

**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 Write NOGA ID here: Place date stamp here: <div style="text-align: right;"> Received Texas Education Agency 2016 DEC 15 PM 2:26 Document Control Center </div>	
Grant Period		May 1, 2017, to July 31, 2019					
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: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494					
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		Ogden Residency Lab School/TBD			
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	
Ixchell			Gonzalez			Principal	
Telephone #		Email address				FAX #	
(210) 738-9815		igonzalez7@saisd.net					
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
Pedro
Telephone #

M.I. Last name
Martinez
Email address
Pmartinez1@saisd.net

Title
Superintendent of Schools
FAX #

Signature (blue ink preferred)

Date signed

LL *wp*

12/14/12

Only the legally responsible party may sign this application.

701-16-101-022

Schedule #1—General Information

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Required Attachments

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

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment (Note: Only school districts applying on behalf of a campus charter need to submit these attachments)	Description of Required Program-Related Attachment
1	Documentation of Authorization to Charter	<ul style="list-style-type: none"> • A copy of the local district's policy for authorizing campus charter schools; 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;

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		<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.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015907

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

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	<p>9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.</p> <p>10. Meets all applicable federal, state, and local health and safety requirements.</p> <p>11. Operates in accordance with state law.</p> <p>12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.</p>
7.	<p>Charters established under TEC Chapter 12, Subchapter C, must also comply with the following:</p> <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>

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Schedule #4—Request for Amendment

County-district number or vendor ID:

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

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

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Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID:		Amendment # (for amendments only):	
Part 4: Amendment Justification			
Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015907

Amendment # (for amendments only):

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

The San Antonio Independent School District's Ogden Residency Lab School (ORLS), located at 2215 Leal Street, San Antonio, Texas, is applying for the 2017-2019 Public Charter School Program Start-up (PCSP) grant to seek funding which will deliver on a bold vision for creating a high quality and innovative inner-city, pre-kindergarten through 8th grade ("PK-8") public school that produces students ready to succeed in college and their careers and attracts, develops, and redeploys cohorts of highly effective teachers and leaders. ORLS is a product of a bold partnership between SAISD, Relay Graduate School of Education (GSE), and City Education Partners (CEP). The newly-created campus charter will ensure that large numbers of committed individuals receive the very best training and support in order to succeed and stay in the most challenged urban schools. District partners firmly support the goal of increasing the number of and support for current and future urban teachers and leaders and agree to supply the core school conditions that lead to lasting success for PK-12 students.

Budget Development

In developing a budget for this grant program, a Charter Committee 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 Committee, comprised of campus-level and district-level staff, met several times in which five priority needs were identified and used to determine budget parameters. Committee 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 campus will serve approximately 641 students. Ogden Elementary, the campus which students will primarily be derived from, is currently a year-three Improvement Required campus in the District. There are over 600 students in grades PreK – 5 with 97.9% Economically Disadvantaged, 74% At-Risk, and 37% English Language Learners. Student mobility at this campus has been about 20%, and first year teachers comprise about 40% of the staff. The student ethnic background is 98.4% Hispanic. The STAAR student passing rates for Ogden Elementary in 2016 were 42% in reading, 41% in math, 19% in writing, and 38%.

Needs Assessment Process

The conceptual framework for the Ogden RLS originated in the fall of 2015 due to a need to address the low-performing campus. Ogden Elementary is currently in year-three Improvement Required campus due to not meeting adequate performance of state assessments. Knowing a drastic change needed to occur, the District decided to design the charter to provide the flexibility and innovation needed to increase the school's performance.

The District had already been having conversations with the Relay GSE to address teacher certification shortage in Dual-Credit courses. The school design places students who are pursuing a master's degree with SAISD Master Teachers. The students receive real-world experience during their education and are trained to help improve student achievement at SAISD schools. The benefit to Ogden will be the influx of Master Teachers and Relay students who will provide added support to the campus.

The campus charter plan, combined with the conversations held with Relay GSE, culminated with closing of Ogden Elementary and reopening it as the Ogden Relay Lab School. The newly-created campus would incorporate the Relay program while simultaneously giving the campus the flexibility to pilot innovative, research-based curriculum. Additionally, City Education Partners, an emerging San Antonio area 501c3 nonprofit that provides coordinated grants to public school operators and teacher preparation pathways, would help provide fundraising, tuition assistance, and stipends to Master teachers.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

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

The PCSP grant will fill funding gaps identified through the process which include using a new curriculum to drive student achievement, technology to facilitate the delivery of the curriculum, and flexible furniture to enable small-group instruction/collaboration.

Management Plan

As an approved charter, Ogden RLS 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 (CLT) will be the primary governing body, making decisions for campus based programming. The CLT will be comprised of one member from each grade level, an administrator, a counselor, a non-teaching professional, two special population representatives, a classified representative, a paraprofessional representative, two student representatives and two community members. Their peers, with the exception of students and community members, will elect CLT members. The students and community members will be selected to join by the CLT. Ogden RLS will follow district procedures in electing faculty and staff to CLT.

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. Staff will collect documentation of staff professional development, student assessments, and other artifacts as appropriate to monitor and inform program implementation. Finally, Ogden 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 Ogden 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 Ogden becoming a high-quality charter by providing the additional resources needed to improve the academic outcomes of its students.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 015907

Amendment # (for amendments only):

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

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

Fund code: 258

Budget Summary

Schedule #	Title	Class/ Object Code	Planning: Direct Program Cost	Implementation: Direct Program Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$57,975	\$0	\$57,975
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$742,025	\$742,025
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$57,975	\$742,025	\$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)].

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning 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:			\$0	\$0	\$0
Substitute, Extra-Duty Pay, Benefits Costs						
19	6112	Substitute pay		\$	\$	\$
20	6119	Professional staff extra-duty pay		\$50,000	\$0	\$50,000
21	6121	Support staff extra-duty pay		\$	\$	\$
22	6140	Employee benefits		\$7,975	\$0	\$7,975
23	61XX	Tuition remission (IHEs only)		\$	\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$57,975	\$0	\$57,975
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$57,975	\$0	\$57,975

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

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

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

Professional and Contracted Services

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

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

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By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015907		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	\$742,025	\$742,025
Grand total:		\$0	\$742,025	\$742,025

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

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 015907		Amendment number (for amendments only):		
Expense Item Description		Planning 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.	\$	\$	\$
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.	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$	\$
Grand total:		\$0	\$0	\$0

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

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

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Planning 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				\$	\$	\$
Grand total:				\$0	\$0	\$0

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

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired 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 conceptual framework for the Ogden RLS originated in the fall of 2015 due to a need to address the low-performing campus. Ogden Elementary is currently in year-three Improvement Required campus due to not meeting adequate performance of state assessments. Knowing a drastic change needed to occur, the District decided to design the charter to provide the flexibility and innovation needed to increase the school's performance.

The District had already been having conversations with the Relay GSE to address teacher certification shortage in Dual-Credit courses. The school design places students who are pursuing a master's degree with SAISD Master Teachers. The students receive real-world experience during their education and are trained to help improve student achievement at SAISD schools. The benefit to Ogden will be the influx of Master Teachers and Relay students who will provide added support to the campus.

The campus charter plan, combined with the conversations held with Relay GSE, culminated with closing of Ogden Elementary and reopening it as the Ogden Relay Lab School. The newly-created campus would incorporate the Relay program while simultaneously giving the campus the flexibility to pilot innovative, research-based curriculum. Additionally, City Education Partners, an emerging San Antonio area 501c3 nonprofit that provides coordinated grants to public school operators and teacher preparation pathways, would help provide fundraising, tuition assistance, and stipends to Master teachers.

Prior to the charter being approved, key stakeholders within the District met to discuss the resources needed to create and successfully implement the program. SAISD staff reviewed assessed needs pertaining to campus site, infrastructure needs, staffing, professional development, and curriculum offered. The process consisted of three stages:

Identifying Needs: Stakeholders discussed how Ogden RLS 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.

Summary of Needs: 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 facilitating this partnership.

Meeting Needs: Stakeholders evaluated the purpose of the grant program, comparing unmet needs under the approved charter. Key recommendations were: 1.) new curriculum to drive student achievement, 2.) technology to facilitate the delivery of the curriculum, and 3.) flexible furniture to enable small-group instruction/collaboration.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

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

#	Identified Need	How Implemented Grant Program Would Address
1.	Technology <ul style="list-style-type: none"> • interactive whiteboards • laptop computers for every teacher • iPad or laptop computer for every student • campus-wide upgrade of wireless capability 	Technology is needed to serve the additional student population. Currently, Ogden ES serves PK-5, the newly created campus charter will serve PK-8, creating a need for additional technology. Additionally, the new curriculum features a blended-learning model where students receive instruction from the teacher in a group setting and then utilize technology to research and learn on their own or in a small group setting. The technology purchased will help implement this strategy.
2.	Curriculum and Supplies <ul style="list-style-type: none"> • Pilot new curriculum in the following areas: <ul style="list-style-type: none"> ○ K-6 Literacy ○ Technology Integration ○ Tier 1 Instruction ○ Middle School Math 	<p>Grant funds will purchase innovative, research-based curriculum to drive student achievement. The flexibility given to the campus through the creation of the charter allowed the campus to pilot curriculum which weaves all elements of the charter to support Math, Literacy, Tier 1 Instruction, and technology integration.</p> <p>For instance, the campus will use the Lightsail platform or its equivalent which is a tool that uses technology to drive literacy goals by providing real time data, digital libraries, and associated adaptive assessments.</p> <p>Additionally, the campus will use the Core Knowledge Sequence Curriculum or its equivalent to help increase student literacy while also building students' vocabulary and knowledge across essential domains in literature, global and American history, and the sciences.</p>
3.	Classroom Environment <ul style="list-style-type: none"> • flexible seating and modular furniture 	<p>Ogden RLS will feature SAISD's newly redesigned and implemented Gradual Release of Responsibility Instructional Framework. Key components of the framework include small-group instruction and student-led learning. These components when implemented with fidelity effectively reduce the student-teacher ratio.</p> <p>Grant funds will facilitate this framework by providing classrooms with flexible, modular furniture which gives teachers the ability to redesign a classroom layout quickly. Classrooms can transform from teacher-led instruction to small group instruction effortlessly.</p>
4.	Professional Development <ul style="list-style-type: none"> • Conferences • Curriculum, technology, classroom design professional development. 	Professional development will be provided to all teachers to help establish strong practices and understanding in the new curriculum, technology, and classroom design.

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Schedule #14—Management Plan

County-district number or vendor ID: 015907

Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	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 end of the 2017-2018 School Year, 70% of students will pass in tested grade levels.	1. Purchase grant-funded technology	06/05/2017	06/30/2017
		2. Purchase grant-funded curriculum	06/05/2017	06/30/2017
		3. Begin implementation of charter program	08/01/2017	08/30/2017
2.	By the end of the 2018-2019 School Year, 75% of students will pass in tested grade levels.	1. Assess STAAR results from 2017-2018 School Year	09/05/2018	09/30/2018
		2. Provide support to struggling students	09/30/2018	03/15/2019
3.	By the end of the 2017-2018 School Year, 70% of students in grades 1-2 will be Tier 1.	1. Purchase grant-funded technology	06/05/2017	06/30/2017
		2. Purchase grant-funded curriculum	06/05/2017	06/30/2017
		3. Begin implementation of charter program	08/01/2017	08/30/2017

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

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

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

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 Ogden's Charter Application. The district is committed to providing an operational budget once grant funds are fully expended. The campus will also use discretionary funds and seek additional funding opportunities to support the mission and goals of the charter.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015907

Amendment # (for amendments only):

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

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Interim Student Growth Measures	1.	75% of students demonstrate growth in MAP scores across each administration during SY 2017-2018
		2.	80% of students demonstrate growth in MAP scores across each administration during SY 2018-2019
2.	State School Rating (either "Met Standard" or A-F)*	1.	Met Standard, B or better for SY 2017-2018
		2.	Met Standard, B or better for SY 2018-2019
3.	Number of students enrolled in charter campus	1.	By October of 2017 student enrollment will be at or above 70% of full capacity.
		2.	By October of 2018 student enrollment will be at or above 80% of full capacity.
4.	Student Attitudinal Survey about the school	1.	70% of areas are listed as "satisfied" or "very satisfied" in SY 2017-2018
		2.	75% of areas are listed as "satisfied" or "very satisfied" in SY 2018-2019
5.	Parent Attendance at School Events	1.	75% of families participate in one or more school event in SY 2017-2018
		2.	80% of families participate in one or more school event in SY 2018-2019

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. Ogden'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.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: -15907

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.

Ogden 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 Ogden'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 Ogden'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

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

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

Note: All applicants must address this statutory requirement.

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

As the charter authorizer, the 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.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

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.

After-School Meetings

Policy DK(LOCAL) states that principals may not require teachers to meet after work hours for more than 180 minutes per 4-week period and no single meeting longer than 90 minutes. DK(LOCAL) is waived to remove restrictions on principals' ability to hold meetings after work hours.

Class Size

Ogden is exempt from the district's staffing ratio to allow Relay to determine class sizes.

Conference Periods

DL(LEGAL) indicates teachers are entitled to 450 minutes in each two-week period for instructional preparation including parent-teacher conferences, evaluating students' work, and planning. It also specifies that teachers may not be required to participate in other activities during this time. Ogden is exempt from this policy to allow for teacher collaboration during this time.

Curriculum and Instruction

Ogden is exempt from district requirements related to curriculum and instruction. The school will develop a cohesive sequence of learning experiences that support its design commitments and which will align with state requirements. In addition, Ogden will select instructional materials, determine the timing and content of benchmarks, and select which district-wide curricular initiatives the school participates in. This waiver is essential in developing and maintaining consistency and coherence with the charter initiatives outlined in this application and is applicable to all students, including those identified as gifted and talented, English-language learners, at-risk, and other special populations.

Extended Day

Ogden reserves the right to adopt a daily schedule that may vary from other district campuses and could potentially require teachers to work beyond a 7.5 hour-day. Policy DK(LOCAL) requires teachers to be on duty for a maximum of 7.5 hours per day. DK(LOCAL) is waived to allow teachers to work beyond the maximum number of hours per day. Employees will be compensated for additional time if the schedule requires time beyond 7.5 hours per/day.

Extended Year

Ogden reserves the right to adopt an extended year, campus-based calendar that will most likely deviate from the district calendar. The campus will do its due diligence in soliciting feedback from families and the governing board about any proposed changes to the calendar. If there are other district schools using an extended year calendar, Ogden will make every effort to align their calendar accordingly to maximize the use of district resources. Board Policy EB(LEGAL) is waived which states that a district may not begin instruction for students for a school year before the fourth Monday in August unless the district operates a year-round system.

Lesson Plans

Under Texas Education Code 11.164 and SAISD Administrative Procedure E3 "Lesson Plans," teachers may only be required to prepare a unit or weekly lesson plan that outlines, in a brief and general manner, the information to be presented during each period or topic. Ogden is exempt from the 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 and which does not have to be limited to the current definition/template of "lesson plan" as lesson plans at this school include unit plans, project-based units and assessments, and daily/weekly lesson plans.

Professional Development

The Ogden Residency Lab School 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, both before and during the school year. The district must provide at least one month's advance notice of the focus of upcoming district staff development to the principal. Doing so provides the principal with sufficient time to determine whether/how district offerings align with and address the professional learning needs of the staff. The principal will formally notify the district of any district-level offerings that teachers be exempt from attending.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

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

Note: All applicants must address this statutory requirement.

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

Grant funds being requested in support of the project purpose, goals and objectives fall into four categories:

- Technology
- Curriculum and Supplies
- Classroom Environment Supplies
- Professional Development

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

Grant funds will purchase innovative, research-based curriculum to drive student achievement. The flexibility given to the campus through the creation of the charter allowed the campus to pilot curriculum which weaves all elements of the charter to support Math, Literacy, Tier 1 Instruction, and technology integration.

For instance, the campus will use the Lightsail platform or its equivalent which is a tool that uses technology to drive literacy goals by providing real time data, digital libraries, and associated adaptive assessments.

Additionally, the campus will use the Core Knowledge Sequence Curriculum or its equivalent to help increase student literacy while also building students' vocabulary and knowledge across essential domains in literature, global and American history, and the sciences.

Ogden RLS will feature SAISD's newly redesigned and implemented Gradual Release of Responsibility Instructional Framework. Key components of the framework include small-group instruction and student-led learning. These components when implemented with fidelity effectively reduce the student-teacher ratio.

Grant funds will facilitate this framework by providing classrooms with flexible, modular furniture which gives teachers the ability to redesign a classroom layout quickly. Classrooms can transform from teacher-led instruction to small group instruction effortlessly. Finally, professional development will be provided to all teachers to help establish strong practices and understanding in the new curriculum, technology, and classroom design. Extra-duty pay will be provided to teachers to attend conferences and professional development.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 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.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

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

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

Ogden RLS will serve approximately 640 students in grades PK-8. The campus will utilize the District's Gradual Release of Responsibility (GRR) Instructional Framework. The instructional framework promotes critical and creative thinking by transferring teacher knowledge to student understanding and application. This scaffolded instructional method is a research based approach for transforming classrooms into collaborative and dynamic learning environments where learning is about meeting the needs of the learner. The framework ensures students are supported through each phase of the learning process so they are able to successfully acquire the skills and strategies necessary for conceptual understanding of the content.

The tiered approach is implemented by teachers in four phases as follows:

1. Focus Lesson – This is a brief powerful part of the instructional cycle where the teacher models their internal thought processes to explicitly show the focus of the lesson, skills, or concepts.
2. Guided Instruction – During guided instruction the teacher guides students towards using the strategies, skills, procedures and processes independently. The teacher poses questions, asks for clarification, listens to conversations to assess understandings uses prompts and cues, sets up small groups based on formative assessment and differentiates instruction based on content, process and/or product.
3. Collaborative Learning – This part of the lesson provides students with an opportunity to work together in small heterogeneous groups on activities that allow them to deepen their understanding of the concept being learned. The teacher facilitates or scaffolds small group work and listens to student interactions. Anecdotal notes are taken and used to inform and direct instruction.
4. Independent Work – During this phase, students are provided with the opportunity to apply what they have learned in a new and different ways. The teacher provides explicit feedback to deepen or solidify understandings. In doing so, students synthesize information, transform ideas, and solidify their understanding.

Additionally, the campus has requested and received waivers to give it the flexibility to implement the curriculum needed to drive student achievement. The charter will measure its success against student performance on state assessments. Structures that will support this include utilization of professional learning communities, data analysis on grade level and vertical teams and implementation of the Response to Intervention process.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

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 Ogden 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.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

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.

SAISD, the principal of the Ogden RLS, and Relay Graduate School of Education (GSE) will collaborate in the design and implementation of the charter to deliver the targeted outcomes for the campus. SAISD and the Ogden Residency Lab School principal, working in collaboration with Relay GSE, will be accountable for delivering the targeted outcomes.

Targeted Performance Outcomes:

1. School Performance Growth - State School Rating (either "Met Standard "or A-F) *, Number of Distinctions, Discipline Referrals, Student Mobility
2. Teacher Performance - Teachers Rated Proficient Level or above on T-TESS, Interim Student Growth Measures, STAAR Test results, Teacher Attendance, Student Attendance, STAAR Test Interim Student Growth Measures, Student Attitudinal Survey about the school, PK-K % to Tier I in Reading and Math, 1-2 grade % to Tier 1 / On Level, Performance at Advanced Level III (mean of all STAAR assessments)
3. Parent Engagement - Parent Attendance at School Events
4. Teacher Resident Performance - Resident Distribution, Principal Fellow Distribution, TExES, Certification Exams passing rates, Praxis Performance Assessment of Teaching (PPAT), Summative Assessment Portfolio, Graduates' T- TESS, Performance as Teachers (post- residency) Rated "Proficient" or Above*
5. Principal Intern Performance - TExES, Principal Exams, Summative Assessment Portfolio, Graduates' T- PESS, Performance as campus- based leaders (post- residency) rated "Proficient" or Above, Satisfactory performance on Val-ED 360 Degree Leadership Assessment between 3.29 -3.99 or above on all elements, Principal or Asst. Principal T-PESS, Performance as campus- based leaders rated "Proficient" or Above*

Residency Lab School Designation

SAISD has designated Ogden Elementary School as the site for a PK-8 school of innovation for the Relay Program (the "Ogden Residency Lab School"). SAISD will reopen the Ogden Residency Lab School as a college preparatory, academically rigorous, open enrollment in-district charter at the start of the 2017 school year. The Ogden Residency Lab School will start with grades Pre-Kindergarten through 6 in year 1, adding grade 7 in year two, and adding grade 8 in year three. The growth plan will include the Ogden attendance area as well as draw students from across the district and Bexar county on an open enrollment basis.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

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.

Ogden will continue to maintain and participate in parent/teacher organizations to foster collaboration, to sponsor special activities, and to raise funds in support of school programs. Community involvement will also include special programs such as carnivals, grade level ceremonies, field experiences, and guest speakers. Ogden will seek community partnerships with individuals, businesses and higher education institutions in the San Antonio area that directly support the mission and goals of the charter.

In the development of a community school, Ogden will utilize community members in the following capacities:

- Campus Committee - Community components to the CLT include two parents and two students who will officially serve on the CLT and attend CLT meetings. CLT membership also includes a business leader/representative. CLT meetings are open to the entire Connell community.
- Campus Improvement - The student, parent, and community participants will help develop, review, and sign the Campus Improvement Plan.
- SAISD Community Alignment - Steele will align community efforts with SAISD policies, District Leadership, cluster/area community meetings, focus groups, community forums, and town hall meetings.
- As the site-based decision-making body, the CLT will be the method by which all of the above-named community involvement will occur.

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Amendment # (for amendments only):

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

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

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 weekly to reflect campus information.
- Ogden's principal will send frequent messages to students' families both electronically via email and in print.
- Ogden's principal will conduct frequent community 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 Ogden's early release days will be dedicated to conducting conferences with families and students.
- Families will attend campus celebrations to highlight learning that has occurred during integrated curricular units.
- Families will attend monthly meetings that focus on curriculum and student performances.

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Amendment # (for amendments only):

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

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

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

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

The SAISD Board of Trustees has the authority to grant campus charter schools to designated campuses within the District. Campus charters are granted to provide opportunities for schools to plan and implement innovative educational programs. The general process involves several steps beginning with a published timeline which includes the dates for an informational meeting, public forums and deadlines for submission of the Notice of Intent, completed application and petitions, if applicable. Informational meetings are conducted by the Director of Charter Schools and serve to communicate the purposes of charters, the application process, and the legal requirements applicable to charter campuses or programs. Prior to final deadline for submission of the application to the Board for consideration, a public forum is held at one of the District's scheduled Board Meetings. At this meeting applicants 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.

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Amendment # (for amendments only):

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

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

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

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

- 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.

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Schedule #16—Responses to Statutory Requirements

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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.

Governing Body and Its Duties

The Campus Leadership Team (CLT) will be the primary governing body, making decisions for campus based programming. The CLT will be comprised of one member from each grade level, an administrator, a counselor, a non-teaching professional, two special population representatives, a classified representative, a paraprofessional representative, two student representatives and two community members. Their peers, with the exception of students and community members, will elect CLT members. The students and community members will be selected to join by the CLT. Ogden will follow district procedures in electing faculty and staff to CLT.

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.

Governance and Management Relationship

The CLT along with the campus principal will ensure that Ogden 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 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.

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Schedule #16—Responses to Statutory Requirements

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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 of the 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

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

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

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

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

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

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

TEA Program Requirement 1: Population to Be Served in 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	80	80	80	85	96	98	104	92	0	0	0	0	0	0	715
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:	80	80	80	85	96	98	104	92	0	0	0	0	0	0	715

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



Total Staff	92
Total Parents	1153
Total Families	563
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	80	80	80	80	85	96	98	104	92	0	0	0	0	0	795
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:	80	80	80	80	85	96	98	104	92	0	0	0	0	0	795
Total Staff	126														
Total Parents	1291														
Total Families	650														
Total Campuses	1														

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

County-district number or vendor ID: 015907

Amendment # (for amendments only):

TEA Program Requirement 3: Number of Students To Be Served in 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)	80	80	80	85	96	98	104	92	0	0	0	0	0	0	715
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:	80	80	80	85	96	98	104	92	0	0	0	0	0	0	715
Not Applicable – No students will be served during the 2017-2018 school year.															<input type="checkbox"/>

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	Ogden Elementary School	015907157
2.			
3.			
4.			
5.			
6.			
Not Applicable – No students will be served during the 2017-2018 school year.			<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 015907		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 015907

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"/>

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

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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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/Tuancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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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"/>

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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