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Alpha Public Schools: Who We Are

Alpha Public Schools (Alpha) was founded in 2010 by a group of parents in East San José, CA, who wanted a better education for their children. Intent on creating a high-quality public middle school, these activist mothers approached John Glover, then a leader and former teacher at the highest-performing charter network in Oakland. They convinced him to help them found a charter school to help their children acquire the academic skills needed to succeed in college.

In 2012, Alpha opened its first campus, **Alpha: Blanca Alvarado** (Alpha: Blanca), in the Alum Rock neighborhood of San José. Based on the strong academic results of its first school, Alpha opened a second middle school, **Alpha: José Hernandez** (Alpha: José), in the fall of 2014. **Alpha: Cindy Avitia High School** (Alpha: Cindy) opened in 2015 to serve the students from Alpha: Blanca and Alpha: José as they transitioned to high school as ninth-graders.

Cornerstone Academy Preparatory School opened in 2010 with students in grades K and 1. In 2014, it was the highest performing charter school in San José, was named a California Distinguished School, and joined the Excellent Schools Network. In 2016, the school joined forces with Alpha (as Alpha: Cornerstone) to create a high-quality K-12 charter school continuum. Founder Shara Hegde now serves as Chief Schools Officer at Alpha Public Schools.

Alpha's network of four high-performing charter schools provides a high quality K-12 education for families in East San José—and focuses, following the schools' namesakes, on preparing students to be community leaders. Alpha's model emphasizes high-quality teaching through an academic program focused on differentiation, a college-going culture, and leadership development. Teachers use data intensively to gauge the level of understanding of students each day, allowing for real-time support and differentiation to accelerate student learning.

Since Alpha's first middle school opened in 2012, the network has expanded through grades

K-12, serving 1,530 students, with a higher percentage of students proficient on state assessments across grade levels than local authorizing districts, and a significantly larger percentage of low-income Hispanic students meeting or exceeding standards than the state.

Collaboration with families is an essential element of the model, and engaged parents are the core of Alpha’s community. Alpha’s focus on building supportive relationships means working closely with families year-round and encouraging parents to advocate for their children: Alpha actively solicits input from parents monthly through School Site Councils, where parents give input on school budgets and priorities, as well as through monthly Cafécitos, coffee chats where parents meet with Principals about school performance and operation (see **Appendix I-1, Application Requirement I**). Parents also regularly attend Board meetings to listen and offer public comment. Alpha’s Parent Center, a dedicated space for parents that is run by one of Alpha’s founding moms, offers parents free classes in areas such as Technology and English.

Alpha will use CSP funds to replicate the successful elementary school model at Alpha: Cornerstone, by adding grades K-4 to its two 5-8 middle schools, Alpha: Blanca and Alpha: José , and to expand the number of high school students it serves at Alpha: Cindy by 35%, as described in Figure 1 (Application Requirement C(ii)):¹

Figure 1: Planned Replication (K-4) and Expansion (9-12) at Alpha Schools²

	Alpha: Blanca	Alpha: José	Alpha: Cindy	Total Enrollment
Before CSP	5-8; 291 Students	5-8; 267 Students	9-12; 434 Students	1,530 Students
w/CSP Support	K-8; 572 Students	K-8; 572 Students	9-12; 585 Students	2,301 Students

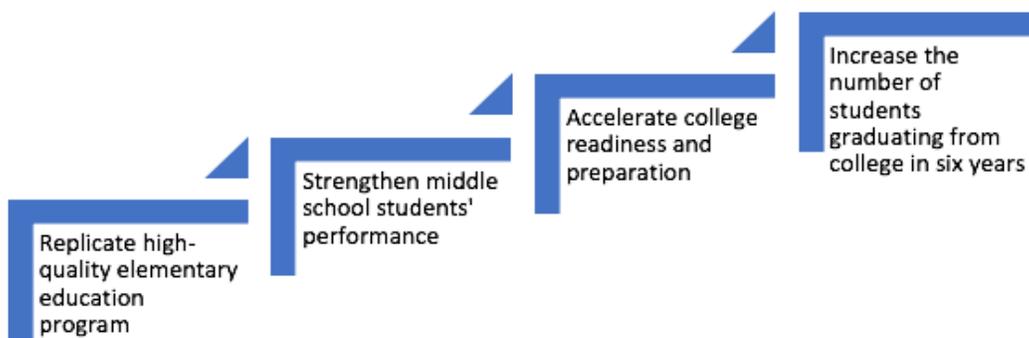
¹ Alpha has defined the work of creating two new K-4 programs as “Replication” in this grant; should the Department of Education (DOE) view this as “Expansion” Alpha defers to the DOE.

² The total enrollment column in this chart also includes a small increase in enrollment at Alpha: Cornerstone, for which Alpha is not requesting CSP funds.

Several factors underlie Alpha’s intention to expand and strengthen its K-12 system:

1. **A stronger K-12 pipeline will prepare more students for college and career,** producing more college-ready graduates in East San José.
2. **Alpha: Cornerstone provides a proven high-quality elementary education model upon which to replicate,** as evidenced by high levels of student academic achievement and growth and an extensive Kinder waitlist.
3. **Alpha has proven results in closing gaps for students who enter below grade level in 5th grade, with these students outperforming higher-income peers across the state by 11th grade—**adding K-4 will enable Alpha to further accelerate this student success.
4. A school system of three K-8 schools feeding into an expanded high school supports **programmatic consistency and organizational strength,** which will enable Alpha to thrive throughout and beyond the period of this grant.

CSP funding will help Alpha expand and strengthen its K-12 system of schools into three high-quality K-8 campuses that feed into an expanded high school, all designed with one goal in mind preparing students for college success, as seen in our theory of action:



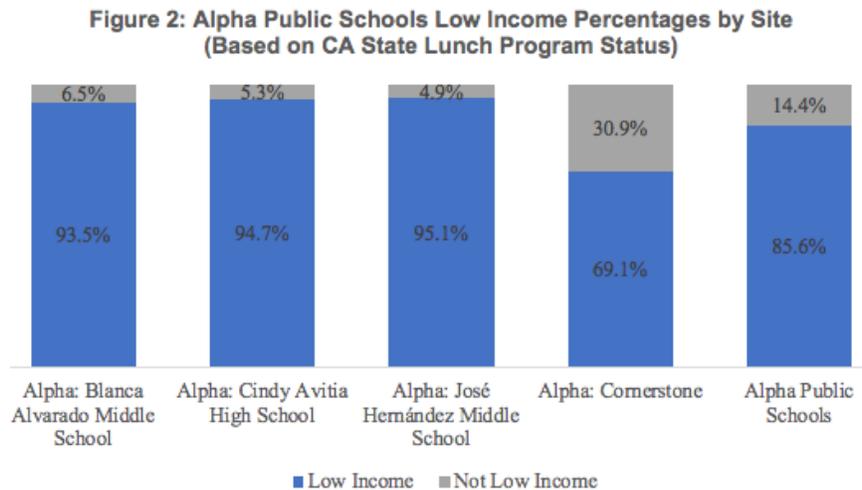
In preparation, Alpha has acquired approval of the material revisions to its charters required to add these elementary programs and expand the high school, as well as secured facilities. This puts Alpha at an operational advantage, enabling it to replicate and expand immediately.

Absolute Priority 2: Alpha Serves a Low-income Demographic

Alpha Public Schools operates its four schools with **one mission: to prepare low-income, first-generation college students from East San José for college success.** Nationally, fewer than one in ten low-income students will graduate from college—Alpha was founded by parents determined to close this gap in our community. For this reason, **we intentionally created schools in East San José in neighborhoods where families live on very low incomes,** and we make specific efforts to recruit and retain low-income students in each of our schools.

Alpha meets Absolute Priority 2 for this CSP Replication and Expansion grant. **Nationally, 50.3%** of all students in K-12 public education are eligible for free or reduced-price meals³, as are **61% of students in California.** **Across Alpha’s schools, 85.6% of all students served are from low-income families,** measured by eligibility for free and reduced-price lunch (FRL).

Figure 2 shows Alpha’s low-income population by campus (see student numbers for this data in **Appendix I-2**).



³ Source: <https://eddataexpress.ed.gov/data-element-explorer.cfm/tab/data/deid/3/>

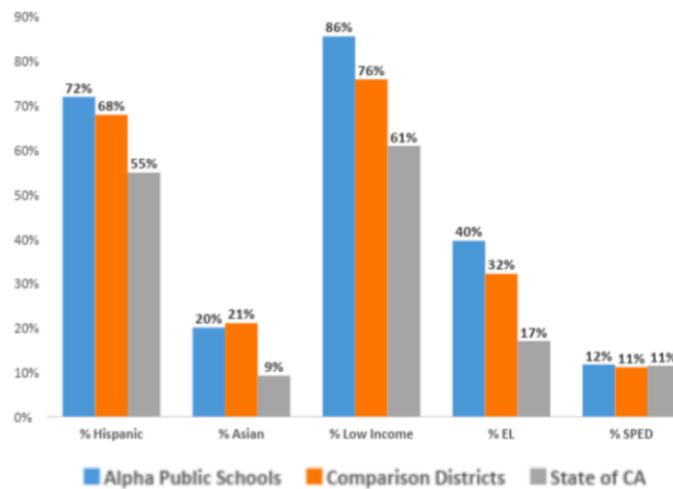
The three schools Alpha will support with CSP funding have low-income student populations of 93.5%, 95.1%, and 94.7%—in each case, more than double the CSP minimum threshold of 40% (see more detail on this graphic in **Appendix E**). Additional information on the diversity of Alpha students is provided in the next section.

Competitive Preference Priorities (CPP)

CPP 1: Alpha Public Schools Promotes Diversity

Alpha serves a student body that is diverse across many indicators, including socioeconomic status, race and ethnicity, English-language learner status, and ability.

Figure 3: Alpha’s Diverse Student Population, 2017-18



Demographics for Alpha as a charter network are 72% Hispanic, 23% Asian, and 5% other races/ethnicities. Figure 3 demonstrates that **Alpha serves more Hispanic and Asian students, more low-income students, more English-language Learners (ELs), and more Special Education students than the state and more or a comparable number of each population as found in all comparison districts.** Comparison districts above are drawn from Alpha’s authorizing districts: Alpha: Cornerstone (K-8), authorized by **Franklin McKinley School District**; Alpha: Blanca (5-8) in the **Alum Rock Union Elementary School District**; Alpha:

José (5-8), located in **Alum Rock but authorized by the Santa Clara County Office of Education**; and Alpha: Cindy in the **East Side Union High School District**.

As detailed in Section B (ii), Alpha carefully analyzes the demographic data of our surrounding districts and seeks to recruit students from racially and socioeconomically diverse backgrounds. Alpha plans to continue recruiting students from these diverse backgrounds to maintain the diverse student body that we currently serve, through such methods as enrolling siblings of current students; asking current families to refer their acquaintances from the community; employing recruiters who speak Spanish and Vietnamese; and focusing our recruiting efforts in diverse and high-needs communities, including communities in which Section 8 housing vouchers provide low-income housing, and in locations frequented by the Spanish and Vietnamese members of the East San José community.

Key to its efforts to support diversity, Alpha recruits and retains a diverse staff. Alpha actively works to identify, recruit, select, hire, onboard, and support staff at all levels who are members of traditionally underrepresented groups in an effort to have its staff demographics reflect the rich diversity of the population it serves. Alpha in no way discriminates against—nor seeks to exclude or discourage applications from—anyone based on race, color, national origin, gender, age, or disability. Current demographics for Alpha’s staff and leaders are as follows:

Figure 4: Staff Demographics

	Asian	Black or African American	Hispanic or Latino	White	Native Hawaiian or Pacific Islander	American Indian or Alaska Native	Two or more races	Unspecified or declined to answer
All Staff	13.20%	7.40%	30.70%	24.90%	1.60%	0.00%	6.30%	15.90%
Network Leaders	14.29%	14.29%	14.29%	50.00%	0.00%	0.00%	7.14%	0.00%

CPP 3: Alpha Public Schools Educates High School Students

(i) Alpha Public Schools will serve more educationally disadvantaged high school students

Alpha: Cindy currently enrolls 434 students in grades 9-12 and **will graduate its first class of seniors in June 2019**. With the replication of Alpha’s successful elementary school program from Alpha: Cornerstone to Alpha’s two 5-8 middle school campuses, Alpha will be able to better prepare a larger population of educationally disadvantaged students across three K-8 campuses, strengthening academic achievement and student retention across these grade levels, in turn increasing the number of students served by Alpha: Cindy who will graduate prepared for college and career. Alpha: Cindy will expand its enrollment in preparation of serving these students as projected in Figure 5:

Figure 5: Projected High School Enrollment Expansion

2019-20	2020-21	2021-22	2022-23 and beyond
482	540	569	585

(ii) Alpha Public Schools prepares educationally disadvantaged students for enrollment in postsecondary institutions of higher education (IHEs)

Alpha: Cindy enrolls students from Alpha’s three middle schools, and also accepts students from the lottery who have not had the benefit of an Alpha K-8 education. The faculty of Alpha: Cindy is completely focused on preparing *all* Alpha students for postsecondary education through an intensive math program, Advanced Placement (AP) courses, and college counseling, including assisting students in the college admissions and financial aid application processes and preparing students to take standardized college admissions tests.

Intensive math program. Nationally only 7% of students taking remedial math in college go on to graduate from college⁴, so Alpha focuses on ensuring students are prepared for college-

⁴ <https://www.insidehighered.com/views/2017/05/01/why-virtually-all-faculty-members-should-be-concerned-about-problems-remedial-math>

level math by the time they graduate high school. Before students start 9th grade, Alpha: Cindy administers a diagnostic math exam to determine if students require additional math supports. If so, they are enrolled in Alpha’s Algebra Foundations course, which provides a double block of math instruction to build their foundation in core math concepts and strengthen their pre-algebra skills. These students are then enrolled in an accelerated Junior year of math, with the goal that all students take AP Calculus during their senior year.

AP Courses. Alpha curriculum is designed as an AP pathway, with the goal of every student participating in a terminal AP course—AP Calculus, AP English Language, AP Biology, AP Spanish Language and/or Literature, and AP World and/or US History. By the end of their junior year, **80% of Alpha: Cindy’s founding Class of 2019 had taken at least one AP course and 47% had passed at least one AP Exam**—compared to 33% of students taking AP courses and a 20% pass rate of students nationally.⁵ We fully expect more students to pass AP exams during their Senior year and for this trend to continue with future classes of students. Alpha intends to expand the range of available AP courses as enrollment at Alpha: Cindy also expands.

College Counseling. Alpha’s college counseling program has three key components:

1) College Foundations. Alpha: Cindy uses the AVID program (Advancement Via Individual Determination), a college readiness program that builds students’ skills in critical thinking, teamwork, and organization to create a college-going culture in 9th and 10th grade. In addition, students have College Advisory once per month, where they learn about careers and college entrance requirements and chart their own pathways to college. This involves goal-setting for

⁵ <http://media.collegeboard.com/digitalServices/pdf/ap/rtn/10th-annual/10th-annual-ap-report-to-the-nation-single-page.pdf>

completion of the A-G classes required for admission to University of California and California State University (UC/CSU) system schools, SAT scores, and GPA, as well as extensive research on career paths and colleges.

2) Junior College Prep. During their junior year, all Alpha: Cindy students take two semester-long courses aimed at increasing their college readiness. In Fall, students take an SAT Prep class that prepares them for the SAT college admission exam, which is nationally recognized as a barrier to college acceptance for low-income students. In Spring, juniors take a College Seminar designed to help students identify their key career interests and majors, then prepare them for these fields, guide them in researching colleges that will give them a postsecondary credential in these fields, and help them create a list of colleges to apply to during their senior year. After completing these steps, students write first drafts of college essays for their selected colleges and request letters of recommendation from Alpha: Cindy faculty.

3) Senior College Seminar. All Alpha: Cindy seniors take Senior College Seminar, in which they finalize and submit their college applications and financial aid applications. In fall, students focus on completing college and financial aid applications. In spring, they focus on financial and study habit planning for colleges, in addition to building the case for which college they will matriculate to based on college acceptance letters, financial aid packages, and the graduation rate and support programs of each college. At their last student-led conference senior year, students present the college that they plan to matriculate to in front of their parents and college counselors, and receive support on finalizing their decisions, paying school fees, and preparing for their freshman year. Alpha also works with student support offices at nearby colleges and universities to create transition plans for students that synthesize their needs and wants and ensure students are matched with their “best-fit” colleges.

(iii) Alpha Public Schools provides support for educationally disadvantaged students to persist in and complete postsecondary education

Alpha: Cindy is excited to see its first class of seniors graduate in June 2019. As it has done since the school's founding, Alpha's focus on continuous improvement results in changes to curriculum, instruction, program offerings, activities, and interventions as students' needs require. Alpha has two interventions currently in place to ensure that our students persist in and graduate from college and will continue to iterate on these interventions to best support students:

1) Focus on College Persistence Factors on College Choice. Research by College Track indicates that three factors have the strongest influence on whether first-generation college students persist and graduate: (1) the total cost of college to the student after scholarships is less than \$30,000; (2) the college has a high graduation rate for low-income and minority students; and (3) the college has programs in place to support first-generation, low-income, and minority students. Together, these three factors form the core of how Alpha college counselors are counseling students to choose the "best-fit" college to which they will matriculate.

2) Alumni Advisor. Alpha is currently in the process of hiring an Alumni Advisor, who will support Alpha graduates through their first four semesters of college (see job description in **Appendix I-3**). This timing is key, as students are most likely to drop out after their first semester or first year of college. The addition of this position will ensure Alpha's educationally disadvantaged students have the benefit of a known and trusted advisor who can marshal resources, make referrals, and provide counsel to students as they navigate this new phase of their lives. The decision to add this position is based on Alpha's collection of data on college persistence rates of students from Bay Area charter schools: alumni from charters that do not offer college advising graduate at a rate of 16 to 25%, while alumni of charter schools that offer

college advising graduate at rates approaching 45%. Considering Alpha’s mission is to ensure that students complete postsecondary education, we are allocating funds to support this position.

(iv) Alpha Public Schools project-specific performance measures

Please see the Objective Performance Measures on page 39, which include high-school specific metrics for PSAT and SAT scores and college matriculation.

In addition to the academic targets already set for Alpha: Cindy, Alpha proposes four project-specific performance measures on preparing students for postsecondary education:

1. **100% of students apply to a balanced list of colleges.** Based on their academic credentials—GPA and SAT score—100% of seniors will apply to a balanced list of postsecondary institutions, including, as appropriate, colleges that the student is likely to get into (for students with GPAs too low to be eligible for UC/CSU system colleges, this will include primarily community colleges), colleges that are a “match” for student academic credentials, and colleges that are a “reach” for the student. This is an important leading measure for postsecondary success.
2. **100% of students will be accepted to at least one college.** All students are applying for colleges (including community colleges) that they are likely to be accepted to as part of their college lists. This is an important leading measure for postsecondary success.
3. **90% of alumni matriculate to college in Fall after their senior year at Alpha.** We know that some students will choose workforce programs or the military upon exiting Alpha, however we expect the large majority of students to matriculate to college.
4. **75% of alumni graduate from a 4-year college within 6 years of graduating from Alpha.** This is Alpha’s most important goal, and this is the final measure of our success in expanding our program to all students.

CPP 5: Alpha Public Schools is a Novice Applicant

Alpha has not previously applied to or been funded by the CSP Replication or Expansion program, has never been a member of a group application that received such a grant, and has not had an active discretionary grant from the Federal Government in the preceding five years. As detailed in Section D, Management Plan, although Alpha is a Novice Applicant as defined in the RFA, the Alpha team has the expertise and experience necessary to successfully manage and operate a project of this scale and to sustain the funded program after the grant period ends.

A. Alpha Public Schools is a High-quality CSP Applicant

Alpha Public Schools is an established Charter Management Organization (CMO), serving 1,530 K-12 students across four campuses. It has achieved demonstrated results since the opening of its first campus in 2012, with a higher percentage of students proficient on state assessments across all grade levels than found in the local authorizing districts, and a significantly larger percentage of low-income Hispanic students meeting or exceeding standards than found at the state level. As such, Alpha is a high-quality applicant well poised to replicate and expand upon its success to serve more educationally disadvantaged students.

The key element of this work lies in the replication of the Alpha: Cornerstone K-4 program to the stand alone middle-school programs at the Alpha: Blanca and Alpha: José campuses. The expansion of Alpha: Cindy will then enable the high school to house students from the three K-8 feeder campuses. Together, this will provide a contiguous, high-quality K-12 education to the high-need communities within East San José.

This decision—as with all work at Alpha—was driven by data. As seen on the following pages, Alpha has proven its ability to close gaps for students who enter below grade level in 5th grade, with these students outperforming the state average for all students by 11th grade.

Furthermore, Alpha: Cornerstone has proven results in supporting academic growth and achievement at the K-4 level. By marrying these two programs, Alpha expects to further accelerate this student success. With a system of three K-8 schools feeding into an expanded high school, Alpha will have the programmatic cohesiveness and organizational strength to serve more educationally disadvantaged students—and provide families with the only high-quality K-12 charter school option in East San José. Detailed information on Alpha’s instructional models for ELA and Math can be found in **Appendix I-4, Application Requirement C(iii)**.

Data to Inform Planning, Growth, and Teacher Development

Alpha has built a robust and regular data stream that informs instruction, professional development, and the continual improvement of our academic program. Alpha gives three interim exams each year across grade levels, in addition to weekly quizzes created by lead teachers and edited by the Network content leads. These data streams precisely map where students need support to achieve mastery, from concept acquisition, to practice, to analysis as they move toward integrating knowledge—giving teachers the data they need to implement the intense differentiation that is at the heart of the Alpha program. This regular, formative data is also used as a key part of the development each teacher receives, through weekly meetings with their coach to review student misconceptions and misunderstandings and plan corrective instruction. School Leadership Teams meet each week to look at key data on students across the school, identifying trends, planning their support and development for each teacher, and moving students to differentiated pull-out groups that provide additional support on skills and concepts.

Alpha: Cornerstone Academic Model

The Alpha: Cornerstone K-4 program, the foundation of our replication plan, is designed to support the intensive differentiation that drives student growth and achievement. This model is

uniquely focused on differentiating student experiences to drive conceptual understanding, through carefully-targeted small-group and whole-group instruction across distinct settings:

1. **Whole-group Instruction:** Teachers engage students in grade level Common Core standards instruction with their peers.
2. **Small-group Instruction through Centers:** Teachers utilize key data sources to plan and engage students in small groups of peers on their similar level.
3. **Specials:** Students rotate through enrichment programs where they learn about health in physical education and further explore their creativity in the arts and dance.

We believe that students thrive when working in similar-level peer groups at their own pace, even as they build independence through choice in their work in centers. During Centers, the following two core small-group interventions occur:

- **Reading Power Hour** - An hour when students rotate through a teacher-led guided reading station, a blended learning station targeting their particular skill gaps, and a skill-based independent practice station focused on vocabulary, writing, or reading fluency.
- **Math Stations** - A similar skill-building concept, where students rotate through stations where they work with a teacher in a small group at their own pace on grade-level concepts with skill-building targeted to their needs, work with math manipulatives to explore key numerical concepts and relationships, and work on a blended learning station where technology identifies and remediates each student's specific skill gaps.

In addition to reading and math instruction, Alpha: Cornerstone's K-4 program enables student-led exploration in science and social studies, focused on problem-solving.

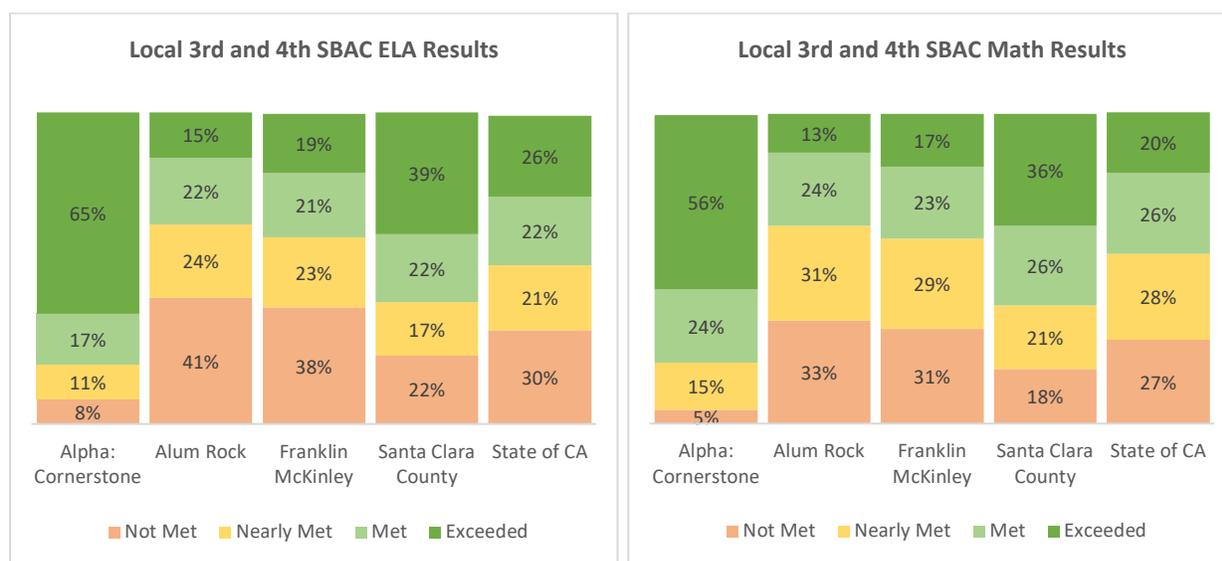
Please see page 7 for key elements of Alpha: Cindy's academic model.

(i) Alpha Public Schools Demonstrates Excellent Academic Achievement Results

Student performance on statewide assessments (Application Requirement B(i))

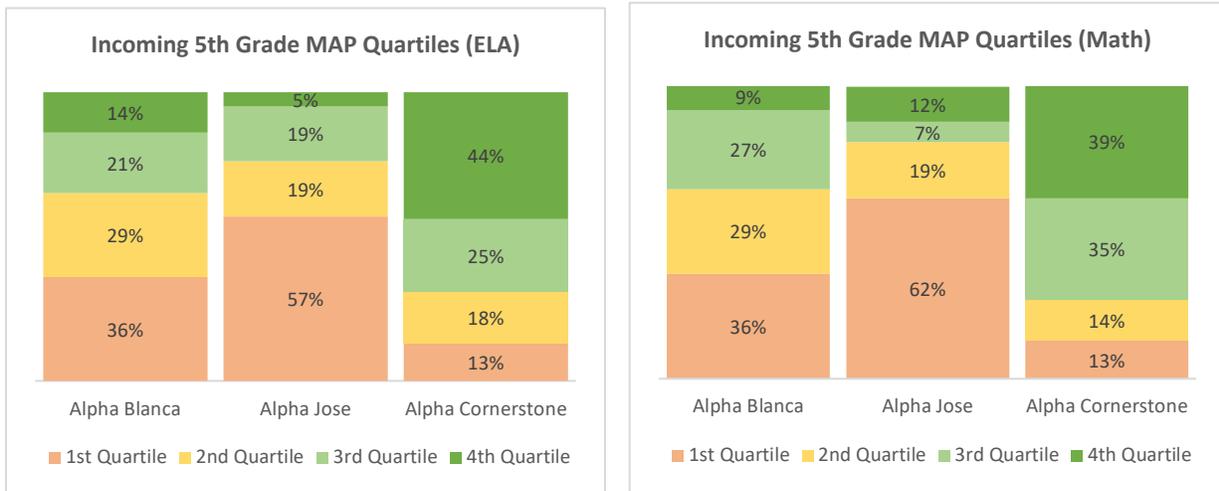
Alpha: Cornerstone’s 3rd- and 4th-grade results in ELA and Math—the tested elementary grades from the model Alpha seeks to replicate at its existing 5-8 schools—are *dramatically* better than those in the three comparison districts and the State of California: 82% of students Met or Exceeded Standards in ELA and 80% Met or Exceeded Standards in Math in 2018—a difference of 34 percentage points higher than the State in ELA and 44 in Math.

Figure 6: 2018 State Academic Results, Alpha: Cornerstone Academy



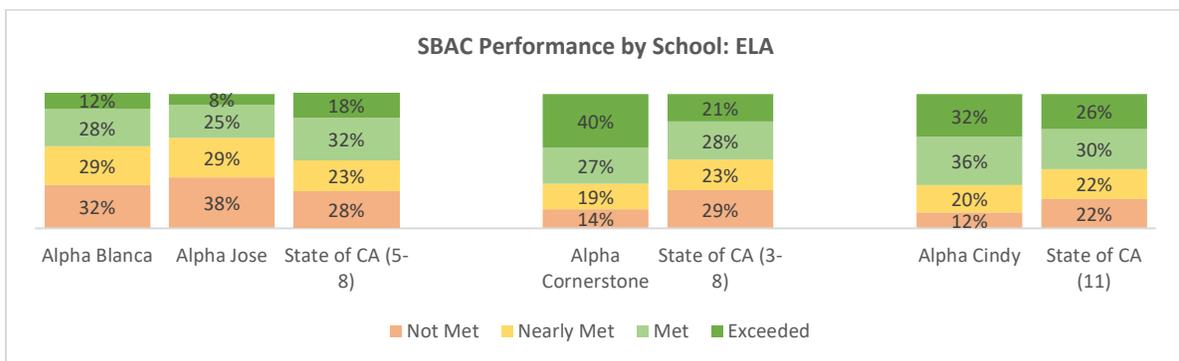
The academic struggles of students who come to Alpha without a solid elementary education as a foundation versus those who “grow up” at Alpha are clear when comparing the Fall performance of incoming 5th-graders on the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) across Alpha’s three middle schools. In Figure 7, on the following page, the 5th graders at Alpha: Blanca and Alpha: José are new to Alpha and are taking the MAP test during their first two weeks in 2018, while the majority of Alpha: Cornerstone’s 5th grade students have attended Alpha since Kindergarten—a difference which dramatically highlights the benefit of an Alpha elementary school education.

Figure 7: Incoming Performance of Alpha’s 5th Grade Students, by School, Fall 2018

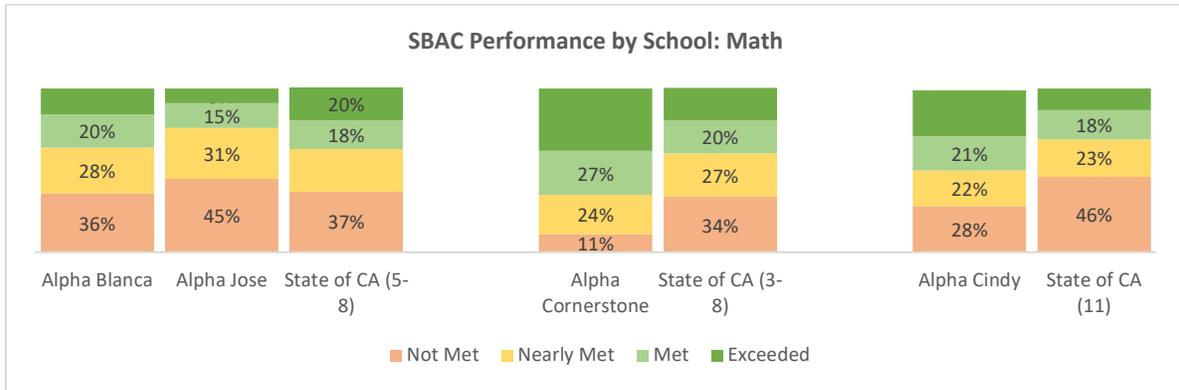


Despite receiving incoming student populations achieving well below grade level, Alpha: Blanca and Alpha: José students both achieve outcomes on the SBAC that are comparable to overall state averages (Figure 8) even though Alpha’s middle schools are serving more than 90% low-income students, compared to 61% in the state. By the time Alpha’s middle school students reach 11th grade at Alpha’s high school, they are outperforming students across the state⁶.

Figure 8: SBAC Performance of Alpha Schools, Compared to State of California, 2018

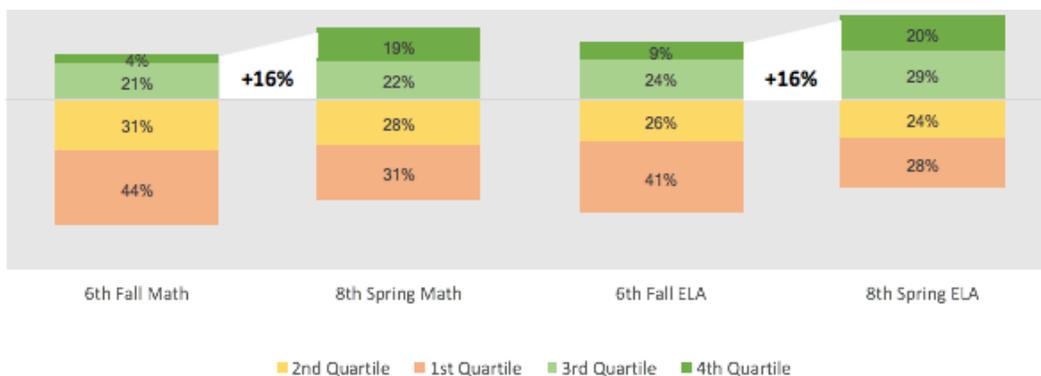


⁶ 11th grade is the first year that high school students are tested. Alpha closes gaps much earlier than grade 11; however, this is the first opportunity to show gap closure on a statewide exam.



Alpha: Blanca and Alpha: José—the schools which will replicate the Alpha: Cornerstone K-4 model—are currently focused on growth, bringing students who are significantly below grade-level to state standards. The school’s success in growing student achievement (and reducing the percent performing in the bottom quartile) can be seen in Figure 9, showing NWEA MAP data for the cohort of students who completing 8th grade in Spring 2018 from their entry into Alpha in Fall of 6th grade (Alpha added 5th grade after these students entered).

Figure 9: MAP Quartiles by Cohort, 6th to 8th Grade at Alpha: Blanca + Alpha: José



Although students at Alpha: Blanca and Alpha: José are making significant gains, they are still not achieving at the level of students at Alpha: Cornerstone. Considering Alpha serves a similarly educationally disadvantaged population at each of its schools (populations significantly *more* disadvantaged than the surrounding districts and state), it is clear that the difference lies in the K-4 academic program that Alpha: Cornerstone students have access to and the other

students do not. **The time has come to give students at Alpha’s standalone middle schools the same solid academic foundation as it affords the students at Alpha: Cornerstone.**

Comparisons with local school districts

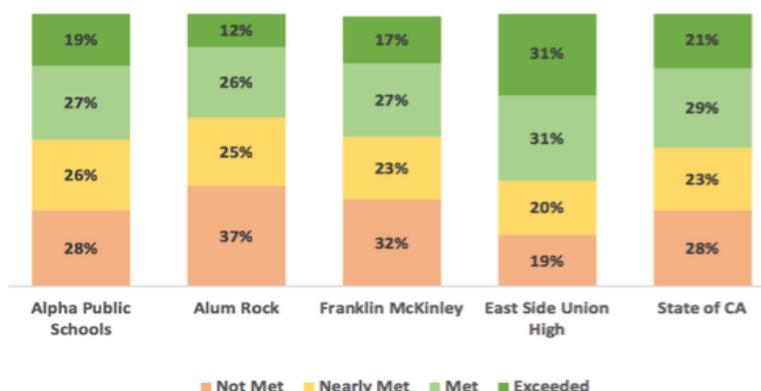
Alpha serves more economically disadvantaged students⁷ than all three comparison districts, as well as the State of California as seen in Figure 10.

Figure 10: Percent of Low-Income Students at Alpha and Comparison Districts

Alpha Public Schools	Alum Rock USD	Franklin-McKinley USD	East Side Union HSD	State of California
86%	83%	68%	46%	61%

Despite this, **Alpha Public Schools as a network is getting greater Overall results than almost all surrounding districts** as seen in Figure 8 on the previous pages. Only East Side Union High School District (ESUHSD), which tests only 11th grade, is higher than Alpha’s network rate—and Alpha 11th graders outperform ESUHSD, as will be seen below. **When compared to statewide SBAC performance, Alpha’s results in ELA are within just four percentage points for Met or Exceeded the Standard (Alpha: 46%, State: 50%), even though the percentage of low-income students *exceeds* the state’s by 25 percentage points.**

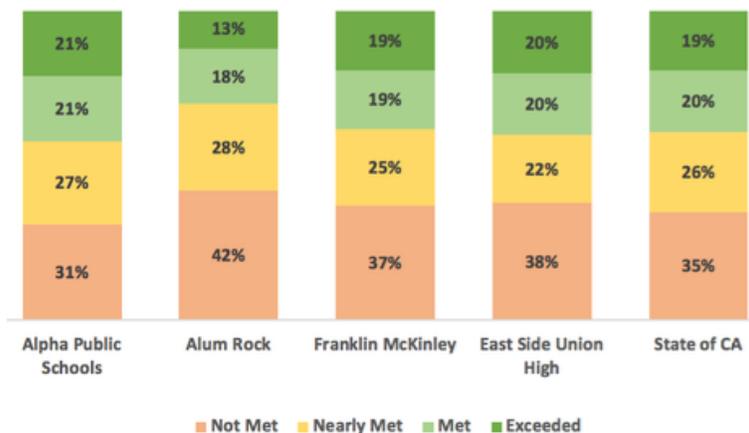
Figure 11: District and State Comparison, 2018 SBAC ELA



⁷ As determined by eligibility to receive Free- and Reduced-price Lunch (FRL).

Alpha’s comparative results are even stronger on SBAC math, exceeding *all* comparison entities: 42% of Alpha students Met or Exceeded the Standard as compared with 31% of Alum Rock, 38% of Franklin McKinley, 40% of East Side Union, and 39% statewide.

Figure 12: District and State Comparison, 2018 SBAC Math

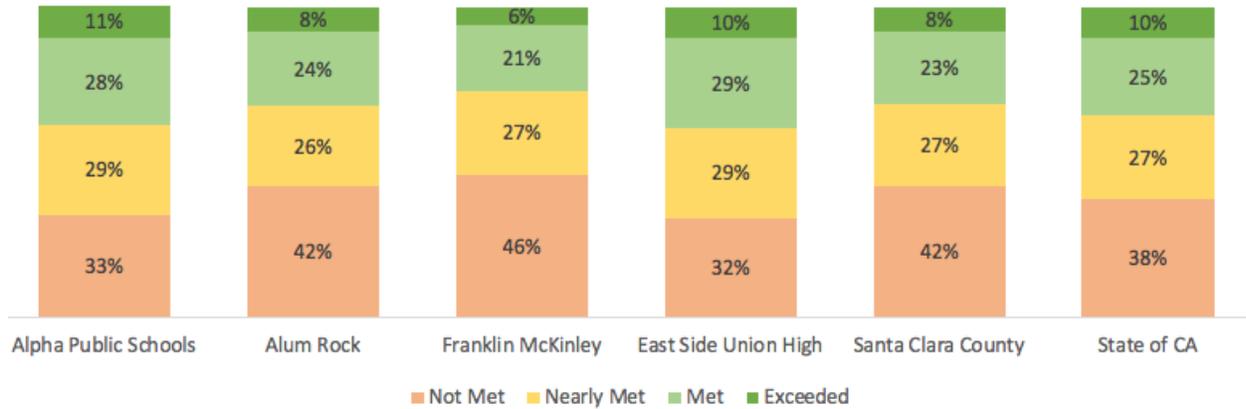


Clearly, Alpha Public Schools is getting comparatively *better results* with a far more economically and educationally disadvantaged student population.

Across California, over 1.4 million children enrolled in public schools are low-income Hispanic, representing 44% of the state’s student population—a student group for which average achievement across the board is unacceptably low. Only 23% of low income Hispanic students are proficient in Math—31 percentage points *below* the achievement of white students (54%).

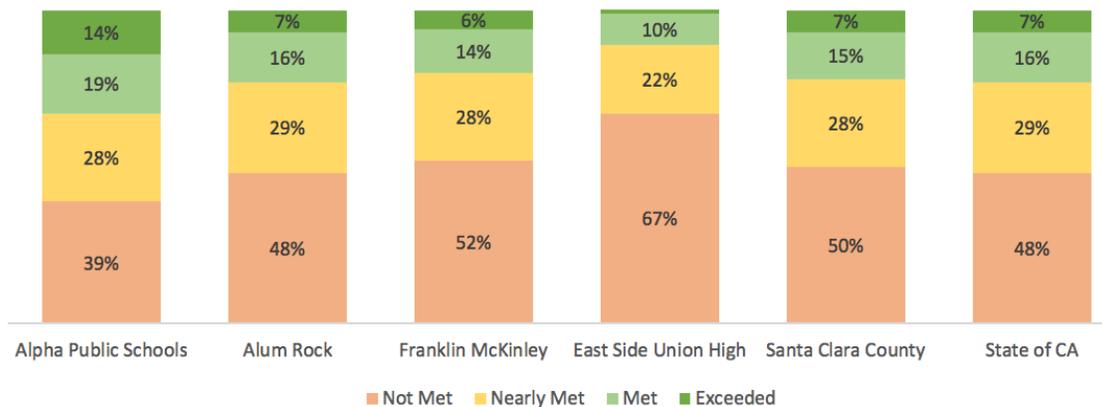
Drilling down to Alpha’s results with this population—economically disadvantaged Hispanic students—offers even more evidence that **Alpha’s academic approach is superior and should be replicated. As seen in Figure 13 on the following page, the proportion of economically disadvantaged Hispanic students who Met or Exceeded the Standard in ELA is 39% at Alpha**, as compared with 32% at Alum Rock, 27% at Franklin McKinley, 39% at Eastside Union High School District, 31% at Santa Clara County, and 35% for the state of California as a whole.

Figure 13: District and State Comparison of Economically Disadvantaged Hispanic Students, 2018 SBAC ELA



Likewise in math: **the proportion of economically disadvantaged Hispanic students who Met or Exceeded the Standard is 33% at Alpha**, as compared with 23% at Alum Rock, 20% at Franklin McKinley, 11% at Eastside Union High School District, 22% at Santa Clara County, and 23% for the state of California as a whole.

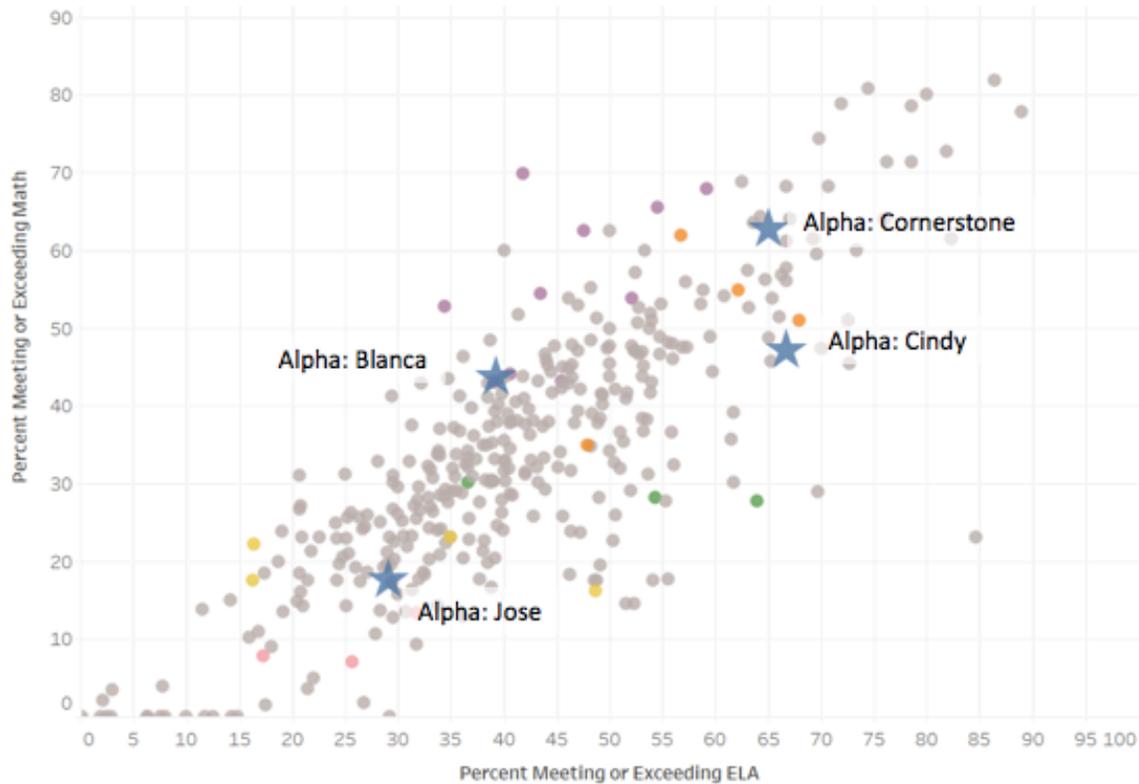
Figure 14: District and State Comparison of Economically Disadvantaged Hispanic Students, 2018 SBAC Math



The scatter plot in Figure 15, on the following page, shows the proficiency rates of low-income students as a whole at schools across Santa Clara County on the 2018 SBAC (Alum Rock, Franklin McKinley, and Eastside Union are all located in the geographic area of Santa Clara County; schools from these districts are all pictured in the graphic below). **Alpha: Blanca,**

Alpha: Cornerstone, and Alpha: Cindy are all outperforming district averages in ELA and Math, with performance comparable to other high-performing charter school networks like Rocketship (purple dots) and KIPP (orange dots).

Figure 15: SBAC Performance for Low-Income Students in all Santa Clara County Schools, 2017-18

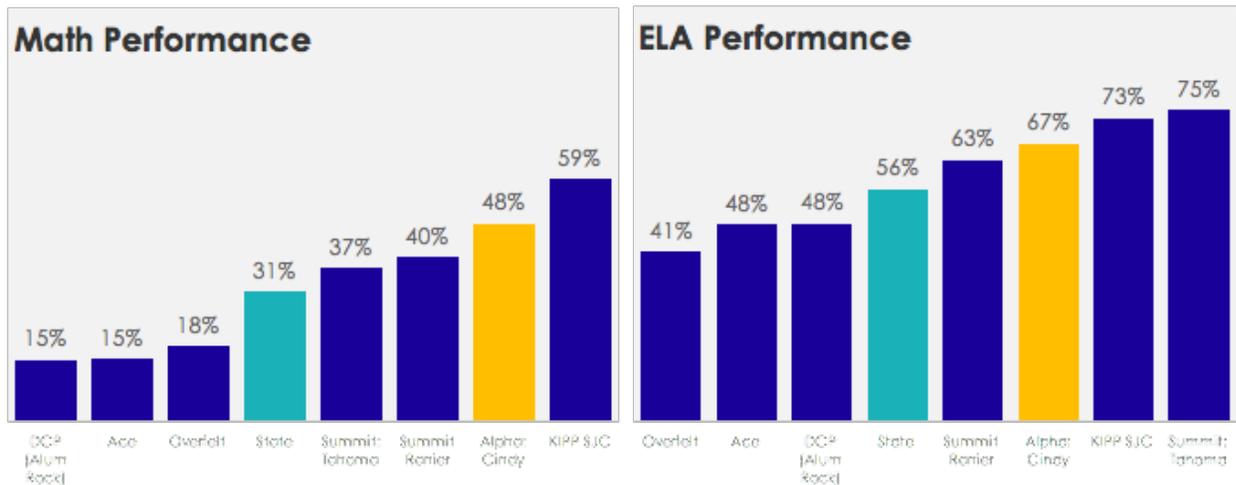


BOTTOM LINE: Alpha Public Schools is getting better SBAC ELA and Math results for economically disadvantaged Hispanic students—a subpopulation which comprises 72% of its total enrollment—than *any* comparison entity and will continue to do everything possible to deliver a high quality education to *all* students, regardless of their social, economic, linguistic, or educational background. Please see Appendices E and G for additional economically disadvantaged and student achievement detail.

High School-specific Academic Data

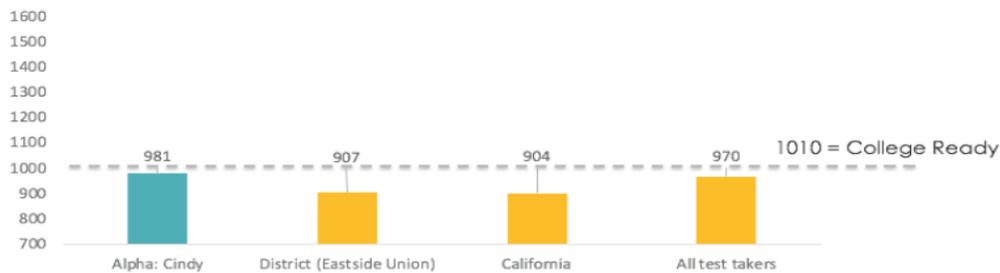
In its first year of SBAC (only taken at the high school level by juniors), Alpha: Cindy outperformed the state average in both ELA and math, with results comparable to those of the highest-performing charters. Alpha: Cindy significantly outperformed Overfelt—the ESUHSD school with which Alpha: Cindy shares a campus—in both ELA and Math.

Figure 16: Local High School ELA and Math Performance on SBAC, 2018



Additionally, Alpha juniors outperformed district, state, and national averages on the SAT—despite the fact that 100% of Alpha students take the SAT, compared to only 68% statewide.⁸

Figure 17: April 2018 SAT Data⁹



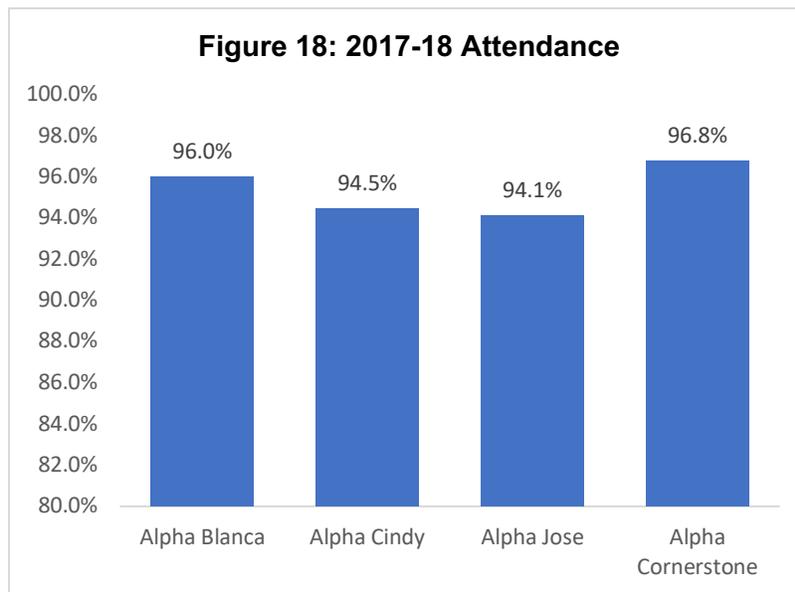
⁸ Statewide percent includes students who take either the SAT or ACT.

⁹ Comparison schools drawn from College Board score report to Alpha: Cindy.

While results are stronger than comparison groups¹⁰, Alpha has added an SAT prep class for all juniors in 2018-19, and SAT-aligned interim exams for all grades that will allow teachers to use data to further accelerate student growth and meet the college ready bar.

Annual student attendance rates

All Alpha schools maintain a high average daily attendance rate (ADA), which exceeds 94% at all schools, as seen in Figure 18.



In 2016-17 (the most recent year of public data available), the ADA for the State of California was 86.8%¹¹. Therefore, attendance at Alpha schools ranges from 7.3 to 10 percentage points higher than that of the state overall. **Application Requirement B(ii).**

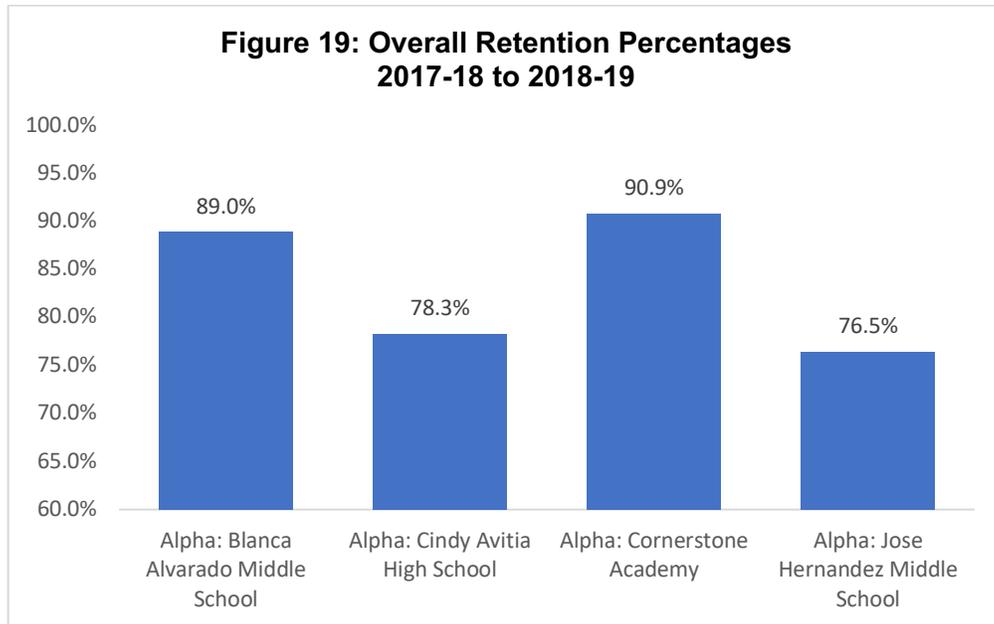
Annual student retention rates

Overall student retention (year over year enrollment) for each individual Alpha school exceeds 76% (Figure 19). **Application Requirement B(ii).** However, retention is markedly

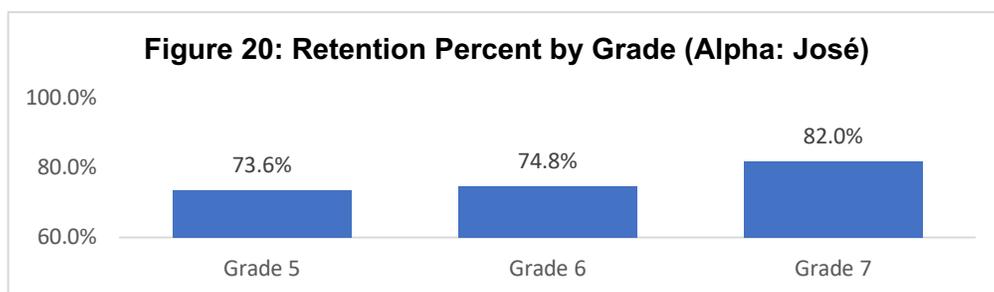
¹⁰ Only ESUHSD is provided as a comparison district, as it is specifically a high school district.

¹¹ Source: <https://www.ed-data.org/state/CA>. Enrollment: 6,228,235; ADA: 5,405,096.

higher for Alpha: Cornerstone, currently Alpha’s only K-8 school. **Alpha Public Schools is confident that 1) changing Alpha: José from 5-8 to a K-8 format will dramatically increase student retention at that school, and 2) creating a network-wide K-8 instructional program, which will better prepare students for success in a rigorous college-preparatory high school environment, will dramatically increase student retention at Alpha: Cindy.**



Although retention is lowest overall at Alpha: José, upon closer examination, retention increases across the grade levels as shown in Figure 20:



This is encouraging and strengthens the case for a K-8 continuum that sends elementary students to the middle school grades better prepared for success at that level. For additional retention detail by grade level, please see **Appendix I-5**.

Student academic growth

Between the 2016-17 school year and the 2017-18 school year, the percent of Alpha students meeting or exceeding state standards grew by 4.4 percentage points in ELA, and by 6.4 percentage points in math—while comparison districts and the state grew by less than 2 percentage points, as demonstrated in Figure 21. Alpha’s gains for all students are driven by larger-than-average gains between 2016-17 and 2017-18 for Economically Disadvantaged students, who gained 4.7 percentage points in ELA and 7.6 percentage points in math, and by English Learners, who gained 5.2 percentage points in ELA and 3.1 percentage points in math.

Figure 21: Growth in Students Meeting, Exceeding State Standards

Entity	Category of Student	2016-2017		2017-2018		Point Increase	
		ELA	Math	ELA	Math	ELA	Math
Alpha	All Students	44.5%	38.1%	48.9%	44.5%	4.4	6.4
Comparison Distr.	All Students	41.4%	35.1%	42.5%	37.3%	1.1	2.1
State	All Students	48.5%	37.6%	49.9%	38.6%	1.4	1.0
Alpha	Econ. Disadv.	40.7%	33.4%	45.4%	41.0%	4.7	7.6
Comparison Distr.	Econ. Disadv.	37.2%	31.3%	38.6%	33.7%	1.4	2.4
State	Econ. Disadv.	35.5%	24.6%	37.7%	26.2%	2.2	1.6
Alpha	Engl. Learner	20.8%	16.1%	26.4%	19.2%	5.6	3.1
Comparison Distr.	Engl. Learner	9.3%	12.3%	10.8%	13.4%	1.5	1.1
State	Engl. Learner	12.1%	12.3%	12.6%	12.6%	0.5	0.3

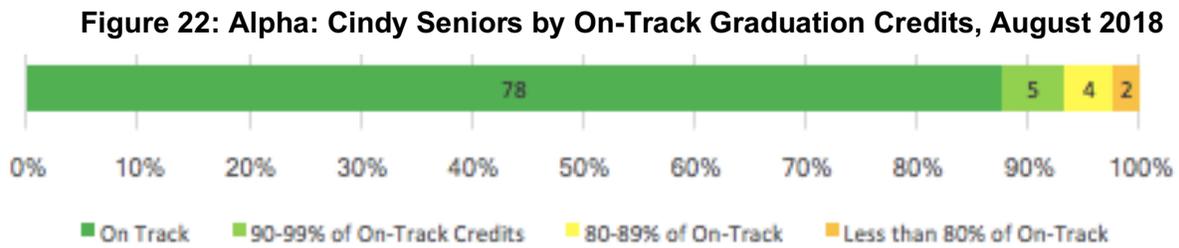
These improvements are due to Alpha’s redirection of the Academic team to focus on standardized academic lessons, weekly quizzes, and an intensive cycle for teacher data review, resulting in students having a more consistent, higher-quality experience across all Alpha campuses. Combined with implementing the K-4 grades at Alpha: Blanca and Alpha: José, Alpha believes these key levers will result in high overall achievement, more rapid growth, and higher rates of college persistence.

In the 2018-19 school year, Alpha has expanded REACH, Alpha’s personalization period, at each campus serving students in grades K-8. During this personalization period, students receive

instruction at their level: students who are significantly below grade-level work from a standards-based curriculum with intervention teachers to close any knowledge gaps from previous grade levels, while students who are close to grade level and on-grade-level work on blended learning programs targeted at their skill gaps, if any, and rotate through differentiated small-group instruction with their teachers focused on accelerating their knowledge. **Application Requirement C(i) and L.**

High school graduation rates

Alpha Public Schools will graduate its first class of seniors in June 2019. As demonstrated in Figure 22, **as of August 2018, 93% of Alpha’s 88 12th-graders were either on track to graduate or within one class of being on track.**



All 11 students missing one or more classes for credit are enrolled in credit recovery for the Fall semester, which ends January 14. Therefore, **100% of students are expected to be on track by the end of January 2019.**

Throughout its brief, four-year history of operating Alpha: Cindy, Alpha has continued to iterate on and improve its academic model. To ensure that all students accrue the A-G (required content-area) classes needed to make them eligible to attend the UC/CSU system, Alpha has:

- Created tracking systems for A-G courses, including transcript audits, and assigned students to classes based on A-G credit needs to graduate UC/CSU-ready in 4 years.
- Required all off-track students to attend summer school.

- Created a credit-recovery class to allow students who were more than 1-2 classes off-track to retake courses online with teacher supervision during the school day.
- Instituted student grade checks during the Advisory period in order to address Ds and Fs with early interventions and additional academic supports.

College attendance rates

Alpha has not yet sent any graduates to college. However, **as of December 2018, 31% of seniors have already been accepted to at least one college or university**, even though the deadline for applications was January 1, indicating that **Alpha’s students are highly qualified**.

(ii) Alpha Public Schools is a high-quality charter school operator

As noted in the introduction, Alpha schools have consistently outperformed the local school districts in East San José and have been among the top performing charter schools in the area. In addition, Alpha: Cornerstone won a California Distinguished School Award and Alpha: Blanca won a Next Generation Learning Challenges award¹². Alpha: Cindy holds a six-year accreditation, the maximum possible, by the Western Association of Schools and Colleges (WASC).

Alpha is in good standing with all of its authorizers—Alum Rock Unified School District, Franklin McKinley Unified School District, Santa Clara County Office of Education, and East Side Union High School District—which have continued to re-authorize Alpha schools. Alpha Public Schools has had no school closures, no issues of noncompliance with statutory or regulatory requirement, no charter revocations for any reason, and no affiliations revoked or

¹² <https://www.nextgenlearning.org/news/press-release-nglc-identifies-five-breakthrough-whole-school-models-for-college-readiness>

terminated. Although highly unlikely given Alpha’s sound operational history and academic results, should an Alpha school face closure in the future, leaders will assist students in enrolling in another Alpha school or, in the case of high school closure, a high-performing charter high school. **Application Requirement O.**

(iii) Alpha Public Schools is financially sound and operationally stable

Alpha Public Schools has been awarded several grants by the California Department of Education (CDE), which considers Alpha a high-quality, financially sound charter school operator. The CDE awarded both the Public Charter School Grant Program and the Revolving Loan to help found Alpha: Blanca, Alpha: José, and Alpha: Cindy. Alpha has remained in good standing with both the grant and loan program, using grant funds on approved expenses, and repaying the loan in a timely manner. Alpha's operating reserves are currently (and are projected to be over the next 5 years) above 25% of annual operating expenses. Additionally, Heritage Bank has approved Alpha for a line of credit in the amount of \$1,500,000. Although Alpha has not had to take advantage of this offering, the security of it as an emergency financial measure is there if needed. Alpha has not had any significant issues in the area of financial or operational management or student safety, or other significant problems with statutory or regulatory compliance that could lead to revocation of the school’s charter from any of its four authorizers.

At a time when many local districts are looking at major deficits in the upcoming years, Alpha has maintained strong fiscal health throughout its history as is evidenced by positive cash balances, a healthy financial reserve above 25% that it has judiciously maintained for times of economic uncertainty, clean audits with no findings, an available line of credit should it be needed, and a history of successful fundraising efforts (please see page 52 for major

philanthropic gifts to the network). Alpha is confident it will remain in this strong financial position moving forward, as a result of thoughtful planning. **Application Requirement B(iii).**

B. Alpha Assists Educationally Disadvantaged Students

(i) Alpha serves a significant population of educationally disadvantaged students

Economically disadvantaged students

Across our network, Alpha serves a student population that is **86% low income, 72% Hispanic, 40% English Language Learners, and 12% Special Education**—all populations that have been historically educationally disadvantaged by the American education system.

Figure 23 illustrates these populations in relation to local districts and the State of California.

Figure 23: Comparative Populations of Educationally Disadvantaged Students

Entity	Hispanic	English Lang. Learner	Low-Income	Special Education
Alpha Public Schools	72%	40%	86%	12%
Surrounding Districts	68%	32%	76%	11%
State of California	55%	17%	61%	11%

This chart shows that Alpha is serving educationally disadvantaged students at rates greater than our surrounding districts and greater than the state of California itself. In particular, **Alpha is serving Special Education students at rates greater than surrounding districts and the state of California—a distinction rare among charter schools.**

Hispanic students, in particular—Alpha’s largest student subgroup—are traditionally underrepresented in institutions of higher education and are most likely to be first-generation college attenders. Data from the Department of Education¹³ classifies 25% of white and Asian-American students as first-generation students, whereas 61% of Hispanic student belong to this

¹³ [“Profile of Undergraduate Students: 2011-12.”](#) U.S. Department of Education, October 2014.

demographic. Compounding this, first-generation students are less likely to complete their college degree in six years—50% for first-generation students versus 64% for non-first-generation. For low-income first-generation students, this number drops to only 11% compared to about 55% for their more advantaged peers, according to a Pell Institute study of higher education equity¹⁴. As Alpha serves a majority low-income, first-generation Hispanic population, Alpha’s program is specifically built to provide these students with the supports and skills that they need to be successful in college acceptance, matriculation, and success.

Even as we serve very high populations of educationally disadvantaged students, Alpha’s students have outperformed local school districts in English Language Arts (ELA) and math in almost every comparison group, as demonstrated in Figure 24 on the following page.

¹⁴ http://www.pellinstitute.org/downloads/publications-Indicators_of_Higher_Education_Equity_in_the_US_2016_Historical_Trend_Report.pdf

Figure 24: Percent of Students Meeting or Exceeding SBAC Standards

Entity	Category	2016-2017		2017-2018	
		ELA	Math	ELA	Math
Alpha Public Schools	All Students	45%	38%	49%	45%
Comparison Districts	All Students	41%	35%	43%	37%
State	All Students	49%	38%	50%	39%
Alpha Public Schools	Economically Disadv.	41%	33%	45%	41%
Comparison Districts	Economically Disadv.	37%	31%	39%	34%
State	Economically Disadv.	36%	25%	38%	26%
Alpha Public Schools	English Learner	21%	16%	26%	19%
Comparison Districts	English Learner	9%	12%	11%	13%
State	English Learner	12%	12%	13%	13%
Alpha Public Schools	Hispanic or Latino	36%	26%	45%	36%
Comparison Districts	Hispanic or Latino	31%	23%	34%	27%
State	Hispanic or Latino	37%	25%	39%	26%
Alpha Public Schools	Students with Disability	7%	9%	8%	9%
Comparison Districts	Students with Disability	8%	8%	10%	12%
State	Students with Disability	14%	11%	15%	12%

Alpha’s Success Serving Students with Disabilities

Alpha is proud to serve a larger population of students with disabilities than surrounding districts and the state. As a network committed to serving all students according to their needs, Alpha offers additional supports for our Special Education students. As a result, parents who have students with special needs are more likely to enroll their students at Alpha than at local schools, evidenced by the higher proportion of Special Education students at Alpha.

Alpha’s performance on the SBAC for students with disabilities is near, but not yet at the level of surrounding districts and the state. However, Alpha has shown promising growth over the past three years in the percent of students with disabilities who are passing the SBAC as seen in Figure 24 above—even as we are serving a higher proportion of students with special needs.

Alpha’s Education Specialists are responsible for managing the development of and caseload of Individualized Education Plans (IEP) for all students who require special education

services. Education Specialists are coached to provide behavioral and academic support to improve student outcomes by our network special education team, which also provides technical expertise to ensure compliance, and coaching for Education Specialists to adapt lessons to the special needs of every Alpha student. **Application Requirements A(i) and K.**

In addition, Alpha has added special supports to address the needs of our students with Disabilities, including a Therapeutic Learning Classroom to address the needs of our students who have very severe academic and behavioral needs, and who are not able to be in the general education program for the majority of the school day. This classroom is led by a Therapeutic Learning Specialist whose focus is on differentiating supports for students coping with trauma and is supported by paraprofessionals that provide personalized supports to students in the class throughout the day. The caseload of this Learning Specialist is smaller than that of other Education Specialists, and they receive professional development appropriate to the more severe needs of the students on their caseload. While we strive to provide grade-level instruction to our students with the most severe needs, we recognize that these students have additional, unique needs that must be addressed, and we employ a suite of specialized curriculum to support these students' learning and academic achievement.

Alpha is committed to serving the needs of each and every student in our schools, and therefore all students with disabilities receive a free, developmentally-appropriate public education in accordance with the requirements of the Individuals with Disabilities Education Act. We provide differentiated instruction for special education students in the general education classroom, and supplemental aides and services are added to students' educational plans according to their identified areas of need. Please see additional information related to Special Education services and program as provided in the Alpha Family Handbook (**Appendix I-6**).

Alpha’s Success in Serving English Language Learners

Alpha schools each serve a higher English-language Learner (EL) student population than comparison districts yet have had remarkable success in accelerating these students’ progress. As seen in Figure 25, over the last three years Alpha’s ELs have outperformed local districts and the State in both ELA and math every year, with the positive difference in the performance of ELs at Alpha improving over time as compared to local districts and the state.

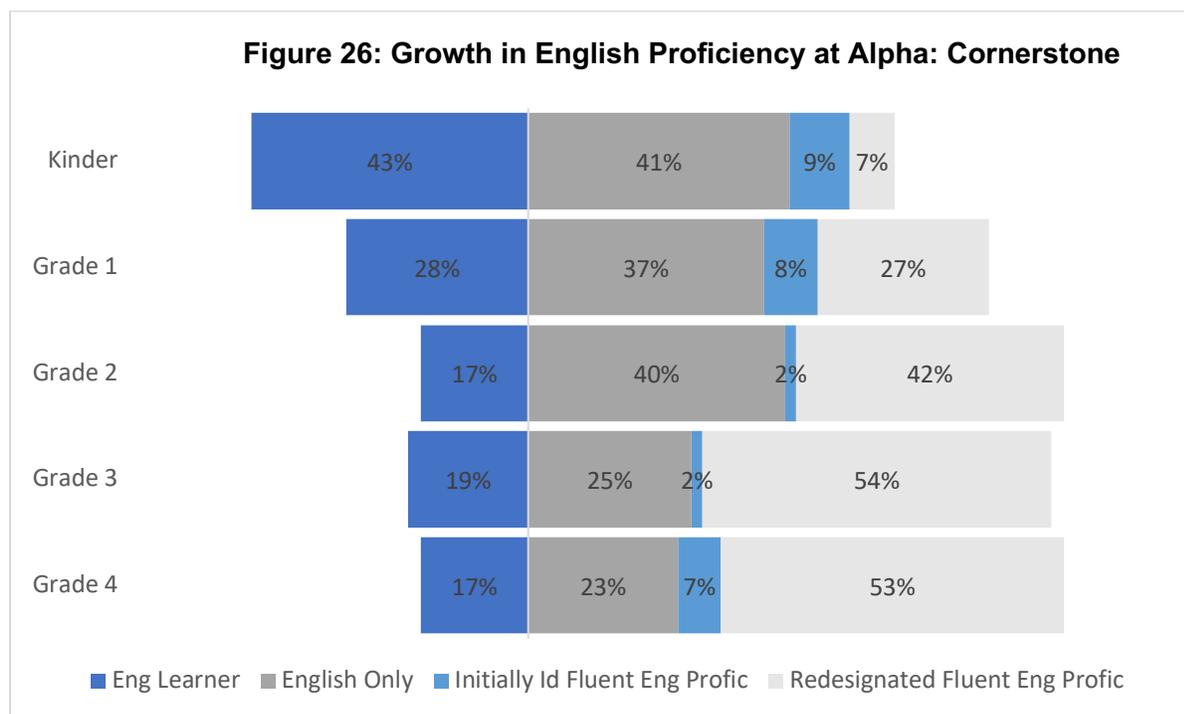
Figure 25: CA State Assessment Data: Alpha and Other Districts

% Meeting or Exceeding Standards (Grades 3-8 + 11)		2015-2016		2016-2017		2017-2018	
School	Category	ELA	Math	ELA	Math	ELA	Math
Alpha Public Schools	English Learner	17%	16%	21%	16%	26%	19%
Comparison Districts	English Learner	13%	14%	9%	12%	11%	13%
State	English Learner	13%	12%	12%	12%	13%	13%
Alpha Difference from Local District		+4%	+2%	+12%	+4%	+15%	+6%
Alpha Difference from State		+4%	+4%	+9%	+4%	+13%	+6%

The reason for Alpha’s success in serving ELs is our differentiated academic model, which meets each student’s specific needs through supports to move them forward at their level. We design our curriculum to embed integrated language development, promoting the development of oral and written language skills. In our academic model, this includes the use of anchor charts and other visual aids that help students build learning comprehension while listening, building habits of discussion through classes in which students do the majority of the cognitive lift, developing the practice of annotations in which students make meaning from written text by restating it in their own words, and a focus on independent practice where each student receives feedback from the teacher during each lesson targeting their specific skill gaps. In addition, ELs benefit from Alpha’s unique REACH block, a differentiation period in which students who are far below grade-level receive specific supports targeted at their areas of difficulty using the

Standards Plus curriculum, and all other students receive targeted small-group instruction from their classroom teachers or work on blended learning programs personalized to their needs.

Data for Alpha: Cornerstone, in Figure 26, shows how Alpha builds English-language proficiency as students progress through the grade levels, with the number of English-language Learners decreasing dramatically between Kindergarten and 4th grade, as more and more students are re-designated as proficient in English. As Alpha replicates the Alpha: Cornerstone K-4 model at Alpha: Blanca and Alpha: José, we expect to see similar gains in English proficiency during the elementary grades at these campuses.



As students become more proficient in English, they are exited from EL programs as fluent/English-proficient. Alpha’s EL students are primarily Spanish- and Vietnamese-speakers.

(ii) Alpha will continue to serve a significant population of educationally disadvantaged students

Alpha teachers and staff are committed to helping all learners achieve academic excellence, from high performers to ELs and students with special needs. Alpha celebrates people from diverse backgrounds, especially those who can relate to the challenges and strengths of Alpha's students. Therefore, Alpha will continue to recruit and enroll students from educationally disadvantaged backgrounds, **specifically targeting educationally disadvantaged students from our East San José neighborhood, with a focus on students who are low-income, students of color, English Language Learners, and special education students.** As the majority of Alpha's students live within a one-mile radius of their enrolled campus, students either walk to school or are driven by their parents. **Application Requirement A(ii).**

As indicated in Figure 1 on page 2, Alpha will use CSP funding to grow from 1,530 students to 2,301 by the end of the grant period, at least 85% of whom are projected to be low-income, 70% Hispanic, 40% English-language learners, with comparable rates of students with disabilities as currently served. Alpha will remain an open-enrollment lottery charter school that accepts students from all socio-economic and educational backgrounds. **Application Requirement J. See also Appendix I-7.** To ensure Alpha continues to serve a significant population of educationally disadvantaged students, Alpha focuses on engaging our community and our parents, ensuring that we are meeting the needs of the families that our schools are designed to serve. We plan to use several community engagement strategies to ensure that, during the replication of Alpha: Cornerstone's elementary model and the expansion of our high school, we continue to serve educationally disadvantaged students, particularly those who are

low-income, students of color, English Language Learners, and students with disabilities. These include, but are not limited to:

- Extending invitations to enroll to siblings of current students.
- Requesting that current Alpha families refer friends/new families.
- Conducting a targeted social media campaign with posts/invitations every two weeks.
- Door-knocking in targeted (low-income/high-needs) neighborhoods (ex: housing complexes with Section 8 units).
- Setting up information tables at Vietnamese shopping centers and Hispanic supermarkets.
- Attending/setting up information tables outside cultural events in the community (ex: Aztec dance event at a local park).
- Mailing postcards and send flyers to families in targeted neighborhoods.
- Ensuring that our student recruiters (1 FT & 2 PT) are members of the community we are targeting, and that they speak Spanish or Vietnamese, to ensure Alpha continues to attract its desired, historically underserved student population.
- Recruiting and retaining a very diverse force of classroom educators (shown in Figure 4, previously), which is key to building and maintaining trust with the diverse communities Alpha serves. We plan to continue our work to build and maintain staff diversity, so that our community can see itself represented on our team.

In anticipation of changing the format of the two 5-8 campuses to K-8, Alpha has already begun to attend recruitment events and host information tables at local Head Start programs, daycares, churches, festivals, health clinics, and even Chuck E. Cheese and the Mexican Consul. Additionally, all families of current Alpha students have been notified of the schools' impending grade level additions and have begun assisting in recruitment efforts.

For additional information on Alpha’s student recruitment, enrollment, and lottery admissions process, including goals and targets, please see **Appendix I-7**.

C. Alpha’s High-quality Evaluation Plan

SRI International, a national nonprofit research organization, will conduct an independent evaluation of Alpha’s expansion strategy. The evaluation will (1) describe the implementation of the core elements of Alpha’s school model (i.e., the “inputs” in the left column of the logic model found in Figure 27: excellent teachers and leaders, high academic expectations, engaged and empowered parents, and functional expertise and centralized management) in the expansion sites; (2) identify strategic elements of the network’s expansion and sustainability; and (3) examine student retention and academic success outcomes from the logic model (Figure 27).

Logic model

Figure 27: Alpha Public Schools’ CSP Replication and Expansion Logic Model

INPUTS AND ACTIVITIES	OUTPUTS	OUTCOMES	LONG-TERM GOALS
<p>INPUTS:</p> <ul style="list-style-type: none"> • Excellent teachers and leaders • Leadership development opportunities • High academic expectations • Engaged, empowered parents • Functional expertise and centralized management <p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Provide consistent, high-quality schools <ul style="list-style-type: none"> ◦ Strengthen existing 5-8 school performance by replicating proven elementary model on 5-8 campuses, adding grades K-4 ◦ Directly provide high-quality K-12 education in high-need communities ◦ Expand number of high-quality high school seats • Partner with parents <ul style="list-style-type: none"> ◦ Parents advocate locally for high-quality options in high-need neighborhoods 	<p>Two 5-8 schools become K-8</p> <p>20 new highly qualified teachers hired by full enrollment for a total of 80 teachers and 4 Principals</p> <p>High school adds 150 seats, a total of 751 new high-quality charter school seats available network-wide when all schools fully enrolled, for a total of 2,301 seats</p> <p>224+ hours of professional development per teacher per year</p> <p>95% student attendance at each school</p> <p>90% of students continue to be enrolled year over year</p>	<p>Provide an excellent K-12 education for Alpha Public Schools students</p> <p>Total of three K-8 and one 9-12 schools in operation</p> <p>Raise absolute achievement levels and advance students who are behind:</p> <ul style="list-style-type: none"> • ≥62% passing state exam in reading • ≥60% passing state exam in math • ≥65% showing at least 1 year of growth on NWEA MAP reading (all students) • ≥65% showing at least 1 year of growth on NWEA MAP math (all students) <p>School Culture</p> <ul style="list-style-type: none"> • Schools show a Learning Environment score of 6.5 on the TNTP School Culture survey • 60%+ students report a positive outlook on Alpha Public Schools on the School Culture survey <p>Parent/Family Engagement</p> <ul style="list-style-type: none"> • 70%+ parents report a positive outlook on Alpha Public Schools on the School Culture survey 	<p>Become sustainable on public funding</p> <p>Serve as a catalyst for high-quality K-12 options beyond Alpha Public Schools (as a result of competitive pressure on existing schools to improve)</p> <p>75%+ students graduate from college within 6 years of matriculation</p> <p>Ensure that all Alpha scholars develop the academic skills and leadership habits required to succeed in college and become leaders in their communities</p>
CONTEXT: HIGH-NEED STUDENT POPULATION IN DISADVANTAGED COMMUNITIES			
<p>NATIONAL:</p> <ul style="list-style-type: none"> • 22% of low income fourth graders are proficient in math and 21% are proficient in reading. • 9% of low-income students graduate college, compared to 77% of wealthier peers • Only 9% of low-income students complete college in 6 years • By 2020, 2/3 of job openings will require postsecondary education or training 		<p>ALPHA PUBLIC SCHOOLS:</p> <ul style="list-style-type: none"> • 1,530 current students, growing to 2,301 by 2024 • 86%+ economically disadvantaged • 39.8% English-language Learner • 73% African American/Hispanic, traditionally underserved in K-12 education and underrepresented in higher education • 70%+ of incoming 5th graders perform below grade level in math and/or reading 	

The evaluation is guided by the following research questions:

- 1) **Implementation.** To what extent do replication and expansion sites consistently implement the core elements of excellent teachers and leaders, high academic expectations, engaged and empowered parents, and functional expertise and centralized management? How, if at all, does implementation of core elements differ by school?
- 2) **Challenges and supports.** What challenges do replication and expansion schools face in implementing the Alpha model? How do the challenges differ by school? To what extent do the supports provided by Alpha meet each school's needs?
- 3) **Student outcomes.**
 - a. *Elementary schools.* How do student outcomes (i.e., retention, student performance, and academic growth trajectories) in the replication elementary schools (Alpha: José and Alpha: Blanca) compare to outcomes in the established K-4 school (Alpha: Cornerstone), overall and by student subgroup (e.g., low-income students, ELs, students with disabilities). How do these student outcomes vary by school? How do Alpha elementary schools perform relative to other nearby schools serving a similar student population?
 - b. *High school.* How do student outcomes (i.e., retention, student performance, academic growth trajectories) in the expansion high school (Alpha: Cindy) compare to student outcomes prior to expansion and student outcomes in nearby high schools serving a similar student population?

Objective performance measures

Alpha maintains organization-wide goals as detailed in Figure 28, showing baseline data as of the 2017-18 school year as well as targets for each year of the CSP funding period. Targets will be updated upon receipt of all 2018-19 data (no later than July 1, 2019).

Figure 28: Alpha Public Schools' CSP Objective Performance Measures

Specific Measurable Result	2017-18	2019-20	2020-21	2021-22	2022-23	2023-24
Grant Year	Baseline	1	2	3	4	5
ACADEMIC ACHIEVEMENT						
SBAC Met + Master						
Math	44%	51%	53%	55%	57%	60%
Reading	49%	54%	56%	58%	60%	62%
MAP + (P)SAT: Meet typical growth target						
Math	55%	57%	59%	61%	63%	65%
Reading	52%	57%	59%	61%	63%	65%
MAP: Meet tiered growth target						
Math	38%	43%	45%	47%	49%	51%
Reading	41%	45%	47%	49%	51%	53%
(P)SAT College-ready (SAT Score of 1010)	34%	46%	48%	50%	53%	55%
College Acceptance Rate	NA	100%	100%	100%	100%	100%
Matriculation to college	NA	75%	80%	85%	90%	90%
TEACHER RETENTION						
Year-over-year retention by August 12	61%	65%	70%	75%	75%	75%
STAFF CULTURE						
Average quartile of teacher satisfaction*	1	2	2	3	3	4
STUDENT CULTURE						
Learning Environment*	5.5	6.5	7.0	7.0	7.0	7.0
Student suspension rate	7.8%	<6%	<6%	<6%	<6%	<6%
Year-over-year student retention	78%	>90%	>90%	>90%	>90%	>90%
Student survey – positive perception of Alpha	NA	75%	77%	80%	82%	85%
PARENT ENGAGEMENT						
Parent survey – positive perception of Alpha	30%	70%	>70%	>70%	>70%	>70%
FINANCIAL REQUIREMENT						
Average student enrollment	1,614	1,692	1,866	2,037	2,181	2,301
Average daily attendance	95%	96%	>96%	>96%	>96%	>96%

*Scores drawn from The New Teacher Project, Insight teacher survey

Research methods and measures

To address the research questions, SRI will use mixed qualitative and quantitative methods to document implementation of key components of the Alpha model, synthesize lessons learned

in expanding the model, and provide descriptive analyses of Alpha student outcomes. The following table charts the research topics by each data source and research activity.

Research questions	Implementation Measures			Outcome Measures	
	Classroom observations	Teacher and parent surveys	Interviews with central office and school-based staff	NWEA MAP data	State assessment data
1) Implementation	X	X	X		
2) Challenges and supports			X		
3) Student outcomes				X	X

Implementation measures. The SRI team will work with Alpha leadership to develop measurable indicators for the key components of the model (excellent teachers and leaders, high academic expectations, engaged and empowered parents, and functional expertise and centralized management). Given that a goal of the evaluation is to inform successful expansion, it will also be important to identify indicators of successful implementation that allow for timely, formative feedback to inform midcourse adjustments and increase the likelihood of success. SRI will rely on a standardized, validated classroom observation system; existing, reliable teacher and parent survey scales; and systematic interviews.

- Standardized, validated classroom observation protocol.*** SRI will use a standardized, validated classroom observation protocol as a measure of both “excellent teachers” and “high academic expectations.” In year 1, SRI will work with Alpha leadership to identify a validated classroom observation system that best aligns with the network’s goals for instruction (i.e., the indicators for excellent teachers and high academic expectations). Observation systems to be considered include CLASS® which measures three domains (emotional support, classroom organization, and instructional support) and Charlotte Danielson’s Framework for Teaching which includes four domains (planning and

preparation, classroom environment, instruction, and professional responsibilities). SRI has experience using both of these systems to measure teacher outcomes.¹⁵

- ***Existing, reliable teacher and parent survey scales.*** Once SRI and Alpha have identified indicators for the key components of the model, SRI will review Alpha’s existing teacher and parent survey instruments and suggest revisions to ensure alignment with these indicators. For example, SRI will identify existing reliable teacher survey scales for constructs relating to school leadership (“excellent leaders”), instructional practices (“excellent teachers”), and high academic expectations, and parent survey scales for constructs relating to engagement and empowerment. SRI will also identify measures of functional expertise and centralized management that could be included on the teacher and parent surveys (e.g., perceptions of central support for academics).
- ***Systematic interviews.*** Qualitative data will provide information about implementation, as well as highlight the structures and supports needed for high-quality expansion. Qualitative data collection will include interviews with Alpha central office staff and school leaders and teachers (in both existing and expansion schools). SRI will develop semi-structured protocols for each type of interview to allow for systematic data from all Alpha schools on the challenges and maturation process as the schools grow to full enrollment, the extent to which the Alpha central office supports address the schools’

¹⁵ For a summary of research on CLASS, see <https://teachstone.com/research/>; for more information on the Danielson Framework for Teaching, see http://k12education.gatesfoundation.org/download/?Num=2792&filename=Danielson-FFT_10_29_101.pdf.

needs, and prospects for sustainability and future expansion. More specifically, interviews will focus on central office functions associated with the key components of the Alpha model (e.g., centralized teacher recruitment and teacher and leader professional development in support of “excellent teachers and leaders”; centralized support for parent engagement) are evolving with expansion and how well they are meeting expansion schools’ needs. Additionally, interviews will address principal leadership, academic expectations, and parent involvement.

Outcome measures. Alpha schools administer the NWEA MAP reading and mathematics assessments in grades K through 9, and the Alpha central office will provide the resulting data to SRI for the purposes of the evaluation. Using this data, SRI will examine student performance in the expansion K-8 schools relative to Alpha’s benchmark goals and in comparison with Alpha’s existing K-8 school, adjusting for grade level and available measures of student background and prior achievement. At the high school level, SRI will compare 9th grade student performance on NWEA MAP before and after expansion. SRI will also assess whether students’ growth trajectories on measures of academic achievement differ between the expansion schools and the existing school or, in the case of the high school, before and after expansion (described below). In addition, NWEA provides virtual comparison group (VCG) data, which will allow SRI to compare Alpha students to a national sample of similar students. For each target student, the NWEA VCG consists of 51 comparison students nationwide who are matched on baseline NWEA achievement and student and school demographic information (poverty, grade level, urbanicity, etc.). Comparing Alpha students and their VCGs provides evidence regarding whether low-income, minority students at Alpha fair better than similar students across the nation. SRI will also use NWEA MAP data to track year-to-year student persistence at Alpha.

All California schools administer the Smarter Balanced Summative Assessments (SBAC) in grades 3-8 and 11. SRI will use the state assessment data to compare Alpha schools' performance with comparable nearby district and charter schools.

Data collection and analysis

The objective performance measures require systematic data collection and analysis across multiple sources of data.

Classroom observations. SRI will conduct classroom observations at all three Alpha elementary schools (two expansion and one existing) at two points in time over the course of the expansion period—first in project year 3, when the expansion sites have grown to include kindergarten, first, and second grades, and again in project year 5, when the expansion sites have grown to full enrollment (i.e., K-4). SRI will also conduct observations at the high school at two points in time project year 3, after three years of expanded enrollment in grades 9, 10, and 11, and again in project year 5, after five years of expanded enrollment in grades 9, 10, 11, and 12. Once the observation tool has been selected, SRI will identify trained observers (or train new observers, as needed) to conduct the observations. SRI will work with Alpha leadership to determine the best time period for the observations (e.g., avoiding school breaks and testing) and will seek Alpha's assistance with scheduling the observations. SRI will examine classroom ratings (by domain and sub-domain or dimension) aggregated by school to enable comparisons between expansion and existing K-8 schools while protecting individual teachers' confidentiality. For the high school analysis, SRI will compare results to national averages as well as to the ratings that research suggests are required to improve student learning outcomes.

Teacher and parent surveys. To minimize burden on teachers and parents, any new survey items will be integrated with Alpha's annual teacher and parent surveys. The revised survey

instruments will be used in project years 1, 2, 3, 4, and 5 in all three elementary schools (expansion and existing) and the high school. While Alpha will administer the surveys, SRI will consult on administration procedures in order to ensure a high response rate among both teachers and parents (e.g., administering the parent survey at a school-sponsored event). The evaluation team will analyze descriptives (frequencies and/or means) of the survey items by school.

Interviews. SRI researchers will conduct interviews with Alpha central office staff, school leaders, and teachers in project years 2 and 4. At each time point, SRI will interview a sample of four kindergarten through fourth grade teachers (across available grade levels) at each of the three schools and four teachers at the high school, for a total of 16 teachers.

NWEA MAP analysis. In project years 3 and 5, SRI will analyze student persistence and performance on the NWEA MAP assessment by school and student subpopulations (e.g., special education, ELL, economically disadvantaged). For the K-8 schools, SRI will compare school- and grade-level performance in the expansion schools to performance in the existing school. Because Alpha schools administer the MAP assessment multiple times per school year, SRI can estimate a growth curve model for students in expansion and established K-8 schools with comparable grade levels and years of Alpha enrollment. Our base model will take the form:

$$Y_{it} = b_0 + b_R(REP_i) + b_T(TIME_{it}) + (\mathbf{X}_i)\boldsymbol{\zeta} + b_{RT}(REP_i \times TIME_{it}) + \alpha_{0i} + \alpha_{Ti}(TIME_{it}) + \varepsilon_{it}$$

where:

Y_{it} = outcome Y for student i at time t .

REP_i = dummy indicator representing enrollment in an expansion school.

$TIME_{it}$ = months enrolled in an Alpha school.

$REP_i \times TIME_{it}$ = interaction between enrollment in an expansion school and months enrolled. The coefficient for this term represents the impact of expansion on student achievement growth.

X_i = vector of covariates, including grade fixed effects and demographics.

α_{0i} = random effect for students.

α_{Ti} = random slope for time.

ε_{it} = random effect for time.

For the expansion high school, SRI will examine MAP assessment results for cohorts of 9th grade students, comparing performance before and after the expansion.

Through interaction effects, SRI will additionally test whether there are differential effects of attending an expansion school compared to the established school for student subgroups (e.g., race/ethnicity, gender, English Learner status, free or reduced-price meal enrollment).

Additionally, SRI will look at the difference in fall to spring growth for students in expansion schools and their VCGs at each individual grade level. This analysis will allow for an examination of whether students in expansion schools outperform their VCGs and, if so, in which years and grade levels.

State assessment data – elementary analysis. In project year 5, once the expansion schools' third-grade spring 2023 state test scores are released, SRI will collect publicly available school-level state assessment data to describe the individual Alpha schools' performance relative to nearby schools serving similar student populations (including other area charter schools and district-run schools). Public data includes test score data by student race/ethnicity, English learner status, special education status, and socioeconomic status.

State assessment data – high school analysis. In Year 5, SRI will apply a difference-in-differences design to estimate the impact of the expansion on student outcomes at Alpha: Cindy. SRI will obtain 11th-grade student achievement data on Smarter Balanced Summative Assessments in ELA and mathematics for Alpha’s high school and nearby high schools operated or authorized by East Side Union High School District (ESUHSD) from 2017-18 to 2023-24.¹⁶ The difference-in-differences design would compare 11th-grade achievement outcomes of Alpha students with comparison school students in the other nearby high schools before and after the expansion, adjusting for student demographics.¹⁷ In addition to comparing pre- and post-expansion outcomes of students in Alpha: Cindy, the difference-in-differences design includes a comparison group to account for any secular changes that may have occurred in the region or state that may have affected achievement outcomes in comparable schools during the time period represented in the analysis (e.g., implementation of a reform initiative). A simple estimate of the expansion effect is obtained by comparing the changes in student outcomes for those in Alpha: Cindy relative to the changes in student outcomes for those in comparison schools. The difference-in-differences model will take the form:

$$Y_i = b_0 + b_R(REP_i) + b_T(POSTEXP_i) + (X_i)\zeta + b_{RT}(REP_i \times POSTEXP_i) + \alpha_i$$

where:

¹⁶ ESUHSD operates multiple comprehensive high schools and serves as the authorizer for multiple area charter high schools, including Alpha: Cindy.

¹⁷ If data are available, SRI will also match on and control for prior achievement (i.e., 8th grade state test scores). However, as ESUHSD is a high school district, we are not confident that we will be able to obtain data on 8th grade performance from the district and California does not have a statewide entity that provides data that would allow for matching.

Y_{it} = outcome Y (11th-grade ELA or mathematics achievement) for student i .

REP_i = dummy indicator representing enrollment in Alpha High School.

$POSTEXP_i$ = time after the expansion, where time after expansion are coded 1 and 0 otherwise

$REP_i \times POSTEXP_i$ = interaction between enrollment in Alpha High School and time after expansion. The coefficient for this term represents the difference-in-differences estimate of the impact of expansion on student achievement.

X_i = vector of covariates, including student demographics and 8th-grade achievement.

α_i = random effect for students.

Reporting. The evaluation team will provide frequent, timely formative feedback after completing each round of data collection and analysis to inform Alpha’s expansion strategies.

Project year	Deliverable Description
Project year 1 July 2019 - June 2020	<ul style="list-style-type: none"> • Evaluation framework (September 2019) <ul style="list-style-type: none"> ○ This document will match the key components of the Alpha model with measurable indicators, including a recommended standardized and validate classroom observation system and proposed scales for the teacher and parent surveys • Implementation memo (spring 2020) <ul style="list-style-type: none"> ○ Analysis of survey scales from the teacher and parent surveys
Project year 2 July 2020 - June 2021	<ul style="list-style-type: none"> • Implementation memo (spring 2021) <ul style="list-style-type: none"> ○ Analysis of interview data ○ Analysis of survey scales from the teacher and parent surveys
Project year 3 July 2021 - June 2022	<ul style="list-style-type: none"> • Implementation memo (spring 2022) <ul style="list-style-type: none"> ○ Analysis of classroom observation data ○ Analysis of survey scales from the teacher and parent surveys • Student outcomes memo (summer 2022) <ul style="list-style-type: none"> ○ Analysis of kindergarten and first grade student performance on the MAP in the expansion sites compared with the existing sites and the virtual comparison groups (VCG) ○ Analysis of ninth-grade students’ MAP performance relative to prior cohorts’ ninth-grade performance and the VCG
Project year 4 July 2022- June 2023	<ul style="list-style-type: none"> • Implementation memo (spring 2023) <ul style="list-style-type: none"> ○ Analysis of interview data ○ Analysis of survey scales from the teacher and parent surveys

Project year	Deliverable Description
Project year 5 July 2023- June 2024	<ul style="list-style-type: none"> • Student outcomes memo (fall 2023) <ul style="list-style-type: none"> ○ Analysis of kindergarten and first, second, and third grade performance in the expansion sites compared with the existing sites and the VCG ○ Analysis of ninth-grade students' MAP performance relative to prior cohorts' ninth-grade performance and the VCG ○ Analysis of third-grade Alpha students' performance on state achievement test compared with nearby schools serving similar students ○ Analysis of eleventh-grade Alpha students' performance on state achievement test compared with prior cohorts and similar students in nearby schools • Implementation memo (spring 2024) <ul style="list-style-type: none"> ○ Analysis of classroom observation data ○ Analysis of survey scales from the teacher and parent surveys

Staff Qualifications

Drs. Sara Rutherford-Quach and Julie Harris will lead the SRI team, and Dr. Katrina Woodworth will serve as a Senior Advisor. Please see **Appendix B** for their complete CVs, which include representative research assignments at SRI; other professional experience; and a list of selected publications, technical reports, lectures, papers, presentations.

Dr. Sara Rutherford-Quach is a Senior Researcher at the Center for Education Research and Innovation, SRI Education. Her specialized professional competencies include early elementary education, formative assessment, language and literacy instruction, mixed methods research, online learning, programs serving underrepresented student populations – particularly language learners, school, district and charter reform, and teacher development. She holds a Bachelor of Arts, two Masters of Arts, and a Doctor of Philosophy degree.

Dr. Julie Harris is also a Senior Researcher at the Center for Education Research and Innovation, SRI Education. Her specialized professional competencies include quantitative analysis, large-scale dataset management and manipulation, evaluation design, policy analysis, college and career readiness, school choice, and English learners. She holds a Bachelor of Arts, a Master of Science, and a Doctor of Philosophy degree.

Dr. Katrina Woodworth is a Senior Principal Research Scientist with SRI Education.

Her specialized professional competencies include programs serving underrepresented student populations, school and district reform, teacher development, study design and evaluation planning, program evaluation, policy analysis, case studies, mixed-methods research, and project management. She holds a Bachelor of Arts, Master of Education, and Doctor of Education.

D. Alpha's High-quality Management Plan and Personnel

(i) Alpha will sustain school operations after the grant period has ended

At full enrollment, all Alpha schools are expected to operate solely on public funding and to have a positive net asset balance. In the past, Alpha: Blanca, Alpha: José, and Alpha: Cornerstone have all operated near full enrollment and have built strong positive net asset balances over time to support operations of the school. However, the schools are currently operating with annual deficits as they prepare for the K-4 replication, which will be remediated once K-4 enrollment is complete. Alpha: Cindy, on the other hand, is in its 4th year of operation and is not yet fully grown; as a school below its full enrollment, Alpha: Cindy is currently operating with an annual deficit.

At full scale, Alpha expects to reach full financial sustainability by increasing the number of students served from 1,530 to 2,301 over the project period. Figure 3 shows the need for CSP funding at Alpha: Blanca and Alpha: José over the next five years, as the schools add K-4 students on their campuses (amounts in thousands).

Figure 31: Sustainability in K-4 at Alpha: Blanca and Alpha: José

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students					
Enrollment	60	120	180	240	300
Revenue					
California LCFF State Revenue	640	1,315	2,040	2,808	3,531
Federal Revenue	59	129	204	283	366
Other State Revenues	48	100	155	214	274
Local Revenues	6	12	18	25	32
CSP Revenue	-	-	-	-	-
Total Revenue	754	1,556	2,417	3,330	4,204
Expenses					
Compensation and Benefits	597	983	1,337	1,780	2,068
Books and Supplies	177	220	275	340	414
Services and Other Operating Expendi	363	575	862	1,170	1,458
Debt Service	404	214	210	206	202
Total Expenses	1,541	1,993	2,685	3,496	4,142
Operating Income	(787)	(437)	(268)	(165)	61

Figure 32 shows the dependency of Alpha: Cindy on CSP funding as it grows to scale, and how the school will grow to be able to support operations without CSP funding as it reaches full enrollment (amounts in thousands).

Figure 32: Sustainability at Alpha: Cindy Avitia

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students					
Enrollment	482	540	570	585	585
Revenue					
California LCFF State Revenue	5,519	6,348	6,930	7,345	7,525
Federal Revenue	514	591	647	687	708
Other State Revenues	386	444	485	513	527
Local Revenues	46	53	58	61	63
CSP Revenue	-	-	-	-	-
Total Revenue	6,466	7,436	8,120	8,606	8,822
Expenses					
Compensation and Benefits	4,139	4,350	4,483	4,627	4,742
Books and Supplies	655	735	789	830	854
Services and Other Operating Expendi	2,317	2,621	2,835	2,989	3,063
Debt Service	-	-	-	-	-
Total Expenses	7,111	7,707	8,108	8,446	8,659
Operating Income	(645)	(270)	12	160	164

Once schools reach full enrollment, all schools will operate sustainably on public funding.

CSP funding will enable Alpha to bridge the years in which the K-4 model is being

replicated, and the high school model is being expanded. This funding allows our schools access to necessary resources while they grow and reach financial sustainability.

Alpha is a highly centralized network, with services that benefit schools provided in many cases at the network level to ensure consistency across school programs and high levels of support for school staff. This structure allows for efficient and effective delivery of key support services, and allows schools to focus their time on instruction, teacher development, and parent engagement. **Application Requirement H, addressed on pages 49-60.** Centralized services provided by the Alpha Network Team include: Finance, Accounting, and Payroll; Teacher Recruitment, Human Resources, and Teacher Resident Preparation; Data Analysis and Management, Student Assessment and Student Information Management; College Counseling and Alumni Advising Support; Network Operations; Student Recruitment and Family Engagement; Principal Management; and Management of External Relationships, such as those with authorizers.

To cover the cost of these network services, schools pay a 17% management fee to the Alpha Network Team. This management fee fully covers the cost of the Alpha Network Team, and will as schools grow to scale, but **CSP funds are enabling the Alpha Network team to manage the costs of the CSP grant**, specifically in the areas of project management, data management, and financial compliance. Replication and expansion will also help Alpha achieve economies of scale by moving from a network of one K-8, two 5-8, and one 9-12 school to one of three K-8 schools and one 9-12 school. This will allow Alpha to standardize instructional practices, materials, staffing, professional development, and technology across three campuses, providing opportunities to operate more efficiently. Our operational goal is to have strong finances and

organizational capacity that will serve as a platform for network growth. Please see **Appendix H** for supplemental financial information and models.

Since its inception, Alpha has received philanthropic support from several generous donors who believe in Alpha’s ability to close the achievement gap, as seen in Figure 33. This fundraising has bridged the gaps in funding for the Alpha Network team and has enabled schools to grow. To bridge the remaining financial gaps as Alpha schools grow to full enrollment, Alpha is focused on raising \$100,000 per year during our growth.

Figure 33: Philanthropic Support Received	Total Funded to Alpha Since Inception Through June 2018
Silicon Schools Fund*	\$1,605,000
ACE4Education	\$790,000
Innovate Foundation	\$678,000
The Gates Foundation - Next Generation Learning	\$450,000
Start-Up Education	\$401,000
Schwab Family Foundation	\$400,000
Peery Foundation	\$350,000
Walton Foundation	\$250,000
TOTAL	\$4,924,000
<i>* Pending \$200,000 donation projected to arrive in Winter 2019</i>	

(ii) Alpha’s management plan is adequate to achieve all objectives on time and within budget; includes personnel responsibilities, timelines, and milestones for accomplishing project tasks

Key replication and expansion structures already in place

Alpha has already taken several key steps to ensure that the replication of K-4 can happen at Alpha: Blanca and Alpha: José, and that Alpha: Cindy can expand as planned:

- **Charter amendments.** Alpha has already applied for and received charter amendments from Alum Rock Unified School District and the Santa Clara County Board of Education

to change the grades served from 5-8 to K-8, meaning that there will be no charter-based challenges to grade-level replication or expansion with authorizers.

- **Site selection and space for replication and expansion.** Alpha has elected to replicate the K-4 model on the existing campuses of Alpha: Blanca and Alpha: José, and to expand Alpha: Cindy on its current campus. As the sites are already selected, the key barrier here is classroom space. In order to create room for new students on the Alpha: Blanca and Alpha: José campuses, Alpha will reduce the number of classrooms used by the middle school as well as purchase and place new portable classrooms on the existing campuses. At Alpha: Cindy, classroom space, in the form of portable classrooms, is already adequate to support the expansion of the school.
- **Strong founding team.** In order to support replication of the K-4 model, Alpha hired a K-4 Lead, Jake Thompson, who was serving as an Instructional Coach at Alpha: Cornerstone; he has a deep wealth of K-4 knowledge and has served in key leadership roles in previous organizations. He has been training 2 of the 4 founding Kinder teachers for Alpha: José and Alpha: Blanca as Teacher Residents at Alpha: Cornerstone during the 2018-19 school year. The Network team and Alpha: Cindy leadership team will be stable.
- **Student need and community support.** Alpha is replicating its K-4 model in response to demand; the Alpha: Cornerstone Kindergarten waitlist has 150% more students than are currently enrolled in Kindergarten. Additionally, Alpha has already been recruiting for Kindergarten at Alpha: José and Alpha: Blanca and has more than 240 applications for 120 available seats, showing demand for Alpha's elementary program.

Timeline for Project Management Activities

Figure 34 illustrates the key program activities, responsibilities, timelines, and milestones for this CSP project that will ensure fidelity to the Alpha Public Schools grade replication and expansion model, adherence to program budget, and the timely accomplishment of all program goals and objectives. **Items will repeat annually throughout the grant with the exception of items marked with an asterisk (*) that are one-time activities.** Following that is the timeline for data collection to measure progress toward project objectives and outcomes. (Note: Timeline reflects the grant project quarters, ex: Q1 = July - September, etc.)

Figure 34: Major Project Management Activities and Milestones	Person(s) Responsible	Timeline
Grant Management		
Announce notice of CSP grant award to Alpha Public Schools learning communities*; meet with stakeholders, including parents, to review goals, objectives, activities, and budget as appropriate	CEO and Executive Team (ET)	Upon notice of funding
Designate CSP Project Director* (PD) to be responsible for compliance and reporting related to this initiative	CEO	Upon notice of funding
Conduct grant kick-off call to begin implementation planning with key personnel: Chief Executive Officer (CEO), Chief Academic Officer (CAO), Chief Operating Officer (COO), Chief of Schools (CS), K-4 Lead (K4L), Director of Finance (DF) and others as appropriate	PD and support staff	Upon notice of funding
MILESTONE: Grant management systems and staffing complete.		
K-4 Replication		
Consult with business and community partners and donors to implement and actualize CSP replication	CEO	Q1-Q4 each year
Meet with Principals and K-4 Lead to discuss CSP plan and annual targets for student enrollment and achievement	CEO, CS, PD	Ongoing
Hire new teachers for grade-level additions (K, 1, 2, 3, and 4 —one grade per year of the grant project)	Talent Team	By Q1 (July) annually
Purchase/receive/store/distribute/install supplies, materials, furniture, and equipment for implementation	PD, Principals	Q1-Q4 each year
MILESTONE: Replication plans clarified; classrooms outfitted and staffed.		
Professional Development		
Principals participate in professional development to plan opening of K-4 at existing schools	CS	Ongoing
Year-long PD Plan for Principals and Teachers on key moves to replicate K-4	CS, Principals	Ongoing
MILESTONE: School leaders and teachers trained and supported for success.		
Enrollment		
Begin annual budget cycle with all schools and departments for upcoming school year	CEO, PD, DF, Principals	Q3 each year

Figure 34: Major Project Management Activities and Milestones	Person(s) Responsible	Timeline
Conduct open-enrollment lottery to fill high-quality seats in new grades and any vacancies in existing grades	COO	Q3 (March)
Hold enrollment meetings and register students for the new schools	Principals, school teams	Q3 – Q4
MILESTONE: Replication schools fully enrolled by start of school year.		
Evaluation		
Establish reporting procedures, timelines, and methods	PD and External Evaluator (EE)	Q1 each year
Update baseline demographics and other data	PD	Q1, Q3 each year
Conduct data gathering for project evaluation	PD, DF, EE	Q2-Q4 each year
Administer internal and external academic assessments to track student progress toward objectives and outcomes	CS, EE	Q1, Q2, Q4
Administer surveys to students, parents, and teachers about quality of K-4 replication and 9-12 expansion	COO, DT, EE	At least twice annually
Complete annual interim financial and management reports; share with stakeholders via board meetings	PD, DF	Q2, Q4 or as required
Disseminate results of CSP project to US Dept. of Education, national and local stakeholders, education/business/community partners, and others	SLT, PD	Q4 or as required
MILESTONE: Project Successfully Completed; 3 Replication and Expansion Schools Complete; Project Objectives/Outcomes Achieved		

In addition to major project management activities as outlined above, the Project Director will continue to work closely with the Executive Team and others in supporting roles to gather, analyze, and report on data to measure progress toward project goals, objectives, and outcomes. Data types, instruments and systems, and frequency of data collection and analysis is outlined in Section C, Evaluation Plan.

(iii) Qualifications, relevant training, and experience, of key project personnel

Alpha has assembled a dedicated and highly qualified staff for its overall operations, several of whom will provide direct leadership, oversight, and management to this CSP Replication and Expansion project. Organizational charts for network and school operations are as follows in Figures 35, 36, and 37. The Alpha Network Team is appropriately staffed to support Alpha’s schools through the growth phase and at full growth, and we do not anticipate major changes to

the network team over the course of the grant.

Figure 35: Alpha Network Team Organizational Chart

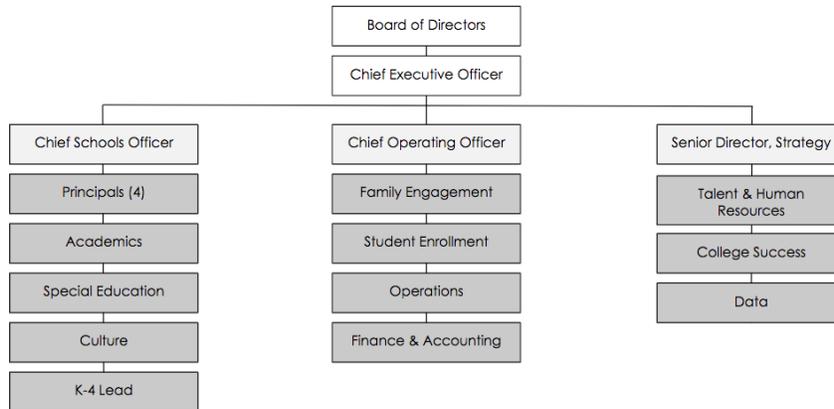


Figure 36: Current School Organizational Chart at Alpha: Blanca, José, and Cindy

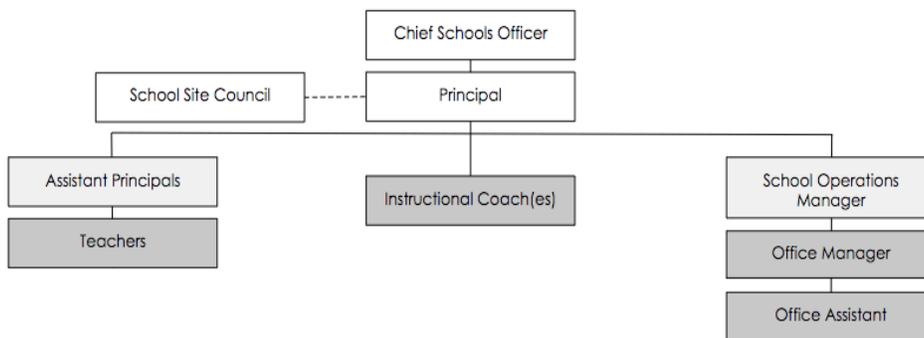
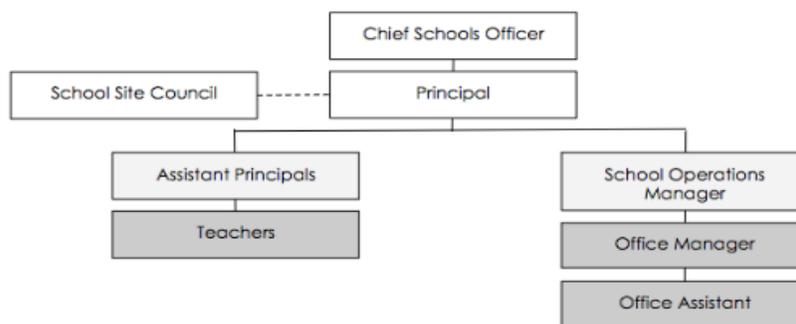


Figure 37: Organizational Chart at Scale

(and Current Organizational Chart for Alpha: Cornerstone)



Currently, the three Alpha schools in the process of replicating and expanding have a school leadership team that consists of the Principal, Assistant Principals who manage teachers, Instructional Coaches that provide academic support, and a School Operations Manager who

manages the office team and school operations. When complete, we expect Instructional Coach positions to convert to Assistant Principal positions, so that all school leadership team members are managers, making school operations more efficient at scale, and providing stronger support to struggling teachers.

Key Personnel

In addition to the bios below, please also see individual resumes attached in **Appendix B**.

Led by **Founder and CEO, John Glover**, Alpha has assembled a qualified and talented team to implement replication and expansion plans. An experienced teacher and administrator, John worked as a financial advisor before entering the field of urban public education. He quickly rose from effective teacher to leader and administrator, including school principal, executive director, and chief operating officer at a network of high-performing charter schools in Oakland, California. He founded Alpha in 2010 at the direction of a group of parents in East San José and served as the founding Principal of Alpha: Blanca. He earned a Bachelor of Arts from Boston College and his teaching credential from the Hufstедler School of Education at Alliant International University. He also participates in the Charter Network Accelerator, an intensive leadership development program for charter leaders, created through a partnership between Achievement First, YES Prep and Aspire Public Schools.

Damone Jordan will serve as Project Director for this CSP grant. In his role as Director of Finance, Damone is responsible for overseeing the annual budgeting process, long-range financial planning, federal and state compliance with regulations for public revenues including Federal Title programs, preparing financial statements and reporting financial information to key stakeholders, including funders, lenders and members of the Board of Directors. He has significant experience managing Alpha's grants, including those from the State of California and

foundations. Damone joined Alpha as a Broad Resident, before which he worked as a teacher, private sector consultant, and in Analyst positions at Wells Fargo and Johnson & Johnson.

As Project Director, Damone will oversee adherence to all policies and procedures relating to the following: maintaining fiduciary and financial responsibility for all grant activities; keeping accurate accounting data, records, and archiving of supporting documentation for all charges; preparing and submitting written expenditure reports in coordination with the project manager; certifying expenses are true and correct; classifying and reporting the accounting transactions properly; and procurement records.

The Project Director will be supported by the following key staff at Alpha:

Shara Hegde, Chief Schools Officer, manages the four Alpha Principals. Prior to joining the Alpha team, Shara served as the Founder and Executive Director of Cornerstone Academy, a K-8 charter school that is now part of the Alpha network. Since its opening in 2010, Cornerstone Academy has been amongst the highest performing schools in the city of San José and was named a California Distinguished School in 2014.

As Chief Operating Officer for Alpha Public Schools, Chris Kang manages the operations, marketing, and finance teams, and will support the replication and expansion plans at the three schools by leading work on student recruitment and facility readiness. Prior to joining Alpha, Chris worked as Senior Director, KIPP School Leadership Programs Operations at the KIPP Foundation, as an Operations Director at one of the Uncommon Schools, and as a teacher.

Lauren Koehler, Alpha's Senior Director of Strategy, helps the Board and Executive Team improve execution of the organization's mission by building relationships with internal and external stakeholders, using Alpha's data to uncover key performance gaps, and engaging senior leaders to develop solutions and rally their teams around changes to support student

achievement. She also leads, coaches, and develops strategy for the College Success, Data, and Talent Teams. Prior to Alpha, Lauren was Director of Strategic Projects for KIPP Houston (TX), leading two growth plans focused on scaling from 12,000 to 30,000 students.

Nicole Wais, Alpha's Director of Talent, will support K-4 replication by recruiting, retaining, and supporting the development of new staff—particularly teachers—who join Alpha as we replicate our K-4 model and expand our high school enrollment. Nicole joined Alpha as a Broad Resident and is tasked with growing and supporting a talented team of teachers, school leaders, and network staff. Nicole joined Alpha from The Boston Consulting Group, where she was a Team Leader, and has experience working at the network level with high-performing charter schools in Washington, DC, and as a teacher.

The four Alpha network schools are helmed by highly qualified, experienced staff.

Emma Bean leads Alpha: Cornerstone Academy as its Principal. She has extensive experience working with students in grades K-8, is trained and certified in Gifted and Talented education, and is a National Board Certified Teacher. Fluent in Spanish, Emma began her career in education working as a bilingual elementary school teacher in the Austin Independent School District. In the Bay Area, Emma served as campus director for Citizen Schools, a nonprofit that partners with middle schools across the country to provide after-school programming, and as an Assistant Principal for Alpha: Blanca Alvarado Middle School.

As **Principal of Alpha: Blanca Alvarado Middle School, Cynthia Nava Zavala** is responsible for setting the vision and strategy for data-driven instruction and student and staff culture. After completing her undergraduate degree, Cynthia joined Teach for America in Newark, NJ, where she taught self-contained fifth and sixth grade bilingual students. After moving to San José, Cynthia served as a Campus Director for Citizen Schools in East San José,

where she launched the first school partnership with Alum Rock Union School District, before joining Alpha as an Assistant Principal in 2013.

Dr. Rosie Carlson is the Principal of Alpha: José Hernández Middle School. She began her teaching career in East Palo Alto as a third-grade teacher. Prior to coming to work at Alpha, Rosie served as the Principal of a high-needs TK-8 school in Boyle Heights (Los Angeles) where over 90% of students received Free and Reduced Lunch.

Jorge Arellano is the Principal of Alpha: Cindy Avitia High School. Jorge is a proud member of the East San José community for more than 25 years and started his career in education as a counselor at the Bill Wilson Center before serving as a teacher for academically struggling high school students. Before joining Alpha, Jorge was an Assistant Principal at a charter with a mission similar to Alpha's, focused on academic culture, discipline, recruitment, parent participation, special education, and teacher.

Alpha Public Schools are also supported by a **network-level team** that includes the Senior Director of Special Education, Senior Director of Culture, Human Resources Manager and Talent Associates, Data and Blended Program Manager, Community Outreach Manager, and Communications and Marketing Manager.

For bios on Alpha's seven-member **Board of Directors**, please see **Appendix B** or visit <https://www.alphapublicschools.org/who-we-are/>