, subject to final approval by the CLCS Board of Directors as needed.

Community Learning Center Schools, Inc., including Alameda and Nea Community Learning Centers, is a union organization.

Community Learning Center Schools, Inc. (CLCS) is an equal opportunity employer. CLCS prohibits discrimination against and harassment of any employee or any applicant for employment because of race, color, national or ethnic origin, age, religion, disability, sex, sexual orientation, gender identity and expression, veteran status or any other characteristic protected under applicable federal or state law. All personnel who are responsible for hiring and promoting employees and for the development and implementation of CLCS programs or activities are charged to support this effort and to respond promptly and appropriately to any concerns that are brought to their attention.

<u>Teachers / Facilitators</u>

CLCS employs Facilitator staff holding appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These Facilitators teach the "core" academic and college preparatory classes of

mathematics, language arts, science, history /social studies. These Facilitators are responsible for overseeing the Learners' academic progress and for monitoring grading and matriculation decisions as specified in the school's operation policies.

The school provides access to new Facilitator support towards obtaining professional clear credentials, if necessary. The Chief Operating Officer is responsible for handling credential checking and other personnel matters. No other charter school staff (e.g., counselors, librarians, administrators, and others) are required to hold credentials.

All employees are subject to state and federal employment laws. Applicants to teach in our program will be evaluated based on the following qualifications:

- Demonstrated expertise in subject area and the ability to communicate the appropriate knowledge to each student.
- Possession of an EL Authorization/CLAD Certificate.
- Knowledge and experience with standards-based instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used in standards-based grading.
- Knowledge of assessment strategies and the ability to use data to drive their teaching and ensure continuous improvement of student learning.
- Ability to effectively use a broad range of instructional strategies, including providing a guaranteed curriculum, challenging goals and effective feedback, differentiated instruction, and back mapping, among others.
- Demonstrated competence using advanced technology as a learning tool: willing and able to integrate technology into teaching and student learning.
- Outstanding classroom management skills.
- Belief in our mission that all students will learn and successfully master the content and skills necessary for advanced post-secondary education.
- Willingness to work as a vital part of the Nea team to ensure continuous improvement for students, staff and Nea community as a whole.
- Willingness and ability to work with students and parents on an ongoing basis to ensure student success.
- Love of students, enthusiasm for teaching, the belief that each student can and will succeed and the willingness to do what it takes to make that happen.
- Desire and ability to engage in continuing education, staff development and skill upgrading.
- Positive references from most recent employment and/or college or graduate school.

CLCS may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the capacity to work successfully in an instructional capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher/Facilitator unless they are instructing non-core or non-college preparatory courses and activities.

<u>General Requirements, Hiring and Performance Review</u>

All requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials, as necessary. All employees of the school (administrative, instructional, instructional support, non-instructional support) shall meet CLCS's fingerprinting and TB qualifications for employment to ensure the health, and safety of the school's faculty, staff, and pupils. Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by Education Code §44237. CLCS will adhere to California laws including fingerprinting and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. Each employee must furnish proof of tuberculosis (TB) testing, as well as documents establishing legal employment status. The Executive Director and/or administrative designee will be responsible for monitoring and maintaining documentation of criminal investigation clearances, as required by California and federal laws. Those employees that require a criminal background check and do not have a current background check will be required to undergo a check through such services as a LiveScan fingerprint process. CLCS will pay for LiveScan services on behalf of its prospective employees. These services will occur where the LiveScan service is offered, which may be located at district, county or local college facilities.

The Lead Facilitators have the authority to recruit and interview candidates along with the Personnel Committee members, and make recommendations to the Executive Director for hiring Facilitators, according to CLCS Board Policy. The Lead Facilitators have the responsibility for evaluating the performance of Facilitators, counselors, and office manager on a yearly basis. The Executive Director and the CLCS Governing Board have the right, if they so choose, to review these performance evaluations before they are delivered to the staff members. The criteria by which to judge the performance of these employees is negotiated and authorized by CLCS and the Nea and Alameda Union (NAU). The Executive Director creates the job descriptions and conducts the performance reviews of the Lead Facilitators. The CLCS Governing Board creates the job description and reviews the performance of the Executive Director, both on a year-end basis.

## ELEMENT F: HEALTH AND SAFETY PROCEDURES

*"The procedures that the charter school will follow to ensure the health and safety of the 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 the plan, pursuant to Section 47606.3." - Education Code Section 47605(c)(5)(F)*

Nea has its own Safe School Plan for fire, earthquake, and harmful intruders (lockdown drills) that is filed with the District. Nea staff receives training in emergency and first aid response, in accordance with state standards and training programs.

There are a number of areas of school operation that are germane to ensuring the health and safety of the learning community, including staff. These areas are:

- Behavioral rules, compliance and enforcement procedures.
- Safety including hygiene, fire safety, physical obstacles, and chemical, electrical or other risks due to the instructional program activities.
- Risks to Learners due to extensive community, workplace, and other off-site activities pursuant to individual learning objectives.
- Risks to Learners due to harassment of a sexual or discriminatory nature based on race, ethnicity, national origin, disability, religion, gender, sexual orientation, or other protected classification.
- Immunization and medical screening requirements to reduce health risks.
- Criminal record checks for all regular volunteers.
- The Chief Operating Officer of CLCS conducts criminal background checks on employee candidates, as required by Education Code 44830.1 and 45122.1, and ensures that the Nea does not hire any person who has been convicted of a violent or serious felony.
- There are health checks for all employees pursuant to state law and district personnel policies, where applicable, such as tuberculosis.
- Nea's facilities meets state and local building codes, except where exempt.
- Nea's facilities meet federal requirements, including the Americans with Disabilities Act.
- Nea complies with all state and federal laws regarding food safety and environmental protection.
- Nea complies with all state and federal laws designed to protect children, including, but not limited to, the proper administration of medication to students in schools and the reporting of child abuse.
- Nea school screen Learners' vision and hearing and for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.

### Behavioral Issues

Nea is a self-governing, Learner-operated community with respect to Learner behavior. In many ways this constitutes a strength that supports student safety, since the

Learners establish the rules of the community and are, therefore, very conscious of the impact of their behavior on the entire community. While Nea incorporates learner participation and restorative practices in behavioral management processes, the Governing Board and designated school administrators and lead facilitators retain ultimate authority and responsibility for ensuring learner safety, compliance with law and enforcement of school policies.

Nea follows the AUSD behavior matrix as their tiered discipline system. In addition, Nea has fully adopted both restorative justice and PBIS (Positive Behavior Intervention Support) programs in order to better serve the needs of Learners. This has resulted in a large shift in the types of conversation amongst Learners/Facilitators/Administration/Parents and the way in which consequences are decided and carried out. This shift emphasizes Learners reflecting on their action, and provides the structure for Learners to assess how their action(s) caused harm, jeopardized the needs of the school community, and how all invested parties can work together to address and repair what has been harmed. This process allows for open dialogue, transparent accountability, opportunity for growth, and the process of collaborative; that is, even the 'offender' is an equal participant in this process, an equal stake-holder, this person is not ostracized or merely receives top-down consequences.

**Facilities Safety**

The learning community is also partially self-regulating with respect to physical safety issues. Both campuses are subject to the regular inspection of the local fire marshal and will be maintained in compliance with Educational Code and Health and Safety Code.
Nea shall provide facilities documentation and access for inspection as reasonably requested by AUSD in connection with oversight and renewal.
Beyond these basic safeguards, the internal furnishings, equipment and risk management is the responsibility of the entire learning community as represented by the CCC and, ultimately, the Governing Board. Learners and Facilitators are responsible for identifying any obstacles or other risk factors that should be addressed to reduce hazardous conditions in the learning environment. Leadership is then responsible to ensure that corrective measures are implemented in a timely manner to mitigate risks.

If Nea moves or expands to another facility during the term of this charter, Nea Community Learning Center shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. Nea Community Learning Center shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Director of Educational Options and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this

charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

**Community Risk**

By the nature of the educational program at Nea, Learners are engaged in a wide array of activities outside the confines of the physical location of the school. Learners attend community college, engage in work-based learning opportunities, meet with mentors, conduct action research projects in the community settings, and take field trips to museums, courts, governmental offices, and many other locations. In the course of this process, Learners are exposed to risks that are not typically associated with school operations where Learners are largely contained on a school campus.
In order to minimize these risks, the following procedures are strictly enforced:

- Nea shall maintain written risk assessment and parental consent procedures for off-site and work-based learning activities which shall be available to AUSD upon request.
- The administrative staff carefully screens volunteers and mentors prior to being authorized for student engagement. (See Criminal Record Check procedures below.) Volunteers and mentors are fingerprinted and go through a formal screening process. Generally, one-time, on-campus volunteers who are engaged to speak to groups of students about a particular topic, and who are not alone with students at any time during such a visit, will be exempted from this screening.
- Work-based learning opportunities are carefully reviewed to ensure that Learners are safe. Parent permission is required before Learners are allowed to engage in off-site contact with adults, unless it is a one-time only visit, conducted in a group and supervised by Facilitators.
- Field trips are reviewed and approved by Nea's Lead Facilitator. Parents must provide permission for field trip participation.

**Sexual Harassment and Discrimination**

Nea Learners and staff are protected from harassment and discrimination (Appendix 3) based on all protected classes. Nea does not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). This protection is guaranteed in the Nea Rule Book. (Appendix 4). We believe this Learner-led approach makes Nea safer for students than the ambient environment of the high school in which enforcement is the responsibility of adults. At Nea the Learners create, review, revise, and enforce these rules to the extent that there is true Learner buy-in.
Complaints related to discrimination, harassment, intimidation or bullying shall be investigated and resolved with Uniform Complaint Procedures (UCP) or Title IX requirements as applicable.

## Health

All Nea Learners are subjected to the health screening requirements of the State of California. Learners are not admitted to the school without meeting immunization or screening requirements. Nea requires immunization of Learners as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.

Nea provides Learner screening for vision, hearing and scoliosis, to the same extent as would be required if the Learners attended a non-charter public school.
In addition to these basic requirements, the learning community is provided health information that relates to issues of adolescent health such as drug and alcohol use, tobacco use, sexuality and pregnancy prevention, sexually transmitted disease, exercise and nutrition, and a variety of other factors.

All Nea facilities are non-smoking areas.

The examination of faculty and staff for tuberculosis as described in *EC* Section 49406 takes place regularly as per state law.

## Role of Staff, Contractors, and Volunteers as Mandated Child Abuse Reporters

All non-certificated and certificated staff are mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. Similarly, all volunteers age 18 and older who interact with Learners outside of the immediate supervision and control of school employees or the Learners' parents or guardians are mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

## Medication in School

The Charter School adheres to Education Code Section 49423 regarding administration of medication in school. Nea's policy related to the administration of prescription medication, including insulin shots, has been provided as Nea's "Administration of Medications, Emergencies and Head Lice Policy."

## Blood Borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The 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.

**Criminal Record Check**

All Nea employees, including staff, contracted service providers, and volunteers with direct and non-direct pupil contact, shall comply with all criminal background check requirements applicable to charter schools under the Education Code, including but not limited to Sections 44237, 44830.1, 45122.1, and applicable DOJ/FBI fingerprinting requirements. Criminal background review responsibilities shall be carried out by designated administrative personnel in accordance with governing board policy. No one who has been convicted of a violent or serious felony will be employed by Nea or allowed to volunteer at Nea.

## ELEMENT G: STUDENT POPULATION 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. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school." (Education Code Section 47605(c)(5)(G).)*

In order to ensure a fair enrollment policy and a demographically diverse student body reflective of Alameda Unified's diversity, Nea has developed an aggressive outreach and marketing plan that has been implemented and will continue to be implemented prior to a random lottery for admission to the school shortly after the approval of its renewal petition.

Consistent with state and federal law, Nea does not establish racial or ethnic quotas, targets, or preferences. Nea seeks to achieve a diverse Learner body through broad, inclusive and nondiscriminatory outreach and a random public lottery. The purpose of Nea's outreach activities is to ensure that all eligible Learners and families residing within the District have equitable access to information about Nea and the opportunity to participate in the admissions lottery. Nea continues to serve a diverse student population. It is an important reason why many families send their children to Nea, as well as our strong belief that students have an even more enriching learning experience when they attend diverse schools, we annually make a strong effort to recruit a diverse student population. We also target select areas outside of AUSD boundaries whose populations are diverse racially, ethnically and socioeconomically in order to achieve racial and ethnic diversity. We believe that the number of English Learners has increased as we are incorporating the use of different languages in our campaigns for student enrollment.

Nea regularly conducts the following outreach to 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 District:

1. Conduct information nights to answer questions and inform parents and Learners about the school.
2. Runs newspapers ads in in both the Alameda Journal and the Alameda Sun to advertise its next information night.

3. Mails postcards to over 10,000 targeted families identified as having school age children.

Nea monitors enrollment data and outreach effectiveness annually to ensure that its admission practices remain open, equitable, and accessible to all Learners residing within the District. If outreach efforts do not result in broad participation from families across the District, Nea will review and adjust its outreach strategies to improve awareness and accessibility.

## ELEMENT H: ADMISSION POLICIES AND PROCEDURES

*"Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e)." (Education Code Section 47605(c)(5)(H).)*

Statement of Nondiscrimination Acceptance Policy:

The Nea Community Learning Center charter school does not discriminate against applicants on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). No child selected during the lottery process shall be denied admission because they require special education services.

To be considered for admission to the Community Learning Center Schools, Inc schools including Alameda Community Learning Center (ACLC) and Nea Community Learning Center (Nea), interested applicants:

- Must apply for admission within the time frames established by the school
- May not be under current expulsion from AUSD or another school district
- May not be currently placed in school as a consequence of disciplinary action

To attend ACLC or Nea, Learners must:

- Be fully immunized in accordance with California law.
- Present the appropriate health exam record per California code.
- Homeless students and foster youth are exempt from documentation requirements.
- Not exceed 19 years of age, unless Learner was continuously enrolled in public school prior to age 19, and/or the Learner is being served by an IEP.
- Be five (5) years of age on or before September 1 to enter kindergarten. However, an applicant turning 5 between September 2 and October 1, may apply for a waiver, with entry determined by the Nea Lead Facilitator (not applicable to ACLC).
- Be four (4) years of age on or before September 1 to enter transitional kindergarten.

The Priority Application period shall open each school year as determined by CLCS Admissions Department (Admissions@clcschools.org). Applicants that apply between the dates set by CLCS Admissions Department (Admissions@clcschools.org) shall participate in a lottery according to the admission priorities outlined above.

If there are more applicants than spots available, a lottery shall be conducted under the supervision of an AUSD compliance officer, and held on a previously announced date in February.

Admission priorities for the lottery and waitlist thereafter are established as follows:

- Existing Learners shall be exempt;
- Applicants who are existing 8th grade learners enrolled at Nea Community Learning Center and are applying for 9th grade at ACLC;
- Applicants who are currently enrolled in or who reside in the elementary, middle, or high school of the local District in which CLCS schools are located for the purposes of the Charter School Facility Grant Program.
- Applicants that are children of CLCS employees and current CLCS Board, Nea and ACLC Site Council members, regardless of residence;
- Applicants that are siblings of Learners currently attending the school and are residents of the DistrictCity of Alameda;
- Applicants that are residents of the District;
- Applicants that are siblings of Learners currently attending the school and are not residents of the DistrictAlameda;
- Applicants residing outside the District.City of Alameda

In accordance with Education Code Section 49011, admission priorities/preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Applicants after January 31 will be added to the appropriate grade level and resident/non-resident waitlists in the order in which they applied, according to the admission priorities outlined above.

After a new Learner has accepted an offer of enrollment and completed all registration as well as submitted documentation necessary for said enrollment, the Learner's siblings may then apply the sibling priority to their application

The lottery shall be designed and conducted as follows:

- Children applying during the priority enrollment period as set by CLCS Admissions Department (Admissions@clcschools.org) shall be included in the lottery.
- Whether done manually or by computer, the lottery shall be designed with priorities in the order outlined above.
- Applicants shall be ranked in the lottery according to the priorities in the order outlined above.

- Applicants in each grade level will be randomly assigned a lottery number according to the priorities outlined above.
- Openings by grade level shall be filled according to lottery outcomes, going in numerical order from first to last.
- In the case of a family with twins or triplets, if one sibling is accepted in the lottery or subsequently, the remaining sibling (s) (twin, triplet) will also be offered admission at the same time if space is available in the class.
- Those applying after the Priority enrollment period shall be added to the waitlist according to the priorities outlined above, and in the order in which their application was submitted
- Openings by grade level will be offered as space permits.
- Wait lists for each grade level will be maintained until May 1 of the current school year. After that date, interested students must contact the school for admission decisions.
- After a new Learner has accepted an offer of enrollment and completed all registration as well as submitted documentation necessary for said enrollment, the Learner's siblings may then apply the sibling priority to their application.
- Interested Learners must re-apply each year so grade level waitlists are renewed yearly.

Upon enrollment offer of admission, the following information must be submitted:

- Proof of identity and guardianship
- Proof of immunization or exception, according to state of California law
- Home language survey
- A completed Emergency Medical Information form
- Proof of minimum age requirements
- Proof of residency information
- Signed permission for the release of previous school records
- All other required enrollment documents
- Homeless students and foster youth are exempt from documentation requirements

Enrollment Pre-Admission Procedures:

- Failure to comply with the procedures outlined below will result in revocation denial of admission/disenrollment.

- An admitted Learner will be removed from the school if failure to comply with these procedures is discovered after admission has been granted.

To be eligible to attend, Learners must meet the following requirements:

- Recommended that a parent/guardian must have attended a pre-admission meeting and/or school tour
- Enrollment registration and documentation must be completed by required deadlines as set by CLCS Admissions Department (Admissions@clcschools.org). If not completed within the allotted timeframe or the Learner may be withdrawn.
- Homeless students and foster youth are exempt from documentation requirements.

The Admissions and Enrollment Process:

- The School will determine class size/configuration for each school year.
- The School will actively recruit interested families through marketing and public relations efforts.
- The School will hold one or more informational open houses and school tours, of which attendance at one is mandatory for admission.
- The School will maintain a specified open enrollment period so applicants have an equal opportunity for participation in the lottery.
- Applicants completing an application within the open enrollment period shall participate in the lottery.
- Applicants shall be ranked in the lottery according to the priorities outlined above.
- Applicants in each grade level will be randomly assigned a lottery number according to the priorities outlined above.
- Applicants selected in the lottery shall be eligible for offers.
- Applicants not selected in the lottery shall be placed on a waitlist in the order determined via lottery.
- Current Learners will be solicited for intention to return the following year.
- Board members and staff will be solicited for the intention to apply for admission for their children
- The School will determine the number of returning Learners per grade.
- The School will determine the number of new Learner openings per grade.
- Openings by grade level will be filled according to lottery outcomes, with offers being made in numerical order from first to last.

- Those completing applications after the lottery will be added to the waitlist according to the admission priorities outlined above, and in the order in which their application was received.
- A Learner cannot concurrently hold a seat in more than one CLCS School. If a Learner is accepted/registered in one school and offered admission to the other, one enrollment must be withdrawn or declined.
- If an existing CLCS school Learner accepts admission to another CLCS school they must immediately notify the current school and complete a withdrawal form. The withdraw form may be post-dated to the last day of the current school year.
- Enrollment registration must be completed by required deadlines as set by CLCS Admissions. If not completed within the allotted timeframe Learner will be withdrawn.
- After a new Learner has accepted an offer of enrollment and completed all registration as well as submitted documentation necessary for said enrollment, the Learner's siblings may then apply the sibling priority to their application
- Wait lists for each grade level will be maintained until May 1 of the current year. After that date, interested students must contact the school for admission decisions.
- New waitlists will be created every school year with a new round of applications and lottery activities.
- When offered a spot from the waitlist, families must accept or decline within the time frame specified by the Admissions Director.
- Spots offered in the initial round after the lottery will be given a 7-day period in which to accept or decline those offers. Spots offered after the initial round of the lottery will be given a time frame as determined by CLCS Admissions. If no response to offer by the time frame specified the offer will be rescinded.
- Spots offered after the initial lottery offering period will have a time frame specified by the Admissions Director to accept or decline that offer, no more than two weeks and no less than 24 hours.
- Declining a spot may result in the applicant being removed from waitlist.
- Failure to respond to an offer within the specified amount of time may result in an offer being rescinded.
- Failure of a Learner (new or existing) to attend classes for the first 3 days of the school year may result in withdrawal, unless the school is previously notified of absence.
- CLCS has the right to rescind or withdraw any offer or enrollment if the policies or procedures set forth are not followed or if the application information submitted is found to be false or incorrect.

## ELEMENT I: 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)*

## Nea Disciplinary Procedures including Suspension and Expulsion

The Judicial Committee is charged with administering the rules of Nea and for establishing consequences for inappropriate behavior in all but the most serious situations. The Lead Facilitator or Judicial Committee Facilitator oversees all aspects of the Judicial Committee. In cases that involve risks to the safety and well-being of learners, any facilitator may be required to take action immediately and independent of any Committee to protect the entire school community. This may take the form of immediate suspension by the Lead Facilitator.

Learners who are found by the Nea Judicial Committee or Lead Facilitator, when circumstances warrant an immediate determination, to have committed acts calling for a mandatory recommendation for expulsion under the terms of the California Education Code (see Section 48915) will be referred to the CLCS Governing Board for possible expulsion from the NEA. Expulsion proceedings for Nea learners will be conducted in accord with state and federal law. AUSD Student Services and AUSD Board of Education will be notified of any expulsions from Nea. Acts which fall into this category include, but are not limited to: causing serious injury to another person; sexual assault; possession of a firearm, knife, explosive or dangerous object; possessing or selling a controlled substance; robbery; assault on a school employee. As noted earlier in this document, no Nea learner will be made privy to any personal or confidential information regarding another Nea learner.

In all other matters that do not constitute an immediate threat to health and safety, the issue will be referred to the Judicial Committee. The JC operates based on the body of regulations that has been developed in the Nea Rule Book. The Nea Rule Book will be developed based upon the ACLC Rule Book and approved by the learners body and facilitators within the first month of the new school's opening. The Rule Book will be updated and revised by the CCC on a yearly basis. These matters will be decided by a group of peers and learners will be obligated to the entire learning community to fulfill any consequences imposed by the JC.

## Protections of Constitutional Rights of Learners Related to Suspension and Removal from Program

As a public charter school, the Nea is subject to protecting the federal and state constitutional rights of all learners and parents, including the rights of the disabled and other protected classes. The Nea will have an approved resource specialist available for consultation on special classes of students and their rights. Nea will use the same procedure for suspension of learners from the program for 1-5 days as does the AUSD. The Lead Facilitator or Assistant Lead Facilitator hears the learner's side of the suspendable incident, talks to and meets with parents, and only suspends learners for the offenses that are listed as legal on page 64. The administrative representatives of the ACLC balance the learners' rights to due process with the responsibility to maintain

a safe learning environment. Suspension reports will be cataloged as part of our annual report.

This policy and its rules and procedures have been established in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students and accord all students with similar rights to due process. These disciplinary rules and procedures will be printed and distributed as part of the Student Handbook Planner and will clearly describe discipline expectations. In addition to these suspension and expulsion policies required for this charter, prior to completing student enrollment, Nea will develop a complete set of student discipline policies and procedures which shall be distributed to each student/parent as part of the Student Handbook Planner. Discipline policies are located at the end of the Learner Rule Book.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to the charter school property.

The charter school Lead Facilitator shall ensure that students and parents/guardians are notified in writing of all discipline policies, rules, and procedures and given an opportunity to provide input and feedback on discipline policies and procedures. Transfer students and their parents/guardian shall be so advised upon enrollment. The notice shall state that these disciplinary rules and procedures are available on request at the charter school office.

Suspended or expelled students shall be excluded from all school-related extracurricular activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities pursuant to the Individual with Disabilities Education Act is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except to the extent that federal and state law or the student's Individualized Educational Plan (IEP) mandates additional or different procedures for that student. Nea

will follow all federal and state law when imposing any form of discipline on a student identified as an individual with disabilities and according due process to such students.

**Grounds for Suspension and Expulsion of Students**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Nea ("Charter School"). When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student & Parent Information Packet which is sent to each student at the beginning of the school year.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

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

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Principal'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 Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Procedures

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 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 or Expulsion Offenses: Students may be suspended or expelled 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. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

    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. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

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 the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) 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.
      (c) 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.
      (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to Charter 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.
      (b) 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 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 (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 Executive Director 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 Executive Director 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

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, on to 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.

The Charter School will use the following definitions:

- 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 3½ inches; (D) a

folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure
Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director 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 Executive Director or designee.

The conference may be omitted if the Executive Director 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 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)(I)(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. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student’s parent/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 in person, by email, or by telephone. 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 Executive Director or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the 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 Executive Director 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)(I)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by

the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

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 Executive Director 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 a confidential setting (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.
Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School'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 the Charter School 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 Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm.

Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the 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. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

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, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising 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 public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or

committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The recommendation of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, 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 the Charter School'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 Executive Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School. The Executive Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

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. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

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 of Directors following a meeting with the Executive Director 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 Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director's 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 the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School 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. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, for students who are identified as disengaged from their program, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of County

The Charter School shall immediately notify the County and coordinate the procedures in this policy with the County of the discipline of any student with a disability or student that the Charter School or the County 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, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the 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 the Charter School, 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 the Charter School, 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 the Charter School 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 the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, 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 the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes

that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, 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.

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 Executive Director 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 the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred. The Charter School 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 the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

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

The Charter School 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.

## 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)*

Employees of CLCS who work at Nea and qualify for membership in the State Teachers' Retirement System ("STRS") will be covered under that system. This includes Facilitators, Lead Facilitator, Executive Director, Chief Operating Officer, Counselor, Special Education Coordinator, and Education Specialists. Employees of CLCS who work at Nea and qualify for membership in the Public Employees" Retirement System ("PERS") will be covered under that system. This includes office managers, administrative assistants, paraprofessionals, and campus supervisors. All employees who are not members of STRS or PERS must contribute to the federal social security system. CLCS will inform prospective employees of the retirement system for employees of any CLCS charter school, as required by Education Code Section 47611.

CLCS will make all employer contributions as required by STRS/PERS or federal social security. CLCS will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer.

## ELEMENT K: PUBLIC SCHOOL 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 will be required to attend Nea, and all AUSD students will have the alternative of attending their AUSD or other school of residence, or seeking an inter-district transfer pursuant to applicable laws, regulations, and school district policies. Parents/guardians of applicants will be informed that Learners have no right to admission in a particular school in any district as a consequence of enrollment in Nea.

## 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)*

AUSD employees who accept employment with CLCS shall have no return rights to AUSD and are expected to resign their tenured positions at AUSD prior to the start of the school year.

## ELEMENT M: DISPUTE RESOLUTION PROCEDURES

*"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)*

The staff and Governing Board members of Nea Community Learning Center agree to attempt to resolve all disputes between the District and Nea Community Learning Center regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process. Nea recognizes that it cannot bind the District to any of the terms contained in this section.

Any controversy or claim arising out of or relating to the charter agreement between the District and Nea Community Learning Center, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o School Director:
Nea Community Learning Center
500 Pacific Ave.
Alameda, CA 94501

To Director of Student Services
Alameda Unified School District
2060 Challenger Drive
Alameda, California 94501

2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be

tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference").

3) An Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties shall select a mediator from a list of six mediators with each party selecting three mediators. Each party may eliminate a mediator by taking turns until one mediator remains.

4) If the mediation is not successful, the parties agree that each party has exhausted this procedure and shall have any such recourse available by law.

Internal Disputes

5) Disputes arising from within Nea, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Governing Board members shall be resolved pursuant to policies and processes developed by Nea. The AUSD Board of Education shall refer any complaints or reports regarding such disputes to the School Board or the Director.

6) The AUSD Board of Education agrees not to intervene or become involved in the dispute unless the dispute has given the AUSD Board of Education reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Governing Board of the School has requested the AUSD Board of Education to intervene in the dispute.

7) Disputes shall first be brought informally to the Director of the Charter School for resolution.

8) The Director shall track all disputes in writing.

9) The Director shall facilitate discussion and resolution between all parties involved in the dispute.

10) If the resolution is not resolved by discussion facilitated by the Director, the matter may be brought before the Board for resolution. The Director shall provide a written summary of the dispute and all attempts at resolution for the Governing Board.

11) The decision of the Governing Board shall be final.

When the operations of Nea give rise to disputes or complaints other than between Nea and the District, Nea will seek a mutually-satisfactory resolution, employing a process that includes: defining the problem, identifying interests, gathering facts and evaluation options for resolution. Complaints will be addressed first at the source of the problem and referred to the appropriate level of school management. Complaints will be resolved within a reasonable time. Disputes that cannot be resolved informally will be addressed as provided by Nea's adopted complaint policy, which will be consistent with California's Uniform Complaint Procedure (California Code of Regulations, Title 5, Sections 4600 – 4671). Through this procedure, disputes that cannot be resolved initially may be referred to the CLCS Governing Board.

*Oversight, Reporting, Revocation, and Renewal*
Any communication from the AUSD should be directed to the CLCS Executive Director. AUSD may inspect or observe any part of the charter school at any time. With only occasional exceptions, AUSD will seek to provide notice to the school at least three working days prior to any inspection, observation, or monitoring. Nea agrees to respond promptly to all reasonable inquiries, including inquires regarding its financial records.

*Addressing Parent Complaints*
Nea Community Learning Center has established complaint procedures that address all complaints, including discrimination. Nea Community Learning Center will not, at any time, refer complaints to the District.

The complaint procedures include clear information with respect to the response timeline of the school, whether the school's response is 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 is issued in writing. The procedures will also identify a designee in the event the Nea employee charged with investigating the complaint is the complaint's subject. The complaint procedures shall be clearly articulated in the school's student and family handbook or distributed widely.

Nea Community Learning Center designates at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Nea Community Learning Center alleging its noncompliance with these laws or alleging any action or omission which would be prohibited by these laws. Nea Community Learning Center will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Nea Community Learning Center will adopt and publish 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.

Nea Community Learning Center will implement 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.

*Renewal*
The process for any Petition renewal will be governed by and will conform to timelines and processes set forth in AUSD Board Policy and Administrative Regulations.

## ELEMENT N: 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)*

Should the District either revoke the charter or fail to renew the charter, closure of Nea will be documented by official action of the CLCS Governing Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The CLCS Governing Board will promptly notify parents and students of Nea, the District, the Alameda Board of Education, Nea's SELPA, the retirement systems in which the School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The CLCS Governing Board will ensure that the notification to the parents and students of the Nea of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

The Governing Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. All records of Nea shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, Nea shall work with the AUSD Board of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, Nea will prepare final financial records. Nea will also have an independent audit completed within six months after closure. Nea will pay for

the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

Nea will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of Nea, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of CLCS. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, CLCS shall remain solely responsible for all liabilities arising from the operation of Nea. Any remaining assets of the charter school, after satisfaction of all outstanding liabilities and obligations of the school shall remain the property of the Community Learning Center Schools, Inc, a non-profit public benefit corporation or shall be disposed of by the school's Governing Board to another charter school, non-profit, or other appropriate entity as directed in the bylaws. Restricted funds shall be returned to their original source. Any net assets remaining shall be distributed in accordance with the articles of incorporation.

In the event that the Nea closes, any remaining assets of the charter school, after satisfaction of all outstanding liabilities and obligations of the school shall remain the property of the Community Learning Center Schools, Inc, a non-profit public benefit corporation or shall be disposed of by the school's Governing Board to another charter school, non-profit, or other appropriate entity as directed in the bylaws. Unused grant and categorical funds will be returned to the agency that provided them.
With regard to Learner records, in the event of school closure, Nea will finalize all school records in its system. The finalized records (in the event of school closure) shall be turned over to AUSD in the finalized form of the system it uses.

If the school ceases operation, and the board determines that there is no successor charter school which can carry out the mission of the school, then the school shall designate an entity or individual to be responsible for conducting closure activities. The

designated entity or individual shall be known as the Authorized Closer. The Authorized Closer shall commence closure proceedings by notifying parents and guardians of pupils, SBE, the AUSD Board of Education, the SELPA in which the school participates, the retirement systems in which the school's employees participate and the California Department of Education.

The notice shall include the effective date of the closure ("Closure Date"), the party to contact for information related to the closure, the pupil's districts of residence and the manner in which parents and guardians may obtain copies of pupil records, including information on completed courses and credits that meet graduation requirements. The school shall provide the Authorized Closer with a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence.

Pupil records, including all state assessment results and special education records, shall be maintained and transferred to the custody of the Authorized Closer, except for records and/or assessment results that, under the provisions of the governing charter, are required to be transferred to a different entity. Personnel records shall be maintained and transferred in accordance with applicable law.

The school shall complete an independent final audit within six months of the school's closure. The audit may also serve as the annual audit. The audit must include at least the following:

- An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies.
- An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation.
- An assessment of the disposition of any restricted funds received by or due to the school.

The Authorized Closer must provide for the completion and filing of any annual reports required by Ed. Code section 47604.33.

The school is a California nonprofit public benefit corporation (as permitted under Ed. Code section 47604(a) ("school corporation"). If in connection with the closure, the Board determines that it will dissolve the school corporation ("Dissolution"), then (i) the Dissolution shall be conducted in accordance with the requirements of the California Nonprofit Public Benefit Corporation Law ("Law") including, without limitation, Corp. Code sections 6610 et seq. and sections 6710 et seq., and (ii) the Board may select the Authorized Closer to assist with the wind-up and Dissolution of the school corporation, but shall not be obligated to do so Consistent with the requirements of the Law, any net assets remaining after all debts and liabilities of the school corporation (i) have been paid to the extent of the school corporation's assets, or (ii) have been adequately provided for, shall be distributed in accordance with the school corporation's Articles of Incorporation.

Prior to the distribution of any remaining net assets, the school corporation shall:

- determine if there are any remaining proceeds of any Restricted Government Grant that have not been expended for the purposes set forth in the Restricted Government Grant, and shall return any such remaining proceeds to the applicable federal or California governmental agency; and
- dispose of, distribute or otherwise utilize any proceeds of any grants or donations (whether in cash or in-kind (i.e., materials or property) received by the school or the school corporation from any private foundation, any other entity exempt from tax under Section 501l(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by the school or the school corporation.

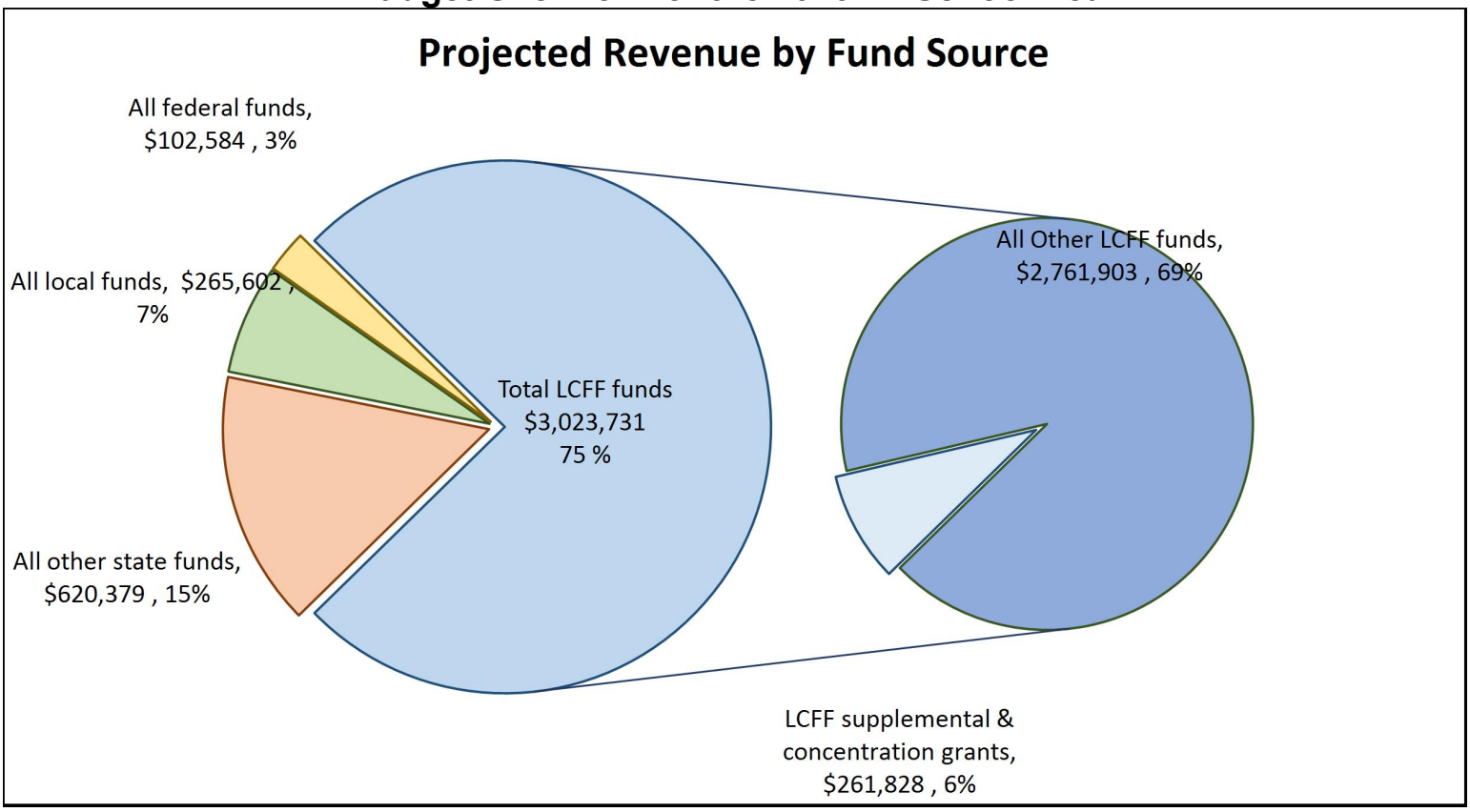
For purposes of subparagraph (a) above, “Restricted Government Grant” means any grant or donation (in cash or in-kind (i.e., materials or property)) made by any federal or California governmental agency to the school or the school corporation, the grant instrument of which, or the applicable law governing, requires that, upon closure of the school or dissolution of the school corporation, any proceeds of such Restricted Government Grant that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency. The school shall use, but is not limited to, school reserves normally maintained for contingencies and emergencies to fund closure proceedings.

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alameda Community Learning Center
CDS Code: 01-61119-0130609
School Year: 2026-27
LEA contact information:
Doron Markus
ACLC Lead Facilitator
doron.markus@alamedaclc.org
510-995-4300

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

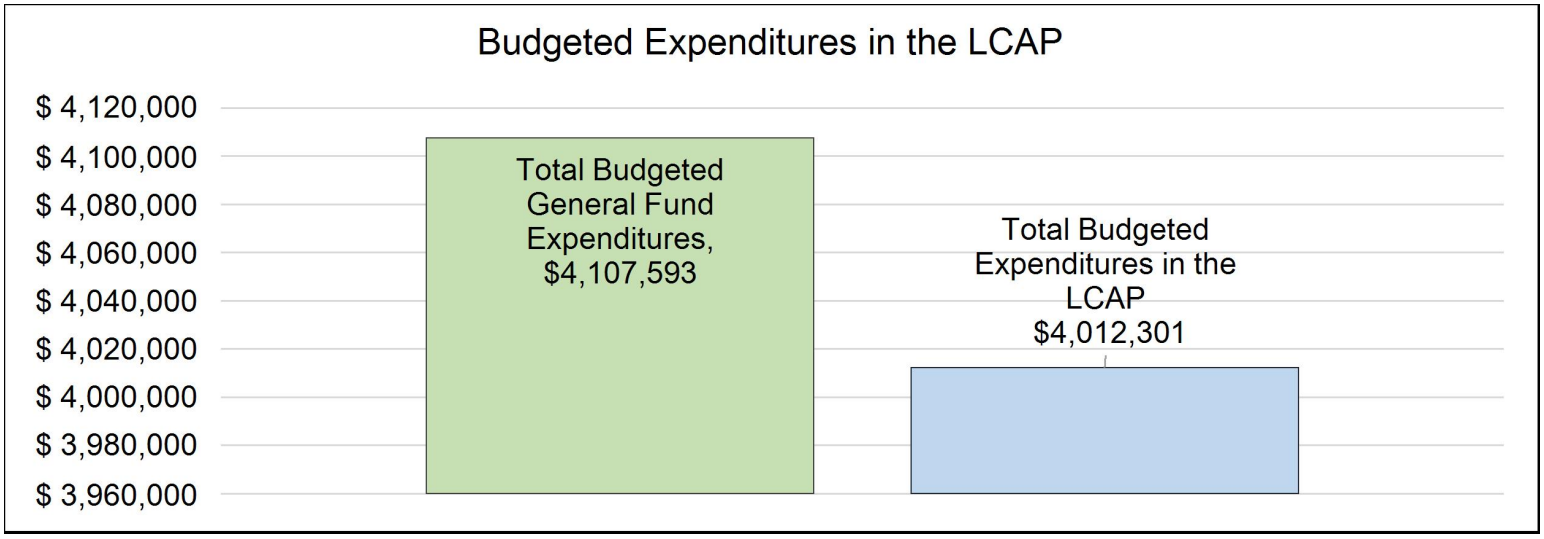



This chart shows the total general purpose revenue Alameda Community Learning Center expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alameda Community Learning Center is $4,012,296, of which $3,023,731.00 is Local Control Funding Formula (LCFF), $620,379.00 is other state funds, $265,602.00 is local funds, and $102,584.00 is federal funds. Of the $3,023,731.00 in LCFF Funds, $261,828.00 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 Alameda Community Learning Center 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: Alameda Community Learning Center plans to spend $4,107,593.00 for the 2026-27 school year. Of that amount, $4,012,301.00 is tied to actions/services in the LCAP and $95,292 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

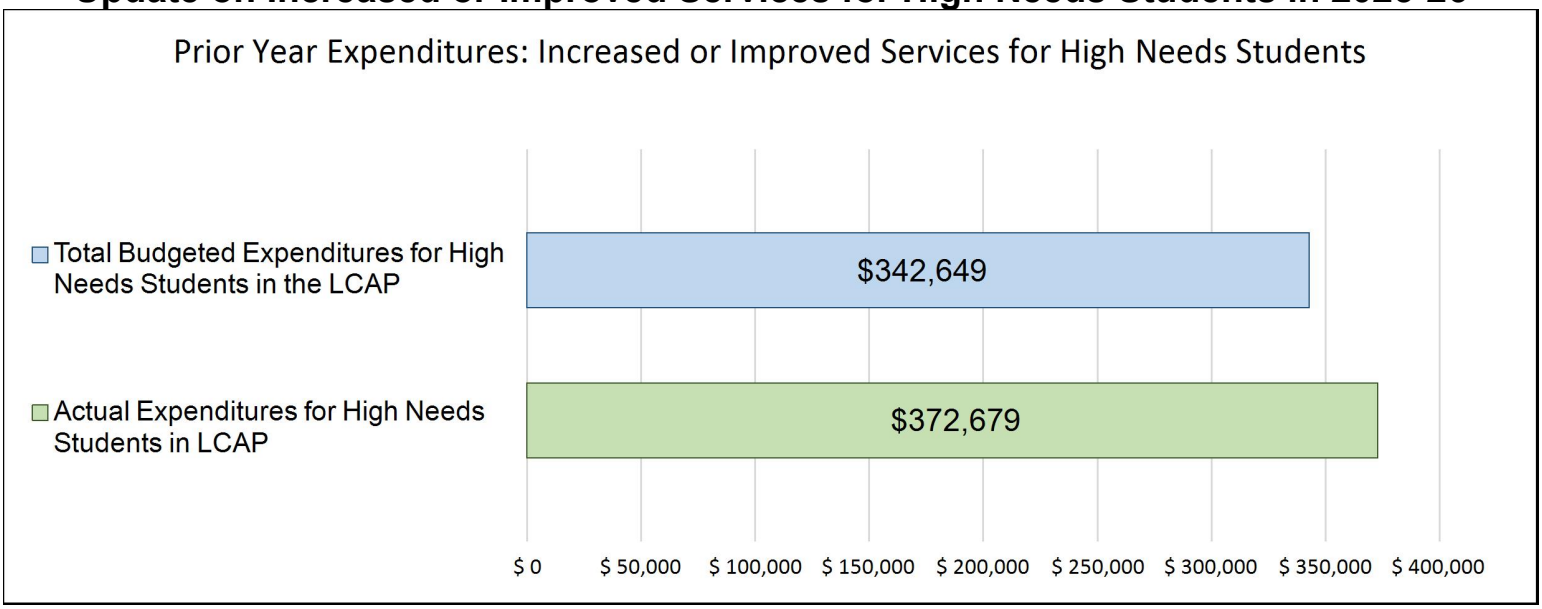
Essential operational costs that support school wide functions but are not directly tied to student achievement goals. These include legal fees, district oversight fees, insurance and accounting fees.

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

In 2026-27, Alameda Community Learning Center is projecting it will receive $261,828.00 based on the enrollment of foster youth, English learner, and low-income students. Alameda Community Learning Center must describe how it intends to increase or improve services for high needs students in the LCAP.  Alameda Community Learning Center plans to spend $261,828.00 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 Alameda Community Learning Center budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Alameda Community Learning Center 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, Alameda Community Learning Center's LCAP budgeted $342,649.00 for planned actions to increase or improve services for high needs students. Alameda Community Learning Center actually spent $372,679.00 for actions to increase or improve services for high needs students in 2025-26.

# 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 |
|---|---|---|
| Alameda Community Learning Center | Doron Markus<br>ACLC Lead Facilitator | doron.markus@alamedaclc.org<br>510-995-4300 |

# 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.

The Alameda Community Learning Center (ACLC) is a 6th through 12th grade public charter school in Alameda, California, that facilitates a democratic and leadership-focused college-prep program. Our program empowers learners through leadership opportunities, engages them through experiential, Project-Based Learning, creates self-direction through flexible options and scheduling, increases self-esteem through community, provides individualized support, and sets the highest academic, social and ethical expectations.

The program places emphasis on developing reading, writing, and speaking skills to enhance understanding and effective communication; using the tools of art, math, and science to become aware of how the universe works and to create novel tools; and developing an understanding of how government, economics, and the social sciences impact individual and global interactions. Based on their knowledge and developmental level, learners design their own goals and life plans, including responsibility to others and active citizenship. We embrace the idea that this is an ongoing process of continual change and improvement, and we seek to provide each learner with the supports needed to succeed.

We believe that an approach that empowers learners, provides them individualized support (from adults, older learners, and peers), and sets the highest academic, social, and ethical expectations, is by far more likely to achieve these goals. We provide all learners with a rigorous, Common Core-based curriculum, that promotes the practice and mastery of California's Common Core State Standards ("CCSS") by offering self-directed, project-based learning opportunities that address multiple interdisciplinary standards.

The ACLC educational model has consistently increased learning opportunities and results for all learners. ACLC's State and local school comparison has trended high in the past few years, earning one of the best dashboard rankings in the Alameda area. We were recently ranked the #3 charter middle school (#2 for high school) in Alameda County by Niche.com and #12 charter middle school in all of California our of 635 schools (#27 for high school, out of 495 schools), received an "A" overall Niche grade, and were named one of the top schools in that nation by US News & World Report. In May of 2023 we were awarded a 6 year accreditation by WASC, showing their belief in our processes and structures for self examination and growth.

The student body reflects the demographics of the ethnically and socioeconomically diverse East Bay Area. ACLC embraces its diversity and seeks to foster ways of further diversifying the student body. It is an open and accepting learning community where all students, regardless of background or gender identity, feel safe, cared for, and supported, and receive an outstanding education that prepares them for college and/or a career.

ACLC serves 301 students in grades 6–12. The school's student population reflects a diverse community. The racial and ethnic makeup of the student body is 25.7% Asian (74 students), 20.8% African American (60 students), 19.4% Hispanic or Latino (56 students), 15.3% White (44 students), and 11.1% identifying as Two or More Races (32 students). Smaller populations include Filipino (2.4%, 7 students), American Indian or Alaska Native (1.0%, 3 students), and Native Hawaiian or Pacific Islander (0.7%, 2 students). 3.5% of students (10 students) declined to state or did not report their ethnicity.

ACLC serves a number of student groups identified under the Local Control Funding Formula. 31 students (10.3%) are classified as English Learners, and 7 students have been reclassified as Fluent English Proficient (RFEP). 43 students (14.3%) receive special education services and have an Individualized Education Program (IEP). Additionally, 145 students (48.2%) are classified as socioeconomically disadvantaged and eligible for Free or Reduced Price Lunch. ACLC currently serves one foster youth student, and no students are identified as homeless.

# Reflections: Annual Performance

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

Despite current dashboard indicators showing both areas of strength and areas that require continued attention, there are encouraging signs of growth and opportunity for ACLC. In English Language Arts (ELA), performance has improved significantly, with ACLC now performing in the blue performance band, with students 22.3 points above standard, representing an increase of 17.9 points from the prior year. This improvement reflects the continued focus on strengthening literacy instruction and supporting students in accessing complex academic content across subject areas.

In Mathematics, performance has also improved. ACLC is currently performing in the yellow performance band, with students 35.6 points below standard, representing an increase of 16.3 points from the previous year. While mathematics remains an area requiring continued focus and targeted instructional support, the upward movement suggests that the strategies being implemented to support student learning are beginning to have a positive impact.

As a school, we continue to prioritize the academic growth of our learners and maintain a commitment to data-informed strategies to guide instruction and intervention. In addition to the California Dashboard indicators, ACLC uses the MAP (Measures of Academic Progress) assessment as the primary external benchmark for monitoring student learning and academic growth. MAP provides staff with timely data that helps teachers identify learning gaps, track individual student progress, and adjust instruction to better support student achievement.

Our efforts to prepare students for life beyond high school continue to produce strong outcomes. 63.6% of students are considered prepared on the College and Career Indicator, and the graduation rate is 92.9%, reflecting the positive impact of programs designed to support postsecondary success and career exploration.

Student engagement indicators highlight areas for continued attention. Chronic absenteeism is currently 11.1%, indicating that some learners are missing school at rates that may negatively impact their academic progress. ACLC's suspension rate is approximately 2.0%, with six students suspended during the current school year. While the suspension rate remains relatively low, the school continues to reflect on discipline practices and student supports to ensure that responses to student behavior promote connectedness, belonging, and equitable outcomes.

As we continue our efforts to provide an equitable and supportive learning environment for all students, ACLC remains attentive to differences in outcomes among student groups and recognizes the importance of targeted strategies to ensure that all learners experience academic growth, strong engagement, and meaningful preparation for life beyond high school.

# Reflections: Technical Assistance

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

n/a

# 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.

n/a

### *Support for Identified Schools*

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

n/a

## *Monitoring and Evaluating Effectiveness*

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

n/a

# 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 |
| --- | --- |
| | |

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

ACLC learners, families, staff, and community members have had input in this process, in examining data, and in the creation and validation of the goals of this LCAP. Through a combination of formal and informal surveys to parents, learners, and staff which were discussed in committee meetings; open invite family meetings; participation by parents, learners, staff, and community members on our School Site Council; as well as public links and invitations to all School Site Council meetings, we have attempted to make our school's past, present, and future plans transparent and public. Particular attention was given to gathering input from families of English Learners, socioeconomically disadvantaged students, and students with disabilities, as well as from learners themselves and school staff.

We have established affinity groups for Latinx families, African American/Black families, Middle Eastern and Arabic-speaking families, and AAPI families, as well as a Gay-Straight Alliance (GSA) that supports LGBTQ+ learners and allies. These groups provide opportunities for learners and families to connect, share perspectives, and provide feedback about the experiences of students at ACLC. We hope to continue strengthening these groups and increase the frequency of meetings in the coming years in order to deepen community engagement and ensure that a broad range of voices inform school planning and improvement efforts.

The ACLC School Site Council, comprised of elected learners, staff, parents, and community members, has examined data, reviewed reports, received updates on LCAP goals, and discussed and given feedback on goals. We have shared our goals and actions with staff in professional development and gathered feedback on action steps, while also sharing future plans with staff.

From all of these various stakeholder groups, the feedback was fairly consistent: we have identified the right goals, these goals are hard to reach, and we need to continue aligning financial, programmatic, and human resources to meet these goals. Specifically, we need to continue to disaggregate data with an eye for disproportionality and quickly move to address those inequities that we find. Feedback from these educational partners directly informed the development of the LCAP goals and actions, particularly the continued focus on academic growth, strengthening instructional practices, improving attendance and engagement, and addressing inequities in student outcomes.

Through our WASC self-study process, feedback from our WASC Mid-Cycle Report, and surveys with learners, staff, and families this year, we also identified the following areas for growth:

A. Classroom Routines: Need for consistent routines and structures within and across classroom spaces.
B. Project-Based Learning: Develop more consistent and expert implementation of project-based learning across grade levels and subject areas; continue to train both new and returning facilitators on the components of gold-standard PBL implementation.
C. Achievement Gap: Academic performance for learners who are English Learners, learners with IEPs, and learners who identify as African American or Latinx is lower than the school-wide average (CAASPP and GPA).
D. MTSS: Continue analysis of tiered supports for academics, behavior, and social emotional needs, adding new Tier 2 and Tier 3 interventions as needed.
E. Project Period: Continue to improve the structure, effectiveness, and supervision of Project Period.
F. Advisory: Continue to further develop the Advisory program and curriculum as a time for Tier 1 SEL instruction and programming.
G. College & Career Readiness: Continue to build a college-going culture through Junior and Senior Seminar, grade-level college trips, community college classes, and career fairs.
H. Student Governance: Continue to improve and refine Student Leadership and the Judicial Committee to be more equitable and to better serve the goal of building learner participation and connectedness.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | With an equity lens, collect, analyze, and act on data to drive instruction and curricular achievement for all learners | Maintenance of Progress 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.

ACLC values our democratic model and participation by all stakeholders in our community as well as data-based decision-making. As such, we will regularly collect, analyze, and respond to data from multiple stakeholder sources, as well as academic data, in order to increase program effectiveness and to respond to community needs.

This will happen in the instructional program via curriculum-embedded assessments, as well as through external, standards-aligned assessments like MAP and CAASPP. We will use staff professional development time to make meaning of, plan around, and respond to this data. We will continue to work with our staff in using formative assessments, summative assessments, and qualitative data in determining instructional approaches.

We will continue to use school-wide structures, like our Leadership class, as well as surveys of our learners, families, and staff to gather information about other aspects of ACLCs programming. We will also use the ACLC Board as a vehicle for making meaning of and responding to this data.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | Learner surveys | In 2023-2024, 90% of all learners completed the learner survey. | 94% of all learners completed the mid-year survey in December, and 66% completed in Spring. | 89% of learners completed the mid-year survey in October, and 92% completed it in April. | 95% of all learners complete the learner survey | 3% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.2 | Family surveys | In 2023-2024, 14% of families completed the family survey | 12% of families completed the family survey in December | 15.5% of families completed the family survey in January. | 60% of families complete the family survey | 44.5% |
| 1.3 | Learner, Family, and Staff surveys | In 2023-2024, 1 survey was sent per year to each stakeholder group | 1 survey was sent to each stakeholder group. | 2 surveys sent per year to each stakeholder group | 2 surveys sent per year to each stakeholder group | Met |
| 1.4 | NWEA MAP Completion | tbd. | 91% of learners completed MAP during BOTH Fall and Winter Assessment Window | 95% of learners completed MAP during the Fall, Winter, and Spring assessment windows | 95% of learners complete MAP during each assessment window | Met |
| 1.5 | MAP Data Analysis Proficiency | In 2023-2024, 85% of facilitators can proficiently analyze MAP data to make instructional decisions without direct support | Following the completion of Fall & Winter MAP testing, we lead a data disaggregation PD. 90% of facilitators can proficiently analyze MAP data without direct support. | 93% of facilitators can proficiently analyze MAP data without direct support. | 95% of facilitators can proficiently analyze MAP data to make instructional decisions without direct support | 2% |
| 1.6 | PBL Benchmarks | Not tracked | Not tracked | Facilitators have delivered one benchmark PBL project during the school year. | Facilitators will instruct learners in completing at least two benchmark PBL projects each semester. | 1 benchmark PBL project |
| 1.7 | Using Benchmark Data | Not tracked | Not tracked | Not tracked | Facilitators will engage in a data deep dive on at least one PBL benchmark each semester. | Not met |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.8 | IXL Implementation | 66% of math facilitators used IXL to monitor learner mastery of standards | Met | Met | 100% of math facilitators will use IXL to monitor learner mastery of standards | Met |
| 1.9 | Equity lens | 66% of facilitators can disaggregate data and assess for disproportionality independently | 80% of facilitators can disaggregate data and assess for disproportionality independently. PD's have been held and 1:1 with admin | Met | 90% of facilitators can disaggregate data and assess for disproportionality independently | Met |

# 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.

We conducted MAP Growth assessments three times during the school year (Fall, Winter, and Spring), with intentional professional development data dives following each testing window. During these sessions, staff examined learner growth and discussed strategies to better serve and support learners throughout the year. Disaggregated student data informed targeted instructional strategies and helped guide instructional decisions at both the classroom and school levels. Facilitators continued to engage in backward mapping during professional development time, a strategic planning approach that begins with clearly defined standards or learning targets for an upcoming unit and maps assessments and projects in reverse to ensure alignment with intended learning outcomes.

Academies, which function as smaller study hall periods designed to support learners in staying on top of assignments and receiving additional facilitator guidance, continued to operate throughout the year. This year we added a MAP skill development component to academies. During each academy period, learners spend approximately 15 minutes working on IXL, practicing skills aligned with either MAP ELA or MAP Math, depending on their areas of need. In addition to academies, IXL is also used regularly in all ELA and Math courses to reinforce standards-based skills and support individualized practice.

For goals 1.5, 1.6, and 1.9, instructional cycles continued to provide valuable qualitative data that informed instructional decision-making and supported shifts in classroom practice, learner engagement, and alignment with standards. Data gathered from these cycles was used to identify facilitators who would benefit from additional coaching and support. This led to differentiated professional development strands. AIM (ACLC Instructional Model) Deeper focused on strengthening curriculum and instruction, with facilitators observing one another and providing

feedback on instructional practice. Refining Presence & Practice supported experienced facilitators in improving specific aspects of their instructional practice through refining lesson plans and participating in resilience and tuning protocols that provided targeted feedback and support.

We also continued implementing PBIS (Positive Behavioral Interventions and Supports), with an emphasis on creating safe, predictable, and equitable learning environments. Professional development early in the year focused on strengthening classroom routines and expectations across learning spaces. Rather than relying on behavior tracking platforms, we implemented a variety of positive incentives, including recognition tied to attendance and positive learner engagement, to reinforce positive behaviors and support a strong school culture.

To better achieve the outcome of Goal 1.9, ACLC facilitators engaged in five Anti-Bias Workshops during professional development staff meetings, with the intention of raising awareness to implicit biases, implementing strategies to mitigate the effects of those biases, and modifying instruction, both at the individual and class levels, to ensure equity and full access to instruction.

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 difference between budgeted and estimated actual expenditures.

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

To meet target Goal 1.1 of 95% learner survey completion, time was dedicated during the school day. For those learners that were not present during that time, individual learners were identified and asked to complete the survey in the administration office.

We have made significant progress for goals 1.4 and 1.5 (MAP assessments/disaggregation). Adding a new test administration opportunity during the winter, and maintaining consistency with the scheduled MAP Growth assessment windows (fall and spring) has helped establish a more structured and intentional testing environment for learners. This routine has better prepared students for the CAASPP testing expectations in the spring. ACLC's Year Three MAP participation rate goal was met in Year Two. Staff participated in professional development and coaching around the independent disaggregation of MAP data to improve instruction and MAP and CAASPP scores. Reintroduction of targeted Tier 1 supports, such as middle and high school free math tutoring services, Math- and ELA-focused Academy classes, and better scheduled project periods provide greater academic intervention and executive functioning support.

While the universal delivery of Project-Based Learning units remains a challenge, our middle school facilitators engaged in high-quality PBL professional development and completed the creation of an interdisciplinary project-based learning unit on the Roman Empire, which was delivered in April-May 2026. To meet the Year 3 outcome for goal (1.6) of the delivery of two PBL units in each course, additional professional development is required.

For goal 1.8, ACLC has made significant strides in improving the implementation and use of IXL across our Math, ELA, and Academy courses. During Academy classes, all learners are required to complete 15 minutes of IXL each period, which is tracked by facilitators. IXL continues to be utilized as a supplemental resource during middle school, Algebra 1, Geometry, Algebra 2, and Pre-Calculus courses, as well

as high school ELA courses. Facilitators for these courses have been trained to analyze IXL data to determine performance gaps and improve instructional practices.

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.

We will continue to administer MAP Growth assessments three times a year (Fall, Winter and Spring). Adding a spring assessment provided a more complete picture of student progress over the full academic year, identified students needing additional support before summer, and tracked growth more accurately, particularly for historically underserved student groups. Expanding targeted Tier 1 supports through the introduction of Math- and ELA-focused Academies, middle school and high school math tutoring service, and improved scheduling of project periods are strengthening academic intervention and executive functioning support.

There will be a renewed focus on providing structured, ongoing coaching for department leads and reestablishing clear PD strands aligned to instructional priorities. In response to shifting student demographics, a change in leadership, and reflection on current implementation, ACLC continues to reexamine PBIS and expand social-emotional learning (SEL) supports, particularly at the high school level, where Tier 1 systems have been less effective in the past. Kick-board was discontinued due to budgetary constraints and limited usage, but an alternative, internal system for tracking discipline referrals and behavior data has been implemented to better identify student needs and inform interventions.

**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** | Professional Development Time for Data Analysis and Instruction | We will allot time in professional development to instructing facilitators in how to access and understand various data points<br><br>Moving forward, we will require that all facilitators implement at least two high quality PBL benchmarks each semester (approximately one per quarter) and will have them bring granular data from one of those to PD for analysis. | $68,957.00 | No |
| **1.2** | Equity focused PD | We will continue to offer equity focused professional development so that facilitators have strategies with which to respond when they determine that there is an inequitable outcome happening in their classroom. Facilitators | $106,902.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | will be guided in doing personal, introspective equity work, as well as develop more tools for their toolboxes for responding to equity concerns<br><br>1. Continue to voice in writing, public documents, and with learners, families, and staff that equity and anti-racism is key to our mission statement<br>2. Reflect by analyzing past recommendations from administration around PD, Accountability, and Curriculum and identify components already implemented, make plans to monitor and evaluate their outcomes.<br>3. Identify new components of improving equity and anti-racism for the 2024-25 school year including building relationships and interconnectedness across intersectionality.<br>3. Create regular opportunities for the ACLC Team to gather feedback and input regarding the<br>process and goals, and make further recommendations<br>4. Continue to hire and work with outside professionals in order to move this work forward when our staff internally cannot or should not be leading the work due to race, ethnicity, and power dynamics within the workplace | | |
| **1.3** | Services for Students with Disabilities | The Special Education Department will continue its emphasis on providing quality professional development (PD) opportunities for both certificated and classified staff to build capacity for providing high quality instructional opportunities for students with disabilities.<br>ACLC will continue to review the most appropriate course options, particularly for secondary students with disabilities, to improve graduation rates and ensure access to all courses necessary for UC ag graduation. Students that are on a certificate of completion track, needing modified curriculum, will have full access to all UC a-g courses.<br>ACLC will increase training and support for Individual Education Plan (IEP) required Transition Plans, including the linkage of those plans to student educational programming as well as expand the training for EL learners. | $803,419.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.4** | Instructional Focus on Tier 1 instruction/intervention | 1. ACLC will continue ongoing and continuous professional learning focused on strengthening Tier 1 instruction (equity levers/priority standards and proficiency scales) and MultiTiered Systems of Support (MTSS).<br>2. ACLC will continue to provide differentiated supports to staff to improve student/staff relationships, school climate, and academic success.<br>3. Professional development offered through the Special Education Department will continue to focus on best practices for English Learners (EL) with disabilities, and will include ongoing data review and monitoring<br>4. ACLC will ensure that staff receives intensive support in Equity and Inclusion, Project Based Learning training, Trauma-Informed Practices, meeting Common Core Standards, PBIS, and MTSS.<br>5. Professional development to build site capacity in mathematics and literacy will continue. The English Language Arts (ELA) and Mathematics Departments will recieve coaching from administration as well as from their department leads. | $495,268.00 | No |
| **1.5** | Instructional Resources and Materials | ACLC will continue to identify and provide standards-aligned culturally relevant instructional materials and resources. The Technology Department will continue to work with schools on digital device needs and ensure access for all learners for learning purposes. New devices or parts will be purchased to replace broken or lost devices. This includes Chromebook parts, warranties, and whiteboards ACLC will continue to provide access to MAP and IXL as means for gathering data around academic progress. PD will continue to be provided around usage and best practice related to MAPS and IXL | $93,342.00 | No |
| **1.6** | Hire and Retain Diverse Classroom Teachers, Certificated Support Personnel, and Site Administrators - All Students, Students w Disabilities, African American, Latino, English Learners, | ACLC will increase quality of the teacher applicant pool through targeted outreach and support:<br>1. Recruitment events hosted by colleges and universities with large percentages of minority students.<br>2. Offering early employment contracts to high-quality, diverse candidates in hard-to-staff areas (Math, Science, and Special Education).<br>3. Regularly monitoring potential barriers to the initial and continued employment of diverse candidates. | $1,045,871.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | Foster, Homeless, Low Income Students | 4. ACLC will recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents and staff.<br>5. ACLC will continue to provide all departments with general supplies and operating expenses. | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Support learners in becoming college and career ready | Maintenance of Progress Goal |

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

ACLC continues to align resources--human, financial, and programmatic--to ensure that all learners are given access to standards-aligned instruction that will prepare learners for the diverse rigors of college, as well as to information and personalized support in learning about college and career success.

Through a relentless focus on Common Core Standards, and a continual push to combine appropriate rigor and scaffolding supports, we will work to ensure our staff deeply understand and are actively teaching relevant standards. Given our project-based learning approach, this means focusing on standards-aligned projects that engage learners in authentic demonstrations of learning.

Through a combination of staffing, curriculum choices, scheduling, and school-wide events, we will ensure that learners graduate eligible and prepared for four year college and for meaningful career options. We will also expose learners to a variety of career choices and their associated pathways by the time they graduate from ACLC via curriculum, field trips, special education, and counseling staff activities.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | University of California eligibility upon graduation. (Exception for learners with IEPs on | In 2023-2024, 97.3% of learners are UC eligible (excluding learners with IEPs on alternate graduation paths) | 98% of learners are UC eligible (excluding learners with IEPs) as tracked by those | 93% of learners are UC eligible (excluding learners with IEPs) as tracked by those | Maintain a minimum of 95% of learners being UC eligible (excluding learners | 2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | alternate graduation pathways) | | on ACLC Graduation Requirements versus State Standards. | on ACLC Graduation Requirements versus State Standards. | with IEPs on alternate graduation paths) | |
| 2.2 | ACLC Graduation Requirements | In 2023-2024 97.5% of graduating learners have completed ACLC's additional graduation requirements (college class, senior project & presentation, internship, senior website portfolio) | 85% of graduating learners have completed ACLC's additional graduation requirements | 93% of graduating learners completed ACLC's additional graduation requirements (college class, senior project & presentation, senior website portfolio) | 98% of graduating learners will have completed ACLC's additional graduation requirements (college class, senior project & presentation, senior website portfolio) | 5% |
| 2.3 | College/Career Preparedness | For the 2022-2023 school year, 64.7% of learners are reported as being prepared for College/Career according to the CA Schools Dashboard | For the 2023-24 school year, 71.8% of learners are reported as being prepared for College/Career according to the CA Schools Dashboard | For the 2024-2025 school year, 63.6% of learners were reported as being prepared for College/Career according to the CA Schools Dashboard | 80% of learners will be reported as being prepared for College/Career according to the CA Schools Dashboard | 16.4% |
| 2.4 | Career Preparation | During the 2023-2024 school year, 11th/12th graders has two exposures to career preparation and 6th-9th graders had one exposure to career preparation | Met | Met | All learners will have at least two exposures to career preparation annually | Met |
| 2.5 | College Going Culture | During the 2023-2024 school year, 7th, 9th, 11th, and 12th graders | All grades apart from 6th and 7th graders have | All grades apart from 6th and 7th graders have | Learners at all grade levels will participate in a | Grades 6 and 7 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | participated in college visits. | participated in college visits | participated in college visits | college trip or activity annually. | |
| 2.6 | College Courses | In 2023-2024, graduating learners have passed an average of 7.5 college classes while a student at ACLC | 11% of graduating learners have passed two or more college classes while a student at ACLC. | 70% of ACLC learners have completed one college class. The remaining learners are on a State Standards diploma, and are not required to complete a college course. Overall, 7% of ACLC learners have completed two or more college courses. | Graduating learners will maintain an average of at least 4 college classes while a student at ACLC | ~100% |
| 2.7 | Project Based Learning Proficiency | In the 2023-2024 school year, 75% of facilitators are proficient in designing and implementing standards-aligned project-based learning | 85% of our facilitators are proficient in designing and implementing standards-aligned project based learning. | Met | 90% of facilitators are proficient in designing and implementing standards-aligned project-based learning | Met |
| 2.8 | Access to College Counseling | In the 2023-2024 school year, whole class college counseling began in the second semester of 8th grade and individual counseling began second semester of 10th grade | Met | Met | Learners will begin receiving whole class college counseling during the first semester of 8th grade and will begin receiving individual college counseling during the first semester of 10th grade | Met |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.9 | College/Career Preparedness Equity | In 2022-2023 there was a 16 percentage point difference between the college/career preparedness scores of socioeconomically disadvantaged and non-disadvantaged learners | In 2023-24 there was a 17.3 percentage point difference between the two groups of learners | In 2024-2025 there was a 10.5 percentage point difference between the two groups of learners (63.6%-53.1%) | There will be a difference of 8 percentage points or less between the college/career preparedness scores of socioeconomically disadvantaged and non-disadvantaged learners | 2.5% |

# 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.

As part of our progress with goals 2.3 through 2.6, we revamped the Junior Seminar Class during the 2024-25 school year, and continued to make improvements during the 25-26 school year, to include dedicated units on college and career preparation. This revision included activities such as Career Research assignments, participation in Career Day during Gain Some Knowledge Day, a dedicated Junior Class Career Day, with guest speakers from various career fields, and a day dedicated to preparing junior learners prepare for job interviews with the help of community members. We held college field trips across grade levels to increase early exposure and awareness. Our college counselor organized on-site visits from Peralta community college district, specifically targeting seniors to support them in completing applications, financial aid, and enrollment steps for life after graduation.

We continued to provide training, support, and time for our teaching team to learn about Project-Based Learning, create meaningful, standards-aligned projects, and implement them with our students. PBL units emphasized real-world applications, collaboration, problem-solving, and communication—skills essential for both college and the workforce. For example, in our 12th grade Economics course, the facilitator led the learners through units on career exploration, stocks and life budgeting. This year, middle school staff engaged in three structured PBL cycles of inquiry, meeting in grade-level teams to reflect on PBL design and implementation, using colleague feedback to strengthen project design, increase rigor, and ensure equitable access to authentic learning experiences.

A full-time Center Supervisor was hired to provide consistent supervision and structure in shared student spaces, ensuring a safe and supportive environment throughout the school day.

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.

Material differences between Budgeted and Estimated Actual Expenditures were primarily due to a continued emphasis on campus security, increase in costs for facility maintenance and teacher turnover, which led to a rise in substitute teaching costs.

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

We are making steady, measurable progress towards Goal 2.

For goals 2.1 and 2.2, our COST team meets regularly to identify learners who are at risk of not meeting their ACLC and/or graduation requirements. We then met with individual learners are their families to detail where gaps remain and what learners need to do to ensure that they graduate on time. To better ensure progress in classes, we continually remind learners of office hours times, post office hours in our newsletter, and have modified our learner accountability initiative to include office hours as a consequence of unexcused absences or excessive tardiness.

In terms of early college and career awareness, readiness, and culture (Goals 2.3-2.5), ACLC has increased the number of college field trips across our high school grades, as well as for our 8th graders. We have added additional career days and school visits by members of our community. We added an Honors Chemistry section and Honors Pre-Calculus section, so learners will be more prepared for the rigors of college courses.

Currently, ACLC is beginning its transition from a grades 6-12 to a grades 9-12 school. As part of that transition, ACLC is planning to have all learners in grades 9-12 take two college courses per year, at a minimum. More motivated learners will be able to increase the number of college courses taken during the school year, such that it will be possible to complete ACLC Pathways High School with an associates degree (AA). For example, ninth grade learners will be required to take a "Career and Life Planning" and a physical education course through the College of Alameda, and take additional courses that are based on the learners' interests. To better ensure the success of our learners' academic college experience, we are instituting freshman seminar and sophomore seminar courses during the 2026-2027 school year. We believe that the transition to a Pathways High School will help us improve our ability to achieve the outcome for Goal 2.6.

For goal 2.7, while a professional development cycle of inquiry was in place to support PBL, the change in leadership made it difficult for teams to fully engage in the design and reflection process.  Moreover, staff turnover was another challenge this school year. There were multiple staffing (teacher) transitions in the middle of the school year. This was for various reasons which had a negative impact on learner academic continuity.

While improvements are being made to reduce the college/career preparedness gap between socioeconomically disadvantaged and non-disadvantaged learners (Goal 2.9), there is still work to be done here. All learners have access to all the programs and courses that we offer, but there must be a more targeted approach to college/career readiness for socioeconomically disadvantaged learners.

However, challenges to achieving this goal persist, as credit deficiencies among upper-grade students remains an issue, which impacts these learners' ability to stay on track for graduation and, in turn, affect their college aspirations. Additionally, the transition of the college counselor to a remote role limited in-person availability, making it more difficult for students to build strong, consistent relationships and

access timely support during critical planning periods (Goal 2.8). As such, ACLC will be hiring a full time, on campus College and Career Counselor for the 2026-2027 school year to re-establish in-person relationships with learners, and to motivate them to improve their college and career readiness upon graduation.

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.

Moving forward, PBL planning will begin earlier and be aligned with the year-long instructional calendar to allow for deeper implementation and greater student engagement. Additionally, due to challenges with remote support, the college counselor position will not be rehired in its current form. This change may impact access to individualized college planning support and will require alternative strategies to maintain post-secondary guidance for students.

**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** | College Counseling | Continue with our College Counselor at 32 hours a week in order to support college and career preparation via whole group and small group presentations and 1:1s with learners and families.<br><br>Moving forward, we will...<br>1. Continue college counseling hours at approximately 30 hours/week.<br>2. Revise and update the College & Career Scope & Sequence document that<br>plainly outlines the various opportunities to increase college & career knowledge and skills at each grade level of our school<br>3. Increase the career offerings and opportunities for our learners so that 3 options are available.<br>4. Continue to provide group sessions on college and career topics for our middle and high school learners and families<br>5. Increased support to learners and families with enrollment in the Peralta community college system. | $31,871.00 | No<br><br>Yes |
| **2.2** | Emphasis on standards-aligned | Provide PBL trainings and leveled professional development to all facilitators. Monitor classroom instruction for standards-aligned PBL instruction and provide coaching to move practice. | $253,975.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | Project-Based Learning (PBL) | STANDARDS-ALIGNED PROJECT BASED LEARNING (PBL):<br>Moving forward, we will...<br>1. Ensure that new-to-ACLC facilitators get trained in the 3 learning goals and 7 components of Gold Standard PBL<br>2. All core classes are based in a research-backed, standards-aligned curriculum. We will use Illustrative Mathematics for math instruction, Lab Aids for science, Teachers' Curriculum Institute for history, and Common Literature for English Language Arts<br>3. Provide quarterly opportunities for facilitators to learn about and collaborate around PBL, including data analysis of benchmarks, and how the ACLC PBL focus can best fit with standards-aligned instruction<br>4. Update the project calendar for internal use so that we can identify gaps in projects for our learners and ensure they have a high quality experience in each grade level<br>5. Offer to pay for the June 2025 PBL Works conference for all interested facilitators | | |
| **2.3** | College & Career Scope & Sequence | Our college counselor and admin team will continue to work with our school counselor to review and revise the college and career scope and sequence that outlines key events, information sessions, or support at each grade level that helps expose our students to college and career information. Examples of these types of events include: Financial Aid/FAFSA Night, UC vs. CSU Info. Session, grade level appropriate exposure to colleges, trade schools and other post high school opportunities.This document will be shared with all parents and learners so they know which supports they will receive each year. This is a continued goal to steadily increase the number of college and career offerings each year over time. These events will be in addition to the small group meetings and the 1:1s that they already have with our learners and their families, but will ultimately hold us accountable for this important "college and career preparation" focus of our school and our LCAP goals<br>ACLC will continue to support learners enrolling in dual-enrollment courses. | $57,594.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| **2.4** | School Safety | 1. ACLC will ensure that school safety and security continue to be a priority that is monitored by school staff including the annual update of School Safety Plans. Support will include training opportunities for all staff on the plan and emergency response procedures. 2. Emergency communications upgrades through "Share911" will continue as planned. Facilities will be safe and well maintained. | $254,629.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Ensure that learners have access to effective services, supports, and interventions | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

ACLC values our diverse community. As our demographics change and we increasingly accept learners who are behind in literacy and numeracy skills, it is crucial that we have plans in place to meet their needs. As such, we will continue to align resources to better support all learners in becoming college and career ready. Furthermore, our learners come to us with a varying levels of need and skills in regards to social-emotional and behavioral support.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Failing grades | In 2023-2024, 10.4% of learners finished S1 with a GPA below a 2.0 | In 2024-25, 7.4% of learners finished S1 with a GPA below a 2.0 | In 2025-2026, 8% of learners finished S1 with a GPA below a 2.0 | 5% of less of learners will finish a semester of the year with a GPA below a 2.0 | 3% |
| 3.2 | MTSS Tracking | In 2023-2024, our current MTSS tracking tool has not been updated consistently, making it difficult to quickly access information about a learner's current need for support (tier 1/2/3) | Met | Met | Our MTSS process will be refined and any tracking document will be kept regularly updated, making it easy to quickly access information about learners' | Met |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | and/or quickly identify what supports are in place for that learner | | | needs and what supports are in place for that learner. | |
| 3.3 | Suspension rate | In 2023-2024, the suspension rate for all students was 2.4% | In S1, 2024-25, the suspension rate for all students was 4.4% | In 2025-2026, the suspension rate for all students was 2.9% | Maintain a suspension rate at or below 2.5% | 0.4% |
| 3.4 | Academic Intervention | In 2023-2024, ACLC implemented one school-wide academic intervention (MAS). | ACLC are holding weekly office hours/MAS, and have academy's in the Master Schedule designed for academic intervention and credit recovery. | Met | ACLC will implement 2-3 school-wide or department-wide academic interventions. | Met |
| 3.5 | Reclassification Rate | In 2022-2023, ACLC reclassified 38.5% of English Learners. | In 2023-24, 50.2% of English Learners were reclassified. 11 ACLC learners were reclassified (6%) during the 2023-24 school year. | In 2025-2026, 14.2% of learners were reclassified | ACLC will maintain an annual EL reclassification rate of at least 20% | 5.8% |
| 3.6 | SBAC English Score | In the 2022-2023 school year, socioeconomically disadvantaged leaners performed 30.7 points below the average. | In 2023-24, socioeconomically disadvantaged learners performed 24.6 below standard. | In 2024-2025, socioeconomically disadvantaged learners performed 5.3 points below standard. | Socioeconomically disadvantaged learners will perform within 15 points of the average. | Met |
| 3.7 | MAP Score Improvement (Fall to Winter) | In the 2022-2023 school year, the percentage of learners in the bottom two quintiles on the | Winter 2023-24 to Winter 2024-25, the percentage of learners in the | Winter 2024-25 to Winter 2025-26, the percentage of learners in the | The percentage of learners in the bottom two quintiles on the | 14% (math), 21% (reading) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | NWEA MAP assessment decreased by 8.8% in math and 21% in reading from the fall to winter | bottom two quintiles on the NWEA MAP assessment has decreased by 6% in math and 7% in reading. From Fall 2024 to Winter 2024-25, there has been a 2% decrease for both math and in reading, | bottom two quintiles on the NWEA MAP assessment has decreased by 1% in math and 1% in reading. From Fall 2025-2026 to Winter 2025-26, the percentage of learners in the bottom two quintiles on the NWEA MAP assessment has decreased by 1% in math and 4% in reading. | NWEA MAP assessment will decrease by 15% in math and 25% in reading from the fall to winter | |

# 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.

All ACLC learners continue to have access to a broad course of study, which we ensure through our ACLC Diploma / graduation requirements and counselor graduation progress checks, our dual enrollment program and partnership with the Peralta Colleges, use of common core curriculum aligned to CA Education Code, use of external assessments, and services for learners with 504s and special education needs. Our facilitators deliver math content through Illustrative Math and CommonLit English Curriculum. We continue to offer appropriate services and the right to FAPE for all of our learners, including those experiencing homelessness, emergent English speakers, those who qualify for free/reduced lunch, and those with 504 plans and IEPs. Our special education director, case managers, paraprofessionals, counselors, office and administrative teams, work to support our push-in model that ensures all learners having access to our curriculum and graduating above the threshold required for admission to the UC and CSU systems.

Facilitators have 3-5 Universal Design for Learning (UDL) Strategies for our instructional "toolkit". The expectation is that all facilitators adopt these strategies in their classrooms and teaching practice to further support Tier 1 interventions at ACLC. UDL supports effective and inclusive instruction that ensures that all learners can access appropriate interventions and services based on their individual needs. We dedicated professional development time for departments to collaboratively develop lessons aligned with our AIM (ACLC Instructional

Model). We continue to use Mastery Based Grading to ensure that all students have equitable access to the supports necessary to meet learning goals. Facilitators are also required to host two support sessions (office hours) after school each week. ACLC assigns learners to these office hours based on the grades and skills in their courses with a data pull from PowerSchool and MAP data. Additionally, a weekly D/F list (NSE/1.5) is pulled from PowerSchool and posted for faculty to help coordinate targeted interventions.

Learners who require additional support are triaged through our Multi Tiered System of Support. As part of Goal 3, a key objective is to improve how we identify and support these learners through a more effective COST process.Through our COST (Coordination of Services Team - SpEd and GenEd collective) team this year, ACLC refined the MTSS process to better serve our students. We revamped our MTSS handbook with an external consultant which helped streamline our processes, clarify roles, and have student-centered interventions become more consistent. We wanted to shift from a reactive model—where teachers often turned to the Learning Support Team (LST) as a last resort—to a proactive, collaborative framework. One of the ways we did this was create and implement a data tracking system, while also refining our referral process. Our Mental Health Services Manager held several PD workshops over the year to go through the COST process.

For goal 3.3, we have focused on restorative justice practices to foster a more inclusive and supportive learning environment. With the guidance of an outside consultant, we provided targeted professional development and increased the use of community circles and practices. Our COST team was intentional in redirecting facilitators to address root causes of behavior, not just outcomes.

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 difference between budgeted and estimated actual expenditures.

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

Progress toward ensuring access to effective services, supports, and interventions has improved considerably, but continued work needed to improve consistency and equity. A revised MTSS handbook provided a more predictable system intended to balance individual learner needs with school-wide priorities. The new COST data tracking system has reduced over reliance on the Learning Support Team (LST), and implementation has been more consistent. That said, there is still work to be done in terms of bringing staff and leadership up to capacity to ensure full adoption. To improve effectiveness, we have built time into the PD scope and sequence for referral training, outreach strategies, and for grade-level collaboration to discuss learner needs and concerns.

In terms of equity, disproportionate patterns persist—white learners were more likely referred for academic issues, while students of color were more often referred for behavioral concerns. There was also a high volume of self-referrals—learners independently seeking support outside the classroom with a trusted adult on campus—and parent-initiated requests, totaling approximately 40–60 cases. While self-referrals show student agency and trust in staff, a high volume suggests that many learners bypassed classroom-based Tier 1 support. This reflects a more reactive approach to intervention.

End of year survey data reflected that only 78.1% of learners believed discipline was handled fairly, and suspension rates have decreased. This signals a positive trend, as we have improved our Restorative Justice (RJ) initiative though our Judicial Committee, which have been embedded throughout the ACLC culture and system-wide framework. Learners also relied on conversations and relationships with individual, trusted staff members outside the classroom when challenges or disputes arose. The addition of three counseling interns this year, who are available three days a week, has expanded our capacity for small-group work and individual counseling. This added support strengthened Tier 2 interventions within the COST and RJ systems, allowing for more timely and sustained response to learner needs.

MAP growth data points to the need for more coherent instruction and stronger learner-teacher relationships. IXL, implemented across all grade levels, provides skill-based practice aligned to MAP, but its impact relies on intentional use and integration into instructional planning. Now in our third year of Mastery-Based Grading (MBG), we've seen its potential to drive skill-focused learning and targeted support, but there is still a need for ongoing professional development and department-level coaching.

There is also a clear need for an adopted, site-aligned ELD curriculum to better support English Learners' academic language growth to better ensure equitable access to standards-based instruction across grade levels.

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.

To strengthen progress toward Goal 3, we will continue to review our processes and bolster key changes that we have made. Grade-level teams will continue to have structured time to review COST referrals and plan interventions, supported by targeted PD to improve Tier 1 and Tier 2 consistency.  Restorative justice practices will be systematized through a shared calendar, and new counseling interns will expand capacity for small-group and individual support.

To improve instructional alignment, our faculty will continue to receive coaching on consistent implementation of Mastery-Based Grading (MBG), and IXL use will continue to be more closely tied to MAP data. We will continue to offer Academy classes, which focus specifically on improving MAP Reading and Math scores. Finally, we will provide targeted, standards-aligned language support for English Learners embedded within general education, rather than as a separate service.

**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** | Instructional Model | We will work to identify, learn, and practice our "AIM" - an acronym for "ACLC Instructional Model." The goal is to establish and agree upon a core set of pedagogical components that make up good teaching practice at ACLC while acknowledging that standards-aligned and Project Based Learning require different approaches. | $244,331.00 | No<br>Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Moving forward, we will...<br>1. Name and identify a need for common approaches to instruction at our school, rooting this need in the developmental needs of learners for consistency and predictability.<br>2. Develop a shared list of the components of our instructional model (example: Hook/Launch, Content Delivery, Practice & Processing in whole class, as a small group, and individually, Closure/Exit Ticket).<br>3. Conduct lesson plan audits and classroom visits to ensure that these instructional delivery model components are finding their way from professional development (PD) into the lesson plans and classrooms.<br>4. Provide a menu of PD options for facilitators who require support in ensuring these practices are implemented in their classes. | | |
| **3.2** | Revise MTSS Processes and Documentation | 1. We will work to streamline our MTSS processes such that the documentation and process itself are refined and captured in a centralized place and updated at least monthly<br>2. Developing a system to use data analysis and capture a comprehensive snapshot of a learner over time will allow for the team to easily determine learners in need of additional intervention and know what interventions a learner is receiving or has received in the past.<br>3. We will work toward data collection that will enable us to be able to assess the efficacy and impact of interventions. | $44,658.00 | No<br>Yes |
| **3.3** | Restorative Practices Implementation | 1. Dedicate professional development time to refine and increase restorative practices implementation via facilitator use in classrooms<br>2. Provide training to facilitators and learner representative to integrate restorative practices into our Judicial Committee system. | $64,658.00 | No<br>Yes |
| **3.4** | Counseling Groups | ACLC will build out their Tier 2 counseling supports through the development of counseling groups based around a common need, increasing counseling access for learners in need | $133,723.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.5** | Comprehensive Counseling Program | ACLC will continue to support site capacity with the implementation of comprehensive 6-12 counseling services that increase academic, social-emotional, and college/career/community readiness, inclusive of research-based, social emotional approaches, and a multi-tiered system of support (MTSS).<br>1.Comprehensive school counseling plans will be monitored in order to create action plans that are responsive to student needs and promote students' academic, social-emoitional, and college readiness.<br>2. Administration will provide time to revise school discipline protocols in collaboration with integrated site support teams where relevant.<br>4. ACLC will continue to work on developing focused actions to reduce the disproportionality of disciplinary actions experienced by all students, with a specific focus on students with disabilities and learners of color.<br>5. ACLC will continue to build capacity for the implementation of Positive Behavioral Intervention & Supports (PBIS) and restorative justice strategies in order to teach students social-emotional competencies and behavioral expectations with increased clarity. ACLC will establish procedures to require the review of behavior supports/behavior plans at the first suspension and on an ongoing basis, based on data collected from staff.<br>4. ACLC will continue to monitor suspension and expulsion data, attendance, and chronic absenteeism. The Family & Learner Liaison will make data available to appropriate classroom facilitators in order to continue to support the improvement cycle and provide preventative services and responsive resources as appropriate for all students under an MTSS framework.<br>5. ACLC will continue to support site capacity with the implementation of comprehensive 6-12 counseling services that increase academic, social-emotional, and college, career, and community readiness inclusive of research-based social-emotional approaches, a MultiTiered System of Support (MTSS). Comprehensive school counseling plans will be monitored in order to create action plans that are responsive to student's needs and promote students' academic, social-emotional, and college readiness. | $41,976.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| **3.6** | English Language Learner Monitoring | ACLC will stipend a position to provide ELD Coordination throughout the year, including but not limited to monitoring learner progress toward reclassification. communicating with learners about their progress toward reclassification, and liaising with families about the reclassification process and their learners' progress. | $23,450.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | Promote engagement through connection and belonging for our diverse learners and families. | Focus Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

ACLC has a very diverse student body, in terms of the socioeconomic and racial/ethnic backgrounds of our learners: English Learners (13%); Socioeconomically Disadvantaged (42.5%); Students with disabilities (17.4%); African American (15.5%); Asian (24.9%); Hispanic (20.2%); White (20%). The success of the ACLC community relies heavily on the connections that our learners make with each other, and, more broadly, the connections our entire community makes with each other. As a small school, community is key to our success as an institution. Therefore, promoting engagement through connection and belonging for our diverse learners and families is a goal that we continually strive toward.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Student Belonging | In 2023-2024, 88.5% of learners reported that they feel like they belong at ACLC on the mid year learner survey. Results disproportionately low for Latinx & | At least 91.5% of learners reported in two surveys that they feel like they belong at ACLC. I like they belong at ACLC. 32% of Latinx & 24% of African American | In 2025-2026, at least 90% of learners reported in two surveys that they feel like they belong at ACLC. There remains racial disproportionalities | At least 92% of learners will report that they feel like they belong at ACLC. No racial disproportionalities will be present | 2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Arabic/Middle Eastern learners | learners disagreed, compared to 12% of White learners. | among our Arabic and Filipino groups; however, our Asian (92%), African American (82%), Latinx (88%), and White (87%) populations sense of belonging has improved. | | |
| 4.2 | Connection to staff | In 2023-2024, 81.5% of learners reported that they have at least two adults on campus that they trust, as reported in the midyear learner survey. | 87.7% (Mid Year Learner Survey) and 94.9% (EOY Survey) of learners reported that they have at least two adults on campus that they trust. | 87.9% (Mid Year Learner Survey) and 89.7% (EOY Survey) of learners reported that they have at least two adults on campus that they trust. | At least 90% of learners will report that they have at least two adults on campus that they trust. | 0.3% |
| 4.3 | Peer Acceptance | In 2023-2024, 8.3% of learners reported that their culture, race, gender identity, and/or religion were not accepted by other learners. These learners were disproportionately African America, Latinx, Indigenous/First Nation. or Arabic/Middle Eastern | 9.7% (Mid Year Learner Survey) and 0% (EOY Survey) of learners reported that culture, race, gender identity, and religion are not accepted by other learners. | 0.4% (Mid Year Learner Survey) and 1.9% (EOY Survey) of learners reported that culture, race, gender identity, and religion are not accepted by other learners. | 5% of fewer of learners will report that they are not accepted by other learners with no racial/cultural disproportionality | Met |
| 4.4 | Affinity/Cultural Events | In 2023-2024, ACLC held 4 school day affinity/cultural celebrations and 4 family affinity/cultural events | ACLC held 6 school day affinity/cultural events, and 3 family | ACLC held 6 school day affinity/cultural events, and 3 family | ACLC will hold at least 6 school day affinity/cultural events and at least 5 family | Met school day affinity/cultural events goal; gap of 2 family affinity/cultural events |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | affinity/cultural events | affinity/cultural events. | affinity/cultural events | |
| 4.5 | Chronic Absenteeism | In 2022-2023, 9.4% of learners were chronically absent | In 2023-24, 10% of learners were chronically absent. Truancy letters and SARTS are being held to improve absenteeism and truancy for 2024-25. | In 2024-2025, 22% of learners were chronically absent. In 2025-2026, 23.5% of learners were chronically absent. Truancy letters and SARTs are being held to improve absenteeism and truancy for 2025-2026. | Less than 7% of learners are chronically absent. | 16.5% |
| 4.6 | Family survey participation | In 2023-2024, only 6.9% of families responded to the annual family survey | In 2024-25, the response rate was 12.46% of the annual family survey | In 2025-2026, 13% of families responded to the annual family survey. | At least 40% of families respond to the annual family survey | 27% |

# 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.

To advance equity and belonging at ACLC, we continued to strengthen our High School leadership program and began the year with our JEDI (Justice, Equity, Diversity, and Inclusion) professional development, specifically focused on anti-bias training for our facilitators, paraprofessionals, and counseling interns. Over five workshops, we focused on building stronger connections among facilitators, examining bias, and fostering more inclusive relationships with learners. This work supports our AIM instructional model by creating the trust and connection learners need to fully access and engage with the curriculum.

High school leadership organized campus-wide heritage month celebrations. Black Excellence, Arab American, Women's History, APIDA, Pride, and Latinx were all honored through both advisory lessons and school-wide activities. School events were open to all families, which brought our community closer together. We continue to expand opportunities that build joy, connection, and school spirit. This includes clubs (bevies), team-building activities, learner vs. staff spirit games, attendance BBQs, and an attendance Boba tea event. Grade-level field trips and retreats, such as the 6th grade Hannah Camp trip and a HS leadership retreat, provided additional opportunities for bonding and

belonging. Contemporary Community Citizenship (CCC), our advisory program, was composed of mixed-grade groups with the goal of fostering peer collaboration and stronger cross-grade relationships. This efforts support Goal 4 by creating more inclusive spaces for connection, dialogue, and shared community-building among learners of different ages. Ongoing recognitions like “Hawk of the Week” helped celebrate individual learners and reinforce a positive school culture.

In addition to building connections, we implemented systems to support shared accountability and community responsibility. We continue to hold tardy sweeps and were more consistent with implementing “give back” time (detention) to reinforce expectations around attendance and behavior. We continued with Judicial Committee (JC), a long-standing elective at ACLC, that allows any learner to “write up” peers or facilitators for violating community rules. While this process is rooted in learner voice and restorative practices, it requires clear guardrails and consistent facilitation to function equitably. Advisory was also used intentionally to address issues such as vaping and bullying, creating space for proactive conversations about respect and safety within the community.

Finally, we continue to consistently use ParentSquare, a communication platform with built-in translation features to better support our multilingual community.

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.

The change in budgeted versus actual expenditures was influenced by an administrative reconfiguration that adjusted staffing allocations. Additionally, the successful adoption of ParentSquare significantly reduced the need for contracted translation services, resulting in lower actual costs.

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

We continue to build on the successes of our high school leadership, with improved systems and greater facilitator support, resulting in a more diverse and representative group. Their overnight retreat to plan and improve school-wide events to support enrollment and retention proved successful; this year it was held earlier in the school year to maximize impact. While heritage events and learner-led initiatives grew this year, there is a clear need to expand club offerings to better reflect the diverse interests and identities of our student body and increase opportunities for connection.

Several mid-year actions showed promise in improving engagement and accountability. Tardy sweeps, introduced in the second semester, were well received by facilitators and helped reset expectations around attendance and tardiness. Chronic absenteeism remains a significant challenge. The attendance BBQ, which recognized learners who reached a 95% attendance rate (aligned with ADA goals), was well received. This success highlights the impact of positive recognition and the need for more consistent, engaging attendance-focused incentives. “Give back” time was more consistently implemented this year, and fully facilitated by ACLC administration. Additionally, while initial JEDI professional development helped foster awareness and connection, there is a clear need for a more robust and sustained PD plan next year to deepen equity work and build consistency across the school.

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.

Our new learner accountability system facilitated more efficient record keeping, and allowed ACLC administration to more effectively mete out discipline. Tardy sweeps effectively deterred an increase in tardiness, and was directly connected to Give Back time. Without a Dean of Students, we had to adjust how we implement certain actions—particularly around behavior support, attendance follow-up, and restorative practices—by distributing responsibilities across the leadership team and strengthening site-wide systems.

**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** | Professional Development | Staff will continue to receive regular professional development around topics of diversity, equity, anti-racism and inclusion and be provided resources to deepen their understanding of the work. Examples include but are not limited to: 1. Thinking through how to include diversity of voice in the instructional materials 2. Group learning the history of Indigenous people, people of color, and the LGBTQ community through a multitude of opportunities 3. ensuring equity of voice in all spaces in ACLC, 4. identify and remove barriers to inclusive engagement, 5. cultivate an inclusive community | $102,761.00 | No |
| **4.2** | Orientation programing - All | ACLC administration will develop and lead more structured and purposeful orientation programming for the 6th and 9th grade that utilizes older peers as mentors. The Assistant Lead and Dean will collaborate and coordinate these experiences with intentionality around learners feeling connected to school and their peers. Ongoing throughout the year, the peer/mentor relationships will have opportunities to reconnect and strengthen building cross-age alliess and supports within the school. | $19,658.00 | No |
| **4.3** | Administrative Support | ACLC's Dean of Students will support a positive school culture, including helping learners to plan cultural based clubs, events, and celebrations.<br>In conjunction with the Lead Facilitator and Assistant Lead Facilitator, the HS Leadership will liaise with the cultural based clubs to offer support for events and create connections across student groups. | $93,576.00 | No<br><br>Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **4.4** | Advisory Program | ACLC will continue the development and roll-out of a formal advisory program to support learner development of skills such as empathy, respect, conflict resolution, self-awareness, relationship skills, responsible decision making, etc. | $23,501.00 | No<br>Yes |
| **4.5** | Interpretation/Translation ELL | Key documents for families/students will be translated and available in Spanish, Mandarin, and Arabic.<br>Interpretation will be provided for school wide events as needed. | $8,181.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 5 | | |

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|

## 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.

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.

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

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 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 |
|---|---|---|---|---|

# 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 |
|---|---|
| $261828 | $ |

**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 |
|---|---|---|---|
| 9.480% | 0.000% | $0.00 | 9.480% |

**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 |
|---|---|---|---|
| **2.1** | **Action:**<br>College Counseling<br><br>**Need:**<br>Additional and earlier access to information about college and career options<br><br>**Scope:**<br>Schoolwide | The 1:1 meetings will allow for the individual needs of unduplicated pupils to be met and provide sufficient time for families to have their questions about college. All learners benefit from the information provided by the presentations and benefit from the individualized attention that the 1:1s provide. | College and Career preparedness indicator, A-G completion, number of college classes taken |

| 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 |
|---|---|---|---|
| **3.1** | **Action:**<br>Instructional Model<br><br>**Need:**<br>A stronger tier 1 academic program that has embedded entry points and scaffolds will result in fewer learners needing Tier 2/3 academic interventions.<br><br>**Scope:**<br>Schoolwide | Unduplicated pupils will have greater access to the general curriculum. These strategies benefit all learners and especially those who need additional academic support. They are to be provided class-wide. | Admin will conduct lesson plan audits and classroom visits to ensure that these practices are finding their way from Professional Development and into lesson plans and classrooms. |
| **3.2** | **Action:**<br>Revise MTSS Processes and Documentation<br><br>**Need:**<br>Access to appropriate and effective Tier 2 and 3 interventions when needed.<br><br>**Scope:**<br>Schoolwide | These learners will be included in the regularly scheduled progress monitoring. Any learner may need Tier 2 and 3 supports at various times. | COST team meeting notes; analysis of learners receiving interventions, duration and dosage, and impact of the assigned interventions. |
| **3.3** | **Action:**<br>Restorative Practices Implementation<br><br>**Need:**<br>Tier 1 and 2 behavior support and skill development<br><br>**Scope:**<br>Schoolwide | Restorative practices help to set a strong underpinning for tier 1 behavior support and provide some specific tier 2 responses for when learners need additional support with their behavior. All learners benefit from this orientation towards behavior and behavioral skill building. | Suspension rate |
| **4.3** | **Action:**<br>Administrative Support | The Dean of Students will help learners to develop these participation opportunities and learners of all | sense of belonging, connection to adults, |

| 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:**<br>Opportunities to connect with others sharing their affinities and to learn from and celebrate the affinities of others<br><br>**Scope:**<br>Schoolwide | affinities will benefit from the events and celebrations | acceptance from peers, chronic absenteeism |
| **4.4** | **Action:**<br>Advisory Program<br><br>**Need:**<br>Skill building in social-emotional topics and increased social-emotional skill building in peers<br><br>**Scope:**<br>Schoolwide | An advisory program explicitly teaches social-emotional skills so that learners grow themselves, and also benefit from the social-emotional growth of others | sense of belonging, acceptance by others, chronic absenteeism |

## *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 |
|---|---|---|---|
| **3.6** | **Action:**<br>English Language Learner Monitoring<br><br>**Need:** | By providing information to learners and families about the reclassification process and their progress, they develop agency around achieving reclassification. | Reclassification rate; ELPAC scores |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | English Language Learners success to college and career options is increased with their ability to access English while in school.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(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.

## 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.

| **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 | | |
| Staff-to-student ratio of certificated staff providing direct services to students | | |

# 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 | 2,761,903 | 261828 | 9.480% | 0.000% | 9.480% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $3,023,736.00 | $620,379.00 | $265,602.00 | $102,584.00 | $4,012,301.00 | $3,211,665.00 | $800,636.00 |

| 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 | Professional Development Time for Data Analysis and Instruction | All<br>ELs, African American, Students w/ Disabilities | No | | | | | $68,957.00 | $0.00 | $67,607.00 | $1,350.00 | | | $68,957.00 | |
| 1 | 1.2 | Equity focused PD | All<br>English Learners, African American, Students w/ Disabilities | No | | | | | $105,552.00 | $1,350.00 | $105,552.00 | | | $1,350.00 | $106,902.00 | |
| 1 | 1.3 | Services for Students with Disabilities | Students with Disabilities | No | | | | | $803,419.00 | $0.00 | $207,840.00 | $595,579.00 | | | $803,419.00 | |
| 1 | 1.4 | Instructional Focus on Tier 1 instruction/intervention | All<br>Students with Disabilities<br>English Language Learners and African American Students | No | | | | | $452,541.00 | $42,727.00 | $452,541.00 | | | $42,727.00 | $495,268.00 | |
| 1 | 1.5 | Instructional Resources and Materials | All | No | | | | | $0.00 | $93,342.00 | $10,000.00 | | $24,835.00 | $58,507.00 | $93,342.00 | |
| 1 | 1.6 | Hire and Retain Diverse Classroom Teachers, Certificated Support Personnel, and Site Administrators - All Students, Students w Disabilities, African American, Latino, English Learners, Foster, Homeless, Low Income Students | All | No | | | | | $652,605.00 | $393,266.00 | $1,045,871.00 | | | | $1,045,871.00 | |
| 2 | 2.1 | College Counseling | All<br>African American Students, ELLs, Low Income | No<br><br>Yes | Schoolwide | | | | $31,871.00 | $0.00 | $31,871.00 | | | | $31,871.00 | |

| 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 | 2.2 | Emphasis on standards-aligned Project-Based Learning (PBL) | All | No | | | | | $240,852.00 | $13,123.00 | $253,975.00 | | | | $253,975.00 | |
| 2 | 2.3 | College & Career Scope & Sequence | All | No | | | | | $53,881.00 | $3,713.00 | $57,594.00 | | | | $57,594.00 | |
| 2 | 2.4 | School Safety | All | No | | | | | $76,196.00 | $178,433.00 | $254,629.00 | | | | $254,629.00 | |
| 3 | 3.1 | Instructional Model | All | No<br>Yes | Schoolwide | | | | $230,047.00 | $14,284.00 | $62,140.00 | | $182,191.00 | | $244,331.00 | |
| 3 | 3.2 | Revise MTSS Processes and Documentation | All | No<br>Yes | Schoolwide | | | | $44,658.00 | $0.00 | $21,208.00 | $23,450.00 | | | $44,658.00 | |
| 3 | 3.3 | Restorative Practices Implementation | All | No<br>Yes | Schoolwide | | | | $64,658.00 | $0.00 | $64,658.00 | | | | $64,658.00 | |
| 3 | 3.4 | Counseling Groups | All | No | | | | | $133,723.00 | $0.00 | $133,723.00 | | | | $133,723.00 | |
| 3 | 3.5 | Comprehensive Counseling Program | All | No | | | | | $41,976.00 | $0.00 | $41,976.00 | | | | $41,976.00 | |
| 3 | 3.6 | English Language Learner Monitoring | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | | | $23,450.00 | $0.00 | $23,450.00 | | | | $23,450.00 | |
| 4 | 4.1 | Professional Development | All | No | | | | | $101,411.00 | $1,350.00 | $102,761.00 | | | | $102,761.00 | |
| 4 | 4.2 | Orientation programing - All | All | No | | | | | $10,291.00 | $9,367.00 | $19,658.00 | | | | $19,658.00 | |
| 4 | 4.3 | Administrative Support | All<br>African American, Latine, Arabic speakers, AAPI | No<br>Yes | Schoolwide | | | | $58,576.00 | $35,000.00 | $35,000.00 | | $58,576.00 | | $93,576.00 | |
| 4 | 4.4 | Advisory Program | All | No<br>Yes | Schoolwide | | | | $17,001.00 | $6,500.00 | $23,501.00 | | | | $23,501.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **4** | **4.5** | Interpretation/Translation ELL | All English Learners | No | | English Learners | | | $0.00 | $8,181.00 | $8,181.00 | | | | $8,181.00 | |

# 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 |
|---|---|---|---|---|---|---|---|---|---|
| 2,761,903 | 261828 | 9.480% | 0.000% | 9.480% | $261,828.00 | 0.000% | 9.480 % | **Total:** | $261,828.00 |
| | | | | | | | | **LEA-wide Total:** | $0.00 |
| | | | | | | | | **Limited Total:** | $23,450.00 |
| | | | | | | | | **Schoolwide Total:** | $238,378.00 |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| **2** | **2.1** | College Counseling | Yes | Schoolwide | | | $31,871.00 | |
| **3** | **3.1** | Instructional Model | Yes | Schoolwide | | | $62,140.00 | |
| **3** | **3.2** | Revise MTSS Processes and Documentation | Yes | Schoolwide | | | $21,208.00 | |
| **3** | **3.3** | Restorative Practices Implementation | Yes | Schoolwide | | | $64,658.00 | |
| **3** | **3.6** | English Language Learner Monitoring | Yes | Limited to Unduplicated Student Group(s) | English Learners | | $23,450.00 | |
| **4** | **4.3** | Administrative Support | Yes | Schoolwide | | | $35,000.00 | |
| **4** | **4.4** | Advisory Program | Yes | Schoolwide | | | $23,501.00 | |
| **4** | **4.5** | Interpretation/Translation ELL | | | English Learners | | $8,181.00 | |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $5,300,638.00 | $5,244,546.00 |

| 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** | Professional Development Time for Data Analysis and Instruction | No | $186,538.00 | 177,147.00 |
| **1** | **1.2** | Equity focused PD | No | $186,538.00 | 177,147.00 |
| **1** | **1.3** | Services for Students with Disabilities | No | $1,171,077.00 | 1165,192.00 |
| **1** | **1.4** | Instructional Focus on Tier 1 instruction/intervention | No | $729,525.00 | 690,324.00 |
| **1** | **1.5** | Instructional Resources and Materials | No | $88,663.00 | 98,780.00 |
| **1** | **1.6** | Hire and Retain Diverse Classroom Teachers, Certificated Support Personnel, and Site Administrators - All Students, Students w Disabilities, African American, Latino, English Learners, Foster, Homeless, Low Income Students | No | $1,183,353.00 | 1,193,045.00 |
| **2** | **2.1** | College Counseling | No<br><br>Yes | $45,796.00 | 28,140.00 |

| 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) |
|---|---|---|---|---|---|
| 2 | 2.2 | Emphasis on standards-aligned Project-Based Learning (PBL) | No | $263,671.00 | 274,682.00 |
| 2 | 2.3 | College & Career Scope & Sequence | No | $63,246.00 | 66,194.00 |
| 2 | 2.4 | School Safety | No | $162,841.00 | 226,220.00 |
| 3 | 3.1 | Instructional Model | No<br>Yes | $250,409.00 | 256,235.00 |
| 3 | 3.2 | Revise MTSS Processes and Documentation | No<br>Yes | $74,597.00 | 58,529.00 |
| 3 | 3.3 | Restorative Practices Implementation | No<br>Yes | $124,046.00 | 141,416.00 |
| 3 | 3.4 | Counseling Groups | No | $41,315.00 | 55,958.00 |
| 3 | 3.5 | Comprehensive Counseling Program | No | $254,623.00 | 223,184.00 |
| 3 | 3.6 | English Language Learner Monitoring | Yes | $13,500.00 | 28,140.00 |
| 4 | 4.1 | Professional Development | No | $156,666.00 | 158,651.00 |
| 4 | 4.2 | Orientation programing - All | No | $85,415.00 | 37,696.00 |
| 4 | 4.3 | Administrative Support | No | $157,095.00 | 136,245.00 |

| 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) |
|---|---|---|---|---|---|
| | | | Yes | | |
| **4** | **4.4** | Advisory Program | No<br><br>Yes | $27,030.00 | 36,880.00 |
| **4** | **4.5** | Interpretation/Translation ELL | No | $34,694.00 | 14,741.00 |

# 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) |
|---|---|---|---|---|---|---|
| 315,001.00 | $342,649.00 | $372,679.00 | ($30,030.00) | 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) |
|---|---|---|---|---|---|---|---|
| 2 | 2.1 | College Counseling | Yes | $45,796.00 | 28,140.00 | | |
| 3 | 3.1 | Instructional Model | Yes | $118,854.00 | 124,680.00 | | |
| 3 | 3.2 | Revise MTSS Processes and Documentation | Yes | $18,397.00 | 18,397.00 | | |
| 3 | 3.3 | Restorative Practices Implementation | Yes | $33,196.00 | 50,566.00 | | |
| 3 | 3.6 | English Language Learner Monitoring | Yes | $13,500.00 | 28,140.00 | | |
| 4 | 4.3 | Administrative Support | Yes | $85,876.00 | 85,876.00 | | |
| 4 | 4.4 | Advisory Program | Yes | $27,030.00 | 36,880.00 | | |

# 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) |
|---|---|---|---|---|---|---|---|---|
| 3,395,134.00 | 315,001.00 | | 9.278% | $372,679.00 | 0.000% | 10.977% | $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 32526(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 32526(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 32526(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 32526(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

# Attendance Count Report

Alameda Community Learning Center

**Occurrences of these codes: A**
**Number of occurrences between 08/11/2025 - 06/03/2026**

| Student | Number | Grade | P1 | P2 | P3 | P4 | P5 | P6 | P11 | P12 | P13 | P14 | P15 | P16 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Abuhamdan, Xiyate | 82115 | 12 | 63 | 96 | 104 | 55 | 49 | 48 | 18 | 26 | 26 | 10 | 12 | 10 | 517 |
| Adam, Aymen Mahamad | 82401 | 11 | 26 | 8 | 11 | 14 | 27 | 24 | 2 | 3 | 3 | 7 | 5 | 2 | 132 |
| Anderson, Quinn Eowyn | 82683 | 9 | 17 | 13 | 13 | 12 | 12 | 10 | 10 | 9 | 7 | 6 | 7 | 6 | 122 |
| Argyriou, Catalina E | 82403 | 10 | 7 | 11 | 16 | 31 | 26 | 45 | 11 | 8 | 7 | 7 | 11 | 11 | 191 |
| Awad, Marwa Elfatih | 82748 | 9 | 12 | 18 | 14 | 12 | 18 | 10 | 11 | 12 | 10 | 8 | 8 | 4 | 137 |
| Ayala, Samuel Jaasai | 82147 | 12 | 19 | 20 | 35 | 15 | 45 | 0 | 7 | 7 | 0 | 1 | 3 | 1 | 153 |
| Banks, Jo'Vaughn Alexie | 81680 | 12 | 15 | 15 | 17 | 21 | 17 | 18 | 4 | 1 | 3 | 4 | 8 | 3 | 126 |
| Barron, Evelyn Jade | 82670 | 8 | 23 | 20 | 22 | 24 | 24 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 139 |
| Basaldua Burciaga, Henry Leonardo | 81973 | 11 | 35 | 22 | 18 | 17 | 21 | 14 | 17 | 10 | 10 | 10 | 7 | 7 | 188 |
| Beene, Alaya Precious | 81646 | 12 | 12 | 16 | 18 | 41 | 7 | 1 | 1 | 5 | 5 | 6 | 0 | 0 | 112 |
| Bellaguid, Heba | 81810 | 12 | 22 | 15 | 24 | 22 | 18 | 0 | 4 | 4 | 3 | 5 | 0 | 0 | 117 |
| Belton, Jah'Nai | 82576 | 10 | 23 | 22 | 24 | 28 | 22 | 53 | 5 | 6 | 6 | 8 | 5 | 6 | 208 |
| Briant II, David Anthony | 82119 | 12 | 23 | 26 | 17 | 21 | 22 | 5 | 4 | 2 | 6 | 3 | 4 | 1 | 134 |
| Britton Reese, Johnny | 82462 | 12 | 26 | 14 | 24 | 24 | 40 | 19 | 10 | 7 | 10 | 9 | 8 | 6 | 197 |
| Brown, Devine Nori-leila | 82771 | 9 | 40 | 31 | 32 | 32 | 46 | 44 | 15 | 12 | 10 | 9 | 11 | 10 | 292 |
| Cabezas Mejia, Alejandro | 82581 | 10 | 24 | 22 | 21 | 25 | 23 | 13 | 5 | 6 | 6 | 5 | 6 | 3 | 159 |
| Collins, Dean Thomas | 81817 | 12 | 39 | 36 | 49 | 74 | 69 | 39 | 6 | 4 | 11 | 16 | 3 | 3 | 349 |
| Colston, Jaelyn Tyrell | 82584 | 10 | 27 | 23 | 22 | 21 | 26 | 22 | 3 | 3 | 3 | 3 | 1 | 4 | 158 |
| Corral, Alyssa Elizabeth Rose | 82306 | 11 | 42 | 24 | 18 | 12 | 21 | 17 | 13 | 6 | 3 | 3 | 4 | 3 | 166 |
| Diamond, Alyric Renee Leigh | 82405 | 11 | 20 | 22 | 18 | 11 | 20 | 13 | 3 | 4 | 5 | 2 | 5 | 1 | 124 |
| Evans, Ferrell Mae Kyoko | 82216 | 11 | 43 | 33 | 36 | 49 | 32 | 38 | 14 | 13 | 13 | 11 | 8 | 9 | 299 |
| Fernandez, Jonathan Alejandro | 81910 | 11 | 44 | 42 | 37 | 37 | 30 | 36 | 17 | 16 | 15 | 9 | 6 | 9 | 298 |
| Flores, Alonso Joaquin | 82314 | 11 | 35 | 27 | 34 | 28 | 32 | 34 | 8 | 6 | 8 | 5 | 9 | 4 | 230 |
| Foster, Devaughna Mae Arlene | 82787 | 7 | 31 | 33 | 28 | 36 | 40 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 196 |
| Foster, Dionne Lashaun Opal | 82788 | 6 | 32 | 34 | 30 | 33 | 29 | 38 | 0 | 0 | 0 | 0 | 0 | 0 | 196 |
| Frieson, Kemiura Miyoko | 82478 | 10 | 75 | 72 | 59 | 60 | 67 | 54 | 23 | 22 | 19 | 20 | 20 | 15 | 506 |
| Gracey, Hannah Judith | 82122 | 12 | 22 | 24 | 31 | 37 | 0 | 0 | 7 | 6 | 3 | 5 | 0 | 0 | 135 |
| Hall, Bryce | 82124 | 12 | 36 | 29 | 31 | 32 | 30 | 29 | 14 | 7 | 7 | 7 | 6 | 8 | 236 |
| Hassan, Wathah Saleh | 82606 | 11 | 40 | 54 | 12 | 60 | 9 | 16 | 13 | 19 | 4 | 9 | 4 | 3 | 243 |
| Hegwood, Mekhi Jouan | 82439 | 8 | 7 | 4 | 41 | 25 | 15 | 32 | 0 | 0 | 0 | 0 | 0 | 0 | 124 |
| Hegwood, Myshanae Nicole | 82440 | 10 | 8 | 15 | 20 | 34 | 15 | 35 | 5 | 0 | 4 | 7 | 5 | 7 | 155 |
| Hofstetter, Jarrod Milo | 81942 | 10 | 25 | 14 | 16 | 34 | 18 | 23 | 10 | 7 | 7 | 10 | 7 | 8 | 179 |
| Hughes, Logik | 82769 | 9 | 26 | 32 | 10 | 12 | 16 | 17 | 6 | 8 | 2 | 2 | 4 | 4 | 139 |
| Hull, Declan Reed | 81677 | 12 | 69 | 76 | 74 | 73 | 69 | 64 | 20 | 22 | 20 | 20 | 21 | 17 | 545 |
| Idris, Shahd Mahmoud | 82045 | 9 | 21 | 25 | 61 | 21 | 35 | 20 | 7 | 5 | 18 | 4 | 4 | 5 | 226 |
| Javan, Kamela Andemeskel | 82757 | 10 | 68 | 50 | 49 | 38 | 33 | 32 | 18 | 14 | 14 | 8 | 11 | 7 | 342 |
| Jeno, Apanii | 82125 | 12 | 66 | 43 | 32 | 35 | 59 | 49 | 17 | 13 | 7 | 5 | 13 | 12 | 351 |
| Johnson, Luke William | 82014 | 10 | 56 | 29 | 69 | 67 | 22 | 48 | 15 | 9 | 16 | 15 | 8 | 11 | 365 |
| Khuu, Allen Quoc | 82737 | 10 | 19 | 18 | 12 | 14 | 17 | 19 | 5 | 5 | 5 | 5 | 5 | 5 | 129 |
| Kiruluta, Henry Sengo | 82089 | 12 | 56 | 102 | 95 | 85 | 77 | 70 | 17 | 28 | 25 | 21 | 17 | 17 | 610 |
| Lee, Milani Christina | 82621 | 9 | 31 | 25 | 33 | 17 | 19 | 17 | 4 | 3 | 4 | 3 | 3 | 4 | 163 |
| Lewis-Zedd, Ryan Sara | 82129 | 12 | 31 | 50 | 39 | 24 | 21 | 24 | 11 | 10 | 8 | 3 | 6 | 6 | 233 |
| Lopez, Gianni | 82131 | 12 | 20 | 13 | 28 | 18 | 16 | 7 | 2 | 2 | 5 | 4 | 1 | 1 | 117 |
| Mahoney, Trenity Victoria | 82435 | 11 | 47 | 27 | 31 | 30 | 26 | 15 | 15 | 11 | 10 | 7 | 3 | 8 | 230 |
| Mendosa, Noah James | 82724 | 9 | 57 | 28 | 51 | 29 | 41 | 25 | 16 | 16 | 15 | 8 | 6 | 4 | 296 |
| Mexicano Enciso, William | 82460 | 12 | 18 | 16 | 44 | 30 | 4 | 0 | 3 | 2 | 13 | 4 | 0 | 0 | 134 |
| Mexicano, Omar | 82459 | 12 | 23 | 17 | 34 | 56 | 89 | 44 | 3 | 2 | 4 | 10 | 18 | 8 | 308 |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Moreno, Paulina | 82356 | 11 | 28 | 31 | 31 | 19 | 32 | 40 | 7 | 3 | 5 | 4 | 3 | 4 | 207 |
| Morris, Jodie Jervae Marie | 82631 | 12 | 104 | 64 | 63 | 51 | 54 | 40 | 27 | 19 | 23 | 13 | 11 | 11 | 480 |
| Nguyen, MyNhan Cao | 81637 | 12 | 117 | 98 | 98 | 73 | 72 | 106 | 33 | 27 | 26 | 16 | 17 | 24 | 707 |
| Ortega, Eli | 82483 | 12 | 34 | 11 | 14 | 44 | 4 | 0 | 6 | 2 | 4 | 9 | 1 | 0 | 129 |
| Pagayonan, Kimberley Hinkle | 81970 | 10 | 6 | 1 | 11 | 20 | 35 | 43 | 1 | 0 | 1 | 1 | 8 | 10 | 137 |
| Pardo, Gabriela Angelina | 82361 | 11 | 91 | 68 | 64 | 54 | 49 | 46 | 27 | 20 | 15 | 7 | 6 | 11 | 458 |
| Parker, Cameron Gable | 82755 | 9 | 57 | 47 | 55 | 89 | 50 | 39 | 9 | 10 | 11 | 17 | 7 | 8 | 399 |
| Parker, Cyrus G | 82412 | 11 | 27 | 26 | 17 | 27 | 18 | 18 | 5 | 3 | 3 | 9 | 3 | 2 | 158 |
| Rodrigues, Aemilius Benjamin | 82644 | 10 | 5 | 3 | 18 | 30 | 4 | 43 | 4 | 1 | 0 | 13 | 2 | 9 | 132 |
| Rodriguez, Jayliah K | 82645 | 10 | 76 | 47 | 57 | 44 | 72 | 52 | 19 | 10 | 10 | 6 | 11 | 11 | 415 |
| Rodriguez, Joseph M | 82204 | 9 | 64 | 15 | 21 | 33 | 15 | 23 | 21 | 10 | 5 | 10 | 7 | 10 | 234 |
| Saraiva, Isaque Carques | 81695 | 12 | 33 | 21 | 17 | 34 | 34 | 24 | 2 | 2 | 4 | 5 | 3 | 3 | 182 |
| Selamu, Amir M | 82372 | 12 | 12 | 17 | 18 | 25 | 27 | 22 | 3 | 3 | 5 | 7 | 8 | 8 | 155 |
| Sims, Leah Shiray | 82457 | 12 | 12 | 39 | 27 | 24 | 5 | 1 | 3 | 11 | 6 | 6 | 5 | 1 | 140 |
| Sulivunh, Brandon | 82779 | 9 | 32 | 34 | 28 | 30 | 25 | 35 | 10 | 9 | 9 | 5 | 8 | 10 | 235 |
| Terry, Nyles A | 82696 | 10 | 11 | 21 | 29 | 28 | 19 | 22 | 2 | 6 | 7 | 13 | 5 | 6 | 169 |
| Un, Suntera Antonio | 82140 | 12 | 21 | 16 | 17 | 36 | 20 | 0 | 2 | 1 | 9 | 6 | 0 | 0 | 128 |
| Vasquez, Alejandro Elian | 82141 | 12 | 37 | 24 | 27 | 18 | 61 | 4 | 9 | 9 | 5 | 1 | 5 | 1 | 201 |
| Vergara Morales, Fernando | 82467 | 12 | 35 | 18 | 21 | 16 | 33 | 50 | 9 | 2 | 3 | 4 | 10 | 12 | 213 |
| Vrizuela, Ellie | 82144 | 12 | 24 | 18 | 18 | 24 | 29 | 2 | 12 | 6 | 8 | 8 | 0 | 1 | 150 |
| Watts, Za'Niya Kasondra | 82767 | 9 | 21 | 47 | 47 | 39 | 26 | 23 | 8 | 11 | 17 | 9 | 5 | 7 | 260 |
| Yemane, Eyoel Germen | 82773 | 10 | 10 | 11 | 25 | 18 | 18 | 38 | 2 | 4 | 6 | 5 | 6 | 5 | 148 |
| Zaragoza, Scott Manuel | 82146 | 12 | 33 | 32 | 50 | 33 | 58 | 68 | 9 | 5 | 10 | 6 | 19 | 21 | 344 |

Set Current Selection

# Uniform Complaint Policy and Procedures

Community Learning Center Schools, Inc. ("CLCS") complies with applicable federal and state laws and regulations. CLCS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any CLCS program or activity.

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:

   - Accommodations for Pregnant, Parenting or Lactating Students;
   - Adult Education;
   - Career Technical and Technical Education;
   - Career Technical and Technical Training;
   - Child Care and Development Programs;
   - Consolidated Categorical Aid;
   - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
   - Every Student Succeeds Act;
   - Migrant Education Programs;
   - Regional Occupational Centers and Programs; and/or
   - School Safety Plans.

3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

   i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

   ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

   iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If CLCS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, CLCS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by CLCS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or CLCS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If CLCS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

CLCS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. CLCS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, CLCS will attempt to do so as appropriate. CLCS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

Retaliation is Prohibited

CLCS shall ensure that complainants, witnesses, participants, and any individual involved in the complaint process are protected from retaliation. CLCS strictly prohibits any form of retaliation, intimidation, harassment, coercion, or adverse action that could deter an individual from filing, pursuing, participating in or cooperating in a complaint or investigation, in accordance with 5 C.C.R. §4621(a). Any allegation of retaliation shall be promptly investigated and may result in disciplinary or corrective action, as appropriate.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure CLCS's compliance with law:

Executive Director
1900 Third Street  Alameda, CA 94501
510-995-4300

The Executive Director or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the President of the CLCS Board of Directors.

Notifications

The Executive Director or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be made available on CLCS's website.

CLCS shall annually provide written notification of CLCS's UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in CLCS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.

2. A statement clearly identifying any California State preschool programs that CLCS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that CLCS is operating pursuant to Title 22 licensing requirements.

3. A statement that CLCS is primarily responsible for compliance with federal and state laws and regulations.

4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.

6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

7. A statement that the complainant has a right to appeal CLCS's decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of CLCS's decision, except if CLCS has used its UCP to address a complaint that is not subject to the UCP requirements.

8. A statement that a complainant who appeals CLCS's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if CLCS finds merit in a UCP complaint, or the CDE finds merit in an appeal, CLCS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.

11. A statement that copies of CLCS's UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that CLCS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the Executive Director or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the Executive Director or designee shall be made in writing. The period for filing may be extended by the Executive Director or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The Executive Director shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the CLCS Board of Directors approved the LCAP or the annual update was adopted by CLCS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, CLCS staff shall assist the complainant in the filing of the complaint.

- **Step 2: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

CLCS's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 3: Final Written Decision**

CLCS shall issue an investigation report (the "Decision") based on the evidence. CLCS's Decision shall be in writing and sent to the complainant within sixty (60) calendar days of CLCS's receipt unless the timeframe is extended with the written agreement of the complainant. CLCS's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.

2. The conclusion providing a clear determination for each allegation as to whether CLCS is in compliance with the relevant law.

3. Corrective actions, if CLCS finds merit in the complaint and any are warranted or required by law.

4. Notice of the complainant's right to appeal CLCS's Decision within thirty (30) calendar days to the CDE, except when CLCS has used its UCP to address complaints that are not subject to the UCP requirements.

5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of CLCS's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with CLCS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. CLCS failed to follow its complaint procedures.

2. Relative to the allegations of the complaint, CLCS's Decision lacks material findings of fact necessary to reach a conclusion of law.

3. The material findings of fact in CLCS's Decision are not supported by substantial evidence.

4. The legal conclusion in CLCS's Decision is inconsistent with the law.

5. In a case in which CLCS's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Executive Director or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.

2. A copy of the Decision.

3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.

4. A report of any action taken to resolve the complaint.

5. A copy of CLCS's complaint procedures.

6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to CLCS for resolution as a new complaint. If the CDE notifies CLCS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, CLCS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by CLCS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, CLCS has not taken action within sixty (60) calendar days of the date the complaint was filed with CLCS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of CLCS's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if CLCS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

**Policy Approved: 05/21/2026**

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

| | |
|---|---|
| **Item Title:** | Update on 2026 California School Dashboard Results (20 Mins/Information) |
| **Item Type:** | Information |
| **Background:** | Tonight, staff bring to the Board results from the 2026 California School Dashboard.<br><br>The CA School Dashboard is a powerful online tool that displays the performance of local educational agencies (LEAs), schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |
| **AUSD LCAP Goals:** | 1. Eliminate barriers to student success and maximize learning time.\| 2a. Support all students in becoming college and career ready.\| 2b. Support all English Learners (ELs) in becoming college and career ready.\| 3. Support parent/guardian development as knowledgeable partners and effective advocates for student success.\| 4. Ensure that all students have access to basic services. |
| **Fund Codes:** | |
| **Fiscal Analysis** | |
| **Amount (Savings) (Cost):** | N/A |
| **Recommendation:** | This item is presented for information only. |
| **AUSD Guiding Principle:** | #1 - All students have the ability to achieve academic and personal success.\| #2 - Teachers must challenge and support all students to reach their highest academic and personal potential.\| #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.\| #4 - Parental involvement and community engagement are integral to student success.\| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.\| #6 - Allocation of funds must support our vision, mission, and guiding principles. |
| **Submitted By:** | Lindsey Jenkins-Stark, Sr. Manager of Data, Assessment, and Research |

**ATTACHMENTS:**

| | Description | Upload Date | Type |
|---|---|---|---|
| 🗋 | Presentation: 2026 CA School Dashboard Results_11.10.26 | 11/5/2026 | Presentation |

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

# 2026 California School Dashboard Results

Lindsey Jenkins-Stark
Senior Manager of Data, Assessment, and Research

November 10, 2026

# Outcomes

- Provide a brief overview of the California School Dashboard and its components
- Review a summary of Alameda Unified School District's 2026 Dashboard performance

# What is the California School Dashboard?

*The California School Dashboard (Dashboard) is an online tool designed to help communities across the state access important information about kindergarten through grade twelve schools and districts. The Dashboard features easy-to-read reports on multiple measures of school success.*

https://www.caschooldashboard.org/



# 2026 Dashboard Important Changes

The 2026 Dashboard publicly released on **October 15**



### ELA/Math Indicators

- Moved to "Distance from Proficiency"
- Will show CAASPP trends for all students
- Grace periods removed



### Science and Growth now full indicators

- Moved out of "Informational Purposes"
- Planned for inclusion in DA criteria beginning in 2029



### College/ Career Indicator (CCI)

New and revised measures include:

- State Seal of Civic Engagement
- Work-Based Learning
- Expanded IB measure
- Cambridge International
- ASVAB option added to Leadership/Military Science

CCI Flyer



### Teacher Assignment Data

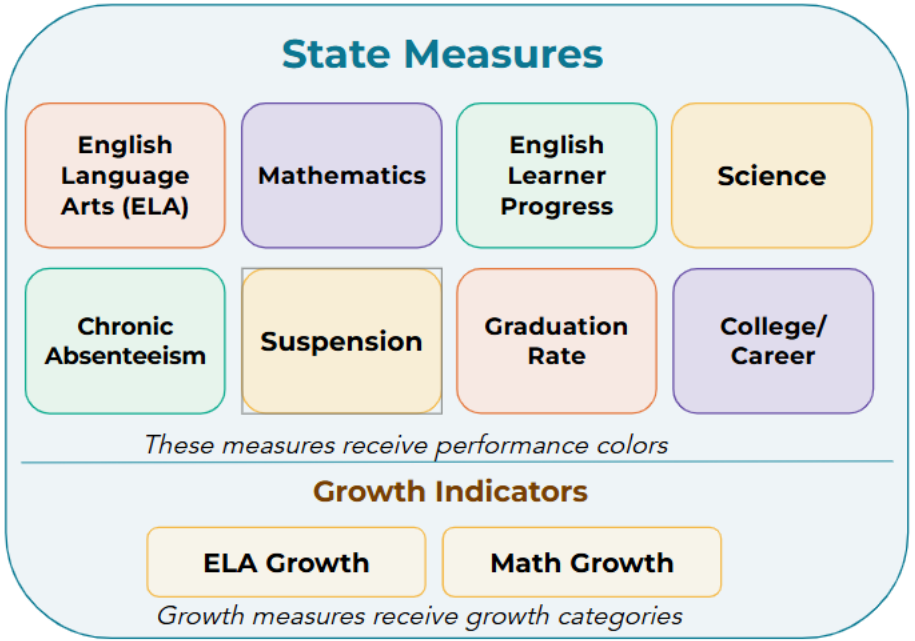
- "Clear" is now "Fully credentialed and properly assigned."
- New intra-district comparison table



### Long Term English Learners

- Newly **reclassified LTELs** now count in the LTEL ELPI rate
- **LTEL suspension** uses the middle school (for schools) and unified/K–12 (for districts) five-by-five

# What Metrics are in the CA Dashboard?




## Local Measures

- Basic Services and Conditions
- Implementation of State Academic Standards
- School Climate
- Parent and Family Engagement
- Access to a Broad Course of Study
- For COEs only:
  - Coordination of Services for Expelled Students
  - Coordination of Services for Foster Youth (COEs only)

*Local measures receive ratings*

# What the Dashboard Doesn't Tell Us

- What **additional data** are needed to help narrow the list of possible root causes?
- What do we want to **compare**? (Schools, grades, student groups?)
- The Dashboard is really the "post-mortem," **not a monitoring instrument**

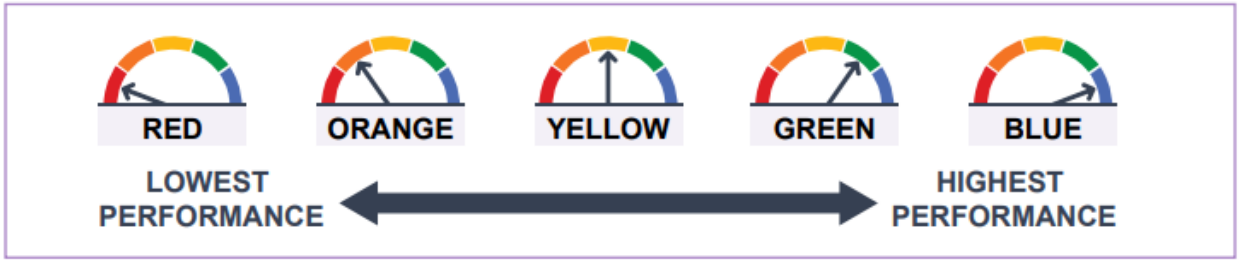


# How is Performance Determined?

| Level | Declined Significantly (Change) | Declined (Change) | Maintained (Change) | Increased (Change) | Increased Significantly (Change) |
|---|---|---|---|---|---|
| Very High (Status) | Yellow | Green | Blue | Blue | Blue |
| High (Status) | Orange | Yellow | Green | Green | Blue |
| Medium (Status) | Orange | Orange | Yellow | Green | Green |
| Low (Status) | Red | Orange | Orange | Yellow | Yellow |
| Very Low (Status) | Red | Red | Red | Orange | Yellow |

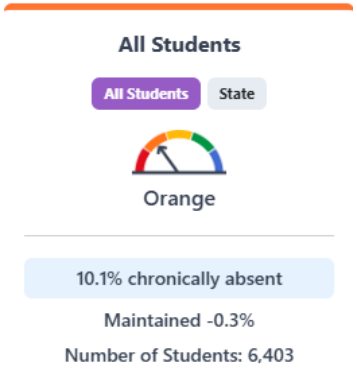
Performance in a given indicator is determined by a **combination** of status **and** change using indicator-specific rubrics

**Example:** a district with a status of 'Medium' that Increased its performance would have a performance rating of **green**



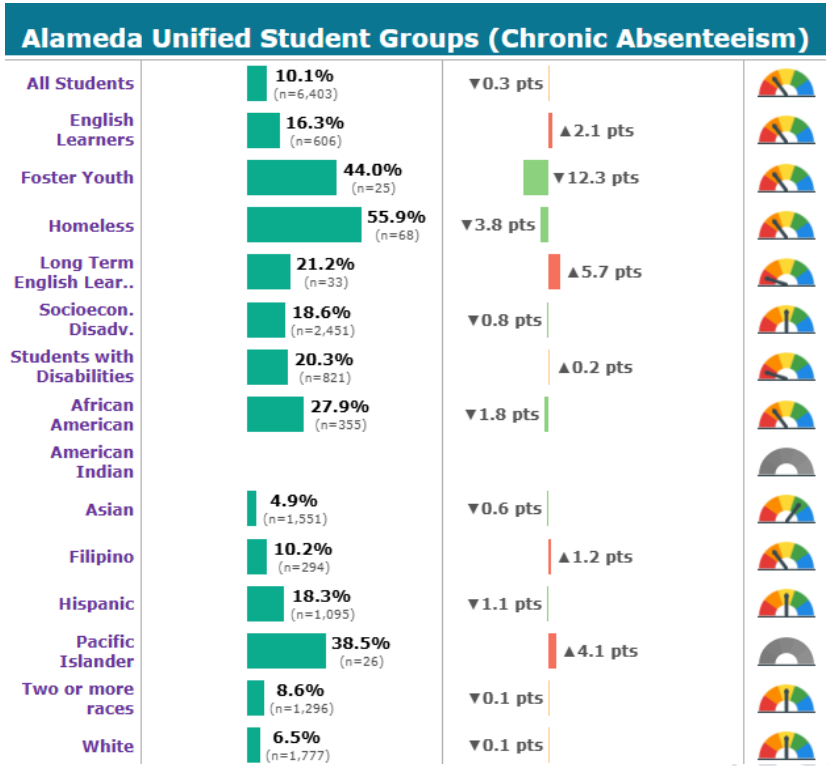
# Chronic Absenteeism

*The percent of Grades K-8 students who were absent for 10 percent or more of the total instructional school days*




AUSD earned an Orange rating for Chronic Absenteeism, with 10.1% of students chronically absent, and a decrease of 0.3 points (maintained).

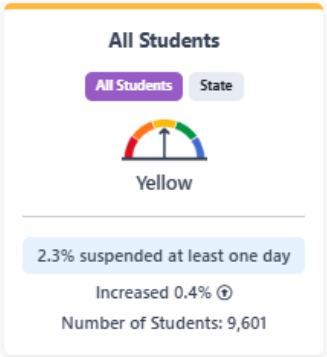
Several underserved student groups demonstrate improvement, and several student groups rates are disproportionately high.




Note: Data for groups under n=30 should be read with caution

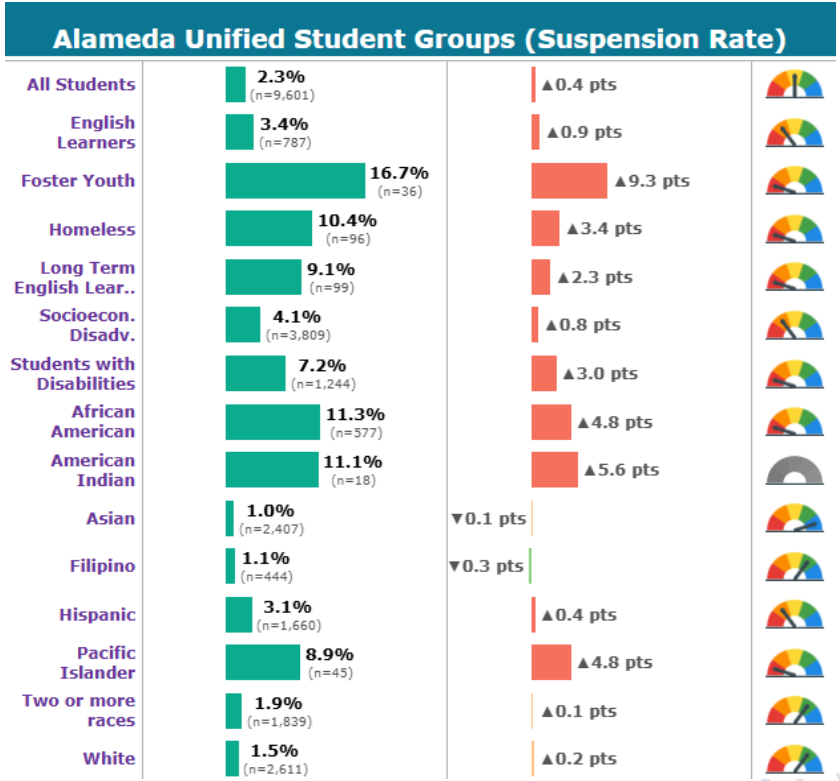
# Suspension Rate

*The percent of Grades K-12 students who were suspended for at least one full day during the school year*




AUSD earned a Yellow rating for Suspension Rate, with 2.3% of students suspended at least once, an increase of 0.4 points.

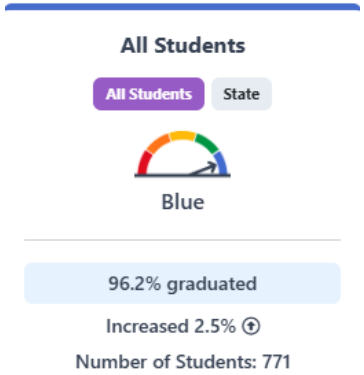
The suspension rate rose for nearly every student group, and is disproportionately high for several.




Note: Data for groups under n=30 should be read with caution

# Graduation Rate

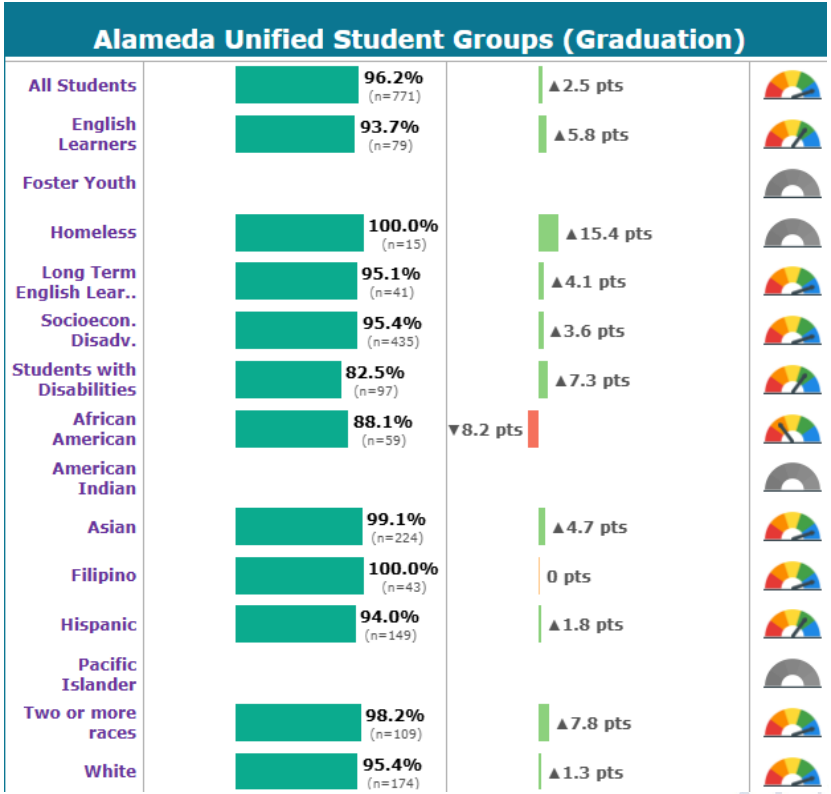
*The percent of students who received a diploma at the end of grade twelve*




AUSD earned a Blue rating for Graduation Rate with a 96.2% graduation rate, up 2.5 points.

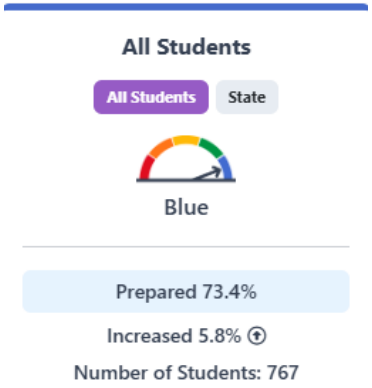
Graduation rate maintained or improved for every student group except African American students. Rates across several student groups remain disproportionately high.

Note: Data for groups under n=30 should be read with caution



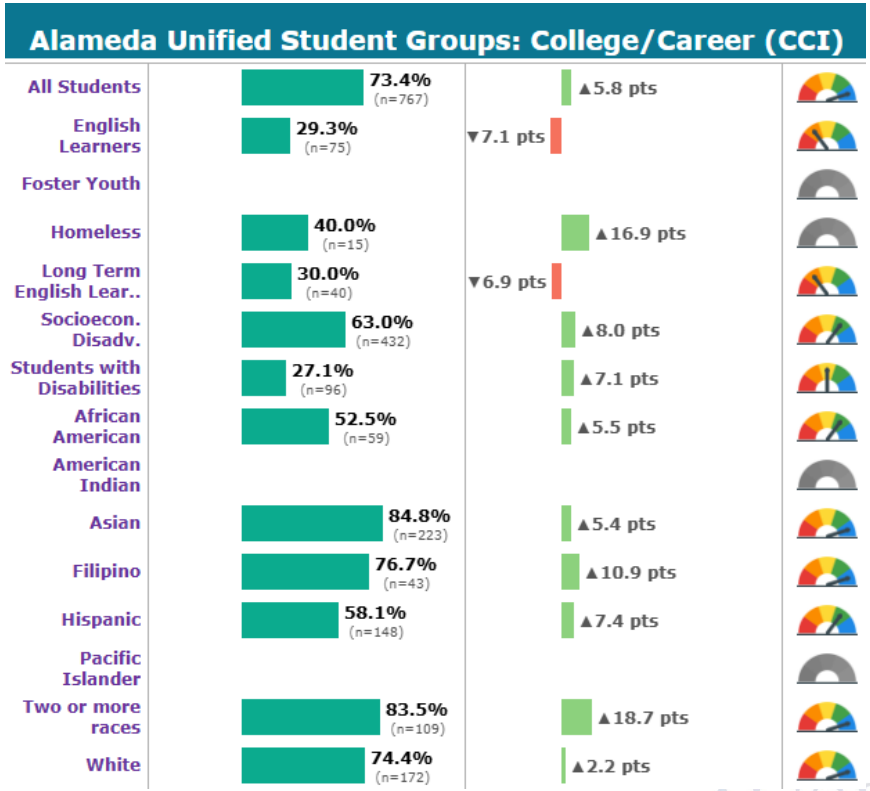
# College and Career Indicator

*The percent of high school graduates who met at least one of 19 college and career readiness indicators*




AUSD earned a Blue rating for College and Career Readiness, with 73.4% of graduates prepared, up 5.8 points.

All student groups except English Learning and Long Term English Learning students improved from last year. Several student groups remain disproportionately lower than the overall rate.




Note: Data for groups under n=30 should be read with caution

# English Learner Progress Indicator

**English Learners**

All Students | State



Orange

52.6% making progress

Declined 5.3%

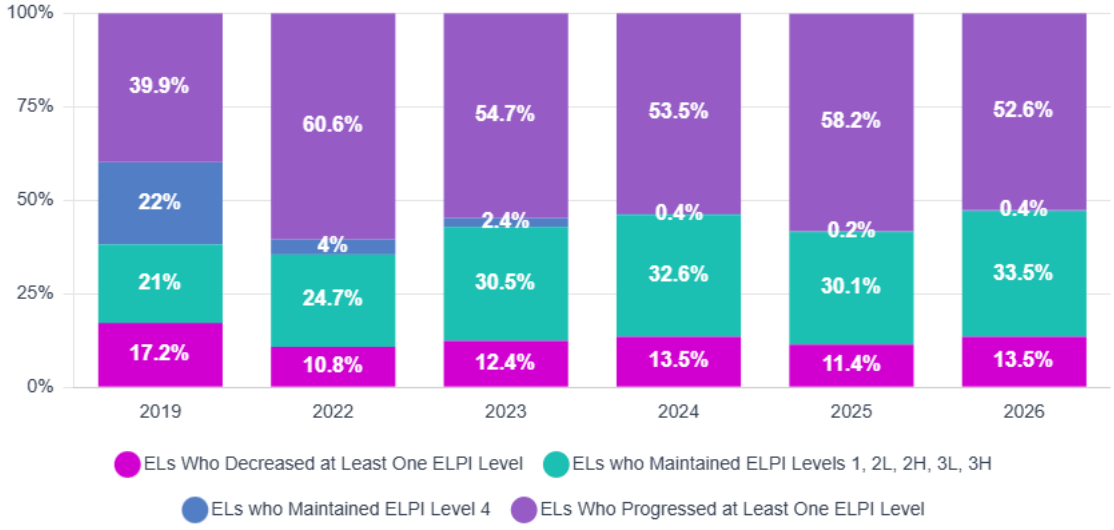
Number of Students: 538

AUSD earned an Orange rating for English Learner Progress, with 52.6% of English Learners making progress, down 5.3 points.

## Student English Language Acquisition Results

### Summative ELPAC

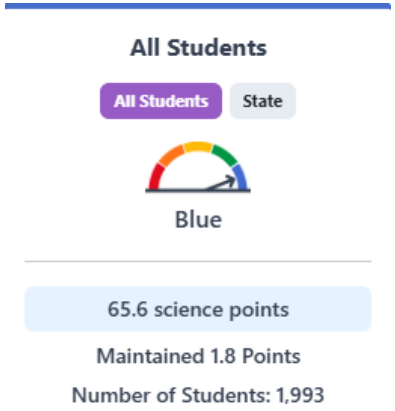
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.




Note: Data for groups under n=30 should be read with caution

# Science

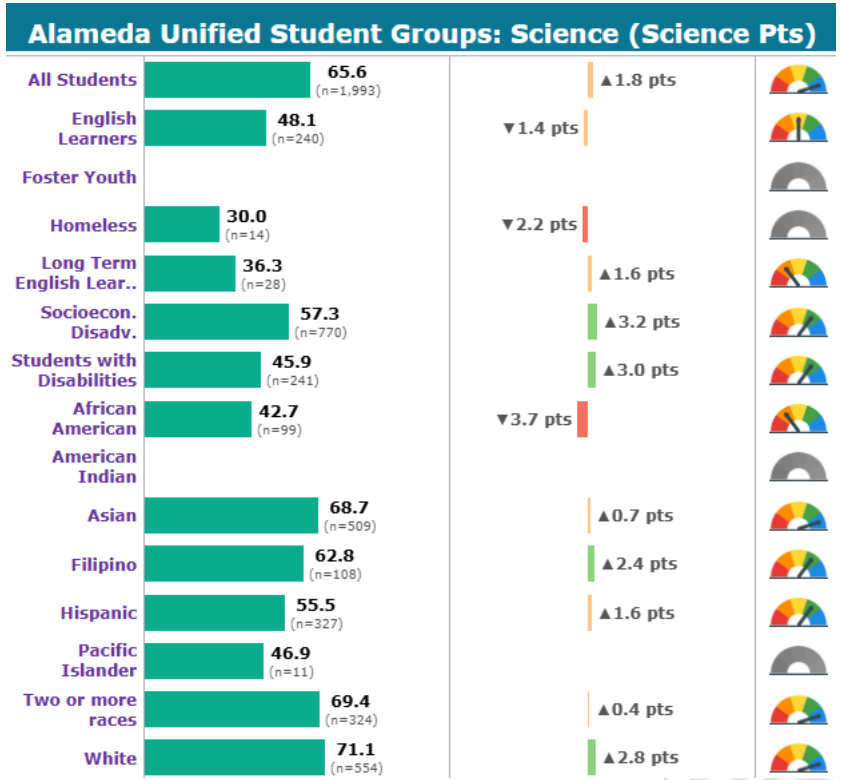
*Grades 5, 8 and high school student performance on the California Science Test (CAST) or the Alternate Assessment for Science*




AUSD earned a Blue rating for Science, with an average of 65.6 points (very high = 65), up 1.8 points.

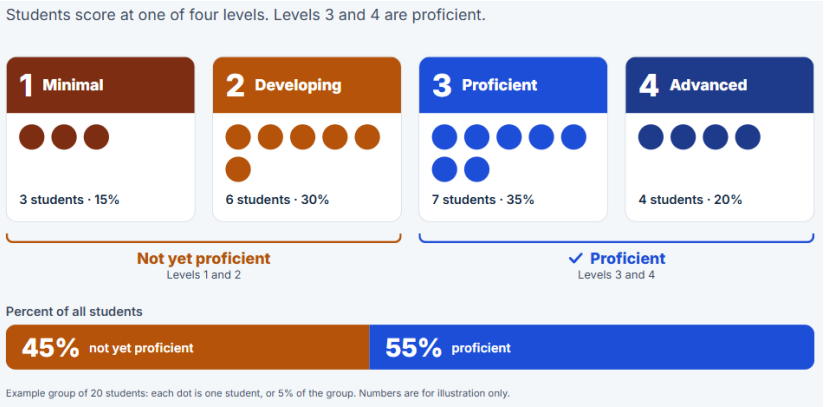
Improvement varied across student groups with some maintaining or declining. The science score was disproportionately lower than the overall for many student groups.

Note: Data for groups under n=30 should be read with caution



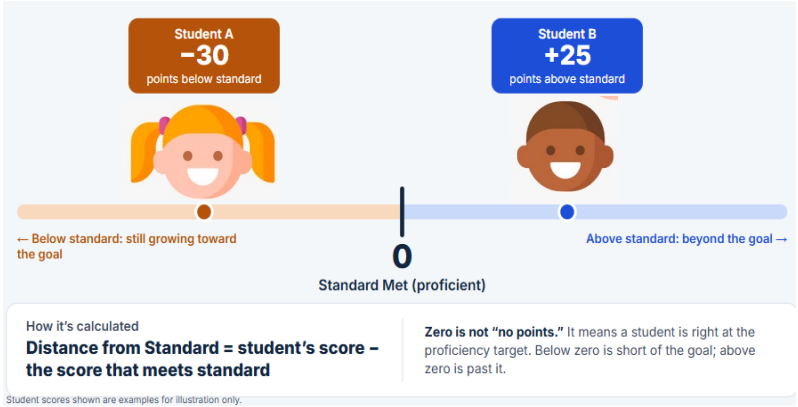
# ELA & Math State Assessment Metrics

## Percent of Students Proficient



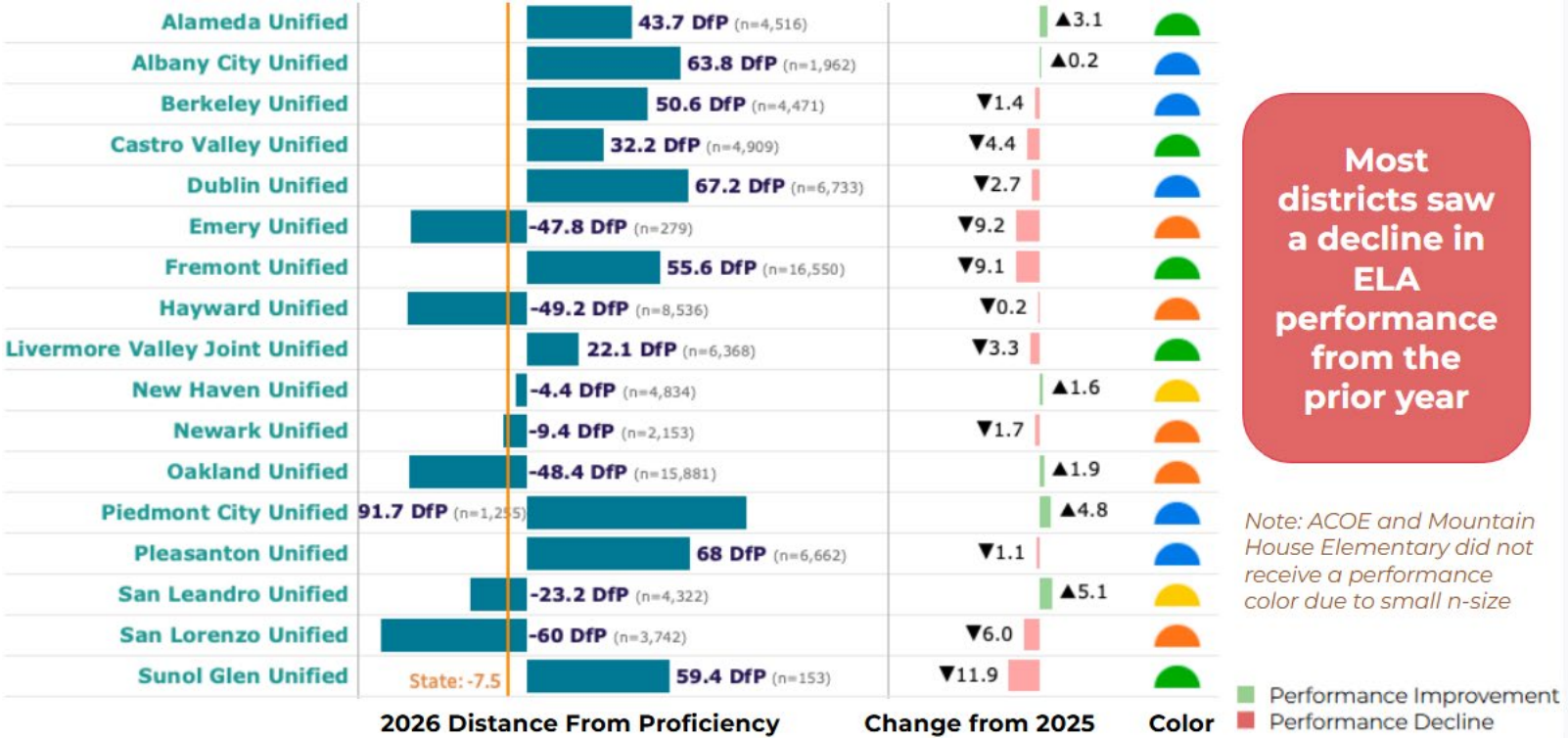

How many students are proficient in the standards for their grade level?

## Distance from Meeting Standard




On average, how far above or below the standard did the students score?

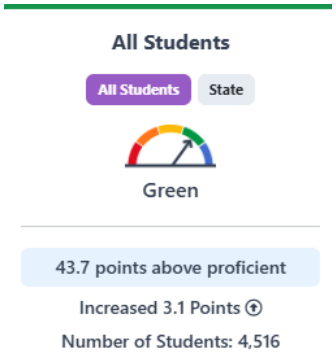
# English Language Arts by District




*A more in-depth analysis of the State Assessments will be presented to the public at subsequent board workshops

# English Language Arts*

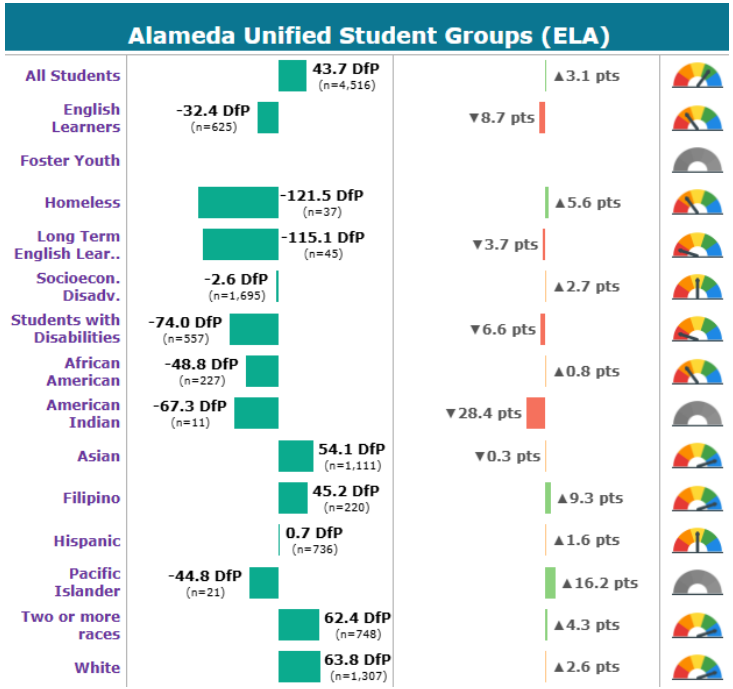
*The average distance from meeting the standard on the ELA State Assessment in grade levels 3-8 and 11*




Note: Data for groups under n=30 should be read with caution

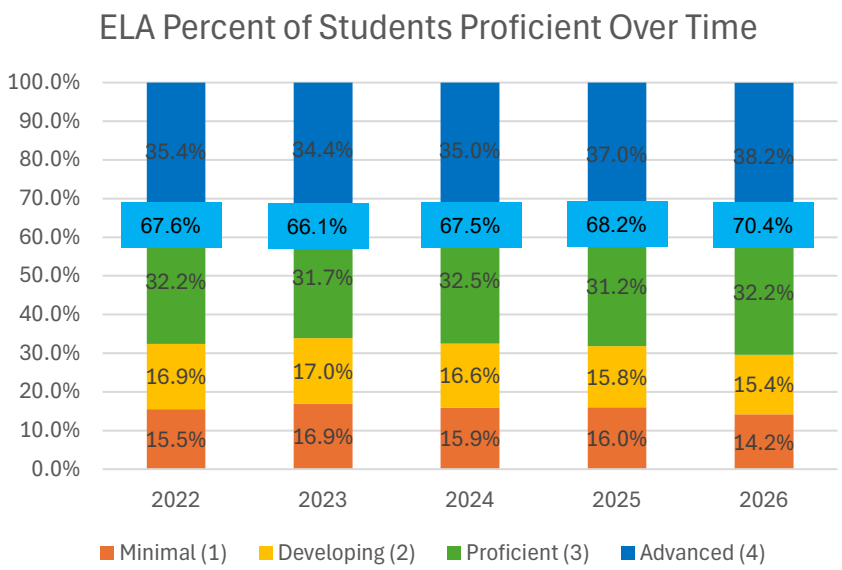
AUSD earned a Green rating, with students averaging 43.7 points above standard in ELA, up 3.1 points.

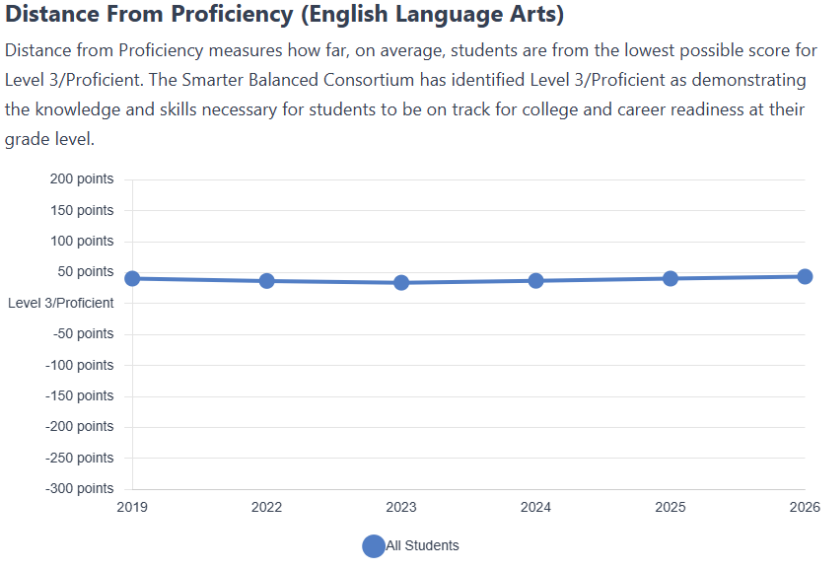
Improvement varied across student groups with some maintaining or declining. The distance from proficiency is significantly lower for several student groups when compared to all students.




*A more in-depth analysis of the State Assessments will be presented to the public at subsequent board workshops

# English Language Arts* Over Time

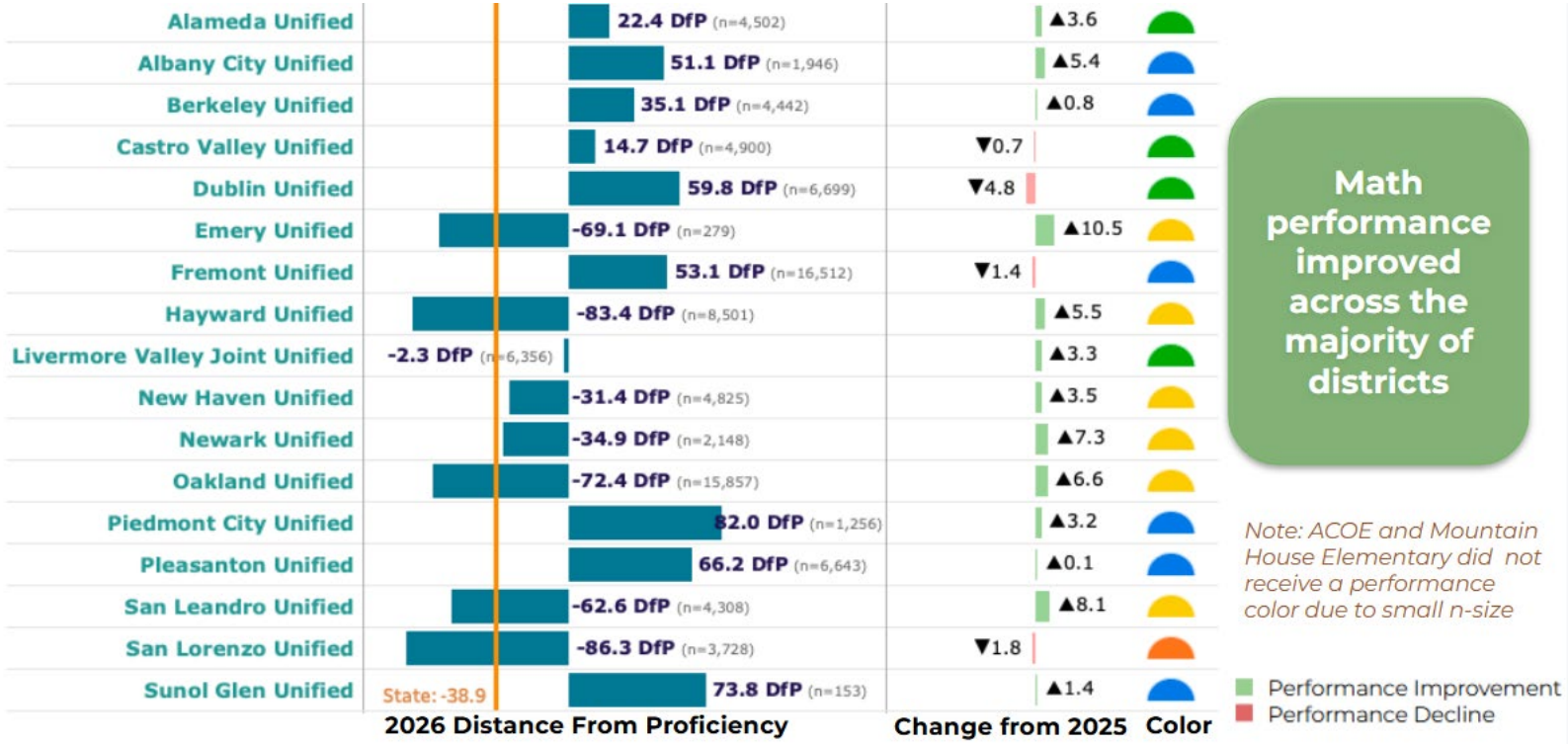



| Year | 2019 | 2022 | 2023 | 2024 | 2025 | 2026 |
|---|---|---|---|---|---|---|
| DFP | 40.5 | 36.7 | 33.9 | 37 | 40.5 | 43.7 |

*A more in-depth analysis of the State Assessments will be presented to the public at subsequent board workshops

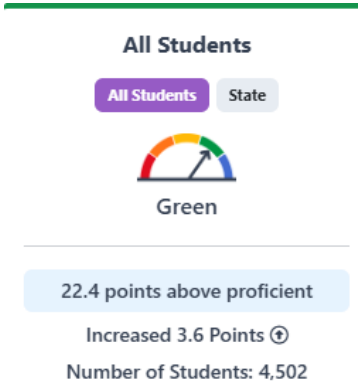
# Math by District




*A more in-depth analysis of the State Assessments will be presented at subsequent board workshops

# Math*

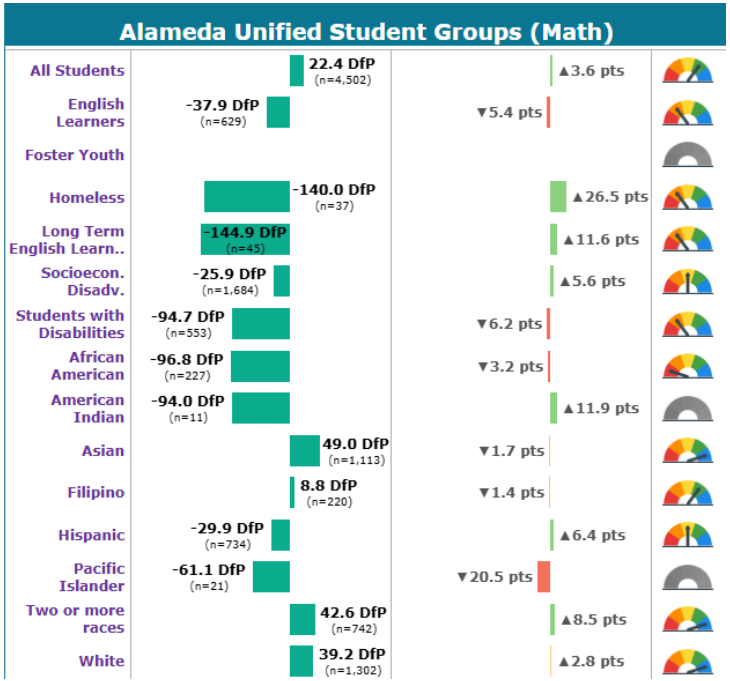
*The average distance from meeting the standard on the Math State Assessment in grade levels 3-8 and 11*




Note: Data for groups under n=30 should be read with caution

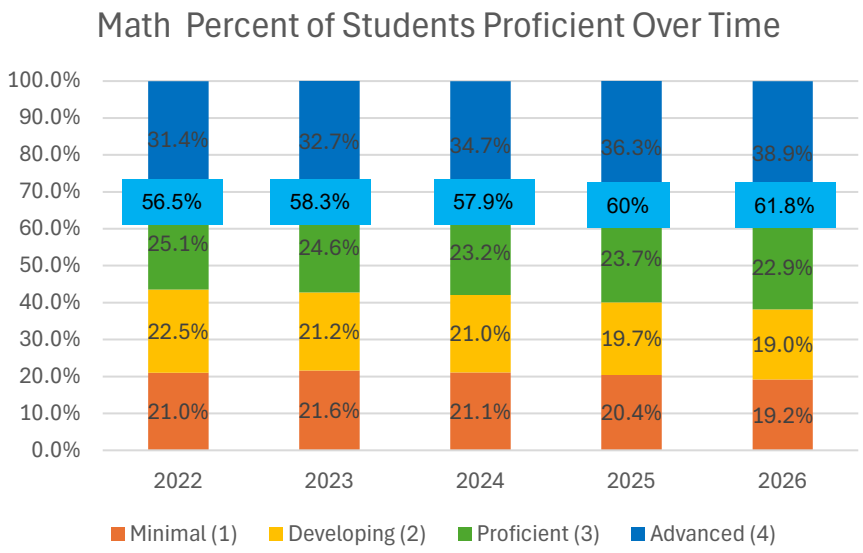
AUSD earned a Green rating, with students averaging 22.4 points above standard in Math, up 3.6 points.

Improvement varied across student groups with some maintaining or declining. The distance from proficiency is significantly lower for several student groups when compared to all students.



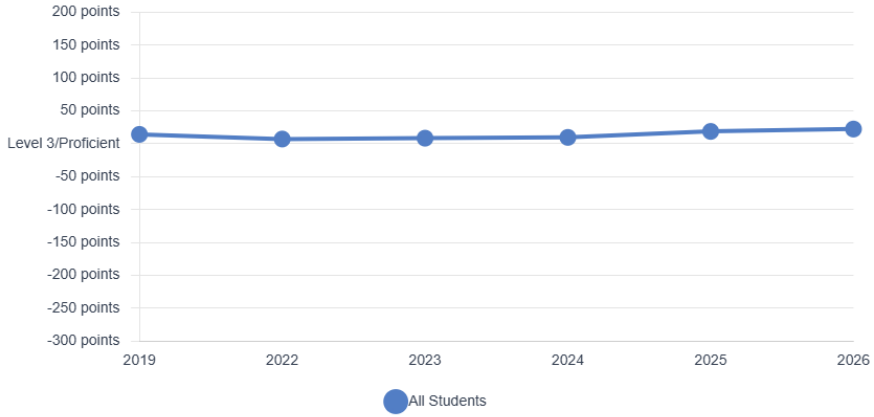

*A more in-depth analysis of the State Assessments will be presented at subsequent board workshops

# Math* Over Time




**Distance From Proficiency (Mathematics)**

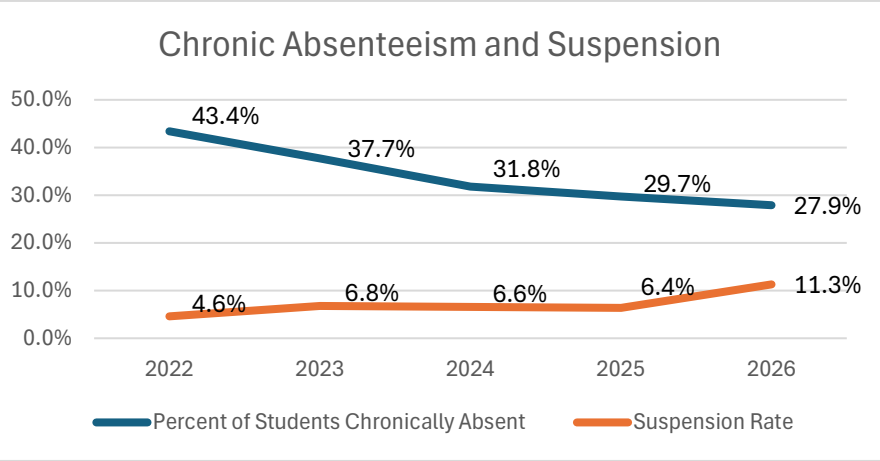
Distance from Proficiency measures how far, on average, students are from the lowest possible score for Level 3/Proficient. The Smarter Balanced Consortium has identified Level 3/Proficient as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

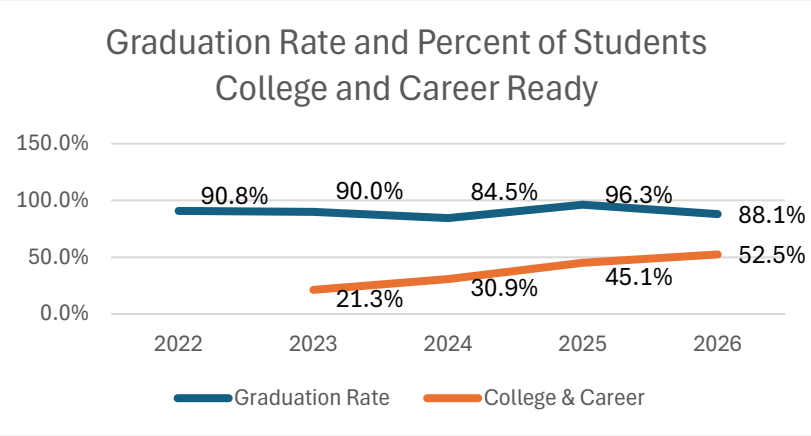


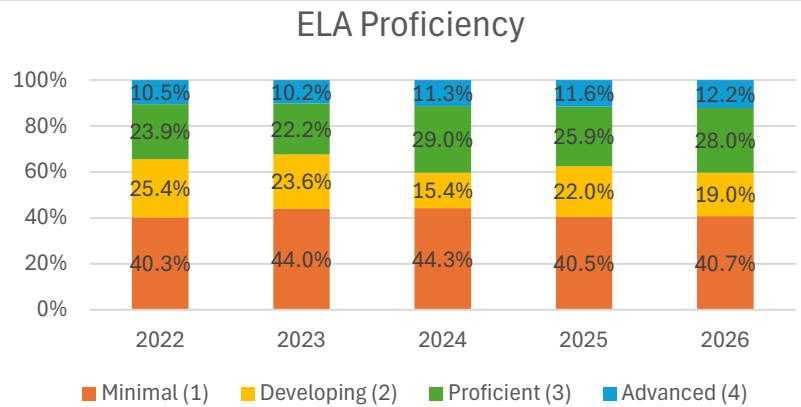

| Year | 2019 | 2022 | 2023 | 2024 | 2025 | 2026 |
|---|---|---|---|---|---|---|
| DFP | 14.3 | 7.2 | 8.5 | 9.7 | 18.8 | 22.4 |

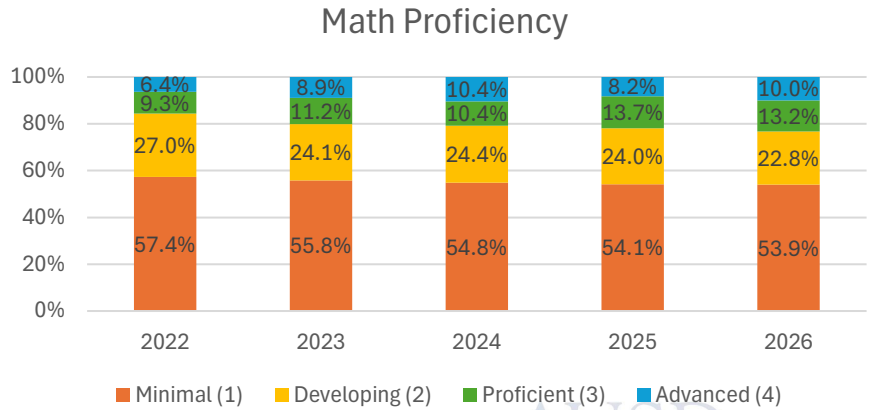
*A more in-depth analysis of the State Assessments will be presented at subsequent board workshops

# African American Students

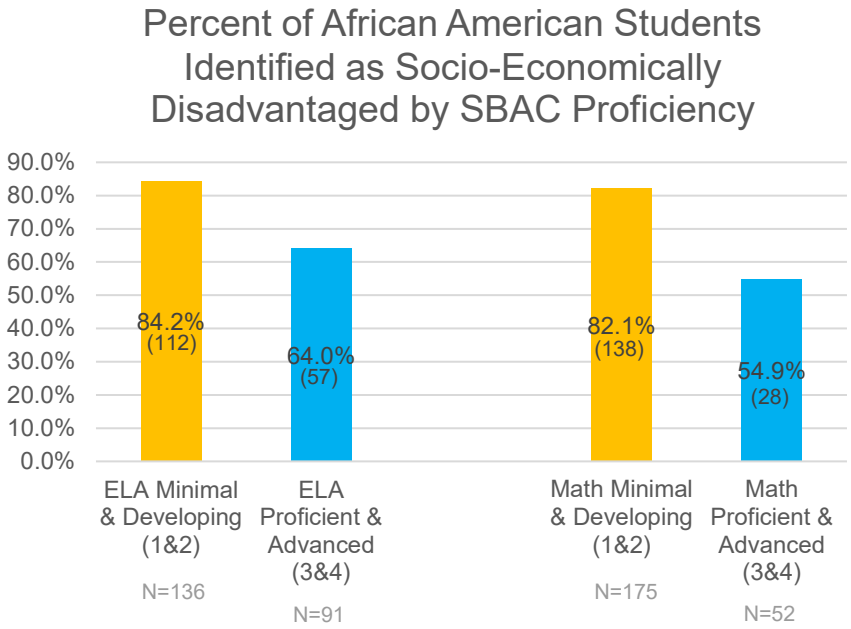


# African American Students



# Performance Across Indicators by Student Group

| Student Group | English Learner Progress | Chronic Absenteeism | Suspension Rate | Graduation Rate | English Language Arts | Mathematics | Science | College/Career |
|---|---|---|---|---|---|---|---|---|
| All Students | Orange | Orange | Yellow | Blue | Green | Green | Blue | Blue |
| English Learners | Orange | Orange | Orange | Green | Orange | Orange | Yellow | Orange |
| Long-Term English Learners | Orange | Red | Red | Blue | Red | Orange | Orange | Orange |
| Foster Youth | N/A | Orange | Red | -- | -- | -- | -- | -- |
| Homeless | N/A | Orange | Red | -- | Orange | Orange | -- | -- |
| Socioeconomically Disadvantaged | N/A | Yellow | Orange | Blue | Yellow | Yellow | Green | Green |
| Students with Disabilities | N/A | Red | Red | Green | Red | Orange | Green | Yellow |
| Black or African American | N/A | Orange | Red | Orange | Orange | Red | Orange | Green |
| American Indian or Alaska Native | N/A | -- | -- | -- | -- | -- | -- | -- |
| Asian | N/A | Green | Blue | Blue | Blue | Blue | Blue | Blue |
| Filipino | N/A | Orange | Green | Blue | Blue | Green | Green | Blue |
| Hispanic or Latino | N/A | Yellow | Orange | Green | Yellow | Yellow | Green | Green |
| Native Hawaiian or Pacific Islander | N/A | -- | Red | -- | -- | -- | -- | -- |
| White | N/A | Yellow | Green | Blue | Blue | Blue | Blue | Blue |
| Two or More Races | N/A | Yellow | Green | Blue | Blue | Blue | Blue | Blue |

# Support: Differentiated Assistance

*Under the Local Control Funding Formula (LCFF), the California School Dashboard is used to determine the local educational agencies (LEAs) that are eligible for additional support and assistance*

## LCFF Assistance Categories

California's accountability and continuous improvement system is based on a three-tiered system:

- **Universal Support for All (Level 1)**—resources and assistance that are made available to all LEAs
- **Differentiated Assistance (Level 2)**—LEAs that meet certain eligibility criteria for additional support
- **Intensive Intervention (Level 3)**—LEAs with persistent performance issues over a period of time

## NEW Differentiated Assistance Criteria

1) The same student group had two or more Red indicators (or, for the English Learner Progress Indicator-ELPI, Red or Orange) in each of the last three Dashboard years (2024, 2025, 2026).

2) Local Education Agencies that have schools that have not exited CSI within 4 years. Determinations will be made available in December 2026

# AUSD Differentiated Assistance History

- **2022:** AUSD is identified for Differentiated Assistance based on the performance of Homeless Students (restart Year 1 due to COVID 19).
- ***2023**: AUSD no longer qualifies for Differentiated Assistance*
- ***2024**: AUSD qualifies for Differentiated Assistance based on the performance of Long-Term English Learners (LTEL)*
- ***2025**: The state changes the criteria for LTEL, AUSD no longer qualifies. AUSD qualifies for Differentiated Assistance based on the performance of homeless students.*
- ***2026**: The state changes the criteria for Differentiated Assistance, AUSD qualifies for LTEL student performance in ELA and ELPI**

*See Student Groups x Indicator Over Time Charts in Appendices

# High Level Summary

- **Overall**: Math (+3.6) and ELA (+3.1) are Green and at their highest levels since 2019. Graduation (96.2%), College/Career (73.4%) and Science are Blue. Chronic absenteeism held steady at 10.1% (Orange). Suspension rose to 2.3% (Yellow), but is still relatively low.

- **Equity Concerns**: Results still track closely by student group. White, Asian and Two or More Races students are Blue or Green across nearly all indicators. Students with disabilities, English Learners, Long-Term English Learners, Foster Youth, Homeless students and African American students hold most of the Orange and Red across indicators. English Learner Progress is Orange (52.6%, down 5.3). Six student groups are Red in suspension, and African American suspension jumped from 6.4% to 11.3%. African American students, Students with Disabilities, English Learning Students, Foster, and Unhoused students experience large disparities in distance form meeting proficiency in Math and ELA.

- **Equity Bright Spots**: Students with disabilities graduation rate increased +7.3; Hispanic College/Career indicator increased +7.4; African American College/Career indicator is Green; African American chronic absenteeism is down 15 points since 2022 and foster youth absenteeism improved 12.3, though both rates remain high.

# Current & Next Steps

- Adopted Benchmark Advance, a research-based K–5 ELA curriculum with integrated intervention and ELD, guided by the Coherence by Design framework so core instruction, intervention, and assessment work as one system
- Using Wednesday cross-district collaboration to implement the new curriculum and pilot common, curriculum-embedded assessments
- Investing in training for Lead Instruction and Intervention Specialists to support core ELA implementation and deliver intervention using the aligned Benchmark Advance Intervention curriculum
- Providing Ignite Reading's high-impact tutoring before and after school at all Title I schools, plus ELOP summer tutoring for rising first graders identified through Amira screening data, so students build foundational reading skills during the early window research identifies as critical, before gaps widen
- Sustaining and scaling Culturally and Linguistically Responsive training across Elementary schools
- Middle School Math learning walks with Carnegie Learning
- Cross-site collaboration around common assessment in secondary
- ELA and Math Workshops to dig more deeply into the state assessment data

# 2026 California School Dashboard Results

Board Discussion & Questions

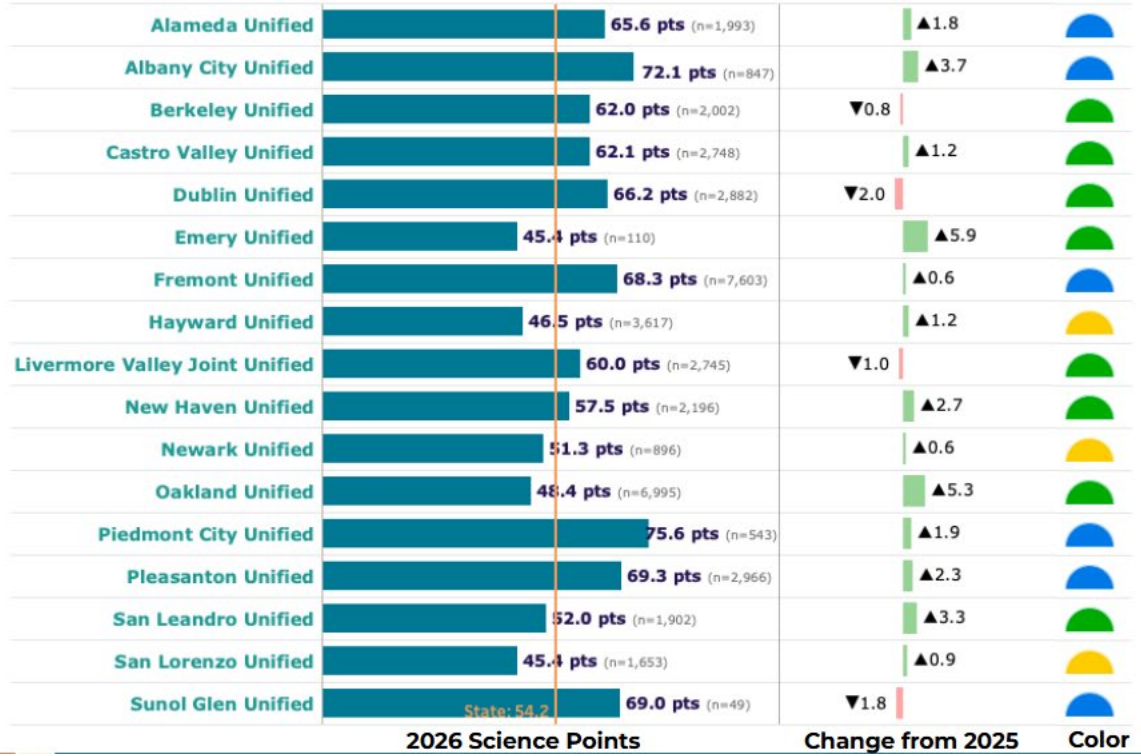
# 2026 California School Dashboard Results

Appendices

# Resources

- Dashboard Technical Guides
- Dashboard Additional Reports (will be updated in December)
- Flyers for Parents (and Those New to the Dashboard)
- Flyers for Educators
- On-Demand Recordings and Notetaking Guide
- Talking Points
- Additional Resources

# Science

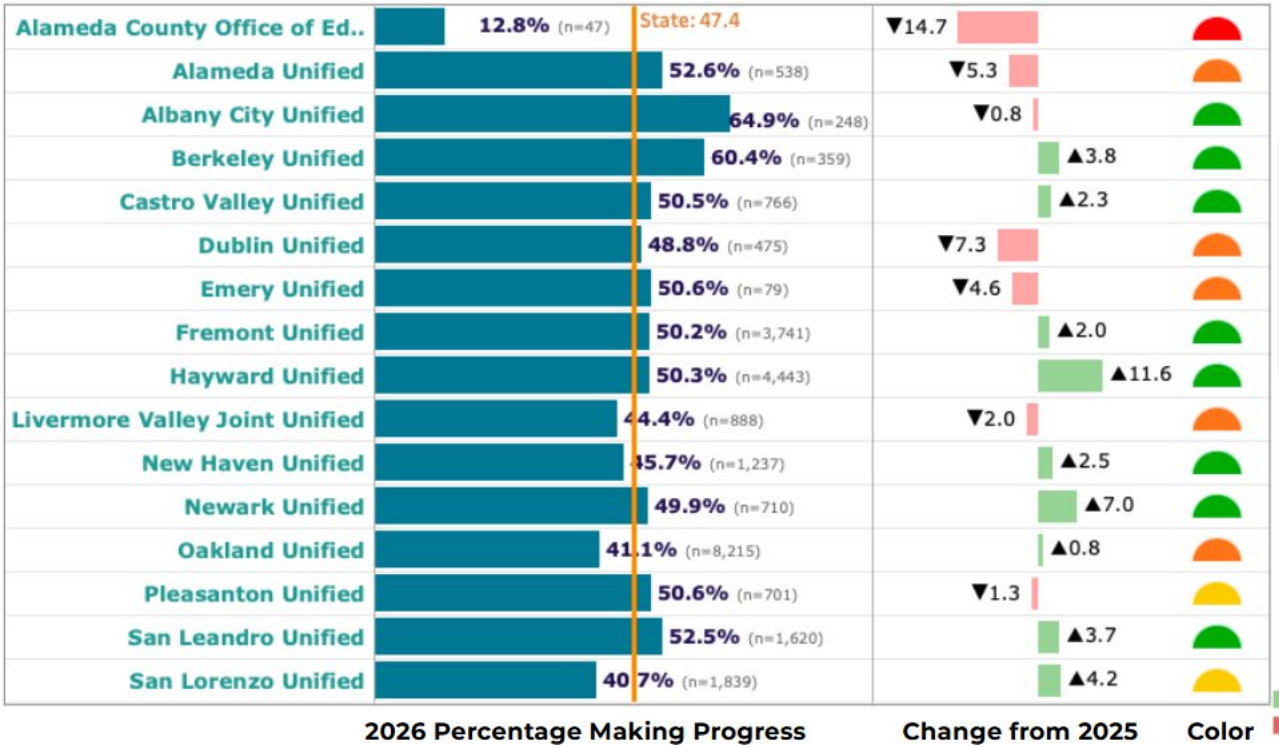



**Majority of districts in the county had improved science scores in 2026**

*Note: ACOE and Mountain House Elementary did not receive a performance color due to small n-size*

Performance Improvement
Performance Decline

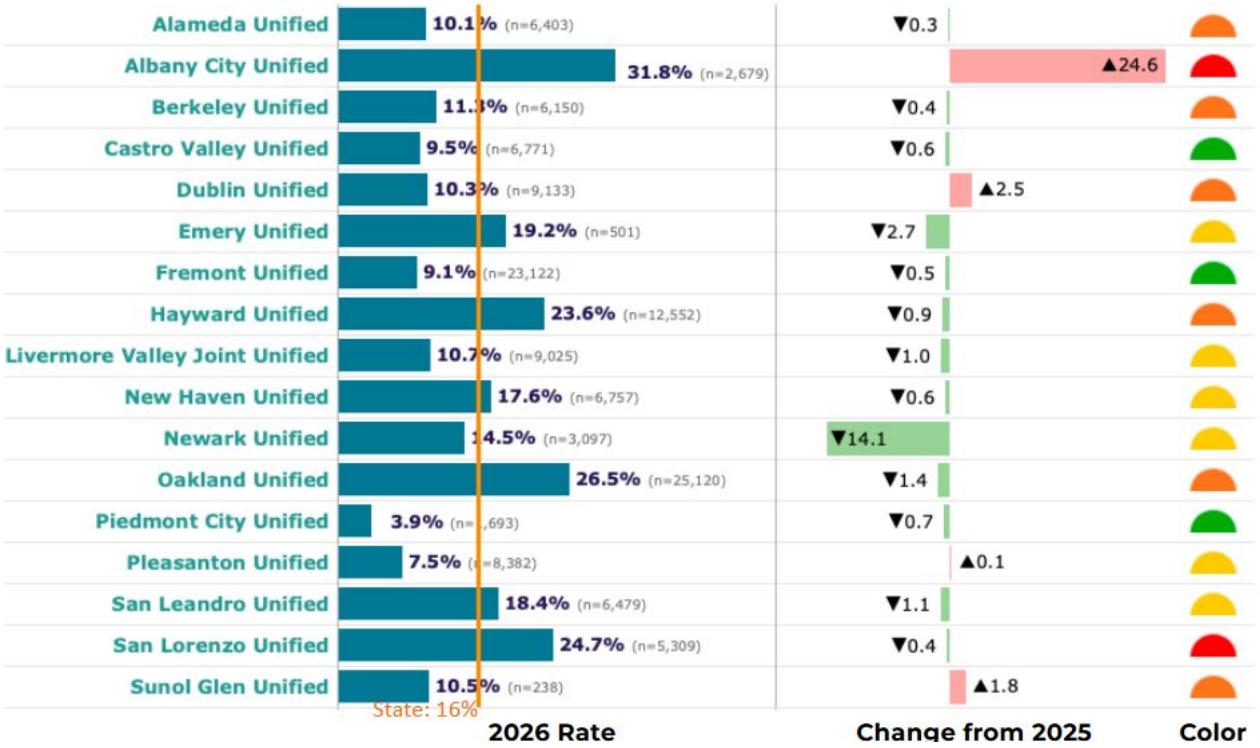
# English Learner Progress Indicator




**More than half of districts showed improvement in English Learner Progress**

*Note: Mountain House Elementary, Piedmont, and Sunol Glen Unified did not receive a performance color due to small n-size*

# Chronic Absenteeism Rate

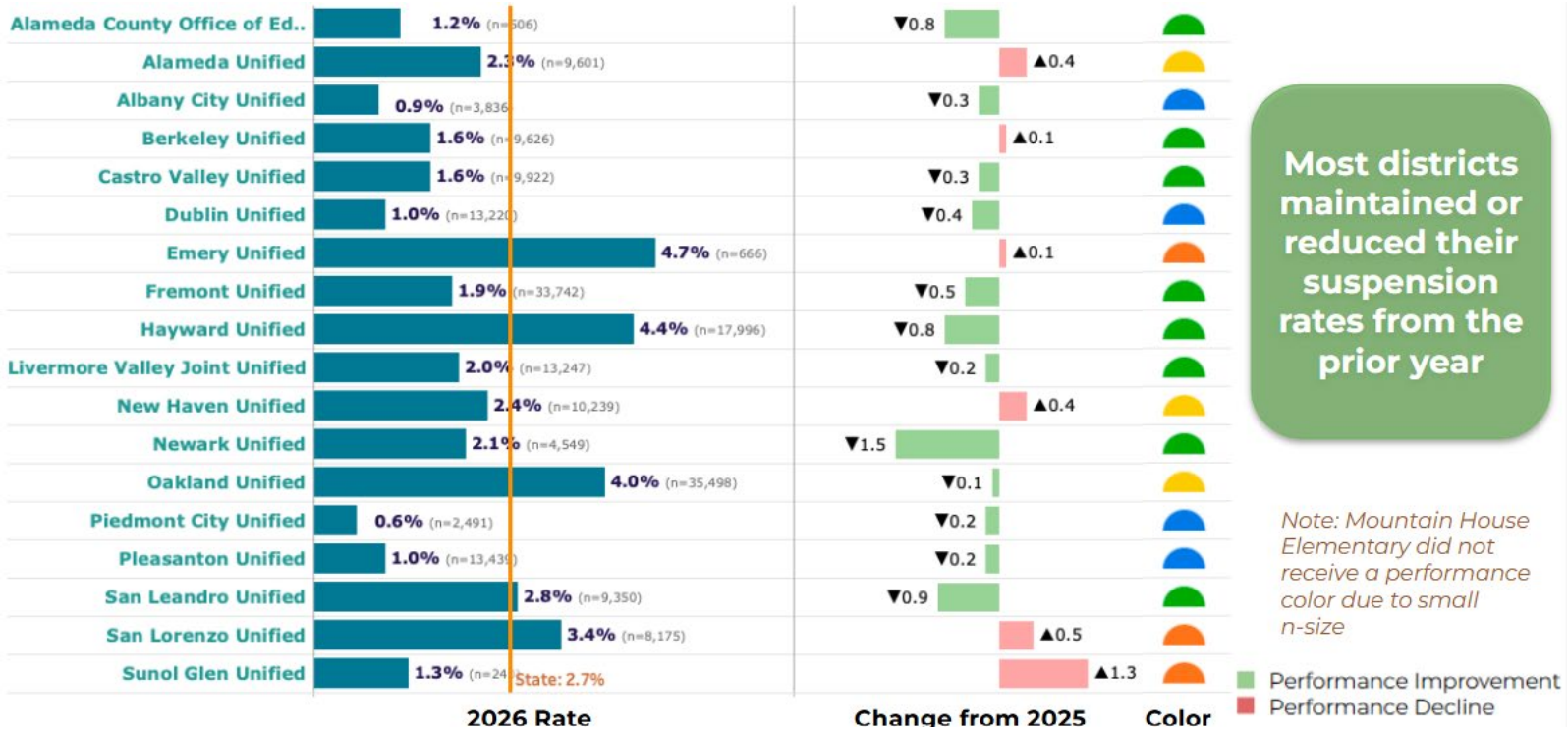



**Chronic absenteeism rates continued to decline across most districts in the county**

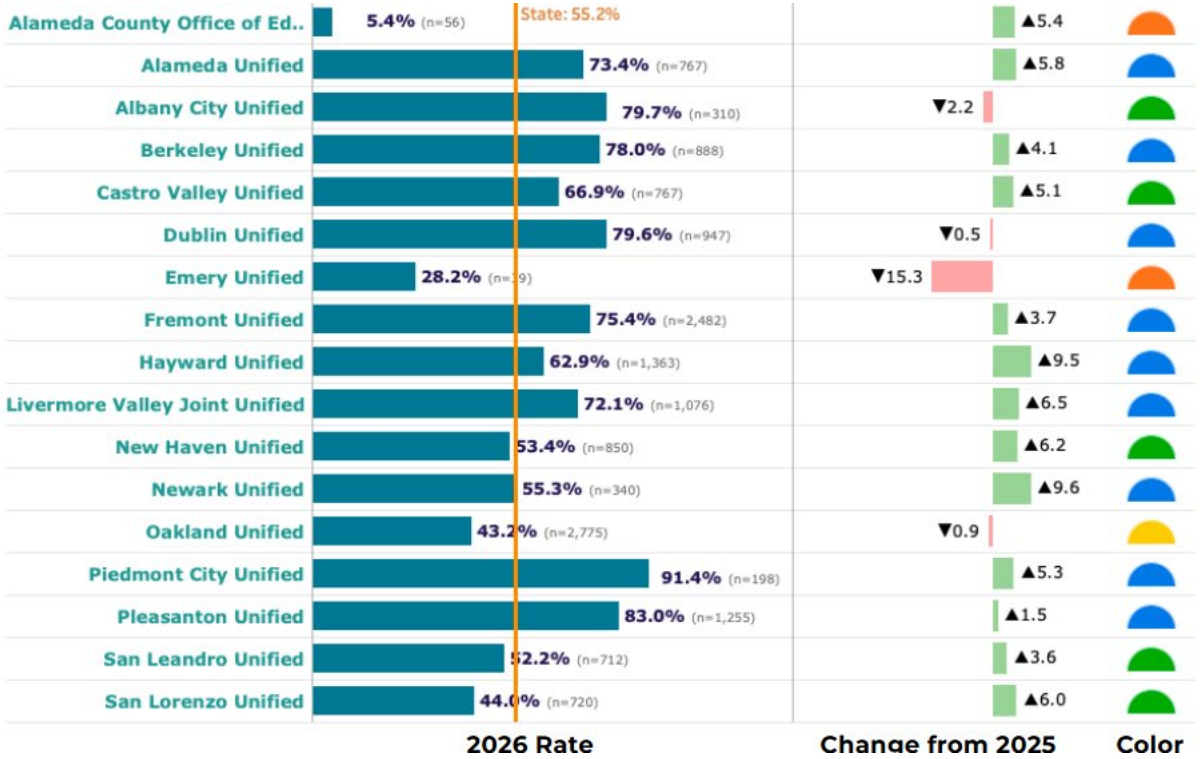
*Note: ACOE and Mountain House Elementary did not receive a performance color due to small n-size*

Performance Improvement
Performance Decline

# Suspension Rate



# College & Career




**The percentage of students prepared for college or career increased across most districts (13 of 17) in the county**

**Note that with modifications to CCI measures, the 2025 rate was re-calculated to determine "Change"*

Performance Improvement
Performance Decline

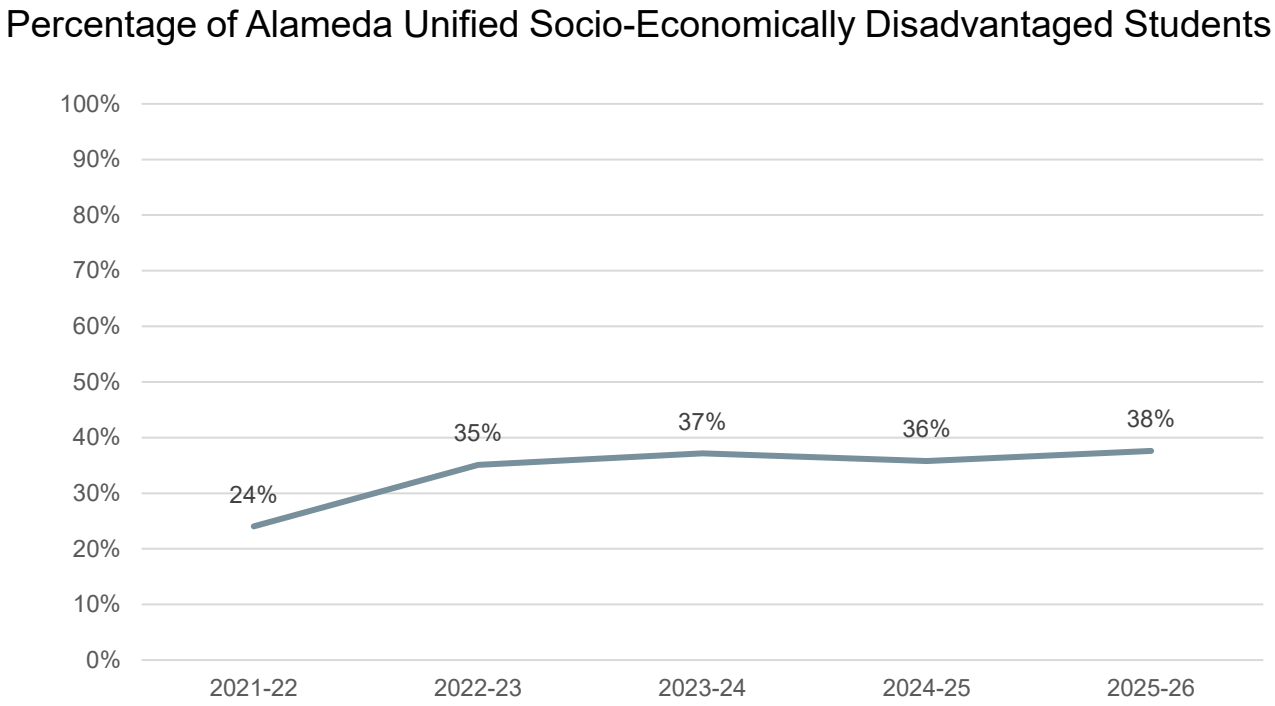
# Student Group x Indicator Over Time

| Student Group | 2024 English Learner Progress | 2025 English Learner Progress | 2026 English Learner Progress | 2024 Chronic Absenteeism | 2025 Chronic Absenteeism | 2026 Chronic Absenteeism | 2024 Suspension Rate | 2025 Suspension Rate | 2026 Suspension Rate | 2024 Graduation Rate | 2025 Graduation Rate | 2026 Graduation Rate |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | Orange | Green | Orange | Yellow | Yellow | Orange | Green | Green | Yellow | Yellow | Green | Blue |
| English Learners | Orange | Green | Orange | Yellow | Yellow | Orange | Orange | Green | Orange | Orange | Green | Green |
| Long-Term English Learners | Red | Green | Orange | Yellow | Orange | Red | Red | Yellow | Red | Orange | Green | Blue |
| Foster Youth | N/A | N/A | N/A | Red | Red | Orange | Red | Yellow | Red | -- | N/A | -- |
| Homeless | N/A | N/A | N/A | Orange | Red | Orange | Orange | Orange | Red | -- | -- | -- |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | Yellow | Yellow | Yellow | Green | Green | Orange | Orange | Green | Blue |
| Students with Disabilities | N/A | N/A | N/A | Yellow | Orange | Red | Yellow | Green | Red | Orange | Yellow | Green |
| Black or African American | N/A | N/A | N/A | Yellow | Orange | Orange | Orange | Orange | Red | Orange | Blue | Orange |
| American Indian or Alaska Native | N/A | N/A | N/A | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Asian | N/A | N/A | N/A | Green | Green | Green | Blue | Green | Blue | Yellow | Green | Blue |
| Filipino | N/A | N/A | N/A | Yellow | Green | Orange | Blue | Yellow | Green | Blue | Blue | Blue |
| Hispanic or Latino | N/A | N/A | N/A | Yellow | Yellow | Yellow | Green | Yellow | Orange | Orange | Green | Green |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | -- | -- | -- | Yellow | Green | Red | -- | -- | -- |
| White | N/A | N/A | N/A | Green | Green | Yellow | Green | Green | Green | Yellow | Green | Blue |
| Two or More Races | N/A | N/A | N/A | Yellow | Green | Yellow | Green | Green | Green | Orange | Yellow | Blue |

# Student Group x Indicator Over Time, *cont...*

| 2024 English Language Arts | 2025 English Language Arts | 2026 English Language Arts | 2024 Mathematics | 2025 Mathematics | 2026 Mathematics | 2025 Science | 2026 Science | 2024 College/Career | 2025 College/Career | 2026 College/Career |
|---|---|---|---|---|---|---|---|---|---|---|
| Green | Green | Green | Green | Green | Green | Green | Blue | Green | Green | Blue |
| Orange | Orange | Orange | Orange | Yellow | Orange | Yellow | Yellow | Orange | Green | Orange |
| Red | Red | Red | Red | Orange | Orange | Red | Orange | Red | Green | Orange |
| -- | -- | -- | -- | -- | -- | -- | -- | -- | N/A | -- |
| Red | Red | Orange | Red | Red | Orange | Red | -- | -- | -- | -- |
| Yellow | Orange | Yellow | Yellow | Yellow | Yellow | Yellow | Green | Yellow | Yellow | Green |
| Orange | Yellow | Red | Red | Yellow | Orange | Orange | Green | Yellow | Orange | Yellow |
| Orange | Orange | Orange | Red | Yellow | Red | Yellow | Orange | Yellow | Green | Green |
| -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Green | Blue | Blue |
| Green | Blue | Blue | Green | Blue | Green | Green | Green | Yellow | Yellow | Blue |
| Yellow | Green | Yellow | Orange | Yellow | Yellow | Yellow | Green | Yellow | Yellow | Green |
| -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Blue | Blue | Blue | Green | Blue | Blue | Blue | Blue | Blue | Green | Blue |
| Blue | Blue | Blue | Green | Green | Blue | Blue | Blue | Green | Yellow | Blue |

# Socio-Economically Disadvantaged Students



# How is Race/Ethnicity Determined?

**What is the federal requirement for collecting data on race and ethnicity?**

A two-part question must be used to collect data about students' or staff members' race and ethnicity.

- The first part should consist of a question about the respondent's ethnicity:
  - Hispanic or Latino
  - Not Hispanic or Latino
- The second part asks respondents to select one or more races from the following categories:
  - American Indian or Alaska Native
  - Asian
  - Black or African American
  - Native Hawaiian or Other Pacific Islander
  - White

In addition, California *Government Code (GC)* Section 8310.5 requires the detailed collection of Asian and Pacific Islander sub-populations.

## Data Reporting

**What do we do about students or staff members who are already in our student information system whose race or ethnicity is stored as "Declined to State" or "Unknown"?**

The federal guidelines assume that the process for identifying students and staff remains unchanged; that is, the race and ethnicity for all students and staff are identified, preferably by self-identification. The CDE will implement a default designation in federal reports that will be applied to records without valid race designations. To prevent such default designations for missing information in student and staff records, LEAs may want to re-survey students or staff for whom the data are missing.

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**I have aggregate reports that I need to send off for other state and federal programs. How do I aggregate the data according to the new categories?**

Aggregation will not be an issue with CALPADS reporting, because LEAs will report student level data to CALPADS. LEAs may have specialized programs, however, where they may be required to submit aggregate reports that include student or staff demographic data. Race and ethnicity data should be aggregated into the following seven categories for federal education program reporting:

- Hispanic/Latino of any race;

Only for individuals who are non-Hispanic/Latino:

- American Indian or Alaska Native,
- Asian,
- Black or African American,
- Native Hawaiian or Other Pacific Islander,
- White

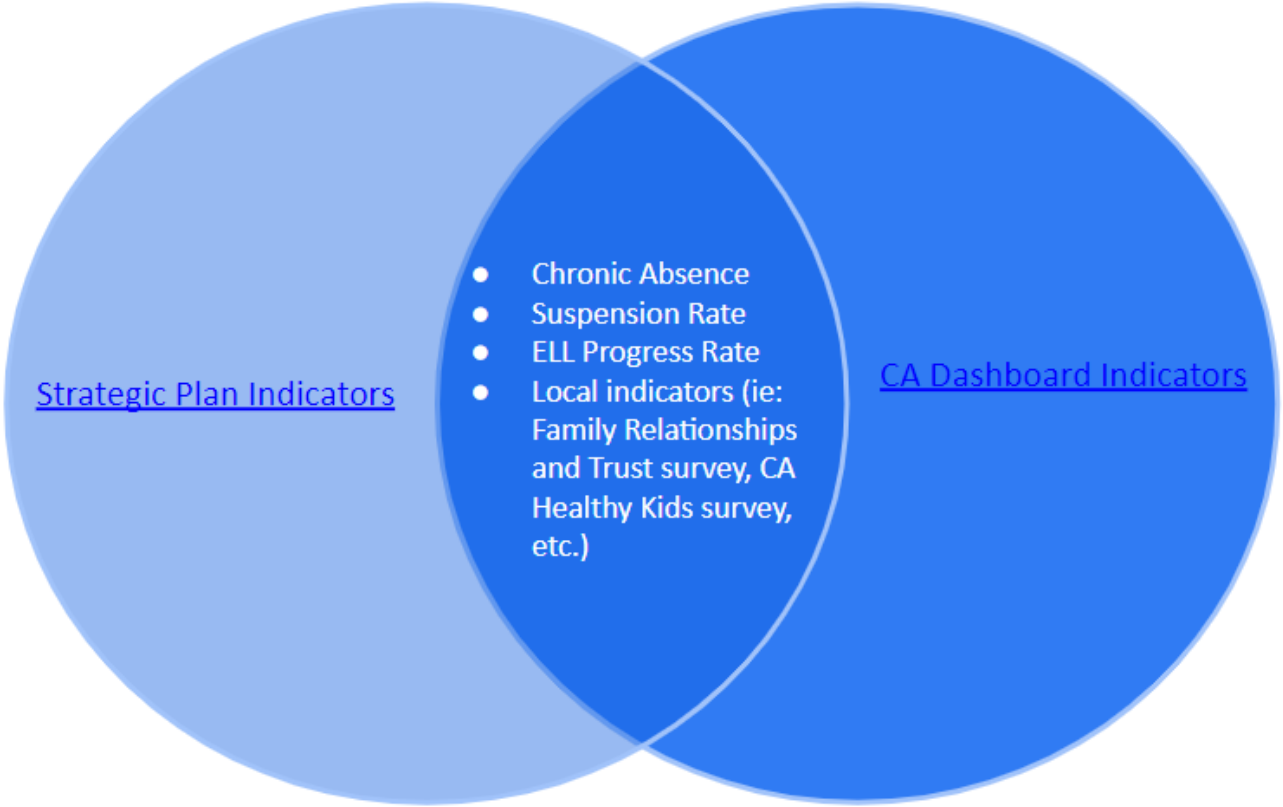
For any individuals who identify themselves as not Hispanic and identify themselves by more than one race, they should be reported as:

- Two or more races

Please contact your CDE program representative to confirm specific state program reporting instructions.

For additional information: https://www.cde.ca.gov/ds/sp/cl/refaq.asp#q1

# Strategic Plan Indicators and CA Dashboard Indicators



# Inclusive Approach

***In order to repurpose data as a tool instead of placing blame, using data for gatekeeping, or reinforcing biased narratives, we can…***

1) Illuminate bright spots & ***counter narratives***
2) Encourage collection and reflection of more leading/street data
3) Use language that places responsibility on the system, not on students:

***Inclusive Terms for Groups & Communities in Education***

