

**Texas Education Agency
Standard Application System (SAS)**

2017–2019 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 <small>Write NOGA ID here:</small>
Grant Period	May 1, 2017, to July 31, 2019			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency 2016 DEC 15 PM 1:24 Document Control Center </div>
Application deadline:	5:00 p.m. Central Time, December 15, 2016			
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date 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	Advanced Learning Academy/026		
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	
Kathy		Bieser	Principal	
Telephone #	Email address		FAX #	
(210) 738-9730	EBIESER1@saisd.net		(210) 224-8792	
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				

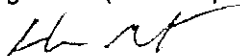
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program 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
Pedro		Martinez	Superintendent of Schools
Telephone #		Email address	FAX #
(210) 554-2280		Pmartinez1@saisd.net	(210) 299-5580

Signature (blue ink preferred)

Date signed



12/14/16

Only the legally responsible party may sign this application.

701-16-101-019

Schedule #1—General Information

County-district number or vendor ID: 015907-026

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.**

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015907-026

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; AND • A copy of the district's charter application for the authorized campus charter; 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 (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).
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 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; • 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;

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

		<ul style="list-style-type: none"> 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.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015907-026

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.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

	<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> <p>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.</p> <p>b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065.</p> <p>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 2016-2017 school year. If the campus charter school began operation prior to the 2016-2017 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.</p> <p>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> <p>e. 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>

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 015907-026

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) 463-7915.

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

#	Schedule #	Class/ Object Code	A	B	C	D
			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:		\$	\$	\$	\$

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:

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.			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 015907-026

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 ISD's (SAISD) Advanced Learning Academy (ALA) is applying for the 2017-2019 Public Charter School Program Start-up (PCSP) grant to seek funding which will address needs identified during the creation of the charter. Key characteristics distinguishing it from the district's current programs include multi-age experiences, customized, interdisciplinary project-based curricula, utilization of the proximity to downtown to provide learning beyond the four walls of the classroom, extensive academic electives that include a creative and design-based focus, intentional learning communities within the school, integration of 21st century learning tools through one-to-one devices for each student, career exploration internships, ongoing service learning and engagement, deep university partnerships including full time teacher and principal residencies and dedicated faculty housed at the school, and the development of a pedagogical learning laboratory that can be leveraged by the rest of SAISD for professional learning.

Grant funds will provide the resources needed to fully implement the charter with fidelity such as classroom furniture, technology to support the creation of Digital Convergence classrooms, professional development, stipends, and non-consumable curriculum supplies. The grant will benefit ALA's targeted student population of 900 students because it will support the Mission of "lifting the ceiling on learning for all members of the educational community by providing 21st century learning opportunities within a caring and open community and fostering a depth of thinking, problem-solving, creative design and real world applications as students develop deep content knowledge and cutting edge learning skills to prepare them for any and all futures that they can envision".

Budget Development

A Campus Leadership Team (CLT) consisting of campus and community members was formed and tasked with reviewing the charter components and developing a needs assessment to guide decisions on how grant funds would best be used. The CLT met several times in which needs were identified and used to determine budget parameters. Members researched possible expenses relating to professional development, curriculum, furniture, technology, materials, and supplies in order to determine budgetary needs. All purchases were deemed allowable activities and use of funds as per the grant purpose and TEA guidelines related to specific costs.

Demographics

The school is designed as a PK-12 campus, serving a total of 1066 students when at full capacity. Currently, the campus serves grades K -10 and will serve grades PK-11 during the 2017-2018 school year with a total student population of approximately 900. ALA is designed to serve students from across SAISD as well as admitting up to 25% of its students from outside of the district as a citywide school of choice.

Needs Assessment Process

ALA grew from an innovative, three-way partnership between San Antonio ISD, Trinity University and a group of dedicated philanthropic citizens assembled into a collaborative called City Education Partners. While the campus opened and started operation for the 2016-2017 school year, it operated as a campus charter "in spirit". The formalization and designation as a campus charter began in August, 2016. These three entities are "partners in aspiration" and meetings between the organizations explored the benefits and challenges of becoming a campus charter and constructed a timeline for developing the charter. Future meetings, site visits, and discussions culminated in the drafting and approval of the charter application. The needs assessment process followed the process for creating a campus charter by soliciting input from teachers and the community in designing key elements of the charter. Its efficacy was evidenced by the overwhelming support the charter application received from both teachers and community members. Grant funds will address the needs identified during the process and will allow for implementation with fidelity.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 015907-026

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.

Management Plan

As an approved charter, ALA will continue to operate under the legal auspices of the 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. The campus principal will 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 principal and granted by the Board of Trustees in an effort to provide the campus with the flexibility needed to accomplish the goals of the campus. The Campus Leadership Team will serve as ALA's primary governing body for the charter. The CLT must include the principal, a CEP representative, Trinity University representatives, Community Partner Representative, Arts Partner Representative, 3 Teachers (K-3, 4th/5th, and 6-10), Student Representatives (2), Parent Representatives (one elementary / one secondary), Representative of the Office of Curriculum and Instruction, Representative of the Office of Magnets and In-District Charters, and a Representative of the Office of Advanced Academics

The CLT will serve as the primary advisory body for the campus, particularly as it relates to the oversight of campus performance, goal setting and the development of the Campus Improvement Plan, and budgetary guidance.

Evaluation Method

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, Input, Process, and Product. It includes a complete examination of the charter including needs and goals assessment. It identifies components of effective implementation as defined by key stakeholders and it also examines how the charter is being implemented. ALA's staff will collect documentation of staff professional development, student assessments, and other artifacts as appropriate to monitor and inform program implementation. Finally, ALA will examine the general and specific outcomes of the charter and conducting a retrospective benefit/cost assessment.

Statutory Requirements

The grant application is comprehensively presented and addresses all statutory requirements including the relationship between ALA 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. The district charter will be permitted to govern autonomously above and beyond the degree and autonomy afforded to traditional campuses within the SAISD.

TEA Requirements

SAISD's Office of Research & Evaluation uses a combination of methods and analyses to projects future students by grade. The process involves a Cohort Ratio Model, input from various District Offices, i.e. Facility Services, 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.

The Board of Trustees will continue to support the school by adopting an annual operating budget and provide the additional funding necessary to maintain the extended school day, the extended teacher contracts, and additional human resource elements of the charter. The SAISD is committed to the goal of ALA becoming a high-quality charter by providing the additional resources needed to improve the academic outcomes of its students.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 015907-026

Amendment # (for amendments only):

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

Grant period: May 1, 2017, to July 31, 2019

Fund code: 258

Budget Summary

Schedule #	Title	Class/ Object Code	<u>Planning:</u> Direct Program Cost	<u>Implementation:</u> Direct Program Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$22,494	\$3,363	\$25,857
Schedule #8	Professional and Contracted Services (6200)	6200	\$110,000	\$20,000	\$130,000
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$608,143	\$608,143
Schedule #10	Other Operating Costs (6400)	6400	\$36,000	\$0	\$36,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$168,494	\$631,506	\$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)].

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 015907-026

Amendment # (for amendments only):

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Costs	Implementation 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			\$	\$	\$
Other Employee Positions					
15 Title			\$	\$	\$
16 Title			\$	\$	\$
17 Title			\$	\$	\$
18	Subtotal employee costs:		\$	\$	\$
Substitute, Extra-Duty Pay, Benefits Costs					
19 6112	Substitute pay		\$0	\$0	\$0
20 6119	Professional staff extra-duty pay		\$19,400	\$0	\$19,400
21 6121	Support staff extra-duty pay		\$0	\$2,900	\$2,900
22 6140	Employee benefits		\$3,094	\$463	\$3,557
23 61XX	Tuition remission (IHEs only)		\$0	\$0	\$0
24	Subtotal substitute, extra-duty, benefits costs		\$22,494	\$3,363	\$25,857
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$22,494	\$3,363	\$25,857

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

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)				
County-district number or vendor ID: 015907-026			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 Costs	Implementation Costs	Total Budgeted Costs
1	Consultant Services-Facilitation of Critical Friends Group	\$0	\$10,000	\$10,000
2	Consultant Services – Mentor School Networks and Integration	\$0	\$10,000	\$10,000
3		\$	\$	\$
4		\$	\$	\$
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
a. Subtotal of professional and contracted services:		\$0	\$20,000	\$20,000
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$110,000	\$20,000	\$130,000
(Sum of lines a, b, and c) Grand total		\$110,000	\$20,000	\$130,000

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015907-026		Amendment number (for amendments only):		
Expense Item Description		Planning Costs	Implementation Costs	Total Budgeted Costs
6300	Total supplies and materials that do not require specific approval:	\$0	\$608,143	\$608,143
Grand total:		\$	\$0	\$608,143

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

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 015907-026		Amendment number (for amendments only):		
Expense Item Description		Planning Costs	Implementation Costs	Total Budgeted Costs
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$32,000	\$0	\$32,000
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 must attach Out-of-State Travel Justification Form, if applicable.	\$0	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$32,000	\$0	\$32,000
Remaining 6400—Other operating costs that do not require specific approval:		\$4,000	\$0	\$4,000
Grand total:		\$36,000	\$0	\$36,000

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.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 015907-026

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Planning Costs	Implementation 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				\$0	\$0	\$0
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.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 015907-026

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 or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Advanced Learning Academy (ALA) grew from an innovative, three-way partnership between San Antonio ISD, Trinity University, and City Education Partners, a group of dedicated philanthropic citizens. These entities are "partners in aspiration" in the design and development of a shared education endeavor. The academy provides an enriched and challenging educational experience for the students in San Antonio as well as a rich learning laboratory for aspiring teachers and principals. The school began operations during the 2016-2017 school year for grades k-10 with the "spirit" of a charter school. The school had characteristics of San Antonio's other successful in-district charter schools such as increased principal flexibility in staffing and budgeting, school schedule, and school year. Initial reception to the school has been overwhelmingly positive from parents, teachers, and community stakeholders.

The decision to convert ALA into a campus charter originated for two reasons: 1.) The process provided an opportunity to formalize the design and operations of ALA between the campus and the District, and 2.) it allowed the campus to apply for Public Charter School (PCS) Program Start-Up Grant funds to address funding gaps for resources that are needed to achieve the envisioned grade offerings, depth, and complexity of the program.

Initial plans to open up ALA began in August, 2014. The District wanted to provide a campus which challenged all students and establish a training ground for teachers thereby increasing enrollment in SAISD school while simultaneously developing a training ground for new teachers. The SAISD, Trinity, and City Education Partners began leveraging their resources to create the academy including identifying building space and soliciting private funds. Additionally, the District hosted community information sessions and solicited feedback regarding the design of the school.

The District followed a 3-Step Needs Assessment Process: 1.) Stakeholders discussed how ALA should operate in terms of student success and how that vision differs from what currently exists. Both short and long term goals were developed regarding student enrollment, infrastructure, demographics, curriculum and instruction, staffing, and costs associated with each. 2.) A summary was written for each goal and stakeholders evaluated which needs SAISD could fulfill internally and which needs required external resources for successful implementation. Emphasis was placed on facilitating academic improvement through customized, interdisciplinary project-based curricula. 3.) Stakeholders evaluated the purpose of the PCS grant program, comparing unmet needs under the approved charter. Key recommendations were as follows:

- Technology and Software
- Curriculum and Materials
- Professional Development
- Enrichment Activities

The resources provided by the grant will allow ALA to implement the vision it had of offering a high-quality, challenging program to students with fidelity. The unique design of ALA requires resources that go above and beyond what is offered at traditional SAISD campuses.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015907-026

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.	Technology and software <ul style="list-style-type: none"> • Makerspace - elementary and secondary • Tablets, laptops, desktops • Interactive whiteboards • Wireless infrastructure, data hotspots • Literacy programs/software/apps • Mathematics programs/software science programs/software 	The PBL curriculum requires students to conduct research in and outside of the classroom as well as collaborate and share information with peers. Technology devices for every student will facilitate this learning.
2.	Curriculum & Materials <ul style="list-style-type: none"> • Classroom library - leveled • Science FOSS kits science • Laboratory materials 	These resources will enable ALA to design spaces and learning opportunities that promote curiosity, inquiry and collaboration which directly align with our charter goals.
3.	Professional Development <ul style="list-style-type: none"> • Mathematics professional development • Science professional development • Project-based learning training • Makerspace training • Adult learning and collaboration • Understanding by Design curriculum development • Gifted and Talented training • Middle Level Education • Deeper Learning (student portfolios, exhibitions of work) Mentor School Network 	Identify and contract external consultants to provide training in the following areas: <ul style="list-style-type: none"> - Project-based learning - STEM education - Makerspace training - Deeper Learning <ul style="list-style-type: none"> ➤ Provide extra duty pay for staff training outside of contract ➤ Provide additional funds for travel to conferences and model site visits
4.	Enrichment <ul style="list-style-type: none"> • Outdoor education resources such as games, canoes, and bicycles • Trailer for canoe and bicycle transport • Theatre start-up funds 	These resources will enable ALA to provide enrichment activities that go above and beyond what is offered at traditional SAISD campuses.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 015907-026

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.	Principal	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.
2.	Campus Leadership Team	Will collectively work with Principal on project management to include program design and selection of goods and services for purchase and monitoring of implementation.
3.	External Consultants	Various experts in blended - learning curriculum, project based learning, and social-emotional learning. Will assist with the design and associated professional development of training and the development of curriculum.
4.		
5.		

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 last day of the 2017-2018 school year all PK-11 students will have developed a digital portfolio and submitted a minimum of two work samples per nine-weeks aligned with standards and learning goals.	1. Two work samples will be submitted	08/09/2017	10/31/2017
		2. Four work samples will be submitted	11/01/2017	12/22/2017
		3. Six work samples will be submitted	01/02/2018	03/3/2018
		4. Eight work samples will be submitted.	04/01/2018	06/20/2018
2.	100% of K-12 students will participate in a public exhibition of their work that is aligned with standards and learning goals two times a year.	1. Complete 1st Exhibition	08/09/2017	11/30/20017
		2. Complete 2nd Exhibition	01/10/2018	05/30/2018
3.	By the last day of the 2017-2018 school year all PK-11 students will participate in a student-led conference.	1. Two portfolio entries will be submitted	08/09/2017	10/31//2017
		2. Four portfolio entries will be submitted	11/01/2017	12/22/2017
		3. Six portfolio entries will be submitted	01/02/2018	03/31/2018
		4. Each portfolio entries will be submitted	04/01/2018	06/20/2018
		5. Each student lead a student-led conference using his/her portfolio	04/01/2018	06/20/2018

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.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015907-026

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.

Effective management will require clear routines and procedures followed up by regular monitoring, quality assurance and feedback loops that disseminate results to all team members. The campus principal will develop implementation plans and timelines and will share the structure with all partners. Linking project goals with all staff assignments will ensure efficient procedures and will motivate staff by highlighting purposes and outcomes. Technology will facilitate regular communication among team members in different locations. Face-to-face interaction, i.e., weekly staff meetings, will be used in the early stages of project development; thereafter, plans, notes, and progress reports will be posted in a central, web-based workspace, so that all staff members, regardless of location, can easily refer to them. Conference calls, frequent email, and technology-facilitated file sharing will support information flow. Meetings will be run efficiently through use of standard meeting management techniques. Each meeting will have specific goals and will be driven by an agenda. The project team also will monitor the budget using detailed cost reports with expenses by line item and budgeted and actual variances. The evaluators will conduct data reviews each month with project staff. A detailed implementation plan for the entire length of the project will be developed during the first month of operation. The principal and stakeholders will complete quarterly reviews of the project's goals and outcomes framed by the Goals, Objectives, Milestones and Timelines. SAISD currently uses Amplifund, an online Grant Management System, to store all grant-related information in a centralized hub for enhanced communication and efficiency. Amplifund is fully customizable to each grant's specific performance measures and automates the management of the grant lifecycle. AmpliFund helps ensure compliance creates internal status reports to evaluate program effectiveness. The principal will update Amplifund bi-weekly with monitoring reports.

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.

SAISD is committed to ensuring the financial and programmatic sustainability of the newly created charter as evidenced by the SAISD Board of Trustees approval of the Advanced Learning Academy's Internal 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.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 015907-026

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.	Number of portfolio entries per student.	1.	All pre-k-11 students will complete 8 portfolio entries in year 1
		2.	All pre-k- 12 students will complete 10 portfolio entries in year 3
		3.	
2.	Number of exhibitions of work	1.	All pre-k-11 students will complete 2 exhibitions of work in year 1
		2.	All pre-k-11 students will complete 2 exhibitions of work in year 2
		3.	
3.	Number of student-led conferences	1.	All pre-k-11 students will complete 1 student-led conference in year 1
		2.	All pre-k-11 students will complete 2 student-led conferences in year 2 (fall and spring)
		3.	
4.	Improvement in student performance on annual state assessment	1.	All Index 1 STAAR scores will increase by 3 points in year 1 and 2
		2.	All Index 2 STAAR scores increase by at least 2 points in year 1 and 2
		3.	All Index 3 and 4 scores increase by at least 2 points in year 1 and 2
5.		1.	
		2.	
		3.	

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. ALA's 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.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907-026

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.

ALA will operate under the legal auspices of the 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 the autonomy granted, and safeguards student and public interests.

Approval of ALA's charter application by the Board also formalized a performance contract between the Board and the campus. The application outlines the mission and goals of the charter, the curriculum and instructional program to be offered, performance objectives, performance goals for State Accountability, and the policies and waivers that were granted. The charter will be evaluated using the same standards used with regular comprehensive school programs, including the Texas Academic Performance Report. Failure of the charter 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 by the Board.

The Board of Trustees will ensure that ALA's meets academic goals and adheres to policies and guidelines set forth in this charter.

Specifically, the Board of Trustees is charged with the following responsibilities:

- Adopting goals and objectives for the District
- Reviewing and acting on policies
- Adopting an annual budget and setting the tax rate
- Electing school personnel as recommended by the superintendent
- Reporting to the public on the District's progress

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907-026

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 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. They are also committed to providing

Annually the SAISD 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. SAISD administration 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.

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

Beginning in the 2017-2018 school year, SAISD will be responsible on an annual basis for costs related to four areas: salary, professional development, intersession enrichment and supplies/materials. At the conclusion of the grant period between CEP and SAISD, the district will also assume the cost of the stipends listed in Appendix C, totaling \$140,000.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907-026

Amendment # (for amendments only):

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.

A number of authorities are granted to the ALA principal to support the unique school approach and support high-performing outcomes for all students. They include:

1. Board approval to waive DK(LOCAL) to remove restrictions on principals' ability to hold meetings after work hours.
2. ALA will not hire or accept transfers from other SAISD schools who are alternatively certified with zero years of teaching experience. The complexity of the charter's curricular initiatives makes it too challenging to learn to teach at the school while assuming responsibility for an entire class. ALA will consider alternatively certified applicants if they have completed at least one year of teaching experience. If ALA hires first-year teachers, they must at a minimum have successfully completed a semester of student teaching (preferably a full year).
3. Exemption from SAISD Administrative Procedure B4 "Campus Leadership Team" in order to establish committee membership as outlined in the Governance and Decision-Making section.
4. Exemption from Policy EIC(Local) which requires the campus to report students' class rank.
5. Exemption from the district's staffing ratio to ensure a 20:1 student teacher ratio for grades PK and K and a 22:1 ratio for grades 1-12 in core subjects to allow for personalization, project-based interdisciplinary curriculum and integrated teaching.
6. ALA will develop a cohesive sequence of learning experiences that support its design commitments and which will align with state requirements.
7. ALA reserves the option to add early release days to their instructional calendar and will do their due diligence to include their community in the development of such a calendar.
8. Exemption from SAISD Administrative Procedure F51 "Charter School Enrollment for Non-Neighborhood Students" and has developed its own tiers for selecting students using a lottery system
9. Waiver DK(LOCAL) to allow teachers and counselors to work beyond the maximum number of hours per day.
10. ALA reserves the right to adopt an extended year, campus-based calendar that will most likely deviate from the district calendar.
11. Exemption from Policy EIA(Local) in order to provide students with a standards-based report card four times a year and a standards-based progress report at least once every nine-weeks for students in grades 1-12.
12. Exemption from E3 procedure to allow teachers to share their lesson plans in the intra-school, shared electronic folders created by teachers and shared with school leaders and colleagues
13. Waiver from EHAC(Legal) which specifies required curriculum in grades 6-8 in order to create its own middle school course offerings.
14. Waiver from EHAB(Legal) which requires students in grades K-5 to participate in moderate or vigorous physical activity daily for 30 minutes or weekly for 135 minutes. ALA is committed to providing students with physical education but would like the flexibility to do so using alternative schedules.
15. The ALA principal will have the discretion to hold campus-based staff development in lieu of teachers, paraprofessionals, and other support staff participating in required district-based staff development.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907-026

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.

The school is predicated on a set of four universal goals and high expectations, collaboratively developed with the school design partners and the leadership and teaching faculty, students and families of the school. The Four Universal Goals are: Deep Learning, Individuality, Flexible Design, and Connection. Grant funds requested are necessary to implement the program with fidelity. Grant funds being requested in support of the project purpose, goals and objectives fall into four categories:

- Technology and Software
- Curriculum and Materials
- Professional Development
- Enrichment Activities

While the grant supplies fall into traditional categories, it is the unique implementation to transform traditional classrooms into modern, blended-learning environments. Blended learning is a formal education program in which a student learns: 1) at least in part through online learning, with some element of student control over time, place, path, and/or pace; 2) at least in part in a supervised brick-and-mortar location away from home; 3.) and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience.

Technology such as laptops, tablets, desktops, interactive whiteboards will be used to build a Digital Ecosystem where digital learning will maximize curriculum design, instructional impact, and student learning. Additionally, supporting teachers through engaging, customized professional learning simulations will ensure teachers can integrate these resources to truly transform teaching, learning, and student outcomes. Grant funds will also be used to send all teachers to school visits around the country to learn about the latest innovations in digital and blended learning.

Grant funds will be used for a variety of professional development opportunities throughout the grant period including Literacy Tech, Reasoning Minds, Mindfulness, project-based learning, Math Investigation, Understanding by Design and Transdisciplinary, Design and Thinking with Empathy, Gifted and Talented, Wonderworks, elementary science, and Fountas & Pinnell. Consultants will also be contracted to facilitate Critical Friends Groups and Mentor School Network Integration.

The enrichment activities will supplement the blended learning by taking students out of the classroom and letting them experience a different environment. Grant funds will be used to purchase canoes, bicycles, and a trailer to transport these items.

The Academy will purchase non-consumable supplies and materials which will be used to design spaces and learning opportunities which directly align with the charter goals. For example, ALA will purchase PBL curricular resources and enrichment materials.

Finally, grant funds will be used to extend the contract days of the Assistant Principal and Counslors for planning purposes during the summer of 2017 and 2018, and for support staff extra duty pay for the secretary to perform grant related functions outside the normal workday.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907-026

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.

Special Education is an integral part of the total educational program, which assures all students a free appropriate public education. This inclusive philosophy endorses the concepts 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 Individualized Education Program (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 in order 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. Special and general education 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. Curriculum guides will target instruction for all students through implementation of written, aligned, coordinated and articulated curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade. Research based interventions are implemented and monitored for frequent measurement of student progress and academic performance that evaluates the effectiveness of instruction.

A Response to Intervention Team will be organized and utilized at the campus depending on student needs. The team will consist of the RtI Coordinator, an administrator, referring/general education teacher, diagnostician/LSSP, the student's parent/legal guardian, student as appropriate, and other professionals whose expertise/knowledge will contribute to the decision-making process (counselor, nurse, and/or representatives(s) from areas that may render additional assistance, such as bilingual/ESL, Section 504, etc.) The specific members will vary depending upon the nature of the student's problem. The RtI Coordinator 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.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907-026

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.

The Advanced Learning Academy curriculum will be teacher-designed based on the development of a curriculum map of the Texas Essential Knowledge and Skills (TEKS) and it uses the instructional program of San Antonio ISD in all content areas. The campus currently serves grades K-10 but will add a Pre-k and 11th grade for the 2017-2018 School Year. Goals for ALA students focus on Four Universal Goals: Deep Learning, Individuality, Flexible Design, and Connection. The Universal Goals guide what teachers want students to be able to demonstrate. Additionally, the combination of the following core charter components will distinguish ALA from the District's current programs.

At the heart of the school's vision is empowering students with agency over their learning and fostering a concept of knowledge as something to be created rather than absorbed. Instead of sorting students based on grade level and passing them assembly line-style through distinct subjects, teachers collaborate daily in autonomous, interdisciplinary teams, continuously adjusting student groupings based on individual needs. Rather than showing up to the same classrooms every day, the mix-grade cohorts rotate through unique learning spaces reserved by teachers based on their particular lessons. Additionally, the curriculum map facilitates the development of a transdisciplinary curriculum with targeted skill development embedded within it to assure both content and skill mastery. A variety of curriculum materials, both those available within the district and others available externally, will serve as resources for the unit development as well as skills seminars. Its use will be paired with Grant Wiggins' Understanding by Design curriculum design model that emphasizes "backwards planning", fostering a strong focus on learning for understanding with an aligned and real world oriented performance assessments. These assessments will be key in documenting students' growth and development over time of the concepts and skills outlined in the TEKS as well as the broader unit goals.

Student Performance objectives of the Advanced Learning Academy include all students mastering the TEKS and demonstrating strong performance on the STAAR assessment in grades 3-8 as well as on End of Course exams in order to earn a "Met Standard" rating for the school. Of particular focus in the first year of the school will be Index I, since the accountability rating will be assigned based on the High School accountability measures of the new school. In subsequent years, fostering increasing levels of students scoring at the highest levels on the STAAR, indicating Post-Secondary Readiness (Index 4) will be a focus as well as Index 3: Closing Performance Gaps in order to assure equitable learning for all subpopulations of students. The school will strive to earn distinctions in all applicable categories over the first five years of the school's implementation and development. In addition to STAAR/EOC tests, the school will utilize MAP testing three times per year in all grade levels to assess student progress and growth and to inform specific programming and support for individual students. More than EOCs, these are the high stakes tests for students' academic pursuits beyond their education at ALA and are essential measures that will open post-secondary opportunities for them. A priority for the school is the development of performance-based assessments where students can demonstrate both what they know as well as what they can do with their learning. This will take the form of students' work exhibitions, digital portfolios of student work and student-led conferences offering the opportunity for students and families to reflect on the deeper learning taking place.

In addition, there will be enhanced options for Course Based Equivalencies and acceleration offered at the school throughout the school year, allowing students to have access to credit by exam and other tools of academic acceleration on an ongoing basis.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907-026

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 campus principal will be the primary steward of instruction, responsible for ensuring that it is aligned to the charter's mission and goals. In addition, the Principal will monitor student achievement outcomes on an interim and yearly basis and be held accountable for student achievement targets that are set by the charter. Day-to-day decisions regarding instruction will be made by the principal. Waivers from local district policy regarding the school calendar, administrative requirements, and student school calendar were specifically requested by the principal and granted by the Board of Trustees in an effort to provide the campus with the flexibility needed to accomplish the goals of the campus.

Additionally, the grant budget was created to reflect the needs of the campus utilizing the Needs Assessment outlined in Schedule #13. The principal served as a key contributor to providing input throughout the process. The budget has been reviewed approved by the campus principal as meeting the current and future needs of the newly created charter campus. Flexibility will be afforded to the campus principal in selecting, contracting, and purchasing the items outlined in the grant budget.

Campus management and day-to-day decision making will ultimately be the responsibility of the campus principal. However, the principal will also work closely with the Campus Leadership Team (CLT) to ensure that ALA works diligently towards achieving the goals set forth by the charter, the district, and the state. If ever those goals are in direct opposition to one another, the campus principal and the CLT will work with district leadership and the Board of Trustees to resolve the issue and maintain the integrity of the mission and goals of the charter.

The CLT is comprised of 2/3 faculty members consisting of representatives from each content area and specials, the principal, a non-teaching professional and paraprofessional or classified representatives. The other 1/3 will be made up of parent representatives, community representatives, district non-teaching representative, business representatives and, two student representatives. Campus faculty will elect all positions, with the exception of students, parents, community, business and district non-teaching members. These positions will be selected through blind selection of nominations.

The CLT will serve as an advisory committee examining and coordinating SAISD initiatives, goals, and practices outlined in the Campus Improvement Plan (CIP) and the mission described by the charter. The CLT will evaluate the Campus Improvement Plan and the charter initiatives to ensure consistent and quality implementation as well as plan professional development necessary to achieve the goals of both. The implementation of the CLT with fidelity will help ensure all decisions requiring multiple stakeholders for successful accomplishment are met with support from implementing staff. Despite serving in an advisory role, decisions made by the CLT will be met with support from the Board of Trustees.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907-026

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.

Student Performance objectives of the Advanced Learning Academy include all students mastering the TEKS and demonstrating strong performance on the STAAR assessment in grades 3-8 as well as on End of Course exams in Algebra I, Biology, English I & II and U.S. History in order to earn a "Met Standard" rating for the school. Of particular focus in the first year of the school will be Index I, since the accountability rating will be assigned based on the High School accountability measures of the new school. In subsequent years, fostering increasing levels of students scoring at the highest levels on the STAAR, indicating Post-Secondary Readiness (Index 4) will be a focus as well as Index 3: Closing Performance Gaps in order to assure equitable learning for all subpopulations of students. The school will strive to earn distinctions in all applicable categories over the first five years of the school's implementation and development.

In addition to STAAR/EOC tests, the school will utilize MAP (Measures of Academic Progress) testing three times per year in all grade levels to assess student progress and growth and to inform specific programming and support for individual students. For secondary students, use of the TSI, PSAT, SAT and ACT will be important indicators of college readiness and allow the students to qualify for academic scholarship programs (via National Merit recognitions) as well as middle level academic enrichment opportunities (such as Duke Talent Search). More than EOCs, these are the high stakes tests for students' academic pursuits beyond their education at ALA and are essential measures that will open post-secondary opportunities for them.

A priority for the school is the development of performance-based assessments where students can demonstrate both what they know as well as what they can do with their learning. This will take the form of students' work exhibitions, digital portfolios of student work and student-led conferences offering the opportunity for students and families to reflect on the deeper learning taking place.

Finally, utilizing different career and interest inventories at various times in their secondary schooling years will be important tools to inform students' goal setting, career exploration internships and advanced research areas.

Beyond formal testing and assessment, qualitative student and parental satisfaction in the school will be a primary element in assessing the effectiveness of this new type of learning setting. Utilizing both surveys and focus groups of parents and students will provide rich information regarding parental and student perceptions of the school culture, learning opportunities, student support services, and overall satisfaction with the educational experience and offer important feedback for the evolution and development of the school and its design. In addition, there will be opportunities for utilizing national surveys and inventories to measure students' social/emotional learning and parent/student satisfaction with the school. There will also be research on teaching and learning to chronicle the "lessons" of the school conducted by Raise Your Hand Texas as well as by Trinity University.

In addition, there will be enhanced options for Course Based Equivalencies and acceleration offered at the school throughout the school year, allowing students to have access to credit by exam and other tools of academic acceleration on an ongoing basis.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907-026

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.

One of the foundational ideas in the Advanced Learning Academy is developing a deep connection to the community it serves. As a new campus, ALA is building and developing community outreach. This includes building community with and among families, community organizations, the local neighborhood community, and the district. Examples are:

- an online blog authored by the principal
- monthly principal coffees
- weekly messages to families and community
- student exhibition nights
- fine arts events and open studio nights
- special events

As a new campus charter, ALA will continue to inform and involve families and the broader community in many ways. First, parents will continue to serve on the Governing Board, the governing body that will oversee the charter implementation. Second, a strong relationship will be fostered with the PTA who has committed to using its resources to support students, teachers and families. As a new school, ALA has established partnerships with diverse community organizations including ArtPace, Arts Fund, San Museum of Art, Gemini Ink, Magik Children's Theatre, San Antonio River Authority, San Pedro Creek Improvement Project, Classic Theatre, HEB Foundation Camp, Model United Nations San Antonio, and Speak Up Speak Out (Annette Strauss Institute for Civic Life).

ALA anticipates establishing and expanding the number of community organizations interactions. PBL units require teachers to identify experts in the field so that students have direct opportunities to learn with and from them. Some examples include the secondary students presenting their proposals for making their school more energy efficient to a panel of adults with expertise in industry and/or public speaking or 4th and 5th graders participating in the "Speak Up, Speak Out" challenge and doing research and finding solutions to both local and national issues.

ALA's schedule of electives allows secondary students to choose topics that interest them and then participate in interest-focused project-based learning experiences. For example, in the "You Build It" class, a project has students create arcade games out of cardboard for the 4th and 5th graders, which they then shared in an "Arcade Night" event for the students and their families (including siblings). In the "Public Art Walks" elective, students will be able to act as docents and guide visits of public art sites in San Antonio.

The school's design team, including representatives from Trinity University, will be involved in all aspects of the charter school's development and decision-making.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907-026

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.

In an effort to develop strong and meaningful partnerships with parents and the community, a number of communication systems will be used:

- The school website will be updated at least weekly to reflect campus information.
- The Principal will send a weekly message to students' families both electronically via email and in print.
- The Principal will conduct monthly "Principal Coffee" sessions to highlight events in the school and educate families so they may partner with the school and advocate for their students' learning and growth.
- The automated phone system will be used to share brief reminder messages.
- Teachers will utilize a parent communication system, to include weekly class information and reminders of upcoming campus events.
- Some of ALA's early release days will be dedicated to conducting conferences with families and students. This time is specifically built into the weekly schedule.
- Families will attend authentic PBL celebrations to highlight learning that has occurred during integrated curricular units.
- Families will attend monthly PTA meetings that focus on curriculum and student performances.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907-026

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 have the opportunity to 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.

This new academy is designed for students who have the interest and desire for creative and academic challenges. Similar to institutions of higher and independent learning, there will likely be no bell system in the school. The schedule will be largely self-regulated, as pacing will vary, giving students longer periods of time to work on multiple subjects. Instead of tackling a lesson in a single 45-minute class period, students could spend weeks solving a comprehensive problem, and work could be done in groups of students representing different grade levels, not just peers in the same grade. Ongoing feedback and project check-ins would be used instead of weekly grades on assignments.

It also will serve as a model learning laboratory for aspiring teachers and leaders in partnership with Trinity University, with teacher interns working side-by-side master teachers to earn a graduate degree on a campus dedicated to a rigorous and higher-capability education.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907-026

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.

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:

- a. Violates a provision of applicable state or federal law;
- b. Materially violates a provision of the charter; or
- c. 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.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907-026

Amendment # (for amendments only):

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 Governing Board for the in-district charter will be comprised of the following members:

- Principal
- City Education Partnership (CEP) Representative (Executive Director or Designee)
- Trinity University Representatives (one for M.A.T. and one for M.Ed. programs)
- Community Partner Representative
- Arts Partner Representative
- Teachers (one from PK-3 and one from Grades 4-12)
- Student Representatives (2)
- Representative of the Office of Curriculum and Instruction
- Representative of the Office of Magnets and In-District Charters
- Representative of the Office of Advanced Academics

The teacher representatives will be elected by the faculties of ALA at Euclid and ALA at Fox Tech. All other representatives will be appointed to the Governing Board.

The duties of the Governing Board include counsel on the Campus Improvement Plan; developing and facilitating internship opportunities in the community; promoting the school and sharing information with the wider community about the school, its goals and achievements; and providing budgetary approval, including any specified CEP funding provisions.

The Governing Board shall serve as a primary advisory body for the campus, particularly as it relates to the oversight of campus performance, goal setting and the development of the Campus Improvement Plan, and budgetary guidance as outlined in the duties of the Board. It will serve as a place where district input (from the Central Administration representatives) will intersect with campus and community goals, aspirations and policies in a collaborative body working to assure the unique and effective operation of the in-district charter.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907-026

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.

The San Antonio Independent School District (SAISD) will hire at the District expense a Texas certified or public accountant holding a permit from the State Board of Public Accountability to conduct an independent financial audit annually, following the conclusion of each fiscal year on June 30. The audit report will be submitted to SAISD administration in a timely fashion and will be included in the District's annual report, as appropriate. .

All SAISD campuses are covered by the annual audit prepared by SAISD's external auditors. The annual audit includes review of financial statements, notes to the financial statements, and statistical schedules. The auditors will perform an in-depth review of banking statements and reconciliations, receivables, payables, payroll, fixed assets, federal and state compliance (including school improvement), human resources data and various other reviews applicable to public schools. All Subchapter C Charter Schools within the SAISD will be reported the same as the traditional schools at SAISD. A sample of the reported items in PEIMS is enrollment, withdrawals, average daily attendance (ADA), and financial data.

The scope of the annual independent audit of the Subchapter C Charter schools will be limited since many of the examinations are already covered by the annual audit. The proposed scope of the audit for each charter school will include the following:

- Sample of payroll expenditures to check proper coding and funding
- Sample of expenditures for supplies to check proper coding and funding
- Sample of fixed asset expenditures to check proper coding and funding
- Sample of human resources data
- Review and verify PEIMS data
- Review of SAISD Legal policy covering charter campus or program

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907-026

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.

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: 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. SAISD administration 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.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015907-026

Amendment # (for amendments only):

TEA Program Requirement 1: Population to Be Served in 2017-2018. Enter the number of students in each grade, by type of school, projected to be served under the grant program during the 2017-2018 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	60	60	60	60	60	66	66	75	88	60	50	25	25	0	755
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:	60	60	60	60	60	66	66	75	88	60	50	25	25	0	755

Not Applicable – No students will be served during the 2017-2018 school year. ☐**Total Staff** 60**Total Parents** 1250**Total Families** 696**Total Campuses** 1

TEA Program Requirement 2: 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.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools	60	60	66	66	66	66	66	75	88	88	70	60	35	35	901
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:	60	60	66	66	66	66	66	75	88	88	70	60	53	35	901

Total Staff 64**Total Parents** 1478**Total Families** 869**Total Campuses** 1**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 015907-026

Amendment # (for amendments only):

TEA Program Requirement 3: Number of Students To Be Served in 2017-2018 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)	10	8	10	16	11	15	17	2	2	2	3	5	5	0	196
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:	10	8	10	16	11	15	17	2	2	2	3	5	5	0	196

Not Applicable – No students will be served during the 2017-2018 school year.

**TEA Program Requirement 4: For 2017-2018, 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	Highlands High School	015907005
2.	San Antonio ISD	Sam Houston High School	015907006
3.	San Antonio ISD	Fox Tech High School	015907004
4.	San Antonio ISD	Wheatley Middle School	015907046
5.	San Antonio ISD	Tafolla Middle School	015907061
6.	San Antonio ISD	Beacon Hill Elementary School	015907106

Not Applicable – No students will be served during the 2017-2018 school year.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 015907-026		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"/>

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

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

County-District Number or Vendor ID: 015907-026

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 GED 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"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-District Number or Vendor ID: 015907-026

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"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-District Number or Vendor ID: 015907-026

Amendment number (for amendments only):

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"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-District Number or Vendor ID: 015907-026

Amendment number (for amendments only):

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/Ttruancy

#	Strategies for Absenteeism/Ttruancy	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"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-District Number or Vendor ID: 015907-026

Amendment number (for amendments only):

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 GED 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"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-District Number or Vendor ID: 015907-026

Amendment number (for amendments only):

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			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: