

Texas Education Agency Standard Application System (SAS)

2017-2019 Public Charter School Program Start-Up Grant		
Program authority:	PL 107-110, Elementary and Secondary Education Act – 1965, as amended by NCLB Act – 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period	May 1, 2017, to July 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency Document Control Center Grants Administration </div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> 2016 DEC 15 PM 2:27 </div>
Application deadline:	5:00 p.m. Central Time, December 15, 2016	
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	Arnoldo Alaniz: CharterSchools@tea.texas.gov : (512) 463-9575	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
San Antonio ISD	015907	Mark Twain Dual Language Academy / 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
Ricky		Flores	Principal
Telephone #	Email address		FAX #
(210) 738-9745	Rflores3@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	M.I.	Last name	Title
Pedro		Martinez	Superintendent of Schools
Telephone #	Email address		FAX #
(210) 554-2280	Pmartinez1@saisd.net		(210) 299-5580

Signature (blue ink preferred)

Date signed

12/14/16

Only the legally responsible party may sign this application.

701-16-101-023

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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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015907

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 <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> 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 <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> 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.	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. A charter school means a public school that: <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. 9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and

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	<p>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 Mark Twain Dual Language Academy, located at 2411 San Pedro Avenue, San Antonio, Texas, is applying for the 2017-2019 Public Charter School Program (PCSP) start-up grant to seek funding to create a campus-wide dual language program. This state-of-the-art program will promote higher levels of academic achievement, bilingualism and biliteracy, as well as promote higher levels of self-esteem, cultural pride, and intercultural appreciation and collaboration among participating students. This program will address needs identified during the creation of the charter. Grant funds will provide the resources needed to fully implement the charter with fidelity.

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 Charter 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

Mark Twain Dual Language Academy will serve grades PreK-8 with a maximum projected enrollment of 860. Approximately, 97.1% of the students attending Mark Twain are Hispanic; 92.9% are considered economically disadvantaged; 65.8% are considered at risk of academic failure; and 33.8% are labeled as English language learners. The campus will primarily provide services to students within its attendance boundaries, then to students living within SAISD boundaries, then to those living in Bexar County and surrounding areas who, space permitting, are accepted under the enrollment policy. Students living within Mark Twain Dual Language Academy's attendance boundary do not have to apply for enrollment.

Mark Twain Dual Language Academy is an innovative educational project designed to provide the San Antonio community with a state-of-the-art educational program that has proven highly successful for the education of all students in general and especially for the education of Hispanic and Hispanic emergent bilingual students. All SAISD elementary schools currently serving Mark Twain's neighborhood areas only provide late exit transitional bilingual instruction. Mark Twain Dual Language Academy will provide students with the option to participate in a campus-wide dual language program that promotes higher levels of academic achievement, bilingualism and biliteracy, as well as promote higher levels of self-esteem, cultural pride, and intercultural appreciation and collaboration among participating students.

Needs Assessment Process

In 2014, the Intercultural Development Research Association (IDRA) conducted a study to identify the critical needs in the education of Hispanic English Learners (ELs) in SAISD. Encouraged by IDRA's research findings, the SAISD Bilingual/ESL & Migrant Department established a Bilingual Education Redesign Committee to analyze and improve the educational experiences provided to Hispanic ELs in SAISD schools. Approximately, 97.1% of the students residing within Mark Twain's neighborhood areas are Hispanic and 33.8% are labeled as English learners. Needs for these students identified through the work of the Bilingual Education Redesign Committee included dual language classroom supplies, technology to facilitate instruction, professional development for teachers and administrators, and non-consumable supplies and materials.

Additionally, once key components of the campus were identified, district officials held an informational meeting – dubbed the Dual Language Summit –with a group of educators, students, and parents in the middle school's auditorium to describe the plans for the dual language institution that will officially open to PreK-2nd graders for the 2017-2018 school year. Feedback was universally positive and supportive of the proposed charter elements.

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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.

Management Plan

The Mark Twain Dual Language Academy Advisory Committee will serve as Mark Twain's primary governing body for the charter. The Advisory Committee will be comprised of the campus administrator, district-level leaders, a representative from the SAISD Bilingual/ESL & Migrant Department, classroom teachers, parents, community representatives, and university faculty. Committee members are appointed by Mark Twain's principal. This advisory committee, co-led by the campus principal and a representative from the SAISD Bilingual/ESL & Migrant Department, will serve in an advisory capacity for site-based decisions that Mark Twain Dual Language Academy makes, including future curricular foci.

In its advisory capacity, the Advisory Committee will meet quarterly to examine and coordinate goals and practices outlined in the Campus Improvement Plan (CIP), the Advisory Committee agreement, and the mission and goals of our charter. The committee will be responsible for overseeing assessment results of the CIP, professional development, school relationships, and charter initiatives to ensure achievement of our goals.

Mark Twain Dual Language Academy will continue to convene a Campus Leadership Team (CLT). The CLT will discuss immediate school issues and will craft and share recommendations about site-based decision making to the Advisory Committee for their consideration.

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 a 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. Twain's staff will collect documentation of staff professional development, student assessments, and other artifacts as appropriate to monitor and inform program implementation. Finally, Twain will examine the general and specific outcomes of the charter and be conducting a retrospective benefit/cost assessment.

Statutory Requirements

The grant application is comprehensively presented and addresses all statutory requirements, including the relationship between Twain 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 make projections of 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 SAISD 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. SAISD is committed to the goal of Mark Twain Dual Language Academy 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	<u>Planning:</u> Direct Program Cost	<u>Implementation:</u> Direct Program Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$0	\$34,785	\$34,785
Schedule #8	Professional and Contracted Services (6200)	6200	\$40,000	\$0	\$40,000
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$660,215	\$660,215
Schedule #10	Other Operating Costs (6400)	6400	\$50,000	\$15,000	\$65,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$90,000	\$710,000	\$800,000

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

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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		\$0	\$0	\$0
20	6119	Professional staff extra-duty pay		\$0	\$30,000	\$30,000
21	6121	Support staff extra-duty pay		\$0	\$0	\$0
22	6140	Employee benefits		\$0	\$4,785	\$4,785
23	61XX	Tuition remission (IHEs only)		\$0	\$0	\$0
24	Subtotal substitute, extra-duty, benefits costs			\$0	\$34,785	\$34,785
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$0	\$34,785	\$34,785

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	Dual Language / Bi-literacy / Second Language Acquisition	\$20,000	\$0	\$20,000
2		\$	\$	\$
3		\$	\$	\$
4		\$	\$	\$
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
a. Subtotal of professional and contracted services:		\$20,000	\$0	\$20,000
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$20,000	\$0	\$20,000
(Sum of lines a, b, and c) Grand total		\$40,000	\$0	\$40,000

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

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015907		Amendment number (for amendments only):		
Expense Item Description		Planning Costs	Implementation Costs	Total Budgeted Costs
6300	Total supplies and materials that do not require specific approval:	\$0	\$660,215	\$660,215
Grand total:		\$0	\$660,215	\$660,215

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.	\$40,000	\$0	\$40,000
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	\$0	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$40,000	\$0	\$40,000
Remaining 6400—Other operating costs that do not require specific approval:		\$10,000	\$15,000	\$25,000
Grand total:		\$50,000	\$15,000	\$65,000

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

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

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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.

In 2014, the Intercultural Development Research Association (IDRA) conducted a study to identify the critical needs in the education of Hispanic English Learners (ELs) in SAISD. Encouraged by IDRA's research findings, the SAISD Bilingual/ESL & Migrant Department established a Bilingual Education Redesign Committee to analyze and improve the educational experiences provided to Hispanic ELs in SAISD schools. Approximately, 97.1% of the students residing within Mark Twain's neighborhood areas are Hispanic and 33.8% are labeled as English learners.

Need 1: Hispanic ELs in SAISD tend to exhibit lower performance in developing English language proficiency. TEA Chapter 89 defines the goal of bilingual education to enable ELs to become competent in listening, speaking, reading, and writing in English through the development of literacy and academic skills in the primary language and English. According to Jim Cummins' Linguistic Interdependence Hypothesis, competence in a second language is dependent upon the competence developed in the first language. The more we develop the first language, the easier and faster is to develop the second language.

Need 2: Hispanic ELs in SAISD also exhibit lower rates in developing academic knowledge in core content areas. Chapter 89 also requires for bilingual education to enable ELs to master mathematics, science, and social studies.

Need 3: The needs assessment process exhibited that the affective, linguistic, and cognitive needs of English learners were not being fully supported. As per Chapter 89, school districts can support the affective needs of students by providing them with instruction both in their home language and in English, which instills confidence, self-assurance, and a positive identity with their cultural heritages. Students' linguistic needs can be addressed by providing instruction in the skills of listening, speaking, reading, and writing both in their home language and in English. Finally, the cognitive needs can be supported by providing instruction in language arts, mathematics, science, and social studies both in their home language and in English. The content area instruction in both languages shall be structured to ensure that the students master the required essential knowledge and skills and higher-order thinking skills in all subjects.

Need 4: The achievement gap exhibited by ELs can be partially attributed to the implementation of remedial and subtractive instructional programs that do not aim to develop the students' home language. Many researchers, such as Wayne Thomas, Virginia Collier, and Jim Cummins claim that the effectiveness of bilingual education depends on the degree of proficiency students develop in their home language. Kathy Escamilla, Ofelia Garcia, and Jim Cummins have written extensively on how proficient bilingualism and biliteracy can provide a variety of cognitive benefits to the learners. To address this need, SAISD proposed the successful and sustainable adoption of Dual Language Instruction (DLI). According to the research of Kathryn Lindholm-Leary, Wayne Thomas, and Virginia Collier, DLI is an additive bilingual program that has proven successful in closing the academic gap for bilingual students. In DLI, students from different linguistic backgrounds receive literacy and content instruction in two languages and develop academic proficiency in both languages simultaneously.

Need 5: DLI implementation requires for extensive professional development (PD) and additional materials to support biliteracy development for all students. Teachers, administrators, and campus staff need to not only develop extensive knowledge in key DLI best practices, but also to increase their understanding of bilingual education and the development of the students' first language. Additional textbooks, materials and technology will be required to enrich the bilingual experiences of the students. The campus library needs to ensure abundant texts are available both in English and in Spanish. Even the classroom environment needs to be adapted to facilitate student collaboration and student-centered instruction. According to Stephen Krashen's Language Acquisition Theory, language is acquired through an extensive exposure in social models in natural and meaningful conditions.

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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.	To enable Hispanic ELs to become more competent in listening, speaking, reading, and writing in English through the development of literacy and academic skills in the primary language and English.	Dual Language Instruction will allow students to develop higher levels of literacy and academic skills in Spanish and in English. The program makes strong emphasis on biliteracy development. According to the Linguistic Interdependence Hypothesis (Cummins), second language competence is dependent upon the competence developed in the first language. The more students develop the first language, the easier and faster it is for them to develop their second language.
2.	To enable more Hispanics ELs to master knowledge in core content areas including: mathematics, science, and social studies.	Through Dual Language Instruction students can achieve mastery in core content areas. According to Jim Cummins' Common Underlying Proficiency (CUP) theory, core concepts acquired through one language easily transfer to the second language, and the more students develop their first language, the more they develop their entire cognitive system. Core content instruction in both languages shall be structured to ensure that students master the required essential knowledge and skills and higher-order thinking skills in all subjects.
3.	To significantly increase the support provided to the affective, linguistic, and cognitive needs of English learners.	By providing instruction in both languages, DLI supports the affective, linguistic and cognitive needs of ELs. Providing instruction in both languages supports the affective needs of students by instilling in them confidence, self-assurance, and a positive cultural identity. DLI also address the linguistic needs of students by developing their listening, speaking, reading, and writing skills in both languages. Finally, DLI addresses students' cognitive needs by providing core content instruction in both languages. Content instruction in both languages shall be structured to ensure that the students master the required essential knowledge and skills and higher-order thinking skills in all subjects.
4.	To provide instructional programs that enrich the educational experience of the students and develop the students' home language	Dual Language Instruction in an enrichment program that has proven highly successful in closing the EL academic gap. Together, students from different linguistic backgrounds receive language and content instruction in two languages and develop academic proficiency in both languages. Kathy Escamilla, Ofelia Garcia and Jim Cummins have written extensively on how proficient bilingualism and biliteracy can provide a variety of cognitive benefits to learners.
5.	The school district needs to improve the academic support provided to ELs.	Teachers, administrators, and staff need to develop extensive knowledge in key DL best practices and in some cases, change their deficit ideology about bilingual education and the development of the students' first language. Additional textbooks, material and technology in Spanish will be required to enrich the bilingual experiences of the students. The campus library needs to ensure abundant texts are available both in English and in Spanish. Even the classroom environment needs to be adapted to facilitate student collaboration and student-centered instruction.

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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.	Campus Principal	Fully bilingual and bicultural. With extensive knowledge in Dual Language instruction and with a positive disposition about bilingual education as enrichment. Principal certification and at least three years of dual language teaching experience and principal experience on campuses with high percentage of Hispanic and Hispanic EL students.
2.	Assistant Principal	Fully bilingual and bicultural. With extensive knowledge in Dual Language instruction and with a positive disposition about bilingual education as enrichment. Principal Certification and at least three years of dual language teaching experience and AP experience on campuses with a high percentage of Hispanic and Hispanic EL students.
3.	Counselor	Fully bilingual and bicultural and with a positive disposition about bilingual education as enrichment. Counselor certification and preferably some counselor experience in campuses with high percentage of Hispanic and Hispanic ELs.
4.	Dual Language Teachers	Fully bilingual and bicultural. With extensive knowledge in Dual Language instruction and with a positive disposition about bilingual education as enrichment. Bilingual teacher Certification and preferable, some Dual Language teaching experience.
5.	Dual Language Consultants	Extensive experience in key dual language theory, implementation and best practices including Literacy Squared and metalanguage.

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 July of 2019, 70% of 3 rd and 4 th grade students will meet standard in STAAR Reading (English or Spanish)	1. Define Dual Language Instruction (DLI) model	05/01/2017	05/30/2017
		2. Purchase materials in support of DLI	05/30/2017	08/31/2017
		3. Provide professional development on DLI	05/30/2017	08/31/2017
		4. Begin dual language classes	08/09/2017	08/30/2017
		5. Use Measures of Academic Progress (MAP) to assess student reading proficiency three times per school year.	09/30/2017	05/30/2019
2.	By July of 2019, 70% of 4 th grade students will meet standard in STAAR Writing (English or Spanish)	1. Define Dual Language Instruction (DLI) Model	05/01/2017	05/30/2017
		2. Purchase materials in support of DLI	05/30/2017	08/31/2017
		3. Provide professional development on DLI	05/30/2017	08/31/2017
		4. Begin dual language classes	08/09/2017	08/30/2017
		5. Use Measures of Academic Progress (MAP) to assess student Writing proficiency three times per school year.	09/30/2017	05/30/2019
3.	By July of 2019, 70% of 3 rd and 4 th grade students will meet standard in STAAR Math (English or Spanish)	1. Define Dual Language Instructional (DLI) model	05/01/2017	05/30/2017
		2. Purchase materials in support of DLI	05/30/2017	08/31/2017
		3. Provide professional development on DLI	05/30/2017	08/31/2017
		4. Begin dual language classes	08/09/2017	08/30/2017
		5. Use Measures of Academic Progress (MAP) to assess student Math proficiency three times per school year.	09/30/2017	05/30/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities

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occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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.

The Bilingual/ESL & Migrant Department has implemented a RASI model (University of Michigan; School of Business) for the management of processes and procedures. Specific individuals are identified to (Be) Responsible, Authorize, Inform or Support specific steps of the process and deadlines are established for each item. The project lead oversees the entire process for the specific project. The Bilingual Education Redesign Committee is frequently informed about the project status. If necessary, goals and objectives can be adjusted by the Bilingual Education Redesign Committee with approval of the Assistant Superintendent for Bilingual/ESL & Migrant Education, the SAISD Superintendent of Schools and the SAISD School Board. Teachers, parents and community members are frequently informed through public meetings and their participation in the Bilingual Education Redesign Committee.

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.

Mark Twain Dual Language Academy is among the key initiatives highlighted by the school district. The goal is to provide the district with an exemplary dual language academy so other campuses can replicate the process. The district's aim is to expand the offering of Dual Language Instruction across the district by 2020. Through an active participation in the Bilingual Education Redesign Committee, teachers, parents, district administrators and key community members remain committed to the project's success. To maximize the effectiveness of grant funds, cross-collaboration has been implemented across campuses and district departments. For example, professional development is organized and provided simultaneously to several campuses and PD expenses are prorated accordingly.

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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.	Assessment results of Measures of Academic Progress in both English and Spanish Language.	1.	Measure student proficiency in Beginning of Year
		2.	Measure student proficiency in Middle of Year
		3.	Measure student proficiency at End of Year
2.	Assessment results of Texas English Language Proficiency Assessment System	1.	Projected composite score for 2017-18 kinder cohort is 1.6.
		2.	Composite score increase by 0.2.
		3.	Meetings for all Spanish and English-dominant students.
3.	Parent satisfaction survey	1.	90% satisfaction result on locally developed parent satisfaction survey administered twice a year for the duration of the grant.
4.	Number of students enrolled in charter campus	1.	By October of 2017, student enrollment will be at or above 70% of full capacity PreK to 2 nd grade.
		2.	By October of 2018, student enrollment will be at or above 80% of full capacity PreK to 3 rd grade
5.	Improvement in student performance on 9 week grades and annual state assessment.	1.	All index 1 STAAR scores increase by at least 3 points in year 1 and year 2
		2.	All index 2 STAAR scores increase by at least 2 points in year 1 and 2
		3.	All index 3 and 4 STAAR scores increase by at least 2 points in year 1 and 2

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. Twain'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 it builds the practice of implementation adjustment into the process.

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

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

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

Note: All applicants must address this statutory requirement.

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

As an approved charter, Twain will continue to operate under the legal auspices of the SAISD Board of Trustees per local policy, and as such, the Board, or designee, will be responsible for oversight that maintains high educational and operational standards, preserves school-level autonomy, and safeguards student and public interests.

The charter will maintain a close working financial and operational relationship with the district. Charter status will allow for increased flexibility in receiving district and internal/external grant monies. For all regulations regarding operations and finances, Twain will refer to the Annual Operating Budget of the San Antonio Independent School District. The campus principal will follow district guidelines for operational and financial plans.

Approval of Twain'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 Charter Application, 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.

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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.

Twain was approved as a "district charter" by the SAISD Board of Trustees on December 13, 2016, as a "campus-based charter" to improve academic performance and provide an innovative learning environment for all students. As the charter authorizer, the SAISD Board of Trustees will continue to support the school by adopting an annual operating budget, as it does for all SAISD schools, with funding derived from the School Foundation Program, local property taxes and federal programs.

Mark Twain's charter proposal is economically feasible for the campus and the district for the following reasons. First, SAISD will continue to support the campus by providing an operational budget as it does for all district schools. Second, Mark Twain Dual Language Academy will use campus available funds to support the mission and goals of the charter and seek additional funding opportunities for the charter through grant applications or partnerships with businesses and institutions of higher education.

The annual audit of the budget will follow district policy and procedures. In addition, the Advisory Committee will serve as a secondary source in recommending and following the proposed budget and ensuring that funds are allocated to support the mission and goals of the charter. The charter will follow the district and state mandates for fiscal accountability as well as purchasing and bidding policies and procedures. Mark Twain Dual Language Academy will use the business services provided by SAISD.

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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.

The following waivers to Board policies and district procedures or special permissions are requested for the successful implementation of the charter:

1. Mark Twain Dual Language Academy will follow a campus-determined scope and sequence to facilitate the implementation of project-based learning and other charter curricular initiatives.
2. Mark Twain's principal, in consultation with the Assistant Superintendent for Bilingual/ESL & Migrant, will have the discretion to determine which district-wide curricular initiatives the school participates in based on the needs of Mark Twain's teachers. This waiver is essential in developing/maintaining consistency and coherence across the ambitious set of charter initiatives outlined in this application.
3. Mark Twain's principal, in consultation with the Assistant Superintendent for Bilingual/ESL & Migrant, will have the discretion to hold campus-based staff development in lieu of teachers participating in required district-based staff development, both before and during the school year. The district must provide at least one month's advanced notice of the focus of upcoming district staff development to Mark Twain's 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 will be exempt from attending.
4. Mark Twain Dual Language Academy will not hire or accept transfers from other SAISD schools who are alternatively certified with zero years of teaching experience or who do not have the bilingual endorsement. The complexity of the charter's curricular program makes it too challenging to learn to teach at our school while assuming responsibility for an entire class. The principal will consider alternatively certified applicants if they have completed at least one year of teaching experience. First-year teachers must, at a minimum, have successfully completed a semester of student teaching (preferably a full year).
5. The campus reserves the option to create a customized report card that provides additional information about students' progress in meeting the school's overarching goals for students' learning.
6. Waive DK(LOCAL) to remove restrictions on principals' ability to hold meetings after work hours. 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.

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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 requested are necessary to expand and implement the Mark Twain Dual Language Academy mission of providing an educational program where all students can develop stronger cognitive and academic skills through the intentional development of on-level bilingualism and biliteracy while also attaining higher levels of self-esteem, cultural pride, and intercultural understanding and collaboration.

Additionally, the campus is guided by three overarching goals: High cognitive and academic achievement, bilingualism and biliteracy, and cultural competence. Grant funds being requested in support of the project purpose, goals and objectives fall into four categories:

- Dual Language (DL) classroom supplies and materials
- Technology
- Professional Development

Funding will be used to purchase classroom-based items such as DL classroom libraries, DL guided reading texts, and DL classroom environment setup. Additional textbooks, material and technology in Spanish are required to enrich the bilingual experiences of the students. The campus library needs to ensure abundant texts are available both in English and in Spanish. Even the classroom environment needs to be adapted to facilitate student collaboration and student-centered instruction.

Teachers, administrators, and staff need to develop extensive knowledge in key DL best practices and in some cases, change their deficit ideology about bilingual education and the development of the students' first language. Accordingly, Twain will need to provide ongoing support to bilingual teachers in order to implement a dual language model with fidelity. Grant funds will provide a dual language curriculum writing stipend to dual language teachers in Years 1 and 2 to design a strong and robust curriculum that is responsive to the needs of Twain students. Grant funds will also be used to send all bilingual teachers to a dual language conference where they will learn about the recent trends and practices in dual language instruction. Additionally, Twain will send teachers and administrators to training on family and community engagement in order to maintain and strengthen strong community relationships.

Furthermore, funds will be used to purchase technology such as interactive whiteboards, laptop computers for every teacher, a tablet or laptop computer for every student, and bilingual software. Technology devices for every student will facilitate this learning, and access to resources such as technology is crucial to project-based learning and the anticipated outcome is its successful implementation.

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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 receive a free and 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 students' 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 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.

Twain provides instruction based on the Texas Essential Knowledge and Skills (TEKS). The campus serves grades PreK – 6 and it uses the instructional program of SAISD in all content areas. The combination of the following core components will distinguish Mark Twain Dual Language Academy from SAISD's current programs: Dual Language Instruction and Intercultural Education.

Dual Language Instruction

SAISD has maintained a late exit transitional bilingual education model for its Spanish-dominant students for many years. The goal of a late exit transitional bilingual education model is to assimilate non-English speakers, transitioning them from learning in their native Spanish language to English before they exit elementary school and to eventually replace the learner's first language (L1) with a second language (L2) that is considered more academically and socially valuable by the school. In such programs, content instruction is often delayed in order to first teach the language students lack.

A distinguishing component of Mark Twain's charter proposal is the adoption of a dual language model of bilingual education. Dual Language Instruction (DLI) is an additive program that has proven successful in closing the academic gap for bilingual students at the elementary level. In DLI, students from different linguistic backgrounds receive literacy and content instruction in two languages and develop academic proficiency in both languages simultaneously. DLI programs are enriching and additive by nature because they add a second language and culture to each one of the linguistic groups involved. Because DLI programs use both languages for instruction, the curriculum is not watered down, but enhanced. The goal for both groups of students is to become bilingual and biliterate.

Adopting a dual language model will benefit both Mark Twain's Spanish-dominant and English-dominant students in many important ways. First, all students will develop stronger cognitive and academic skills. Second, Spanish-dominant students will receive instruction in the best way that helps them learn English. Third, native English-speaking students will develop high levels of Spanish academic proficiency comparable to those exhibited by their native Spanish-speaking peers. Fourth, students from different cultural and linguistic backgrounds will coexist in the same educational setting.

Intercultural Education

In intercultural-oriented education campus, multicultural appreciation is promoted and diversity is perceived as a socio-economic asset. The use of primary languages and cultures is encouraged and integrated to the school curriculum, empowering language minority students and families. Minority members are included and involved in the school, and innovative and transformative methods of instruction and assessment are used to facilitate students' learning and to help them show what they have learned. This kind of orientation empowers language-minority students by incorporating their languages and cultures. An intercultural orientation is enriching and additive because it is based upon the idea that language minority students have cultural and linguistic assets that have to be validated and enhanced by the incorporation or addition of the home language and culture into the curriculum.

Bilingualism and biliteracy can bring forward socioeconomic and cognitive benefits. By supporting the development of the first language, educators not only enhance the learners' possibilities to fully develop their second language, but also increase the students' possibilities to learn content more thoroughly. For minority learners to be more successful, they need enriching, additive instructional programs and curriculums that validate and incorporate their home languages and cultures. This kind of learning environment can be provided by schools that follow an intercultural orientation.

By pursuing campus goals and measuring progress throughout the years, students will demonstrate progress in two ways: 1) as measured by STAAR and 2) through alternative assessments that specifically target knowledge and skills embedded in the overarching goals.

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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 instruction 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 SAISD 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 and 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 Twain 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 SAISD 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 CIP 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 SAISD Board of Trustees.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

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

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

Mark Twain Dual Language Academy expect students to demonstrate mastery of the outlined skills within each of the three overarching goals: 1) high cognitive and academic achievement, 2) bilingualism and biliteracy, and 3) cultural competence. The charter will teach and assess these skills explicitly. Being in the foundational phase, Mark Twain will establish baseline data during the 2017-18 school year and continue to expand the data range as additional grade levels are added. Specific targets for each area over the next 6 years include maintaining a specified percentage of students who are at or above the proficient level.

By pursuing goals and measuring progress throughout the years, students will demonstrate progress in two ways: 1) as measured by STAAR and 2) through alternative assessments that specifically target knowledge and skills embedded in the overarching goals.

High Academic Achievement

On average, all students should exhibit an academic performance at or above grade level in comparison with similar peers across the district as measured by state-developed standardized assessments and other measures of academic performance, including Fountas & Pinnell.

Bilingualism and Bi-literacy

On average, all students should exhibit high levels of academic and linguistic proficiency in both English and Spanish language as measured by state-developed standardized assessments and other measures of academic performance, including Woodcock-Muñoz for all students and the Spanish Language Advanced Placement Test for 8th grade students only.

Cultural Competence

All students should exhibit high cross cultural competencies necessary for success in a diverse global society as measured by a Cultural Competence Assessment Rubric (see Appendix A).

Implementation Plan for State Accountability System

Beginning Year 2, Spring 2019, STAAR will be administered to establish a baseline progress measurement for 3rd grade students. In succeeding years, results will be compared to historical data to assess student progress in content areas and across subpopulations. Also, students will be administered MAP tests and results will be used to inform instruction.

English Language Proficiency Development

We will administer TELPAS for Spanish-dominant dual language students. Based on a state average TELPAS kinder composite score of 1.6 and an SAISD previous three-year average score of 1.3, our target projected score for 2017-18 kinder cohort is 1.4. We also project that our composite score for every dual language cohort will increase .2 each subsequent year.

Language Development

The Woodcock-Muñoz assessment will be administered to all students in the dual language program at the beginning of every school year starting in 2017 to track English and Spanish language development. We will determine baseline scores in 2017 then set targets for subsequent years. LPAC meetings will be held with parents of all dual language students to celebrate and track progress.

Cultural Competence Development

We will administer a school climate survey to determine how students, their families and teachers feel about the culture and climate at Mark Twain. Finally, we will utilize information such as number of student absences, student office referrals, and student suspensions to determine whether charter initiatives impact these data sets.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

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

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

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

Mark Twain Dual Language Academy is fortunate to enjoy positive relationships both with students' families and the wider community surrounding the campus. We have held meetings with families and the larger community designed to inform the community about the mission and goals of Mark Twain and to assist parents in the registration process.

Upon approval of our charter application, we will continue to inform and involve families and the broader community in many ways. First, parents will serve on the Mark Twain Dual Language Advisory Committee, the governing body that will oversee our charter implementation. Second, we will foster a strong relationship with parents and the community to support students, teachers and families as we pursue our charter mission. Third, we will continue to hold information sessions throughout the year as well as during our end-of-year annual event so that families and community members are continually apprised of our charter progress and its impact on student learning. Fourth, we will build strong partnerships with organizations within close proximity to the campus.

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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.
- Mark Twain's principal will send frequent messages to students' families both electronically via email and in print.
- Mark Twain'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 Mark Twain'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 SAISD'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.

Mark Twain Dual Language Academy is an innovative educational project designed to provide the San Antonio community with a state-of-the-art educational program that has proven highly successful for the education of all students in general and especially for the education of Hispanic and Hispanic emergent bilingual students. Approximately, 97.1% of the students attending Mark Twain are Hispanic; 92.9% are considered economically disadvantaged; 65.8% are considered at risk of academic failure; and 33.8% are labeled as English language learners. The mission at Mark Twain Dual Language Academy is to provide an educational program where all students can develop stronger cognitive and academic skills through the intentional development of on-level bilingualism and biliteracy while also attaining higher levels of self-esteem, cultural pride, and intercultural understanding and collaboration.

Mark Twain Dual Language Academy will help meet the need for schools to utilize research-based, best practice education such as dual language instruction to help close the achievement gap for Hispanic and Hispanic ELL students.

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Schedule #16—Responses to Statutory Requirements

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

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

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

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

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

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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 Mark Twain Dual Language Academy Advisory Committee will serve as Mark Twain's primary governing body for our charter. The Advisory Committee will be comprised of the campus administrator, district-level leaders, a representative from the SAISD Bilingual/ESL & Migrant Department, classroom teachers, parents, community representatives, and university faculty. Committee members are appointed by Mark Twain's principal. This advisory committee, co-led by the campus principal and a representative from the SAISD Bilingual Department, will serve in an advisory capacity to site-based decisions that Mark Twain Dual Language Academy makes, including future curricular foci.

In its advisory capacity, the Advisory Committee will meet quarterly to examine and coordinate goals and practices outlined in the Campus Improvement Plan (CIP), the Advisory Committee agreement, and the mission and goals of our charter. The committee will be responsible for overseeing assessment results of the CIP, professional development, school relationships, and charter initiatives to ensure achievement of our goals.

Mark Twain Dual Language Academy will continue to convene a Campus Leadership Team (CLT). The CLT will discuss immediate school issues and will craft and share recommendations about site-based decision making to the Advisory Committee for their consideration.

Governance and Management Relationship

The Advisory Committee, along with the campus principal, will ensure that Mark Twain Dual Language Academy 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 Advisory Committee will work with district leadership and the SAISD Board of Trustees to resolve the issue and maintain the integrity of the mission and goals of the charter. In addition, we are requesting several important waivers that will proactively avoid such conflicts from arising.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

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

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

The San Antonio Independent School District (SAISD) will hire at the district's 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. Samples of the reported items in PEIMS are 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

County-district number or vendor ID: 015907

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 SAISD 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	66	88	88	88	0	0	0	0	0	0	0	0	0	0	330
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:	66	88	88	88	0	0	0	0	0	0	0	0	0	0	330

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

Total Staff	29
Total Parents	528
Total Families	248
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	66	88	88	88	88	0	0	0	0	0	0	0	0	0	418
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:	66	88	88	88	88	0	0	0	0	0	0	0	0	0	418
Total Staff															33
Total Parents															669
Total Families															314
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)	20	26	25	28	0	0	0	0	0	0	0	0	0	0	99	
Open-enrolment Charter School (TEC Subchapter D)																
College/University/Jr College Charter School (TEC Subchapter E)																
New School Under Existing Open-Enrollment Charter School																
TOTAL:	20	26	25	28	0	0	0	0	0	0	0	0	0	0	99	
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	Woodlawn Elementary School	015907175
2.	San Antonio ISD	Beacon Hill Elementary School	015907106
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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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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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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