

Texas Education Agency Standard Application System (SAS)

2018–2020 Public Charter School Program Start-Up Grant

Program authority:	PL 107-110, Elementary and Secondary Education Act – 1965, as amended by NCLB Act – 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	March 15, 2018, to July 31, 2020	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 JAN 30 PM 1:15 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Application deadline:	5:00 p.m. Central Time, January 30, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Arnoldo Alaniz: CharterSchools@tea.texas.gov : (512) 463-9575	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
San Antonio ISD	015907	P.F. Stewart Elementary School/168	
Vendor ID #	ESC Region #	DUNS #	
74-6002167	20	069451631	
Mailing address	City	State	ZIP Code
141 Lavaca Street	San Antonio	TX	78210-1039

Primary Contact

First name	M.I.	Last name	Title
Mohammed	A	Choudhury	Chief Innovation Officer
Telephone #	Email address		FAX #
323-240-8072	mchoudhury1@saisd.net		N/A

Secondary Contact

First name	M.I.	Last name	Title
John		Strelchun	District Grants Director
Telephone #	Email address		FAX #
210-554-2535	jstrelchun@saisd.net		

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Mohammed		Choudhury	Chief Innovation Officer
Telephone #	Email address		FAX #
323-240-8072	mchoudhury1@saisd.net		
Signature (blue ink preferred)			Date signed

Only the legally responsible party may sign this application.

701-18-104-016

Schedule #1—General Information

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment (Note: Only school districts applying on behalf of a campus charter need to submit these attachments)	Description of Required Program-Related Attachment
1	Documentation of Authorization to Charter	<ul style="list-style-type: none"> A copy of the local district's policy for authorizing campus charter schools (TEC §12.058); AND A copy of the district's charter application for the authorized campus charter (TEC §12.058(3)); AND A copy of the performance contract with the principal or chief operating officer of the campus charter (TEC §12.0531); AND Either of the following: <ul style="list-style-type: none"> A copy of the petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus <i>and</i> a majority of the classroom teachers at the school campus requesting a campus charter or cooperative campus charter (TEC §12.052, §12.053); OR A copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521); OR A written statement signed by the superintendent documenting that the board of trustees authorized a district charter to a campus that received the lowest performance rating under Subchapter C, Chapter 39 (TEC §12.0522(c)); OR A written statement signed by the superintendent documenting that the board of trustees authorized the charter in accordance with another provision in TEC Chapter 12, Subchapter C.
2	Board of Trustees Approval	<ul style="list-style-type: none"> A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; OR A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.
3	Narrative Description from Superintendent	<p>A narrative description on district letterhead signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> The mission of the campus charter; An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus; A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with
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		<p>regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district;</p> <ul style="list-style-type: none"> • A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives; • A detailed description of the admission requirements for the campus charter; • The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and • A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.
4	Federal Definition of a Public Charter School	A completed form regarding compliance with the Federal Definition of a Public Charter School must be submitted with the grant applications. (See Appendix 2.)
5	Campus Charter Information Form	A completed Campus Charter Information Form must be submitted with the grant applications. (See Appendix 3.)

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The charter school's financial accounting system adheres to the following requirements:</p> <ul style="list-style-type: none"> • accommodates the minimum 15-digit account code mandated by the FASRG; • generates information needed for PEIMS reporting; and • ensures adequate accountability of state and federal funds. <p>*If the school's financial accounting system is not approved by TEA, the charter school <u>will budget and acquire an acceptable accounting system and training with these grant funds</u>. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p>
4.	The charter school will maintain clear documentation and data for the school and students served by the PCSP Start-Up Grant; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the PCSP Start-Up Grant funds.
5.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately
6.	<p>According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.</p> <p>A charter school means a public school that:</p> <ol style="list-style-type: none"> 1. In accordance with TEC Chapter 12, is exempted from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements identified in P.L. 107-110. 2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction. 3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency. 4. Provides a program of elementary or secondary education, or both. 5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution. 6. Does not charge tuition. 7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act. 8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated.

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	<p>9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.</p> <p>10. Meets all applicable federal, state, and local health and safety requirements.</p> <p>11. Operates in accordance with state law.</p> <p>12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.</p>
7.	<p>Charters established under TEC Chapter 12, Subchapter C, must also comply with the following:</p> <ul style="list-style-type: none"> a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds. b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065. c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2018-2019 school year. If the campus charter school began operation prior to the 2018-2019 school year, but is still eligible to apply for and receive funding under this grant for the implementation of its charter school program, the campus charter school must be designated as a campus charter in AskTED when the grant application is submitted to TEA. d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay. <p>The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be <u>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</u> within the district.</p>

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Schedule #4—Request for Amendment

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The San Antonio Independent School District's Stewart Elementary School is applying for the 2018-2020 Public Charter School Program Start-up (PCSP) grant to seek funding which will allow for the partnership of SAISD with Democracy Prep Public Schools, a charter management organization (CMO), to transform the school into Democracy Prep at Stewart (DPS). Democracy Prep has established a national reputation for producing breakthrough academic results for students historically deprived of access to quality educational opportunities, especially within persistently struggling schools. This is the first time SAISD has authorized a CMO to turnaround and transform a school in the District. Currently, Stewart is a 5th Year Improvement Required (IR) campus.

Under this bold partnership, Stewart will continue to be a neighborhood school where children living in the neighborhood will remain zoned to the school unless they apply to go to one of the district's open enrollment Choice Schools or Programs. No applications from zoned students will be required to attend DPS. DPS will be an in-district charter school that participates in SAISD's controlled choice and unified enrollment processes for Choice Schools and Programs; meaning DPS will also be open to students across Bexar County through SAISD's annual school choice and lottery process however DPS will prioritize students from Focus and Priority campuses in the lotteries for out-of-zone students.

The groundwork for this endeavor started with the launch of the SAISD Innovation Zone, supported through the TEA Transformation Zone Planning Grant, and is aligned with the five-year goals of the District. Launching in 2018-2019 school year, the campus will serve approximately 360 children ages 4-14 in grades PK-5 with the long-term goal of shifting the school into a PK-8 campus. The DPS charter proposal was approved by the Board of Trustees on January 22, 2018.

Budget Development

In developing a budget for this grant program, the District prioritized the most pressing campus needs and the Democracy Prep model for successful school turnarounds. DPS will also utilize existing grant funds to support the needs of the campus as well as the turnaround efforts for the school. All purchases were deemed allowable activities and use of funds as per the grant purpose and TEA guidelines related to specific costs.

Demographics

The campus will serve approximately 360 children ages 4-14 in grades PK-5 by the end of the 2018-2019 school year and at full capacity, the school is projected to serve over 600 children as a PK-8 school. Currently, the school is made up of students of which 87% are Hispanic/Latino, 96% are Economically Disadvantaged, 34% are English Language Learners, and 6% are Special Education students. With Stewart remaining a neighborhood school, SAISD projects that these demographics will continue to be reflected at DPS.

Needs Assessment Process

Democracy Prep at Stewart is being created in response to the school's dire academic performance and need to transform the school into a high performing campus thus pulling it out of IR status. Stewart, located on the eastern boundary of the District, is one of the most challenging campuses as evidenced by its 5th consecutive year of being in IR status and its high mobility rates (22.9%). SAISD is a historic, inner-city school district that is in the most poverty-stricken areas of San Antonio; yet the District remains committed to providing parents a choice of rich educational opportunities for their children within their own neighborhoods. Approximately 21% of the District's campuses are rated as IR, much higher than its counterparts in Houston (14%) and Fort Worth (15%), and therefore the District has been actively pursuing the means of rapidly accelerating student achievement through the creation of an Innovation Zone and for the first time, authorizing a best-in-class CMO to transform a multiyear IR campus.

Management Plan

As an approved charter, the Democracy Prep at Stewart will continue to operate under the legal auspices of the SAISD Board of Trustees per Local policy, and as such, the Board or designee will be responsible for oversight that maintains high educational and operational standards, preserves school-level autonomy, and safeguards student and public interests. Unlike existing in-district charters in SAISD, Democracy Prep at Stewart will be managed by the CMO that will

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

be the primary steward of instruction, responsible for ensuring that it is aligned to the charter's mission and goals. Waivers from local district policy regarding the school calendar, administrative requirements, and student school calendar were specifically requested by the CMO and granted by the Board of Trustees to provide the campus with the flexibility needed to accomplish the goals of the campus. The CMO will also be the primary governing body, making decisions for campus based programming, budgeting, and staffing needs.

Evaluation Method

SAISD has developed a structured approach to evaluation that combines formative and summative measurement per a CIPP model, as follows: Context, Input, Process, and Product, to ensure the grant strategies are delivered with fidelity and high-impact. The CIPP model includes a complete examination of the charter including needs and goals assessment and identifies components of effective implementation as defined by key stakeholders and it also examines how the charter is being implemented. DPS's staff will collect documentation of staff professional development, student assessments, and other artifacts as appropriate to monitor and inform program implementation. Finally, SAISD and the CMO will examine the general and specific outcomes of the charter and conduct a retrospective benefit/cost assessment.

Statutory Requirements

This grant application comprehensively addresses all statutory requirements including the relationship between the CMO, Democracy Prep, and SAISD, the continued funding commitment of SAISD, school district waivers, use of grant funds, the compliance with the Individuals with Disabilities Act, the educational program, school management, performance measures, community involvement and outreach, the charter authorization and revocation process, campus governance, commitment to an independent audit, and the flow of federal funds. DPS's district charter allows the school to govern autonomously above and beyond the degree and autonomy afforded to traditional campuses within the SAISD.

TEA Requirements

A combination of methods and analyses is utilized by SAISD's Office of Research & Evaluation to project the number of future students by grade level. This process includes a Cohort Ratio Model, input from various District Offices, Principal feedback, and a Projections Review Committee. SAISD enrollment projections are updated annually and current numbers were used to complete responses to TEA program requirements.

SAISD is committed to the goal of DPS becoming a high-quality charter by providing the additional resources needed to improve the academic outcomes of its students. The Board of Trustees will continue to support the school by adopting an annual operating budget and providing the additional funding necessary to maintain the extended school day, the extended teacher contracts, and additional human resource elements of the charter. SAISD is projected to meet the following priority points: number of students projected to be served in 2018-2019 (DPS is projected to serve 360 students in the 2018-2019 school year in grades PK-5); percent of students that will benefit from this program who would otherwise attend a school identified as Priority or Focus schools (100% of students would otherwise attend a school identified as a Priority or Focus school); by the second year of the grant (2019-2020), a minimum of 50 students will be in grades assessed for state accountability purposes (approximately 240 students will be assessed in grades 3-5 for state accountability purposes).

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Program authority: Public Law 107-110, Title V, Part B, Subpart 1, NCLB and TEC Chapter 12

Grant period: March 15, 2018, to July 31, 2020

Fund code: 258

Budget Summary

Schedule #	Title	Class/ Object Code	Planning Activity: Direct Program Costs	Implementation Activity: Direct Program Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$	\$	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$200,000	\$600,000	\$800,000
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$200,000	\$600,000	\$800,000

No administrative costs (direct or indirect) may be charged to this grant program [Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001, Title V, Part B, Subpart 1, Section 5204 (f)(4)(B)].

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
Academic/Instructional						
1	Teacher			\$	\$	\$
2	Educational aide			\$	\$	\$
3	Tutor			\$	\$	\$
Program Management and Administration						
4	Project director			\$	\$	\$
5	Project coordinator			\$	\$	\$
6	Teacher facilitator			\$	\$	\$
7	Teacher supervisor			\$	\$	\$
8	Secretary/administrative assistant			\$	\$	\$
9	Data entry clerk			\$	\$	\$
10	Grant accountant/bookkeeper			\$	\$	\$
11	Evaluator/evaluation specialist			\$	\$	\$
Auxiliary						
12	Counselor			\$	\$	\$
13	Social worker			\$	\$	\$
14	Community liaison/parent coordinator			\$	\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)						
15						
16						
17						
18						
19						
20						
Other Employee Positions						
21	Title			\$	\$	\$
22	Title			\$	\$	\$
23	Title			\$	\$	\$
24	Subtotal employee costs:			\$	\$	\$
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay		\$	\$	\$
26	6119	Professional staff extra-duty pay		\$	\$	\$
27	6121	Support staff extra-duty pay		\$	\$	\$
28	6140	Employee benefits		\$	\$	\$
29	61XX	Tuition remission (IHEs only)		\$	\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$	\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$0	\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
1	Democracy Prep – Operate Stewart Elementary School	\$200,000	\$600,000	\$800,000
2		\$	\$	\$
3		\$	\$	\$
4		\$	\$	\$
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
a. Subtotal of professional and contracted services:		\$	\$	\$
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0	\$0	\$0
(Sum of lines a, b, and c) Grand total		\$200,000	\$600,000	\$800,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

#	Description of Supplies and Materials (Add additional lines as needed)	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
1		\$	\$	\$
2		\$	\$	\$
3		\$	\$	\$
4		\$	\$	\$
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
15		\$	\$	\$
16		\$	\$	\$
17		\$	\$	\$
18		\$	\$	\$
19		\$	\$	\$
20		\$	\$	\$
Grand total		\$0	\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)				
County-District Number or Vendor ID: 015907		Amendment number (for amendments only):		
Expense Item Description		Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$	\$	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$	\$
Grand total:		\$0	\$0	\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
6669—Library Books and Media (capitalized and controlled by library)						
1		N/A	N/A	\$	\$	\$
66XX—Computing Devices, capitalized						
2			\$	\$	\$	\$
3			\$	\$	\$	\$
4			\$	\$	\$	\$
5			\$	\$	\$	\$
6			\$	\$	\$	\$
7			\$	\$	\$	\$
8			\$	\$	\$	\$
9			\$	\$	\$	\$
10			\$	\$	\$	\$
11			\$	\$	\$	\$
66XX—Software, capitalized						
12			\$	\$	\$	\$
13			\$	\$	\$	\$
14			\$	\$	\$	\$
15			\$	\$	\$	\$
16			\$	\$	\$	\$
17			\$	\$	\$	\$
18			\$	\$	\$	\$
66XX—Equipment, furniture, or vehicles						
19			\$	\$	\$	\$
20			\$	\$	\$	\$
21			\$	\$	\$	\$
22			\$	\$	\$	\$
23			\$	\$	\$	\$
24			\$	\$	\$	\$
25			\$	\$	\$	\$
26			\$	\$	\$	\$
27			\$	\$	\$	\$
28			\$	\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)						
29				\$	\$	\$
Grand total:				\$0	\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Stewart Elementary School, located on the eastern boundary of the District, is one of the most challenging campuses as evidenced by its 5th consecutive year of being in Improvement Required (IR) status. Stewart serves a student population that is 96% Economically Disadvantaged, 34% English Language Learners, 6% receiving special education services, and 95% Black or Latino. Last year, the percent of students at Stewart ES meeting grade level proficiency on STAAR exams was 12% in Reading, 17% in Math, 6% in Writing, and 8% in Science. Despite these challenges, the District is dedicated to transforming Stewart and turning around the school's performance. Funding from the 2018-2020 Public Charter School Program Start-Up Grant program will support operationalizing key conditions necessary for Democracy Prep Public Schools to accelerate student achievement and a realize successful school turnaround initiative at Stewart.

Pertinent needs for Stewart include start up salaries for Democracy Prep staff, supplemental non-consumable instructional supplies, materials, curriculum, assessments, technology, and professional development to support culturally relevant pedagogy.

SAISD's Office of Innovation conducted an analysis of successful schools in the District that are consistently achieving learning gains for all students. The District uncovered that an essential underlying trend is that educators in these campuses are leveraging both an informal and formal set of autonomies from District mandates in strategic ways to better serve their students and communities. Given this, the Board of Trustees has tasked the Office of Innovation with implementing the District's Innovation Zone, a growing network in-district charter schools that includes turning around year 3 Improvement Required and above Priority and Focus schools that are granted deep levels of autonomy in collaboration with best-in-class school design partners to realize successful school turnaround initiatives.

The decision to transform Stewart into an in-district charter school operated by Democracy Prep, a best-in-class charter management organization (CMO) currently operating 22 high-poverty and high-performing charter schools in five states, occurred after an intensive analysis of the needs of Stewart and its eligibility for closure under House Bill 1842's requirement of school closure by TEA for multiyear IR schools. The mission of Democracy Prep Public Schools is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship. Democracy Prep has established a national reputation for producing breakthrough academic results for students historically deprived of access to quality educational opportunities.

In addition to incorporating the traditional attributes that researchers have proven to be correlated with improved student learning outcomes, Democracy Prep's strategic vision requires the infusion of three unique elements. First, Democracy Prep actively recruits students at risk of academic failure and consistently enrolls students in high-need subgroups in numbers greater than or equal to those of traditional public schools located in the surrounding districts. Second, Democracy Prep places an explicit focus on ensuring students possess civic knowledge, exhibit civic dispositions, and can exercise the civic skills necessary to advocate effectively on behalf of themselves and their communities. Third, Democracy Prep operates each of its schools on the public funds it receives from the city, state, and federal government.

With a research-proven curriculum shown to accelerate progress to mastery for low-income students, including those with disabilities and English-language deficits, Democracy Prep is well-equipped to provide students and families at Stewart with enhanced educational opportunities and a supportive and inclusive learning environment for all students, and to serve those students through middle school. Democracy Prep does not shy away from daunting turnaround efforts or abandon scholars along the arduous path to success in college and citizenship. The Democracy Prep network provides an exceptional alternative for students and families otherwise slated to attend schools that too often do not meet their needs.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Salaries for Planning and Initial Implementation of Campus <ul style="list-style-type: none"> Community Outreach Purchase Supplies and Materials Teacher and Staff Recruiting Scheduling and Conducting Professional Development 	Funding will provide for the salaries of Democracy Prep leadership and operations staff for the planning phase and the first 30 days of the initial implementation phase. The Democracy Prep partnership is a first of its kind in SAISD and Democracy Prep will have to invest significant staff to planning the charter, so it is ready to launch in the 2018-2019 school year.
2.	Curriculum, Supplies, and Assessments <ul style="list-style-type: none"> Launch new curriculum in the following areas: <ul style="list-style-type: none"> PK-8 Literacy Technology Integration Tier 1 Instruction Middle School Math Student Information System Library Books 	Grant funds will be used to purchase innovative, best-in-class research-based curriculum to drive student achievement. The flexibility given to the campus through the creation of the charter allows the campus to launch and scale curriculum which weaves all elements of the charter to support Math, Literacy, Tier 1 Instruction, interventions and acceleration, and technology integration. For example, Democracy Prep at Stewart will use the Eureka Math curriculum that leverages technology to drive math goals by providing real time data, digital libraries, and associated adaptive assessments. Teaching mathematics as a "story," Eureka Math builds students' knowledge logically and thoroughly to help them achieve deep conceptual understanding.
3.	Technology <ul style="list-style-type: none"> Tablets Laptops Copiers Communication Devices 	Technology is needed to serve the additional student population. Currently, Stewart Elementary School serves PK-5, the newly created campus charter will grow to serve PK-8, creating a need for additional technology. Additionally, the new curriculum will feature a blended learning model where students receive instruction from the teacher in a group setting and then utilize technology to research and learn on their own or in a small group setting. The technology purchased will help implement this strategy.
4.	Professional Development <ul style="list-style-type: none"> Conferences Curriculum, technology, classroom design Job-embedded professional development. 	Professional development will be provided to all teachers to help establish strong practices and understanding in the new curriculum, technology, and classroom design.

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Schedule #14—Management Plan

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Democracy Prep, Chief Executive Officer	Direct and manage the overall implementation of the PCS Start Up Grant. Requires demonstrated instructional leadership, strong curriculum, curriculum alignment, curriculum standards and assessment and program management background. Experience in overseeing compliance with district/school policies and ensuring success of implementing programs strongly encouraged. Master's degree and Texas Standard Principal or Mid-Management Certification.
2.	SAISD Chief Innovation Officer	Desired qualifications: Master's degree from an accredited four (4) year college or university, valid Mid-Management, Administrator, or Principal Certification or the ability to become Texas certificated. Desired experience: Five (5) years successful experience as a principal or district-level administrative leader, experience working collaboratively across key departments of a school district, and central office experience supervising principals preferred
3.	DPS Campus Principal	Direct and manage the overall implementation of the PCS Start Up Grant. Requires demonstrated instructional leadership, strong curriculum, curriculum alignment, curriculum standards and assessment and program management background. Master's degree and Texas Standard Principal or Mid-Management Certification required.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	By the end of the 2018-2019 School Year, 70% of students will pass in tested grade levels.	1. Purchase grant-funded technology	03/15/2018	06/30/2018
		2. Purchase grant-funded curriculum	03/15/2018	06/30/2018
		3. Begin implementation of charter program	08/01/2018	08/30/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	By the end of the 2019-2020 School Year, 75% of students will pass in tested grade levels.	1. Assess STAAR results from 2018-2019 school year	06/30/2019	08/30/2019
		2. Provide additional supports to struggling students	09/01/2019	03/15/2020
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	By 2020, DPS will receive a State Accountability Ratings of "Met Standard."	1. Purchase grant-funded technology	03/15/2018	06/30/2018
		2. Purchase grant-funded curriculum	03/15/2018	06/30/2018
		3. Begin implementation of charter program	08/01/2018	08/30/2018
		4. 70% of students in grades 1-2 will be Tier 1.	03/15/2019	07/31/2020
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Democracy Prep (DP) has a proven capacity to collect and report on the performance data required by a grant of this magnitude. During the grant period, DP will report annually on progress towards project objectives as outlined in Schedule #14, Part 2.

As DP will continue to work with external evaluators to perform independent quantitative and qualitative analyses of the program and its impacts. DP is also committed to widely disseminating the findings of the independent evaluations, making the results and best practices available to educators, policymakers, and the public. Quantitative impact analyses will continue to use designs that meet the highest standards for evidence as defined by the Institute for Education Sciences' What Works Clearinghouse Evidence Standards.

Going forward, DP will engage with independent researchers to conduct studies on four project-related outcomes: (1) the impact of attending a DP school on student achievement and outcomes, including (but not limited to) achievement on state assessments; (2) the impact of exposure to the newly-implemented DP model on students attending turnaround schools; (3) variation in outcomes across DP schools, particularly ones that can be linked to specific policies or practices; and (4) the impact on civic engagement of students, alumni, and parents.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The groundwork for this endeavor started with the launch of the SAISD Innovation Zone, supported through the TEA Transformation Zone Planning Grant, and is aligned with the five-year goals of the District. The Office of Innovation conducted an analysis of successful schools in the District that are consistently achieving learning gains for all students with high staff retention rates. The District uncovered that an essential underlying trend is that educators in these campuses are leveraging both an informal and formal set of autonomies from District mandates in strategic ways to better serve their students and communities. Given this, the Board of Trustees has tasked the Office of Innovation with implementing the District's Innovation Zone, a growing network in-district charter schools that includes turning around year three Improvement Required (IR) and above Priority and Focus schools that are granted deep levels of autonomy in collaboration with best-in-class school design partners to realize successful school turnaround initiatives.

In developing a budget and long term financial model for Democracy Prep at Stewart (DPS), the District prioritized the most pressing campus needs and the Democracy Prep model for successful school turnarounds. DPS will also utilize existing Texas Title I Priority Schools (TTIPS) and Teacher Incentive Fund (TIF) grant funds to support and address the immediate needs of the campus as well as the turnaround efforts for the school.

SAISD is committed to ensuring the financial and programmatic sustainability of the newly created charter as evidenced by the Board of Trustees approval of DPS's charter application. The District is committed to providing an operational budget once grant funds are fully expended. The campus will also use discretionary funds and seek additional funding opportunities to support the mission and goals of the charter.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Interim Student Growth Measures	1.	75% of students demonstrate growth in MAP scores across each administration during SY 2018-2019
		2.	80% of students demonstrate growth in MAP scores across each administration during SY 2019-2020
2.	State School Rating (either "Met Standard" or A-F) *	1.	On track towards meeting Met Standard, B or better for SY 2018-2019
		2.	Met Standard, B or better for SY 2019-2020
3.	Number of students enrolled in charter campus	1.	By October of 2019 student enrollment will be at or above 70% of full capacity.
		2.	By October of 2018 student enrollment will be at or above 80% of full capacity.
4.	Student Attitudinal Survey about the school	1.	70% of areas are listed as "satisfied " or "very satisfied in SY 2018-2019
		2.	75% of areas are listed as "satisfied" or "very satisfied" in SY 2019-2020
5.	Parent Attendance at School Events	1.	75% of families participate in one or more school event in SY 2018-2019
		2.	80% of families participate in one or more school event in SY 2019-2020

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure the grant strategies are delivered with fidelity and high-impact, SAISD has developed a structured approach to evaluation that combines formative and summative measurement per a CIPP model, as follows:

Context: Complete an examination and description of the context of the program to include conducting a needs and goals assessment, determining program objectives, and determining whether the program objectives will be sufficiently responsive to the identified needs. The Campus Needs Assessment (CNA) will be an integral part of the context analysis and will help inform planning decisions.

Input: Provide a description of the components of effective implementation as defined by school principals, school leaders and the PCSC grant support team and a description of the resources necessary for implementation.

Process: Complete an examination of how the program is being implemented, identifying any defects in procedural design, and providing feedback to program managers. Democracy Prep at Stewart staff will collect documentation of staff professional development, planning meetings, and other artifacts as appropriate to monitor and inform program implementation. To aid in data collection, SAISD has unprecedented access to an extensive data warehouse that allows longitudinal data analysis at the student, campus, and District levels. Additionally, the campus will update procedures as needed to collect qualitative data and artifacts unavailable in the District data warehouse. Periodic data readings are scheduled into the measurement process. For example, grades are reviewed after each grading cycle allowing for refinements to instructional strategies. This ensures problems with program delivery are quickly identified and corrected, and builds the practice of implementation adjustment into the process.

Product: Determine and examine the general and specific outcomes of the program, measuring anticipated outcomes, attempting to identify unanticipated outcomes, assessing the merit of the program and conducting a retrospective benefit/cost assessment.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 1: Describe the administrative relationship between the charter school and the authorized public chartering agency (i.e., the local board of trustees, the commissioner, or the charter holder board).

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The SAISD Board of Trustees (the Board) will be the authorizing entity for the in-district charter schools and, pursuant to Texas statute, will contract with Democracy Prep Texas, a soon to be launched Texas not-for-profit affiliate of Democracy Prep Public Schools. Democracy Prep will be held responsible for meeting the goals for academic achievement, organizational viability, and fiscal health set forth in its charter. The Board will:

- Periodically review the academic, financial and operational viability of the schools operated by Democracy Prep;
- Review the school's academic and other policies;
- Provide for a process of administrative review of instructional and disciplinary decisions rendered by school administration;
- Approve an annual budget, and evaluate annual audits;
- Ensure appropriate financial controls over accounts in which school funds are housed;
- Develop and review performance under the charter.

The Board will delegate to Democracy Prep and school leadership at Democracy Prep at Stewart responsibility for managing day-to-day operations and hold them accountable for achieving the academic, operational, and financial targets outlined in its charter. The Board will routinely evaluate the schools' performance, and is committed to ensuring that students of Stewart receive a complete educational program based on the requirements set forth in the school's charter and in accordance with all applicable laws and regulations.

Pursuant to 19 TAC Section 97.105, the SAISD Board will have sole responsibility for and will ensure that Democracy Prep will have authority to:

- Appoint the Campus Director and/or Principal of the school;
- Employ and manage all staff of the school without regard to any existing district employment agreements for any staff currently at the school, including authority over hiring, firing, assignment, evaluation, development, advancement, compensation, and continuation and establishment of any and all terms of employment;
- Approve the assignment of any other district employees on campus;
- Make all curriculum decisions beyond the minimum requirements under Texas law;
- Subject to SAISD as the LEA, develop all Special Education programs and ELL programs, as well as programs for at-risk students;
- Set the calendar and daily schedule including an extended day and extended year;
- Approve all non-required assessments under Texas law;
- Set class sizes, conference periods, and hours of service;
- Set and develop the campus budget(s); and
- Control the majority of the educational programs.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal start-up grant has expired.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As the charter authorizer, the SAISD Board of Trustees will continue to support the school by adopting an annual operating budget, as it does for all SAISD schools, with funding derived from the School Foundation Program, local property taxes and Federal programs. Annually the SAISD administration will determine eligibility and allocation of federal funds including IDEA-B Special Education; Title I, Part A-Improving Basic Education; Title II, Part A- Teacher & Principal Training and Recruiting; and Title III, Part A- LEP and will prepare and submit federal grant application no later than June 30 and budgets will be made available to the campus in early July of each year.

Furthermore, each Democracy Prep school board has a steadfast commitment to prudent fiscal management of both public and private resources. A cautious budget model assumes conservative revenues and zero fundraising, yet allows Democracy Prep to balance the budget and focus resources in the classroom. Each board appoints an independent auditing firm to conduct annual reviews of cash flow, retrospective budget, and financial controls, and the board's Finance and Audit Committee works in concert with the Democracy Chief Financial Officer both to review budgetary projections monthly and to make any necessary adjustments given the school's financial forecast.

The Democracy Prep Public Schools central staff and Democracy Prep at Stewart staff will maintain a close working financial and operational relationship with the district. The school anticipates a long-term commitment to grant seeking to bring supplemental programs to students, but will be able to sustain many of its core operations without these additional resources.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907	Amendment # (for amendments only):
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Statutory Requirement 3: Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Pursuant to Texas regulation and statute, the SAISD Board of Trustees will provide Democracy Public Schools and Democracy Prep at Stewart with exceptions to existing policies and waivers to the fullest extent of the law including, but not limited to policies regarding:

- Teacher and principal contracts
- Staff performance evaluation methods
- Class sizes
- Conferences periods
- Curriculum and instruction (i.e. lesson plans; materials; etc.)
- Extended day and year
- After school meetings
- Professional development

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 4: Describe how the grant funds will be used to accomplish the purpose, goals and objectives of the grant. Describe how the items/activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As the charter authorizer, SAISD will partner with Democracy Prep, a charter management organization, to deliver the educational program at Stewart. Accordingly, all grant funds are allocated to contracted services. However, Democracy Prep will utilize grant funds to support the project purpose, goals and objectives fall into four categories:

- Salaries for Planning and Initial Implementation of Campus
- Supplemental Non-Consumable Instructional Supplies, Materials, Curriculum, and Assessments
- Technology
- Professional Development

Funding will provide for the salaries of Democracy Prep leadership and operations staff for the planning phase and the first 30 days of the initial implementation phase. The Democracy Prep partnership is a first of its kind in SAISD and Democracy Prep will have to invest significant staff to planning the charter, so it is ready to launch in the 2018-2019 school year. Staff will conduct activities such as, but not limited to: (a) informing the community about the school; (b) acquiring necessary equipment and educational materials and supplies; (c) acquiring or developing curriculum materials; and (d) teacher and staff recruiting.

Democracy Prep utilizes a sophisticated feedback loop of frequent data collection and analysis including a network-wide dashboard tool, interim assessments, and comparative academic measures to drive effective instruction and decision-making. Accordingly, grant funds will purchase technology and non-consumable supplies and materials which support Democracy Prep's data-driven decision making. Grant funds will be used to purchase innovative, best-in-class research-based curriculum to drive student achievement. The flexibility given to the campus through the creation of the charter allows the campus to launch and scale curriculum which weaves all elements of the charter to support Math, Literacy, Tier 1 Instruction, interventions and acceleration, and technology integration.

For example, Democracy Prep at Stewart will use the Eureka Math curriculum that leverages technology to drive math goals by providing real time data, digital libraries, and associated adaptive assessments. Teaching mathematics as a "story," Eureka Math builds students' knowledge logically and thoroughly to help them achieve deep conceptual understanding.

Additionally, Guided Reading lessons will be flexible where small group sessions will allow the teacher to target aspects of reading with which students need the most support according to the Strategic Teaching and Evaluation of Progress (STEP) assessment data. The University of Chicago Urban Education Institute's STEP assessment assesses student literacy achievement and progress in reading from grades K-5. STEP is a nationally-normed reading assessment that provides teachers with ongoing data about student reading proficiency and growth.

Technology is needed to serve the additional student population. Currently, Stewart Elementary School serves PK-5, the newly created campus charter will grow to serve PK-8, creating a need for additional technology. Additionally, the new curriculum will feature a blended learning model where students receive instruction from the teacher in a group setting and then utilize technology to research and learn on their own or in a small group setting. The technology purchased will help implement this strategy.

Finally, professional development will be provided to all teachers at Democracy Prep at Stewart to help establish strong practices and understanding in the new curriculum, technology, and classroom design.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the charter school that is considered a local educational agency under state law, or a local education agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. (See Appendix 1.) Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Democracy Prep Public Schools works closely with the schools in its network and the local educational agencies responsible for the provision of special education services to ensure full compliance with sections 613(a)(5) and 613(e)(1)(B) of IDEA, including FAPE, appropriate evaluations, an IEP, LRE, and ensuring commensurate funding for special education services. Special Education is an integral part of the total educational program, which assures all students a free appropriate public education. Democracy Prep at Stewart's inclusive philosophy will reflect a school model that:

- Students with disabilities will be educated with their non-disabled peers to the greatest extent possible within the least restrictive environment
- All students, regardless of disabilities will be provided access to the general curriculum in accordance to their individual needs.

An IEP will be developed for each identified special education student. The teacher of record in coordination with the special education teacher will work closely with parents to keep them informed of their child's progress and suggest techniques to promote learning at home.

Appropriate curriculum modifications and accommodations will be provided for any student with disabilities whose individual needs cannot be met through the state required curriculum elements without additional supports. Instructional services will be provided which allows for learning in an environment that is most appropriate and least restrictive to meet the student's needs. Some self-contained instructional settings which are clustered in the district may not be available at the campus. In the event this occurs, students will have access to needed services at the campus closest to their home campus that has the necessary instructional setting.

Response to Intervention (RtI) will serve as the proactive, problem-solving process that will be used for all students to consider for any assistance, support service or educational program. Identification for special education services may only be sought with documentation that low achievement is not due to lack of appropriate instruction/intervention in reading, mathematics, or behavior. The SAISD Special Education department and Democracy Prep at Stewart staff will work collaboratively so more students can achieve academic progress in general education. Differentiated instruction, coupled with learning walks and department/team/grade level instructional meetings are additional components that will further ensure RtI success.

A Response to Intervention Team will be organized and utilized at the campus depending on student needs. The specific members will vary depending upon the nature of the student's problem. A designated RtI coordinator at Democracy Prep at Stewart shall chair and organize meetings of the team. Other campus administrator(s) may assist as needed. The role of the team is to meet on a regularly scheduled basis, provide support to teachers who request assistance, clarify and prioritize issues or concerns, provide strategies or interventions for academic and behavioral issues, evaluate progress, and make decisions and recommendations based on data. RtI Team members should demonstrate a commitment to district and school's instructional goals and programs, willingness to accept responsibility for at-risk students' progress, knowledge of multiple teaching strategies and interventions, experience in interpreting data, and ability to maintain confidentiality. The campus principal shall ensure that the RtI Coordinator and campus teachers receive annual training on the RtI process and the correct guidelines and procedures.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 6: Describe the educational program to be implemented by the proposed charter school, including (1) how the program will enable all students to meet challenging state student academic achievement standards; (2) the grade levels or ages of children to be served; and (3) the curriculum and instructional practices to be used.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Democracy Prep elementary and middle schools' schedule and curriculum will be built upon, but not limited to the following activities and core courses:

- **Morning Meeting and Work:** Teachers plan meaningful conversations and activities based on class needs to foster community building. Scholars will be given a targeted assignment to be completed as they arrive and eat breakfast. Examples include math fluency practice, correcting an exit ticket, or spiraled review.
- **K-2 Math Meeting:** This block loosely follows the Every Day Counts curriculum. During this time, scholars engage in routines that build fluency and automaticity in counting, geometry and measurement, problem solving, and calendar math. Democracy Prep uses the Eureka Math curriculum. Eureka Math builds students' knowledge logically and thoroughly to help them achieve deep conceptual understanding.
- **K-2 Reading Mastery:** Scholars engage in a complete basal reading program that uses direct instruction to help students master essential decoding and comprehension skills.
- **Reading Skills:** In this block, scholars will receive skill instruction aligned with the TEKS standards using complex texts from a wide range of genres. Teachers model skills and gradually release responsibility to scholars using a variety of scaffolds and routines. Network-provided lesson plans and materials for Reading Skills draw from Democracy Prep's homegrown reading comprehension program in K-2 and Curriculum Associates' Ready Reading program in K-5.
- **Read Aloud and Novel Study:** Scholars build vocabulary and content knowledge as teachers model expressive and enthusiastic reading. Teachers ask a variety of questions to target student needs and spark lively discussion. Teachers model expressive and fluent reading as well as engaging scholars in class texts and independent reading. Through class discussion and written reflection, scholars work to answer, "focus questions" that authentically meet the demands of TEKS reading and literature standards.
- **i-Ready:** This computer-based program facilitates individualized online instruction in reading and math. The i-Ready platform combines an adaptive diagnostic and growth measurement, a targeted assessment of grade-level standards, and individualized instruction.
- **Social Studies and Science:** The Social Studies curriculum at Democracy Prep is based on the units of study set forth by the Alexandria Plan. The Science curriculum at Democracy Prep is loosely based on Pearson's Interactive Science units of study and enhanced to meet the demands of the Next Generation Science Standards. Scholars in each grade study life science, earth science, and physical science to master content that increases in complexity each year.
- **Civics, Speech, and Debate:** Democracy Prep cultivates civic knowledge, civic skills, and civic dispositions in students. By strategically infusing history content into the reading curriculum, incorporating Socratic seminars, oral presentations, and group discussions into the syllabi, and thoughtfully reducing the amount of teacher talk-time in classrooms. Democracy Prep's heralded Speech and Debate program has received international acclaim. Preparation for engagement in Speech and Debate begin with a rigorous middle school English Language Arts and History curriculum.
- **Arts:** Democracy Prep views arts education as central to student engagement. Democracy Prep has developed a robust program that utilizes in-class and enrichment offerings.

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Amendment # (for amendments only):

Statutory Requirement 7: Describe how the charter school will be managed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The SAISD Board of Trustees will delegate to Democracy Prep Public Schools and school leadership at Democracy Prep at Stewart responsibility for managing day-to-day operations and hold them accountable for achieving the academic, operational, and financial targets outlined in its charter. The Board will routinely evaluate the schools' performance, and is committed to ensuring that students of Stewart receive a complete educational program based on the requirements set forth in the school's charter and in accordance with all applicable laws and regulations.

Pursuant to 19 TAC Section 97.105, the SAISD Board will have sole responsibility for and will ensure that Democracy Prep will have authority to:

- Appoint the Campus Director and/or Principal of the school;
- Employ and manage all staff of the school without regard to any existing district employment agreements for any staff currently at the school, including authority over hiring, firing, assignment, evaluation, development, advancement, compensation, and continuation and establishment of any and all terms of employment;
- Approve the assignment of any other district employees on campus;
- Make all curriculum decisions beyond the minimum requirements under Texas law;
- Subject to SAISD as the LEA, develop all Special Education programs and ELL programs, as well as programs for at-risk students;
- Set the calendar and daily schedule including an extended day and extended year;
- Approve all non-required assessments under Texas law;
- Set class sizes, conference periods, and hours of service;
- Set and develop the campus budget(s); and
- Control the majority of the educational programs.

Lines of communication between the school leadership team and Democracy Prep Public Schools central office staff will also be robust. The elementary and middle school Campus Directors will check-in regularly with the Superintendent Team and will interface directly with the leaders of the various network departments. The regional Executive Director will work with the network's Recruitment team to establish and execute plans for sourcing talent, the network's Human Resources team to address high-level personnel questions, and the network's Community Impact team to develop a vision for engaging parents and other local stakeholders in the life of the school. An Assistant Regional Superintendent will coach Campus Directors and teachers, and will receive direct support from network curriculum specialists. Operations staff will have access to support from the network School Support, Informational technology, and Data teams. Just as significantly, the network has created a host of platforms and professional development opportunities for campus-based personnel across Democracy Prep schools to collaborate directly on common issues, creating a true community of professionals committed to optimizing the educational experience of all Democracy Prep scholars.

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Amendment # (for amendments only):

Statutory Requirement 8: Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Academic Excellence

Objective: DPS students' academic performance will meet or exceed local and state standards.

- By 2020, the percentage of DPS students testing at proficient levels on STAAR assessments will meet or exceed the percentage of SAISD students reaching proficiency.
- By 2020, the percentage of DPS students reaching proficiency on the STAAR assessments who were not proficient in the prior year will meet or exceed the percentage of SAISD students reaching proficiency who were not proficient in the prior year.
- By 2020, DPS will receive a State Accountability Ratings of "Met Standard."

Organizational Strength

Objective: Leadership at DPS will further the school mission, program, and goals and will act strategically to ensure adequacy, alignment, and coherence of actions.

- DPS will have a teacher satisfaction rate that meets or exceeds district average.

Objective: DPS will provide quality educational programs that enable all students to achieve academically and socially.

- Each year, DPS will have an average daily student attendance rate of at least 95%.
- Each year, DPS will have a student mobility rate no greater than 10%.

Objective: DPS will meaningfully engage families to establish and maintain positive relationships between school, and home.

- DPS will have a parent satisfaction rate that meets or exceeds the district average.

Financial Health

Objective: DPS will be a well-run organization capable of achieving long-term success.

- DPS will operate core educational programs sustainably on dependable public funds and will maintain a balanced budget and stable cash flow.

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Amendment # (for amendments only):

Statutory Requirement 9: Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Upon being approved as a school operator, Democracy Prep Public Schools will conduct community-at-large meetings at various times to reach as wide a swath of parents as possible. Democracy Prep will then cross-reference the sign-in sheets from those meetings with the parent directory for the current school year and conduct a phone bank to make initial contact with those who could not be in attendance. Subsequently, Democracy Prep will work to schedule home visits with all parents who could not attend one of the community meetings to demonstrate its intent to re-enroll all students currently in the building. The goal will be to reach every family within the first two to three months of being selected as a new school operator. Oral and written communication to families of students identified as English Language Learners will be translated into each family's native language to the extent possible to ensure clear and rich communication and coordination between home and school.

To bolster its family and community engagement efforts, Democracy Prep at Stewart will have at least one school-based Family Impact Coordinator (FIC). The FIC's primary responsibility is to build lasting relationships with families through engagement at every point in the Democracy Prep student's experience, from enrollment to attendance. FICs implement programming that creates space for parents to formulate suggestions, share experiences with other parents, and participate in decisions relating to the education of their children. The FIC's programmatic responsibilities will include some or all the following:

Family Leadership Councils - The Family Leadership Council (FLC) is the family involvement organization at each Democracy Prep school. The responsibility of the Family Leadership Council is to promote family involvement, to advocate politically for the community, and to support the school, the scholars, and their families. The FLC organizes volunteer opportunities and creates ways to support scholars' academic and civic achievements. The FLC has monthly meetings on the school campus and maintains various committees (e.g. Advocacy, Planning, Safety, School/Home Life) to facilitate family involvement with the school. With the assistance of a school staff member, the FLC will be family-led.

Parent Drop-In Days - Parent Drop-In Days allow parents to come to campus to observe classes. Parents are split into several groups based on the grade level of their scholars. A pre-observation norming session will be held to set guidelines and expectations for classroom visits. A post observation debriefing will also occur to explain classroom rituals and routines and to solicit parent feedback. In preparation for the debriefing, staff provide parents with a one-page document on which to record their observations. These meetings are held just before or after the end of a trimester, and staff is responsible for notifying parents prior to each session.

Coffee & Conversation - Coffee & Conversation sessions are informal and informational in nature. At these meetings, the school leadership team will make presentations on relevant topics and field questions from families in attendance. Coffee & Conversation sessions will be organized either monthly or exclusively during months in which Parent Drop-In days are not held.

Communication - Democracy Prep is committed to encouraging families to contribute to the academic success of their scholars. As such, Democracy Prep uses a variety of methods of communication with families, which include regular progress reports, emailing lists, and an automated phone system.

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Amendment # (for amendments only):

Statutory Requirement 10: Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The demographics of the student population at the current Stewart Elementary School will closely mirror those of the other schools in the Democracy Prep network. As a year five Improvement Requirement (IR) campus in SAISD, Stewart serves a student population that is 96% Economically Disadvantaged, 34% English Language Learners, 6% receiving special education services, and 95% Black or Latino. Given Democracy Prep's track record of driving student outcomes across the country, this demographic alignment provides strong evidence that the Democracy Prep model will be transferrable to the current Stewart setting.

Furthermore, Democracy Prep is committed to encouraging families to contribute to the academic success of their scholars. As such, Democracy Prep uses a variety of methods of communication with families, which include regular progress reports, emailing lists, and an automated phone system.

Regular Progress Reports: A progress report that includes academic and behavioral updates as well as a brief overview of important school events.

Emailing Lists: Parents may receive email messages including electronic copies of letters, fliers, and forms as well as school and grade level announcements.

Automated Phone System: Parents may receive a pre-recorded message from Democracy Prep for the following reasons:

- to issue school-wide reminders and updates;
- to alert families to weather-related school closings;
- to notify families that their scholars have been assigned after-school detentions;
- to remind families of important documents requiring signatures; or
- to inform families of meetings for parents or scholars.

Family communication and involvement will be immensely important to building school culture and achieving the school's mission. Contact with families will be frequent and primarily positive, and weekly newsletters will inform families about upcoming events and important dates. Each student will have an Advisor who serves as the primary point of contact for 12 to 13 families. The Advisor will speak with each family at least once every two weeks and report areas of growth as well as areas for improvement.

Stewart will continue to be a neighborhood school where children living in the neighborhood will remain zoned to the school unless they apply to go to one of the district's open enrollment Choice Schools or Programs. No applications from zoned students will be required to attend DPS. DPS will be an in-district charter school that participates in SAISD's controlled choice and unified enrollment processes for Choice Schools and Programs; meaning DPS will also be open to students across Bexar County through SAISD's annual school choice and lottery process however DPS will prioritize students from Focus and Priority campuses in the lotteries for out-of-zone students.

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Amendment # (for amendments only):

Statutory Requirement 11: Provide a description of the campus charter's process to become a charter school, including:

1. the district's general process for approval of campus charter schools and the steps the campus took to become a charter;
2. the premise in which the school board approved the campus for which a charter was granted to operate;
3. what the campus will be doing differently, above and beyond, that of a regular district campus that merits charter status and charter school start-up funds;
4. if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The SAISD Board of Trustees has the authority to grant campus charter schools to designated campuses within the District. Campus charters are granted to provide opportunities for schools to plan and implement innovative educational programs.

The general process involves several steps beginning with a published timeline which includes the dates for an informational meeting, public forums and deadlines for submission of the Notice of Intent, completed application and petitions, if applicable. Informational meetings are conducted by the Director of Charter Schools and serve to communicate the purposes of charters, the application process, and the legal requirements applicable to charter campuses or programs. Prior to final deadline for submission of the application to the Board for consideration, a public forum is held at one of the District's scheduled Board Meetings. At this meeting applicants can present their proposals to the community and Board members and to respond to questions about their proposals. The approval of a charter proposal by the Board formalizes a performance contract.

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Amendment # (for amendments only):

Statutory Requirement 12: Describe the periodic review and evaluation process for the charter school. Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked. Describe how the district authorizer will use increases in student academic achievement as one of the most important factors when determining whether to renew or revoke a school's charter.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

According to current SAISD policy, "The approval of a charter proposal by the Board formalizes a performance contract. The charter campus or charter program will be evaluated using the same standards used with regular comprehensive school programs, including the Texas Academic Excellence Indicator System. Failure of the charter campus or charter program to demonstrate improvement in academic performance and compliance with any accountability provision specified by the charter in two successive years may result in probation or revocation of the charter."

Additionally, The Board of Trustees may place a charter campus or charter program on probation or revoke a charter if it finds that the charter campus or program:

- Violates a provision of applicable state or federal law;
- Materially violates a provision of the charter; or
- Fails to meet generally accepted accounting standards for fiscal management.

The Superintendent shall investigate an allegation that a charter campus or charter program has violated federal or applicable state law or provisions of the charter, or fails to meet generally accepted accounting standards for fiscal management. The Superintendent shall hold a conference with the principal and governing body of the charter campus or program to discuss the allegation.

If the Superintendent determines that a violation or mismanagement has occurred, the principal shall respond to the allegation. The Superintendent shall present investigative findings with appropriate recommendations to the Board. If necessary, the Superintendent shall ensure that the topic is on the agenda for discussion.

If the Board decides to consider probation or revocation of the charter, it shall schedule a public hearing to be held on the campus where the program is located. After the public hearing, the Board may take action to place the charter campus or charter program on probation or to revoke the charter campus or charter program.

SAISD School Performance Framework (forthcoming)

The Superintendent of Schools or designee shall develop a charter School Performance Framework by which all charter schools and programs will be evaluated. The SPF will inform district decisions related campus restart or closure. Performance objectives may include, but not be limited to student proficiency, academic growth, and college readiness indicators. Additional objectives as well as a timeline may be developed for charters established at campuses that do not meet state accountability standards. The Office of Innovation staff will meet with the principal and/or school operator to establish baseline metrics in the Fall of year one to finalize the tentatively approved Performance Contract metrics. OI staff will monitor, evaluate, and publish campus performance annually, the results of which will determine whether the charter will be placed on probation, revoked, or renewed on a three or five-year cycle.

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Statutory Requirement 13: Describe how the charter school will be governed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The SAISD Board of Trustees (the Board) will be the authorizing entity for the in-district charter schools and, pursuant to Texas statute, will contract with Democracy Prep Texas, a soon to be launched Texas not-for-profit affiliate of Democracy Prep Public Schools. Democracy Prep will be held responsible for meeting the goals for academic achievement, organizational viability, and fiscal health set forth in its charter. The Board will:

- Periodically review the academic, financial and operational viability of the schools operated by Democracy Prep;
- Review the school's academic and other policies;
- Provide for a process of administrative review of instructional and disciplinary decisions rendered by school administration;
- Approve an annual budget, and evaluate annual audits;
- Ensure appropriate financial controls over accounts in which school funds are housed;
- Develop and review performance under the charter.

The Board will delegate to Democracy Prep and school leadership at Democracy Prep at Stewart responsibility for managing day-to-day operations and hold them accountable for achieving the academic, operational, and financial targets outlined in its charter. The Board will routinely evaluate the schools' performance, and is committed to ensuring that students of Stewart receive a complete educational program based on the requirements set forth in the school's charter and in accordance with all applicable laws and regulations.

Pursuant to 19 TAC Section 97.105, the SAISD Board will have sole responsibility for and will ensure that Democracy Prep will have authority to:

- Appoint the Campus Director and/or Principal of the school;
- Employ and manage all staff of the school without regard to any existing district employment agreements for any staff currently at the school, including authority over hiring, firing, assignment, evaluation, development, advancement, compensation, and continuation and establishment of any and all terms of employment;
- Approve the assignment of any other district employees on campus;
- Make all curriculum decisions beyond the minimum requirements under Texas law;
- Subject to SAISD as the LEA, develop all Special Education programs and ELL programs, as well as programs for at-risk students;
- Set the calendar and daily schedule including an extended day and extended year;
- Approve all non-required assessments under Texas law;
- Set class sizes, conference periods, and hours of service;
- Set and develop the campus budget(s); and
- Control the majority of the educational programs.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 14: Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Democracy Prep Public Schools and Democracy Prep at Stewart staff has and will continue to adhere to the recommendations furnished as a result of any independent audit. Most recently, Democracy Prep strengthened its internal controls to ensure the timeliness and completion of reconciliations to general ledgers, and the efficient management of student files. A newly added staff accountant position at Democracy Prep now oversees items such as the monthly, quarterly, and year-end close routines, accruals, and prepaid expenses. At the close of each fiscal year, the District (authorizer) will receive audited financial statements from the school's auditor in which any findings or management notes, potential changes to how the financials are presented, internal controls that might be modified, and the overall health of the charter are discussed.

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Amendment # (for amendments only):

Statutory Requirement 15: Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Board of Trustees will ensure equity among school programs in staff/student ratios and in expenditures of money for curriculum materials and instructional supplies. "Staff" includes teachers, administrators, and auxiliary personnel. In special programs, such as special education and bilingual education, a lower ratio may be maintained, and more money may be spent as necessary to fulfill other legal requirements.

Annually the SAISD will determine eligibility and allocation of federal funds including, but not limited to:

- Title I, Part A-Improving Basic Programs
- Title I, Part D-Neglected & Delinquent
- Title II, Part A- Supporting Effective Instruction
- Title III, Part A- ELA/Immigrant
- Title IV, Part A-SSAEP

SAISD administration will prepare and submit the federal grant application no later than June 30 and budgets will be made available to the campus in early July of each year.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

TEA Program Requirement 1: Population to Be Served in 2018-2019. Enter the number of students in each grade, by type of school, projected to be served under the grant program during the 2018-2019 school year. For a charter school that is currently serving students in its first year of implementation, supply the number of students in each grade, by type of school, currently served by the charter.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools	30	30	60	60	60	60	60								360
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:	30	30	60	60	60	60	60								360

Not Applicable – No students will be served during the 2018-2019 school year. ☐

Total Staff 46

Total Parents 576

Total Families 270

Total Campuses 1

TEA Program Requirement 2: Population to Be Served in 2019-2020. Enter the number of students in each grade, by type of school, projected to be served under the grant program during the 2019-2020 school year.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools	30	30	60	60	60	60	60	60							420
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:	30	30	60	60	60	60	60	60							420

Total Staff 52

Total Parents 672

Total Families 315

Total Campuses 1

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

TEA Program Requirement 3: Number of Students To Be Served in 2018-2019 Who Would Otherwise Attend a Traditional School Identified as a Priority or Focus School.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter School (TEC Subchapter C)	30	30	60	60	60	60	60								360
Open-enrollment Charter School (TEC Subchapter D)															
College/University/Jr College Charter School (TEC Subchapter E)															
New School Under Existing Open-Enrollment Charter School															
TOTAL:	30	30	60	60	60	60	60								360

Not Applicable – No students will be served during the 2018-2019 school year.

**TEA Program Requirement 4: For 2018-2019, provide the names and nine-digit county/district/campus numbers of the schools identified as priority or focus schools that you will be impacting as described above.**

	District Name	Campus Name	9 Digit CDC Number
1.	San Antonio ISD	Stewart Elementary	015907168
2.			
3.			
4.			
5.			
6.			

Not Applicable – No students will be served during the 2018-2019 school year.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID:

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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