

GENERATION OPEN-ENROLLMENT CHARTER APPLICATION 24

TEXAS EDUCATION AGENCY 1701 North Congress Avenue Austin, Texas 78701

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APPLICATION OVERVIEW

NAME OF PROPOSED GENERATION TWENTY-FOUR CHARTER SCHOOL				
San Antonio Preparatory Charter School				
NAME OF SPONSERING ENTITY				
San Antonio Preparatory, Inc.				
The sponsoring entity is a:	⊠ 501(c)(3) Nonprofit Organization	□ Governmental Entity □ College or University		

I. CONTACT INFORMATION

Applicant Name:	Stephanie Hall Powell		
Applicant Mailing	2005 Cullum Dark San Antonia TV 78252		
Address:	2065 Cullum Park, San Antonio, TX 78253		
Applicant Email Address:	spowell@buildingexcellentschools.org		
Applicant Phone #:	210-535-4666		

II. GEOBOUNDARIES/FACILITIES/OPERATIONS

Number of Campuses Being Requested:	2
Number of Districts within Geo Boundary:	4

Address of Proposed Administrative Offices (if different from above):

Click or tap here to enter text.

Physical Address of Each Proposed Campus (*please include street address, city, state, zip, and county*). If the specific address is unknown at this time, please provide the county and general location of the proposed campus:

Fosters Road and Farm to Market Road 78, Bexar County, 78244

III. GOVERNANCE/LEADERSHIP

Number of Board Members:	7
Chairperson of the Governing Board:	Click or tap here to enter text.
Chief Executive Officer of the Sponsoring Entity:	Stephanie Hall Powell
Superintendent of Proposed Charter School:	Stephanie Hall Powell
Board Member Who Attended Applicant	Dejah Behnke, Milton Harris, Rhapsody Vogt
Conference:	

IV. ENROLLMENT OVERVIEW

State the estimated enrollment and check all grade levels to be served for each school year. By Year 3, at least one grade in which assessments are administered must be offered.

Year 1	- Estimat	ted Enro	ollment:	168									
						\boxtimes	\boxtimes						
EE3	PK 4	1	2	3	4	5	6	7	8	9	10	11	12
Year 2	- Estimat	ted Enro	ollment:	252									
						\boxtimes	\boxtimes	\boxtimes					
EE3	PK 4	1	2	3	4	5	6	7	8	9	10	11	12
Year 3	- Estimat	ted Enro	ollment:	336									
						\boxtimes	\boxtimes	\boxtimes	\boxtimes				
EE3	PK 4	1	2	3	4	5	6	7	8	9	10	11	12
Year 4	- Estimat	ted Enro	ollment:	420									
						\boxtimes	\boxtimes	\boxtimes	\boxtimes	\boxtimes			
EE3	PK 4	1	2	3	4	5	6	7	8	9	10	11	12
Year 5	- Estimat	ted Enro	ollment:	672									
						\boxtimes	\boxtimes	\boxtimes	\boxtimes	\boxtimes	\boxtimes		
EE3	PK 4	1	2	3	4	5	6	7	8	9	10	11	12
At Cap	At Capacity - Maximum Enrollment: 1344												
						\boxtimes							
EE3	PK 4	1	2	3	4	5	6	7	8	9	10	11	12

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. In accordance with TEC 12.120, I further certify that no members of the governing body of the sponsoring entity or of the proposed charter school or any officers or employees of the proposed school have been convicted of a misdemeanor involving moral turpitude or of any felony. I understand that incomplete applications will not be considered. As part of the application submission process, I certify that I have read and reviewed the Generation Twenty-Three Open-Enrollment Charter Application Subchapter D Instructions and Guidelines document.

Signature of Chief Executive Officer of Sponsoring Entity (in blue ink) 12/18/2018 Date Stephanie Hall Powell Printed Name

Attachment(s):

A 1: Applicant Information Session Documentation

APPLICANT TEAM OVERVIEW

I. APPLICATION TEAM MEMBERS

Include names, current employment, and position with proposed school

Full Name	Current Job Title/Employer	Position with Proposed School	
Stephanie Hall Powell	Lead Founder	Executive Director	
Dejah Behnke	Vice President of Advancement at Great Hearts Academies	Board of Directors	
Milton Harris	MB Harris Properties & Brown Mackie College	Board of Directors	
Michelle Taylor	Senior-Level Sales Professional: Regional Sales Training	Board of Directors	
Andy Tiwari	Attorney at Tiwari & Bell, PLLC	Board of Directors	
Xavier Toson	District (5840) Governor 2020-2021 at Rotary International	Board of Directors	
Stephen Villela	Creative Producer & CFO at CineVeliz Media Group, LLC	Board of Directors	
Rhapsody Vogt	Vivid Realty	Board of Directors	
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	

II. Board of Directors

Include names of all Board members.
Dejah Behnke
Milton Harris
Michelle Taylor
Andy Tiwari
Xavier Toson
Stephen Villela
Rhapsody Vogt
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III. Application Preparation/Support Services

List any individual(s), organization(s), or
firm(s) that prepared, assisted, and/or
provided professional advice on the
contents of the application herein.

Texas Charter School Association and Building Excellent Schools

Were any of the above-mentioned paid?

No 🗆

Yes 🖂

OVERVIEW OF ANTICIPATED NEED GEOGRAPHIC BOUNDARIES

San Antonio Preparatory Charter SchoolSan Antonio Preparatory, Inc.Proposed Generation Twenty-Four Charter NameName of Sponsoring Entity

State the proposed school's **attendance boundary** by providing an alphabetical list of the traditional school districts from which the proposed charter school will accept students. If the charter school will accept students from only a portion of a school district or districts, state exactly what the boundary will be. *Do not list the charter schools located within the designated geographic boundary*.

A **primary attendance boundary** is a subset of school districts within the approved attendance boundary. The proposed charter may admit students who reside <u>outside</u> of the primary boundary once all eligible applicants who reside <u>within</u> the primary attendance boundary have submitted a timely application and have been enrolled per *19 Texas Administrative Code (TAC), §100.1207(f)*

If the proposed charter school will have a primary attendance boundary, list all school district(s) that will establish the boundary. *Do not list the charter schools located within the designated geographic boundary.*

Attendance Boundary	Primary Attendance Boundary (if applicable)
Judson ISD	N/A
Schertz-Cibolo-Universal ISD	N/A
East Central ISD	N/A
Alamo Heights ISD	N/A
Fort Sam Houston ISD	N/A
Randolph Field ISD	N/A
Northeast ISD	N/A
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Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

OVERVIEW OF ANTICIPATED NEED GEOGRAPHIC BOUNDARIES

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State the proposed school's **attendance boundary** by providing an alphabetical list of the traditional school districts from which the proposed charter school will accept students. If the charter school will accept students from only a portion of a school district or districts, state exactly what the boundary will be. *Do not list the charter schools located within the designated geographic boundary*.

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If the proposed charter school will have a primary attendance boundary, list all school district(s) that will establish the boundary. *Do not list the charter schools located within the designated geographic boundary.*

Attendance Boundary	Primary Attendance Boundary (if applicable)
Alamo Heights ISD	N/A
East Central ISD	N/A
Edgewood ISD	N/A
Fort Sam Houston ISD	N/A
Harlandale ISD	N/A
Judson ISD	N/A
Lackland ISD	N/A
Medina Valley ISD	N/A
Northeast ISD	N/A
Northside ISD	N/A

Randolph Field ISD	N/A
San Antonio ISD	N/A
Schertz-Cibolo-Universal City ISD	N/A
South San Antonio ISD	N/A
Southside ISD	N/A
Southwest ISD	N/A

GEOGRAPHIC BOUNDARIES (CONTINUED)

Number of charter school campuses currently operating within the occupied district:	0
Number of traditional school campuses currently operating within the occupied district:	11
Number of traditional school districts within ten miles of the proposed location:	7

Will the proposed school be located in the Attendance Zone of a school district-campus assigned an unacceptable performance rating under Section 39.054 for the two preceding school years?	Yes 🛛 No 🗆
School Name(s):	Candlewood Elementary and Kirby Middle have Improvement Required (IR) status in student achievement.

1. Provide a rationale for the geographic location selected and the process undertaken to select the primary attendance boundary to be served.

Evaluation Criteria-Geographic Boundaries

A strong response will:

- ✓ Offer realistic attendance boundaries;
- ✓ Provide a compelling rationale for the geographic location selected; and
- ✓ Provide a specific location for the charter school campus and describe a school site that will be located in the <u>Attendance Zone</u> of a school district-campus assigned an unacceptable performance rating under Section 39.054 for the two preceding school years (FOR ONE PRIORITY POINT).

Narrative Response:

Attendance Boundaries

San Antonio Preparatory Charter School ("San Antonio Prep") is proposing in the 78244-zip code, located within Judson Independent School District ("ISD"). Our geographic attendance boundaries will be Judson ISD, East Central ISD, San Antonio ISD, and Northeast ISD.

Rationale for Geographic Location

Our proposed Executive Director chose the selected geographic location based on the following factors: (1) presence of charter schools, (2) academic performance of the surrounding district schools, and (3) the population of surrounding district schools. The 78244-zip code currently has no charter

schools, seven (7) elementary schools, three (3) middle schools, and one (1) high school. The lack of charter school presence in our geographic location means that families do not have local school choices and must drive five miles or more for options. Additionally, there is only one public high school in the selected geographic location. With no local charter options and one high school option, students attend one of the schools detailed in **Figure 1** (www.txschools.org). Highlighted sections indicate ratings below "C." Kirby MS and Candlewood ES are both Improvement Required (IR) for student achievement. Metrics for grade level performance, academic growth, English Language proficiency, and student achievement were not met for many subgroups. San Antonio Prep will be a strong choice for families within these subgroups in our community because of our teacher model, unique class schedule, and support for all learners.

	nersi							
	Figure 1: Geog	raphic Area	Schools wi	th Domain	& Demographic Data			
School	Student Achievement	School Progress	Closing the Gap	Overall	Economically Disadvantaged %	ELA %	Math %	
		Ele	ementary S	Schools				
Hartman	71	75	77	76	71.3%	40%	40%	
Candlewood	56	72	69	71	83.4%	26%	28%	
Hopkins	72	80	73	78	85.9%	40%	48%	
Masters	77	80	79	80	60.2%	50%	49%	
Park Village	62	75	73	74	84%	31%	33%	
Paschall	70	74	77	75	77.4%	39%	47%	
Woodlake	69	79	74	78	71.3%	42%	38%	
			Middle Sch	nools				
Kirby	58	63	61	62	83%	24%	27%	
Metzger	62	66	65	66	74.3%	29%	28%	
Woodlake Hills	71	77	73	76	73.4%	36%	37%	
	High School							
Wagner	67	70	66	69	71.6%	34%	38%	

We propose to locate nearest to Candlewood, Paschall, and Woodlake Elementary Schools, Kirby and Metzger Middle Schools, and Wagner High School. We further examined Kirby and Metzger Middle School and Wagner High School because they are both in our geographic area and match our grade span. Chronically over the last 4 years, students in these schools have had low student achievement and, at best, 30% of students are meeting grade level expectations for reading and math.

The areas of middle school need in our community are demonstrated by the achievement at Kirby MS. Student Achievement for Kirby consists only of STAAR data and shows that Kirby is currently Improvement Required (IR) for student achievement, with 24% of students meeting grade level requirements for reading and 27% meeting grade level requirements for math (www.txschools.org). As outlined in **Academic Performance Indicators** section of this application, our goal at San Antonio Prep is to exceed that, with 100% of students meeting grade level requirements in reading and math by 8th grade. School progress measures academic growth and relative growth of students at Kirby MS; 60% of students grew at least one academic year in reading and 60% grew at least one academic year in math. The state standard for one year of growth was 67% for reading and 67% for math. As outlined in **Academic Performance Indicators** section of this application, our goal at San Antonio Prep is to exceed that, with 100% of students academic year in reading and 60% grew at least one academic year in math. The state standard for one year of growth was 67% for reading and 67% for math. As outlined in **Academic Performance Indicators** section of this application, our goal at San Antonio Prep is to exceed that, with 100% of students achieving at least one year of growth in reading and math.

The areas of middle school need in our community are further demonstrated by Metzger MS. Metzger met student achievement in 62 out of 100 possible, with 29% of students meeting grade level requirements for reading and 28% meeting grade level requirements for math. These numbers indicate that students are not leaving middle school prepared for high level high school courses. Further,

Metzger did not meet academic growth measures, with 59 out of 100 possible. School progress measures academic growth and relative growth of students at Metzger MS. With state measures for one year of reading growth at 67% and math growth at 65%, Metzger failed to meet those same measures. Additionally, Metzger met less than 10% (9.4%) of all targets (5 out of 53) for closing the gaps, which means that local students across subgroups are not meeting grade level performance, academic growth, and student achievement.

For Wagner HS, the only high school option in our target community, the Student Achievement Domain consists of data from STAAR, College and Career Readiness, and Graduation Rates. 34% of Wagner HS students are meeting grade level requirements for reading and 38% are meeting grade level requirements for math, which combined do not show preparedness for college level courses. Therefore, we plan to increase literacy and math achievement rates in our middle school for preparation for high school success. At Wagner, College and Career Readiness rates indicate that 20% of students have met the Texas Success Initiative (TSI) and 28% met the College, Career, and Military Readiness standards. Wagner has an 83% 4-Year Graduation Rate, with a 4.7% Drop Out Rate. As outlined in **Academic Performance Indicators** section of this application, San Antonio Prep's goal is to achieve in this same community a 100% graduation rate, with less than a 1% dropout rate.

School progress measures academic growth and relative growth of students at Wagner HS; 60% of students grew at least one academic year in reading and 66% grew at least one academic year in math. The state standard was 67% for reading and 65% for math. At San Antonio Prep, and as outlined in **Academic Performance Indicators** section of this application, we plan to exceed these rates, with 100% of students growing at least one year in reading and math. Wagner HS did not meet all metrics for closing the gap for subgroups of students.

All absolute achievement and growth achievement data in 78244 indicates the strong need for a school designed to close these gaps and indicates that the community does not currently provide sufficient quality school choice options for families. Additionally, according to Emily Royall, "San Antonio ranked among the nation's highest-poverty cities" (The Rivard Report. San Antonio Ranked Among Nation's Highest-Poverty Cities. 2018). As of September 2018, according to the U.S. Census Bureau, the city's poverty rate is 14.5%. Poverty levels in our geographic area across blocked groups; 78244 has eight blocked groups; two of the blocked groups closest to our proposed physical location have 19.8% and 34% poverty levels (City-Data. Retrieved from http://www.city-data.com/poverty/poverty-San-Antonio-Texas.html). In our geographic location of residents above the age of 25, 20.2% have bachelor's degree or higher, 6.8% have graduate or professional degree, and 6.5% are unemployed. (http://www.city-data.com/zips/78244.html#ixzz5Ygs6WaFN)

Specific Location

Our specific proposed location is zip code 78244, preferably on North Foster Road or FM78 nearest Foster Road. Candlewood Elementary, Kirby and Metzger Middle, and Wagner High Schools are all within 1 to 2 miles of the proposed location. All accountability ratings, demographic details, and academic achievement results are listed in the Figures above. Candlewood and Kirby received improvement required (IR) for student achievement 2018, Wagner met standard at 67 out of 100 possible, showing the need for high performing school options in this community.

ENROLLMENT AND DEMOGRAPHIC PROJECTIONS

Projected number of students enrolled in each grade for Year 1:					
EE3	Click or tap here to enter text.				
РК 4	Click or tap here to enter text.				
Kindergarten	Click or tap here to enter text.				
Grade 1	Click or tap here to enter text.				
Grade 2	Click or tap here to enter text.				
Grade 3	Click or tap here to enter text.				
Grade 4	Click or tap here to enter text.				
Grade 5	84				
Grade 6	84				
Grade 7	Click or tap here to enter text.				
Grade 8	Click or tap here to enter text.				
Grade 9	Click or tap here to enter text.				
Grade 10	Click or tap here to enter text.				
Grade 11	Click or tap here to enter text.				
Grade 12	Click or tap here to enter text.				

ENROLLMENT AND DEMOGRAPHIC PROJECTIONS (CONTINUED)

Provide the anticipated demographics for the proposed school as well as current demographics for the Occupied District and two Contiguous Districts.

<u>NOTE: The term "Occupied District" refers to the traditional school district in which the campus will be</u> <u>located. District 2 and 3 must be contiguous to the school district in which the first campus will be</u> <u>located. The term "First Charter Campus" refers to projected enrollment data for the first specific</u> campus.

	First Charter Campus	Occupied District	Contiguous District 1	Contiguous District 2
Name	San Antonio Prep	Judon ISD	East Central	San Antonio ISD
African American	24	21.4	8.28	6.46
Hispanic	62	57.1	74.4	90.4
White	8	57.1	74.4	2.22
American Indian	.20	.20	.10	.10
Asian	2	2	.50	.30
Pacific Islander	.20	.40	0	0
Two or More	3.63	3.63	1.51	.50
Races				
Economically	75	63.4	64.9	90.7
Disadvantaged				
ELL	13	9.1	10.8	18.9
At-Risk	75	63	64	90
Gifted & Talented	4	4	4	4
Special Education	11	10.6	10.6	10.3

ENROLLMENT AND DEMOGRAPHIC PROJECTIONS (CONTINUED)

- Describe the anticipated student population(s) that will be served at the proposed campus. Explain how the proposed program of instruction will address the needs of the students and their communities. Where demographic projections deviate significantly from the surrounding districts, explain the proposed demographic assumption(s). <u>NOTE: Student</u> <u>demographic data can be found by school district on the Texas Academic Performance Report</u> (TAPR), available by right-clicking HERE.
- 2. Provide the proposed teacher to student ratio for each grade level served and provide a description of the process by which this ratio was determined.

Narrative Response:

Evaluation Criteria-Enrollment and Demographic Projections

A strong response will:

- ✓ Offer realistic enrollment projections in the first year of operation;
- ✓ Cite realistic demographic projections and accurate district data;
- ✓ Demonstrate a comprehensive understanding of the community/student population with unique historical, cultural, social, or academic factors that drive the school's mission/vision;
- Identify both common and unique learning needs among the anticipated student population(s) that clearly align with the proposed instructional program; and
- Propose an allowable teacher to student ratio and describe a description of the process by which this ratio was determined and supports the description with research, theory, and/or experience.

Enrollment Goals

San Antonio Prep projects to open with 84 fifth grade and 84 sixth grade students in year one. This allows us to (a) maximize access to families across two grades in year one, (b) ensure fiscal health in the early start-up of our full grade structure and 5-12 educational model, and (c) control for overall small school size, critical to the needs of our target community.

The impact of small school size is significant enough to increase operating efficiencies, academic achievement in schools with high learning support needs and school climate, including extracurricular participation, teacher satisfaction, student satisfaction and student discipline policy and implementation: "studies of small schools found that school size functions primarily as an enabler of improved student outcomes....Early implementers and proponents of small schools speculated that, with fewer students, school staff would be able to form deeper and more supportive relationships with learners. Indeed, this hypothesis was proven to be true – but only in the schools that also changed their approaches to community engagement, instruction, and school structure...Successful small schools focused on improving the quality of instruction, often implementing new curricula or approaches to teaching. Teachers and leaders participated in professional development to learn new methods of content delivery and relationship-building skills." (Humann, Cheryl, et al. APA Consulting. "Final School Size Study Report: Impact of Smaller Schools.")

Demographic Projections and District Data

We have used surrounding schools' data from <u>www.txschools.org</u> to predict our demographics by taking the average of the five surrounding schools within a 3-mile radius of our proposed location (Candlewood ES, Master ES, Paschall ES, Kirby MS, Metzger MS, and Wagner HS). Data for all surrounding schools within the occupied district is provided in **Figure 2**. Wagner HS met college readiness, with 62/100 and has an 83% Four-Year Graduation Rate; 1% of students met ACT criteria for Reading and 30% met SAT criteria for Reading; 1% of students met ACT criteria for Math and 10% met SAT criteria for Math. (http://www.city-data.com/poverty/poverty-San-Antonio-Texas.html)

		Figure 2:	Achievem	ent Data	for All	Surrou	inding S	chools			
School	Overal I	Student Achieveme nt	School Progres s	Closin g the Gap	Eco Dis.	ELL	SPE D	Hispani c	Blac k	Whit e	Othe r
			E	lementar	y Scho	ols	1		1		
Hartman	76	71	75	77	71. 3	35. 6	7.8	73	14.5	6.8	5.7
Candle- wood	71	56	72	69	83. 4	23. 7	8.4	70.4	18.1	9.4	2.1
Hopkins	78	72	80	73	85. 9	19. 3	8.7	74.4	13.6	10.5	1.5
Masters	80	77	80	79	60. 2	4.6	9.1	54.2	25	12	8.8
Park Village	74	62	75	73	84	1.8	12	61	26.7	7.2	5.1
Paschall	75	70	74	77	77. 4	15. 9	10.7	61.2	24	8.5	6.3
Woodlak e	78	69	79	74	71. 3	3.3	9.8	45.5	32.2	14.2	8.1
				Middle	School	S					
Kirby	62	58	63	61	83	12. 3	17.6	67.9	20.2	8.3	3.6
Metzger	66	62	66	65	74. 3	10. 9	14.3	57.4	29.7	7.8	5.1
Woodlak e Hills	76	71	77	73	73. 4	10. 9	13	57.3	27	9.4	4.5
	High School										
Wagner	69	67	70	66	71. 6	6.7	12.3	57	29.1	9.8	4.1

Unique Community Factors and Impact on Mission/Vision

The 78244-zip code is located in San Antonio, TX, between Kirby and Converse, TX, and includes parts of all three cities. There are eight (8) neighborhoods that lie within the 78244-boundary: (1) Summer Fest Drive/Sunrise Cove Drive; (2) North Foster Road/FM 1346; (3) Ackerman Road/Binz Engleman Road; (4) FM 78/Manderly Place; (5) FM 78/Congressional Boulevard; (6) FM 1516; (7) Woodlake Parkway/Binz Engleman Road; and (8) North Foster Road/FM 78.

The 78244-zip code is particularly unique because it does not belong to the City of San Antonio but rather to Bexar County. This area is currently in a 20-year annexation between San Antonio and Converse and will be a part of the City of Converse in the next 10 to 15 years.

Community/Student Population. This community is the most diverse area of San Antonio. There are approximately 30,000 people residing here and the local population size is growing due to the KB,

Meritage, BellaVista Homes, and Castlerock developments being built within the zip code, and 53.4% of real estate is considered newer. Here, 69.9% of the population speak English as the first language, while the remaining speak Spanish or Polish as the first language. North Foster Road/FM 78 is heavily populated with military personnel and their families from Randolph Air Force Base in Converse (8 miles to the east), Fort Sam Houston Army Post (8 miles to the west), and Lackland Air Force Base (22 miles to the southwest). With limited local economic options, 50% of working residents spend 15 to 30 minutes commuting to work; 34.2% of adults are employed in professional occupations, 28.6% are clerks and assistants, 19.9% work in sales accounts or fast food, and 17.3% work in laborer occupations. (http://www.city-data.com/zips/78244.html)

(https://www.neighborhoodscout.com/tx/san-antonio/foster-rd-fm-78)

In 2017-18, there were 9,342 students that attended the 11 named schools outlined in **Geographic Boundaries**. According to the Judson Independent School District ("JISD") Demographic Update 2016, it "can expect a five-year enrollment growth of more than 1,300 students, for a fall 2021 enrollment of 24,435. • Judson ISD can expect a to enroll roughly 25,500 students by 2026." (https://www.judsonisd.org/district/Operations/LongRangeFacilityPlanning/documents/Fall 2016 Ju dson ISD Demographic Report.pdf). Approximately 75% of students are economically disadvantaged, 13% are English Language Learners ("ELLs"), and 11% currently receive special education services. Candlewood ES has 608 students, Metzger MS 980, Kirby MS 751, and Wagner HS 2,124. Since Judson schools have large student populations without school options, students in our community would benefit from smaller campuses with added structure and a 5-12 school model designed specifically to improve student achievement.

Historical Details – Converse, TX. Converse is on Farm Road 1976, 13 miles northeast of downtown San Antonio in northeastern Bexar County. It was named for Major Converse, the chief engineer of the Southern Pacific Railroad. A post office was established in 1878, and by 1885 a population of 30 was reported. Originally settled by German farmers, it has the oldest 4-H Club in Texas. The population in 1946 was 175; by 1965, the town had 22 businesses and 900 residents. Converse has become a suburb of San Antonio. In 1990, the community had a population of 8,887, and in 1991 it had 73 businesses. In 2000, the population grew to 11,508 with 390 businesses. (Cameron, Minnie B. "Handbook of Texas Online." TX State Historical Association http://www.tshaonline.org/handbook/online/articles/hgc14)

Historical Details – Kirby, TX. Kirby is on Farm Road 78, eight miles northeast of downtown San Antonio in eastern Bexar County. It became a station on the Galveston, Harrisburg, and San Antonio Railway in 1877. In 1900 the settlement had a cotton gin, a blacksmith shop, and a population of 100. In 1930 Kirby had 6 businesses and 25 persons and in 1940 four businesses and a population of 100. The population increased to 680 by 1965, by which time the community had incorporated. Since then Kirby has grown rapidly, swelled by growth of San Antonio and Converse; in 1990, the population was 8,326. By 2000, the population was 8,673. (Hazelwood, Claudia. "Handbook of Texas Online." TX State Historical Association http://www.tshaonline.org/handbook/online/articles/hfk03)

Academic Factors. This is a community in need of quality middle and high school options, evidenced by the two middle schools (Kirby and Metzger) and the one high school (Wagner) failing to meet academic achievement metrics as required by the State of Texas. Please see Figure 2 above for detail. Data gathered from www.txschools.org show, on average, that 35% of students are meeting grade level standards for Reading and 37% are meeting grade level expectations for Math. While unacceptable for any community of students, these results are even more so in a community that does not have other public school options for families who depend upon public education for their children. Our mission is also driven by the voices of the community: in preliminary surveys, 26 of 66 community

member respondents identified "High-Quality Teaching" as their top priority and 16 of 66 identified "Great Teachers" as the second. At San Antonio Prep, our teachers will be hired due to their commitment to their own professional growth and our reaching of high academic outcomes for all learners, and will be supported through 20 days of annual summer development called Summer PREP and 2.5 hours of weekly professional development called Friday PREP.

Common and Unique Learning Needs

The common needs (low student achievement) of our anticipated student population include the need for high-quality instruction, rigorous curriculum, and a belief from the school staff that all students and all types of learners are able to achieve at high levels. Abbreviated details on each of these elements can be found below and more extended detail can be found in **Curriculum and Instruction**.

High-quality Instruction: High academic expectations means that teachers hold students accountable for class work, homework, projects, and assessments completed at high levels of excellence. Incomplete or sloppy work will not be acceptable and will be required to given additional effort and attention. **Rigorous Curriculum:** All learning incorporates a balance of challenge and support. All curriculum is inclusive of TEKS-aligned components—clear learning outcomes with matching assessments, engaging learning experiences, and instructional strategies, all organized into sequenced units of study. **Belief in All Students**: All students, no matter economic status, race, family educational levels, zip codes, or home languages can achieve at high levels.

The unique learning needs (13% ELL and 11% SPED) of our anticipated student population are supported through our robust ELL and SPED programs, data-driven instruction, team teaching model, deeper learning model, specialized school schedule, and Response to Intervention (RTI). Research is clear that the most promising instructional strategies "include data-driven interventions and strategic groupings or cooperative groupings, where students are grouped based on proficiency and performance levels" (Truong, Natalie. "Promising Practice for Teaching English Language Learners." (http://www.gettingsmart.com/2018/01/promising-practices-for-teaching-english-language-

learners/). Data-Driven Instruction: We use data to show us where students are and identify where our students need to grow. Our Executive Director trains all staff each summer on how to effectively analyze and plan from data for instruction and student supports; our Executive Director provides tracking of student achievement on all major assessments, including interim assessments and STAAR; our teachers collect weekly data, analyzing and action planning during daily 2 hours of personal professional planning time and weekly 2.5 hours of full-school professional development. We have 4 Data PREP for more cumulative review and action planning to support the needs of all learners as they work towards meeting ambitious goals. Team Teaching Model: Teachers will teach half of the number of students as traditional school teachers. One teacher will specialize in and teach Reading and History and the other Math and Science. This unique approach to co-teaching: (1) consistently builds strong relationships between teachers, students, and families, (2) drastically reduces teachers' work load and number of students they teach; (3) uniquely allows for teacher specialization; and (4) allows teachers to know where students are at a times and how to get them where they need to be. Rigorous Teacher Evaluation: As the leaders, role models, and examples of what is possible for our students, we hold our staff and teachers to the same high expectations. This includes the design and implementation plans for our teacher evaluation system. Our teacher evaluation system is based on our mission of keeping every student on track to graduate from high school ready for success in college and career. Specialized School Schedule: Knowing that students will come to us with gaps in Math and Literacy, we organize our schedule to include 150 daily minutes of literacy instruction and 125 daily minutes of math instruction in middle school to have all students reading and computing on grade level by 8th grade.

Our focus on literacy allows us to give specialized attention to guided reading for all students, as well as close reading, literature analysis, and composition in all grade levels. Our focus on math exposes students to problem solving, and a cumulative review of previously learned concepts. Also unique is our ability to teach and support writing every year, while other schools only offer writing during the tested year. **RTI:** Our RTI program will be used to do three things: (1) identify students needing additional, targeted interventions; (2) identify students needing special education services; and (3) evaluate the effectiveness of current students' Individualized Education Plans (IEPs). RTI aligns with our model of data-based decision making, as we use classroom data to identify student progress within each tier of support.

Teacher to Student Ratio

San Antonio Prep is proud to offer a unique teaching model for our expanded 5-8 middle school. Our team-teaching model is structured with two teachers assigned to one homeroom class, each of 28 students. With this 1:28 classroom ratio in middle school, one teacher specializes in and teaches Reading and Social Studies and the other specializes in and teaches Math and Science. Two teachers see two classes of 28 students daily, and teachers rotate into classroom for students. This unique approach to team-teaching: (1) uniquely builds strong relationships between teachers, students, and families; (2) drastically reduces teachers' workloads and the number of students they teach; (3) simultaneously allows for teacher specialization; and (4) consistently allows teachers to know where students are performing academically and behaviorally at all times and how to get them where they need to be. It also allows us to create a small sense of community among students, often lost when a student enters middle school and can be a risk factor for school dis-engagement.

The decision to use the two-teacher model was strongly informed by Brooke Charter Schools, which uses the Team-Teaching model with the results in their 2016-17 Annual Report: "Brooke East Boston was the highest performing district in Math in . . . Massachusetts....For a second year in a row, more African-American Students at Brooke scored at the highest level of the math PARCC than their counterparts in the entire Boston Public School system. 108 African-American students at Brooke's three schools scored a 5 on the math PARCC test, compared to just 94 in the entire Boston Public School system...For a second year in a row, students with special needs at Brooke out-performed the Boston Public Schools average for all students in both Math and English Language Arts."(http://www.ebrooke.org/wp-content/uploads/Brooke-Charter-School Annual-Report School-Year-2016-17.pdf) In addition, we provide special education and English as a Second Language teachers for additional supports. Special education and English as a Second Language teachers, on average, will have a ratio of 1:20 students receiving services.

We know that teaching one class reduces the amount of student work that is graded and reviewed. Instead of having 150 projects or assignments to grade, our teachers have 28, and are accountable for the absolute and growth performance of their students as evidenced by work products and assessment results. Instead of trying to know 150 individualized gaps, our teachers need to know 28. These decisions align to our students' needs outlined in this section, our families' preferences outlined in this section and **Campus Request and Growth Plan**, and our goals outlined in **Mission and Vision**.

Our high school ratio will have a maximum of 1:24, aligned to the practices of successful charter high schools serving a similar student population, and allowing us to offer a robust college preparatory course of study in all grades and maintain a small-school feel for our students and their families.

EXECUTIVE SUMMARY

PAGE LIMIT: 2 PAGES

The Executive Summary should provide a concise overview of the proposed plan for the school; the outcomes you expect to achieve; the geographic and population considerations of the school environment; the challenges particular to those considerations; and the applicant team's capacity to successfully open and operate a high-quality school given the above considerations.

- 1. <u>Anticipated Need</u>: Describe the anticipated student population, students anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and targeting this student population.
- 2. <u>Mission and Vision</u>: State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement describes how the school will operate and what success looks like for students. The mission and vision statement provide the foundation for the entire proposal, and taken together, should identify the students and community to be served and illustrate what success for students will look like.
- 3. <u>Education Plan</u>: Provide an overview of the education program of the proposed school, including major instructional methods, assessment strategies, and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population.

<u>Mission and Vision</u>: **Our Mission.** San Antonio Preparatory Charter School provides a college preparatory education in a challenging and supportive learning environment through high-quality instruction and rigorous curriculum, ensuring all students in grades 5-12 are ready to graduate from college and succeed in the careers of their choice. **Our Vision.** San Antonio Prep provides high-quality education that places students on the path to college. We believe that college is an opportunity that exposes our students to a world of possibilities. We understand that the path starts with us.

<u>Anticipated Need</u>: Our anticipated student population is based on averages from the surrounding schools within our geographic target area. We anticipate African American 24%, Hispanic 62%, White 8%, American Indian .20%, Asian 2%, Pacific Islander .20%, Two or More Races 3.63%, Economically Disadvantaged 75%, ELL 13%, At-Risk 75%, Gifted & Talented 4%, and Special Education 11%. We anticipate our students' educational needs based on local schools failing to meet academic achievement metrics as required by the State of Texas. Data show that, on average, 35% of students are meeting grade level standards for Reading and 37% are meeting grade level expectations for Math. While unacceptable for any community of students, these results are even more so in a community that does not have other public options for families who depend upon public education for their children. We will focus on Literacy and Math in order to ensure all students can read and compute on grade level by 8th grade ensuring success in high school and a pathway to college. Non-academic challenges we will likely encounter include attracting a student body unlike the anticipated student population, limitations in funding, lack of an optimal facility, rate of growth challenges, and few community partnerships.

The Founding Team chose the selected geographic location based on the following factors: (1) presence of charter schools (school choice options), (2) academic performance of the surrounding district schools, and (3) the population of surrounding district schools. The 78244-zip code currently has no charter schools, seven (7) elementary schools, three (3) middle schools, and one (1) high school. The lack of charters means that families do not have local school choices and must drive at least five miles for options. Additionally, there is only one high school among public district options in the selected geographic location increasing the student population on the high school campus.

Education Plan: Overview of the education program: Our education program includes the following unique approaches to education. Unique Approach 1 - Co-Leadership Structure, Unique Approach 2 -Consistently Implemented and Accountability Tools for Data-Driven Decisions, Unique Approach 3 - Team Teaching Model (5-8), Unique Approach 4 - Extended School Day and Year, Unique Approach 5 - Simplified Lesson Structure, Unique Approach 6 - Master Level Teachers, Unique Approach 7 - Collaboration Through Professional Preps, Unique Approach 8 - Deeper Learning Model, Unique Approach 9 - Ongoing Teacher Coaching and Development, Unique Approach 10 - Rigorous Teacher Evaluation, Unique Approach 11 -High Academic and Behavioral Expectations, Unique Approach 12 - School Schedule, and Committed Approach - Response to Intervention (RTI). Instructional methods: Our instructional methods include strategies from Teach Like a Champion and Teach Like a Champion 2.0 by Doug Lemov. Strategies are further explained in the Curriculum and Instruction Section. Assessment strategies: Our assessment strategies include four interim assessments a year with accompanied Data PREP days to identify progress toward end of the year STAAR assessment success and data driven instructional strategies. Evidence: San Antonio Prep is proud to offer a unique teaching model for our expanded 5-8 middle school. Our teamteaching model is structured with two teachers assigned to one homeroom class or cohort, each of 28 students. With this 1:28 classroom ratio in middle school, one teacher specializes in and teaches Reading and Social Studies and the other specializes in and teaches Math and Science. Two teachers see two classes of 28 students daily, and teachers rotate into classroom for students. The decision to use the twoteacher model was strongly informed by Brooke Charter Schools, which uses the Team-Teaching model and gets academic results that make them a nationally recognized model, especially for African American students. Non-negotiables: Non-negotiable for San Antonio Prep that make us who we are, is our teamteaching model. That defines our school and sets us apart from other schools.

All aspects of the education plan are designed to meet the unique needs of our proposed community. The Founding Team brings the experience, expertise, and commitment to ensure that this plan is executed at the highest level and are determined to create a safe, structured, and joyful learning environment that will catalyze student growth and impact both within its walls and within the larger San Antonio community.

EDUCATION PLAN

MISSION AND VISION

THIS SECTION IS ONLY TO BE COMPLETED BY A BOARD MEMBER OF THE SPONSORING

ENTITY. If this proposal is invited to participate in a capacity interview, the author(s) of this section should be available to discuss the information provided.

Authoring Board Member: Dejah M. Behnke

- State the mission and vision of the proposed charter school. <u>NOTE: The application</u> <u>measures innovation across five attributes. An applicant should be able to demonstrate (i)</u> <u>relative advantage(s) over what is currently used; (ii) compatibility with the impacted</u> <u>population; (iii) ideas/innovations that will be learnable among those who will implement</u> <u>the components; (iv) usability among those who will implement; and (v) observable benefits</u> <u>for everyone involved.</u>
- 2. Describe the process by which the mission and vision was established. Identify all stakeholders, who contributed to the creation of the mission and vision.
- 3. Provide a succinct overview of how the school's mission is aligned with the proposed instructional program. Provide any related research or experience that indicates why the applicant has chosen to use this approach among the anticipated student population. Include any innovative attributes to the proposed mission and vision.

Narrative Response:

Evaluation Criteria-Mission and Vision

A strong response will:

- ✓ Articulate the mission and vision clearly and concisely;
- ✓ Demonstrate five attributes of innovation;
- Outline a clear and robust decision-making process for the creation of the mission and vision, identifying a significant contribution and buy-in from Board members; and
- Rationalize the approach that has been proposed for the anticipated student population.

Mission

Our Mission. San Antonio Preparatory Charter School provides a college preparatory education in a challenging and supportive learning environment through high-quality instruction and rigorous curriculum, ensuring all students in grades 5-12 are ready to graduate from college and succeed in the careers of their choice.

Vision

Our Vision. San Antonio Preparatory Charter School ("San Antonio Prep") provides high-quality education that places students on the path to college. We believe that college is an opportunity that exposes our students to a world of possibilities. We understand that the path starts with us. San Antonio Prep believes that education is about opening doors for all students and all types of learners.

K-12 education must ensure that access after high school remains open, as we know that college is the gateway to opportunities that expose our students to a world of possibilities. We know that as a proposed expanded middle and high school that the path to college and life success starts with us.

We believe that the future of San Antonio Prep students is bright. Aligned to the aspirations of the Texas Literacy Initiative, we are emboldened by the belief that all students deserve an excellent education that prepares them for college regardless of their economic status, race, family educational levels, zip codes, or home languages. We unapologetically focus on ensuring that all of our students are prepared to succeed in and graduate from high school and college and that they have full access to the many professions that our 21st century, knowledge-based economy offers. Therefore, every organizational decision made by the Governing Board, school leadership, and staff is in alignment with our ambitious mission. As Mayor Ron Ninenberg said, "[T]he guiding principles should be that it doesn't matter what zip code you live in, your children should have the same chance of quality education in public schools." (https://tinyurl.com/yaqhf7a6) As a proposed charter school, we exist to make the core tenets of our mission a reality for the families and students of the Cities of Kirby and Converse, located within Bexar County.

Challenging and Supportive Learning Environment: We believe that all students, no matter economic status, race, family educational levels, zip codes, or home languages can achieve at high levels.

Rigorous Curriculum: For growth to occur, students need a balanced amount of challenge and support for the academic tasks we require them to engage in each day. For students to be prepared for high school and college, they need to be exposed to, challenged, and supported through a variety of experiences, inside and out of the classroom. As San Antonio Prep, rigorous curriculum is defined as "[a]n inclusive set of intentionally aligned components—clear learning outcomes with matching assessments, engaging learning experiences, and instructional strategies—organized into sequenced units of study that serve as both the detailed road map and the high-quality delivery system for ensuring that all students achieve the desired end: the attainment of their designated grade- or coursespecific standards within a particular content. (http://blackbinder.com/uploads/3/4/0/9/34090823/rigorouscurriculumdesignch1.pdf)

Rigorous curriculum also supports the development of 21st-century skills described by educational researcher Tony Wagner as, "(1) critical thinking and problem solving; (2) collaboration and leadership; (3) agility and adaptability; (4) initiative and entrepreneurialism; (5) effective oral and written communication; (6) accessing and analyzing information; and (7) curiosity and imagination." (<u>http://www.ascd.org/publications/educational-leadership/oct08/vol66/num02/Rigor-Redefined.aspx</u>)

High-Expectations: "From the barrios of East L.A. to military schools, from the tough streets of Harlem to prep academies for the wealthy elite, the schools that set the bar high and hold everyone to the same level are the schools that get results....When disadvantaged inner city schools adopt the same mindset and inclusive requirements as elite private institutions, they get the same results." (Alex Thomas. The Quad. "The Secret to Education Excellence: High Expectations." www.https://thebestschools.org/magazine/high-expectations-educations-silver-bullet/) Additional research on schools that are showing what is possible for all students indicates that "when teachers had a fixed mind-set, the students who had entered their class as low achievers left as low achievers at the end of the year. When teachers had a growth mind-set, however, many of the students who had started the year as low achievers moved up and became moderate or even high achievers." (Carol S. Dweck. "Mindsets and Equitable Education." *Principal Leadership*. 2010)

Every member of the San Antonio Prep team – Board members, administrators, teachers, and support staff - will hold our students to high standards in academics and behavior because we know they can reach those expectations when we teach them well, support them every day, and believe in them without reservation, and when we explicitly design the school's academic, operational, staffing, and financial models around those expectations. We know that achievement builds self-esteem. We know that living out high expectations also means long hours and consistent discipline, in which all students know exactly what is expected of them at all times.

Being a school that truly lives out high expectations also means that we have structured and joyful classrooms in which all students feel physically, socially, and intellectually safe and where teachers implement a consistent, school-wide behavior system. High expectations in our community will give students the supportive environment that will give them the needed confidence to be life-long learners. This innovative component will be taught and practiced with teachers and staff during the 21-day summer training which will position us for success on the first day of school.

Support for all Learners: We expect all students to be successful. Therefore, we will not modify our expectations of what struggling learners and students with disabilities can achieve; instead, we will take all necessary steps to accommodate their needs and strategically support their measurable success. Intentionality on the front end with planning the types of supports necessary will help us ensure that all learners are provided the necessary supports for success, therefore we have designed our daily schedule to support all learners with small group instruction and Individual Education Plans.

Our supports begin with collaborative planning between special and general educators in the initial design of student work by designing sufficient accommodations to help students with disabilities access supports in class and with clear criteria for success. Our supports extend to: our teaching model in which teachers only teach a maximum of 56 students per day; special education support services in which teachers have the flexibility to push in or pull out for maximum student support; daily schedule of embedded literacy and math supports in which all students receive 125 minutes of math and 150 minutes of literacy every day; our Response to Intervention (RTI) program in which students are monitored and able to receive additional supports with classwork, behavior, or attendance; individualized supports we have in place through our Accelerated Reader software in which students have access to books at their grade level and zone of proximal development (ZPD) to increase reading proficiency; and small group supports for one-on-one or individual supports students may need during tutoring or within a small group of 5-7 students.

PERSIST Values: We care about how we treat others and how we accomplish our goals. Therefore, we are concerned about and take responsibility for the growth and demonstration of our students' ethical and performance character (how they act and how they work). We build both ethical and performance character in our students through our **PERSIST** values which serve as the foundation for rules of conduct and decision-making regarding behavior. With a focus on Perseverance, Excellence, Respect, Self-determination, Integrity, Service, and Teamwork, we consistently teach students to continue firmly in their work and their ambitions, their opinions and their courses of action, all in spite of the unavoidable difficulties, oppositions, or failures that life will bring. We teach students that failure is not the end, but a signal that tells us to try a different way. Educational researcher Paul Tough argues that when it comes to school and life success, "the qualities that matter more [in life success] have to do with character: skills like perseverance, curiosity, optimism, and self-control." (*How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*. 2012.)

Our **PERSIST** values align with our mission and vision and respond to the community's need: **Perseverance** - We commit to doing what is hard regardless of difficulty or delay in achieving success.

Growing 2 or more grade levels is going to be hard, but we believe in ourselves and each other and we know that delayed success is still success when we persevere. **Excellence** - We commit to doing extremely good work. We know that excellence takes time and is a habit that we can all develop. **Respect** - We always care for the feelings, wishes, rights, and traditions of others. We know that there are many people in the world with different cultures, backgrounds, races, and religions, and together we respect and honor the dignity of all people. **Self-Determination** - We commit to owning our own education and choices. Self-determination is our responsibility and makes each of us responsible for the excellence and perseverance it requires to succeed in school and life. **Integrity** - We commit to being honest and living by strong ethical principles. We believe that we should always do what is right because it is right, and that it is important to live our lives as trustworthy people, regardless of life's circumstances. **Service** - We commit to helping and doing work for others. We know that all of us have the ability to serve others and to make a positive difference in the lives of others. **Teamwork** - We commit to working with others. Collaboration is an important key to a productive and successful life; therefore, we learn how to work as a team and to use everyone's strengths and abilities.

An example of our core value **Respect** at work on campus: **Daily Cafeteria Expectation** - We demonstrate courtesy, respect and cleanliness through proper procedures and good manners. We will: (1) practice respect for each other, cafeteria workers, and the facility; (2) be patient while waiting, (3) sit only on benches and chairs, (4) use polite table manners, (5) use limited time wisely, (6) take responsibility for spills or messes, (7) pick-up condiments, tableware, and napkins prior to being seated, (8) speak in a restaurant level voice, (9) stay seated until dismissed, and (10) dispose of waste properly.

An example of our core value **Service** at work across grade levels: **End-of-year Service Projects** - Through the service project students will learn how to persevere through a long project, do everything with excellence, have respect for others working on the team, show self-determination to continue when it is hard, integrity to do their part, and work with a team. Service projects will be scaffolded for each grade level.

High Quality Instruction: We believe that all students deserve a high-quality, college preparatory education, with a focus on literacy and mathematics in middle school, college preparatory work in high school, and the development of 21st century skills in all grades.

Great Teachers: We start by hiring teachers that believe all students deserve a high-quality education no matter economic status, race, family educational levels, zip codes, or home languages and that they all can achieve at high levels. Our teachers will work long hours, commit to doing whatever it takes to educate our children and give 100% of themselves to this work because they love children and because they love what they do. Students will be met with high expectations accompanied with love. We push our students because we love them, we have high expectations because we love them, we do whatever it takes to educate children because we love them. In addition to hiring great teachers, we commit to growing our teachers. Teachers can expect 27 days of professional development per year, four weeks of annual summer training in years one and two, three weeks in years three and four, and two weeks in years five and beyond, and they can expect 2.5 hours of weekly Friday training (Prep Days), four quarterly Data Days, and three additional days of in-house or external training each year. We are designed to nurture our teachers' professional growth and thus their impact on student growth and achievement in all years. Friday Prep Days will consist of training on school wide practices, developing grade level strategies, engaging in lesson practice, conducting data analysis, and ensuring individual development. Administration and teachers will know the name of every student and parent. Teachers will be familiar with the home lives of their students through summer and mid-year home visits. All staff will have monthly team outings, bowling, golfing, skating, painting, movies, or food for team and relationship building.

Great Teaching: We believe that high-quality teaching drives academic achievement and that highquality teaching comes from great teachers. We will develop teachers through extensive school-wide, grade-specific, and content-specific professional development, individualized coaching and development, and ongoing individualized supports. Our teachers will deliver the high-quality instruction that our students deserve and require for a life of academic, social, and economic success. During Friday Prep Days teachers will learn the following strategies. Inquiry-Based Learning with Performance-Based Assessments - Students learn at high levels when teachers develop thoughtful, sequential, rigorous questioning protocols aligned to ambitious goals. Intellectual Challenge and Accomplishment - Students are required to think critically about complex problems, questions, or issues with multiple answers, and work on that project over time. Teachers guide and support students, holding them to high academic expectations and the production of quality work. Authenticity - We connect the interests and concerns of our students to their academic work through our performance-based assessments. Students are expected to provide verbal and written responses to real world application-based problems aligned to the TEKS. **Public Product** - Our students' work is publicly displayed, discussed, and critiqued. Presentations improve students' ability for and quality of public speaking and written work, and all students are expected to demonstrate and defend what they know and can do. **Collaboration -** Our students collaborate with other students and receive guidance from adult mentors and experts. In today's world it is important for students to learn collaboration skills, therefore our capstone projects at the end of each school year for each grade level are always done in teams of 2 to 4 students. **Reflection** - Students are taught how to reflect on their work and learning. We know that students learn best when they reflect on what they know and can do; therefore, students assess the quality of their work and identify areas of strength and growth for improvement.

Data-Driven Instruction: We believe that we measure what we treasure. We treasure our students' growth and achievement. We unapologetically use data to make decisions about curriculum, instructional strategies, teacher coaching and development, and academic programs. We analyze data daily, weekly, by unit, quarterly, half year, and end-of-year to identify gaps in TEKS knowledge or skills, teacher knowledge, instructional strategies, interventions, special education services, or teacher coaching. Data-Driven Instruction relies on our campus having properly aligned interim assessments, connection between curriculum and assessments, immediate results, and teachers required to (a) analyze their own data, (b) conduct effective follow-up, and (c) share student results consistently.

What the Future Holds: At San Antonio Prep, we recognize that the path to college and life starts with us. Through our concentration on literacy and math in middle school and college preparatory work in high school, examples of what our students will be able to accomplish include: (1) 7th graders will be able to read and analyze *The Outsiders* by S.E. Hinton, (2) 8th graders will enter high school having completed Algebra 1, and be on a dual credit or early college track, (3) 10th graders will pass all end of course (EOC) exams necessary for graduation, (4) 12th graders will open up their mail boxes with their parents to see that they have been accepted into a four-year college or university, and (5) all students will live out our **PERSIST** values in their families, communities, future education, and careers.

Innovations: Attributes of innovation are outlined here and reflected throughout this application. (1) **Teacher Model**: Our instructional staff teaches less than half the number of students as traditional school teachers and other public charter school teachers. Following a traditional approach, San Antonio schools use a one teacher per subject per grade level model in middle school and often in high school. One teacher typically teaches 5 to 7 class periods of 20 to 30 students per class, for a total student load of 120 to 170 students. Our model has two teachers per two homeroom classes in middle school. One

instructor teaches Math and Science and the other teaches English and History, allowing teachers to teach only two classes of 28 students per day for a total responsibility of 56 students. Teachers get to know students intimately, have more time to meet their needs and provide small group support on a regular basis, and are expected to develop close and productive relationships with their students' families. Teachers that teach fewer students are better able to focus on the strengths and weaknesses of this smaller number of students. (2) Capstone Projects: At the end of each year, each grade level has a culminating capstone project in the community. All projects are real-world based and require students to meet a need, solve a problem, or improve a situation. Each grade level team is responsible for generating ideas from which students will choose in grades five, six, and seven. Grade level staff with assistance from the Executive Director (year 1-2) and Curriculum and Instruction Coordinator (year 3 on) will create a rubric on intellectual challenge, authenticity, public product, collaboration, and selfreflection. For example, 5th grade students could choose "Book Drive" for a local after-school organization or church. (3) Performance-based Assessments (Application): At the end of each quarter, students will be assessed on their learning through quarterly interim assessments. Each assessment will have two components - a written component and an application component. The written components will assess skill in content knowledge acquired over the quarter. The application component will assess our students' ability to apply what they have learned in a real-world situation. For example, Interim 1 may include the following examples of performance-based assessment questions: Using the novel Wonder, analyze the plot elements, including rising action, climax, falling action, and resolution in the space below. (5th grade ELA TEKS 5.8.C); Use one of the following models (concrete, pictorial, and algebraic representations) to determine if these two expressions are equivalent. (6th grade Math TEKS 6.7.C); Use the slide given to investigate how organisms respond to external stimuli found in the environment. (7th grade Science TEKS 7.13.A); Describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass including such sources as (1) Life and Times of Frederick Douglass: His Early Life as a Slave, His Escape from Bondage, and His Complete History by Frederick Douglass, (2) 1876 speech in Lincoln Park, and (b) History Channel "Biography of Frederick Douglass." (8th grade Social Studies TEKS 8.22) (4) Unique Class Schedule: In San Antonio, the typical middle school schedule provides 50 to 55 daily instructional minutes for English, Math, Science, Social Studies, Fine Arts, Physical Education ("PE"), and Foreign Language. Our students will have an extended day (7:30 am – 4:30 pm) and middle school students will have 150 and 125 instructional minutes of English and Math instruction, respectively. Classes include the study of Literature, Composition, Guided Reading, Close Reading, Independent Reading and Word/Grammar Study, Math Content, Mental Math (math facts), Deep Dive, Problem-solving (logic stories), and Math Review, Science, Social Studies, Fine Arts, PE and Health. (5) Data Days/Student Work Analysis Meetings: Data Days occur four times per year so that all staff collectively analyze data to inform instruction for the next six- to nine-week period. No students attend school on this day. Staff look at the results from TEKS-aligned, internally created interim assessments; this data informs what teachers need to focus on, what students need extra support, and where to adjust. For example, if 10% to 20% of students perform low on a standard, our teachers will assign those students to in-class small group tutoring supports, and if necessary, after-school tutoring. If 20% to 60% of students performed low on a standard, we will use guided discourse during a whole class reteach with 30 to 40 minutes of student supported group and independent practice time. If more than 60% of students perform low on a standard, the teacher will do a whole class model re-teach with 30 to 40 minutes of student supported group and independent work time. Cumulatively, our middle school model is designed to focus on additional time in literacy and math in preparation for advanced level courses in high school, and specifically a dual credit or early college track of study. Based on our model, 9th graders will be able to

take Algebra II or Geometry, dual credit ELA or Social Studies, and advanced Foreign language such as Spanish or Mandarin.

Board Member Input: The experiences and school studies of the proposed Executive Director and thoughts and ideas of the founding Board of Directors and community input created the mission and vision of San Antonio Prep. Board members Dejah Behnke and Rhapsody Vogt resonated personally and professional with adult and staff culture at San Antonio Prep with our focus on great teachers, our core values, and support for all learners. Board member Milton Harris personally and professional resonated with innovation and board commitment with our focus on capstone projects, application-based assessments, and data driven instruction. Board member Xavier Toson personally and professional resonated with flexibility, adaptability, and a small school feel with our focus on unique class schedule, great teaching, and data driven instruction. Board member Andy Tiwari personally and professionally resonates with providing a college preparatory education and our teacher model. Based on community input, we all agreed that the most important components of our educational model are our two-teacher model, high expectations, and support for all learners.

Often, we think of Board commitment as solely presiding over monthly Board meetings, or perhaps making a financial donation to the school. Our Board will uniquely redefine what Board commitment means. Along with the Board's fiscal, academic, and regulatory oversight of the school and its clear role in ensuring accountability to the public and authorizer, which are both at the core of the Board's responsibility, the Founding Team has also is determined that it will be an appropriately and we believe uniquely active Board in support of our mission. This might include: the Board Chair speaking each year with the full staff during Summer Summit, expressing the pride of the Board and our commitment to ambitious goals; the full Board hosting the staff for a summer night's BBQ before school starts, honoring the commitment of the team to our mission; all members of the Board attending at least two school events per year, enjoying students and families as they participate in school activities; members of the Board's Academic Committee hosting luncheon for staff during Data Days, expressing the continued support of the Board for the team's hard work; a member of the Board joining during school tours for prospective parents, learning more about parents' interest in and desires for their child(ren)'s education; or hosting coffee and donuts with families during quarterly honor roll celebrations. All of these activities are designed to show the Board's deep commitment to the school and its success, all while recognizing and respecting its role as a governing rather than a managing body.

All work starts with our mission. Our approach is college and career readiness. In alignment with the Texas Literacy Initiative (TLI), our goal is for 100% of our students to be strategically prepared for college and career literacy demands by high school graduation. The state literacy plan is organized into a LASERS framework of six essential components: Leadership, Assessment, Standards-Based Instruction, Effective Instructional Framework, Reporting and Accountability, and Sustainability. Through inquiry-based learning we prepare students for college and career readiness through a focus on relevant real-world problems and through collaboration and the explicit development of critical thinking. Our driving force is educational equity through access to high-quality educational options. We recognize that children in our community currently must drive five or more miles for more school options, and that a seamless middle and high school allows families to pursue the dreams they have for their children and for us to execute on a mission fully aligned to our state's Literacy Initiative.

EDUCATION PLAN

CURRICULUM AND INSTRUCTION

- Describe the proposed educational program(s), including Special Education and Bilingual Education/English as a second language. Summarize any core elements and/or nonnegotiables. Explain the specific curricular programs that the applicant proposes and the ways in which the charter staff, Board members, and others will use these programs to maintain high expectations and continuous improvement. Describe how the proposed curriculum will align with the Texas Essential Knowledge and Skills standards. <u>NOTE: As stated in TEC 28.002 (b-1) - (b-4), charter schools may not adopt the common core state standards to comply with the requirement to provide instruction in the essential knowledge and skills.
 </u>
- 2. Rationalize the use of the proposed curriculum to meet both the general and unique needs of the target population and community.
- 3. Describe any specific instructional strategies or methodologies to be utilized and rationalize the use of these strategies with the proposed curricular model.
- 4. Describe the plan and schedule to evaluate the proposed curriculum and instructional strategies.
- Discuss any plans to offer special programs or extracurricular activities and provide detailed information on each service. If no programs or activities will be offered, provide the rationale for that decision. <u>NOTE: Open-Enrollment Charter Schools may not charge</u> <u>"blanket" activity fees. Additional information governing tuition and fee restrictions can be found by right clicking HERE.</u>

Narrative Response:

Our Unique Educational Approach

Our primary geographical areas are east San Antonio, Kirby, and Converse, all located within the Judson Independent School District ("JISD"). Our seamless 5-12 model is unique to the community, and all elements of the school design align to the ambitious mission of our school and align to the needs and desires of the community, with all design elements focused on providing challenging curriculum and high-quality instruction from great teachers. Multiple elements of the San Antonio Preparatory Charter School ("San Antonio Prep") model specifically support the needs of English Language Learners and Special Education students, two highly valued groups of students within our target school community. Unique Approach 1 - Co-Leadership Structure: According to the National Alliance for Public Charter Schools, in the most successful charter schools, "[s]chool operations are largely handled by the operations team, thereby freeing the school leader to focus on instructional leadership." Beginning in our planning year, San Antonio Prep's Executive Director is freed from operations and overall building and non-instructional management to instead focus on academics. Our flagship campus' leadership team consists of the Executive Director and the Director of Operations who works closely with the Executive Director by establishing and maintaining well-run, mission-aligned operations, and thus blocking and tackling all non-instructional issues for the Executive Director. With this operational leadership in place, the Executive Director takes full responsibility for curriculum, instruction, staff recruitment and hiring, teacher development, curricular and instructional resources and assessments,

data-driven decisions, campus budget, and parent partnerships. The Director of Operations, with the support of the PEIMS Coordinator, is responsible for partnerships with the community, meal vendors, transportation (buses), student recruitment, operations staff recruitment, school website, technology, classroom and office supplies, enrollment processes, student and staff records, attendance, human resources, purchase orders, campus budget, and student medication dispensation, care or injury reports. Each additional campus will have an Executive Director and Director of Operations.

(www.https://www.publiccharters.org/sites/default/files/documents/2017-11/2008 Toward a New Generation of Leadership 20110402T222340.pdf)

Unique Approach 2 – Consistently Implemented and Accountability Tools for Data-Driven Decisions: Aligned to calendar-driven goals and measured through school-based and governance-based accountability dashboards that capture financial, cultural, and academic details across all weeks and months of the school year, the Board, school leadership, staff, and teachers methodically and consistently use data to inform their decisions that lead to student success. Data collected, analyzed, and used to inform governance and management decisions includes: "[I]nput data, such as school expenditures or the demographics of the student population; process data, such as data on financial operations or the quality of instruction; outcome data, such as dropout rates or student test scores; satisfaction data, such as opinions from teachers, students, parents, or the community" and assessment data, such as daily, weekly, interim, national, and state assessments. (Marsh, Pane, and Hamilton. *Making Sense of Data-Driven Decision Making in Education*. 2006.)

For us, information gained from data allows our leadership team to set goals, assess progress, address group and individual needs, evaluate effectiveness of strategies, allocate or re-allocate resources, and/or improve systems and procedures to improve outcomes. The Governing Board analyzes datarich academic and cultural dashboards presented to the Board every month that specify state assessment, interim assessment, and MAP assessment results on the academic side along with attrition, attendance, punctuality, and discipline data on the cultural side, all presented both comprehensively as well as disaggregated by classroom and demographic subgroup to allow for closer examination and oversight, and most impactfully allows the Governing Board to ensure that management has the appropriate staffing and resources as well as clear plan towards and accountability for results. Data is used to measurably identify San Antonio Prep's areas of success and areas of growth, based on the academic performance indicators and financial performance indicators outlined in this charter and supplemented by the cultural performance indicators of such things as attendance and discipline that underpin any strong school. The Governing Board ultimately uses data to evaluate the performance of the Executive Director and the Executive Director uses data to evaluate the performance of staff and teachers.

Unique Approach 3 - Team Teaching Model (5-8): San Antonio Prep middle school students have two high-quality teachers devoted solely to their learning and success. Teachers, who are the teachers of record, are responsible for and work with half of the number of students (average of 56 students, with 28 in each class) as traditional school teachers (average of 132 to 182 students). One teacher specializes in and teaching Reading and Social Studies and the other specializes in and teaching Math and Science for their 56 students. This unique approach to co-teaching: (1) consistently builds strong relationships between teachers, students, and families; (2) drastically reduces teachers' work load and the number of students they teach; (3) uniquely allows for teacher specialization; and (4) allows teachers to know where students are at a times and how to get them where they need to be.

Unique Approach 4 - Extended School Day and Year: Increased time with students allows us to support all learners, including English Language, Special Education, 504, Economically Disadvantaged, and atrisk students. In "Time to Learn," researchers Gabrieli and Goldstein outline the benefits of 10 public schools implementing the Expanded Learning Time Initiative (or longer school day): "[A]fter just one year of the Expanded Learning Time Initiative, which added 30 percent (about two hours) to a redesigned school day in ten urban elementary and middle schools, the ELT schools not only improved their own performance; they improved faster than the rest of the state. The average proficiency rate... jumped 44 percent in math, 19 percent in science, and 39 percent in English language arts." (http://www.readingrockets.org/article/time-learn-benefits-longer-school-day)

Unique Approach 5 - Simplified Lesson Structure: High-quality instruction starts with teachers' purposeful planning and preparation. Our teachers will be responsible for using approved and provided grade-level lesson planning tools, instructional materials, unit plans, unit assessments, scope and sequences, and interim assessments to produce weekly lesson plans that are TEKS-aligned and college-ready-focused. Teachers are provided exemplars plans and feedback on each lesson they submit, along with weekly coaching and ongoing support similar to that of high performing charters schools such as IDEA Public Schools, Excel Academy, and Brooke Charter Schools. Giving our teachers as many resources and instructional materials as possible takes the work of searching for materials off our teachers' plate and allows them to spend more time in preparation.

Unique Approach 6 - Master Level Teachers: San Antonio Prep high school teachers hold Masters' degrees in their subject area. This approach is informed by current research-based "data from the National Educational Longitudinal Study of 1988...high school students taught by teachers with master's degrees in mathematics had significantly higher math achievement scores than students taught by teachers without a master's degree or with out-of-subject degrees." (Horn and Jang. "The Impact of Graduate Education on Teacher Effectiveness." *MHEC Research Brief.* 2017.)

Our middle school team operates slightly differently, with one grade level teacher holding a Master's degree in Mathematics and the other a Master's degree in Reading and Literacy. As a result, and based upon expansive recruitment beyond the locally available pool of teachers, we will have at least one Master's degree-holder in Mathematics and another in Reading and Literacy in each grade, 5th through 8th, to complement our high school model and support our mission. Further detail can be found in the Teacher Recruitment section of this application. Each teacher is a content lead, responsible for leading and engaging their subject-specific teachers in lesson practice during weekly Professional Preps.

Unique Approach 7 - Collaboration Through Professional Preps: Professional Prep at San Antonio Prep works with teams of teachers that teach the same content, for example, a team of Math and Science teachers in middle school or a team of Social Studies teachers in high school. Professional Prep teams are led by the Executive Director in year one and grade level teacher leaders in year 2 and beyond. Teams meet weekly on Friday's Prep Days to share best practices, expertise, and work collaboratively to improve teaching skills and student outcomes through lesson planning, lesson demonstrations/practice, and data analysis. "Best Practices for Professional Learning Communities (PLC)" affirms the value of these professional groups and their impact of teacher growth and student achievement: "A PLC represents the institutionalization of a focus on continuous improvement in staff performance as well as student learning...PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement." (Provini, Celine. "Best Practices for Professional Learning Communities." *Education World*. 2012.)

Unique Approach 8 - Deeper Learning Model: To fulfill our mission of ensuring a challenging and supportive learning environment, high-quality instruction, and rigorous curriculum for all students, we cultivate deeper learning rather than simply memorization. Deeper learning focuses on critical thinking, communication, collaboration, academic mindsets, and learning how to learn, all through the implementation of rigorous content. Deeper Learning on our campus looks like: (1) backwards planning from assessments to identify lesson goals, the various ways a student may arrive at an answer or understanding, how they arrived at that answer, the time it took, whether assistance is required, and then individualizing the experience based on group needs. For example, aligned to the TEKS, students must be able to analyze the plot of text in 5th grade ELA. In this case, the aim is for students to analyze the plot elements of the novel Wonder. Teachers will list all methods by which students can arrive at the correct understanding, such as plot diagram or plot blueprint. They pre-identify how students may arrive at the understanding with the chosen method and estimate the time it may take a student to gain understanding. The anticipation of which students might require additional support requires small group instructional pre-planning based on IEP requirements or the level of support the teacher had to provide during the first teach of the this TEKS. Lastly, the team groups students with similar needs to complete this assignment together based on their areas of strengths and areas for growth. According to the Alliance for Excellent Education, "This student-centered approach to teaching and learning helps all students—including those from low-income families and those of color who traditionally have been underserved—develop the knowledge, skills, and abilities that will prepare them for college, a career, and life." ("About Personalized Learning." https://all4ed.org/issues/personalized-learning/keyresources/about-personalized-learning/) We will also have personalized learning software programs such as Accelerated Reader and homogeneous groupings based on the personalized learning example above, strategic reading and math groups, and small group, individualized, in-class support.

Unique Approach 9 - Ongoing Teacher Coaching and Development: We recognize that San Antonio Prep teachers will develop at different rates and require different developmental plans in the Prep cycle outlined in the **Teacher Development** section of this application. Individualized coaching and development allow the school leader and the instructional coaching staff to best identify and communicate the quickest, highest leverage move for a teacher to improve student learning. We recognize that through continuous actionable feedback teachers can sustain long-term student performance. In her previous role as Assistant Principal of Instruction in a high-performing urban charter school, the proposed Executive Director gained experience in an ongoing coaching and development cycle as she was responsible for the growth of nine (9) teachers. Through weekly observations and coaching conversations, she grew teachers' impact on student achievement, with 20% growth on bi-weekly assessments.

Unique Approach 10 - Rigorous Teacher Evaluation: As the leaders, role models, and examples of what is possible for our students, we hold our staff and teachers to high expectations. This includes our teacher evaluation system, which is based on our mission of keeping every middle school student on either an early college or dual credit track in high school and ensuring every high school student graduates ready for success in college and career. According to The New Teacher Project's Teacher Evaluation 2.0 (2010), successful schools know that there must be "clear, rigorous expectations - Teachers should be evaluated against clear, rigorous performance expectations based primarily on evidence of student learning." Our teacher evaluation focus stays on achievement and supporting teachers in the mission and towards our goals as outlined in Academic Performance Indicators. (https://tntp.org/assets/documents/Teacher-Evaluation-Oct10F.pdf)

Unique Approach 11 - High Academic and Behavioral Expectations: High academic expectations means that teachers hold students accountable for the completion of class work, homework, projects, and assessments completed at high levels of excellence. Teachers track student work meeting expectations through our centralized homework collection system, the technique of aggressive monitoring during instructional time during which teachers examine the quality of student work in action and noting specific criteria for success that requires improvement, and immediately when classwork is collected by the teacher. Research is clear: "One example after another proves that any school holding to the same expectations as elite schools has a high chance of the same outcomes." High behavioral expectations will be reinforced through the administration of our weekly PERSIST Performance Reports. When we take our inner-city students and adopt the same mindset around high academic and behavioral expectations as seen in elite private schools and provide the fuller academic program and school culture to meet those standards, then we can expect to get the same results. Excel Academy, Brooke Charter Schools, and IDEA Public Schools all take similar approaches and exemplify seen the results from high expectations as in elite private schools. (https://thebestschools.org/magazine/high-expectations-educations-silver-bullet/)

Unique Approach 12 - School Schedule: We believe in the power of breaking down instruction into bite-sized pieces so that the brain can more easily digest new information. Research shows, for example, that our working memory can only hold four to five bits of information. Knowing that, we have decided to organize our middle school schedule to include 150 daily minutes of literacy instruction and 125 daily minutes of math instruction broken into multiple class periods. Our focus on literacy allows us to give specialized attention to Guided Reading for all students, as well as Close Reading, Literature, and Composition in all grade levels. Our focus on math exposes students to Problem Solving, and a Cumulative Review of previously learned concepts. (Malamed, Connie. "Chunking Information for Instructional Design." *The E-Learning Coach*. 2016.)

Committed Approach - Response to Intervention (RTI): All students require supports to learn effectively and all students requiring special education services deserve access to the same challenging learning environment that includes high-quality instruction and rigorous curriculum. At San Antonio Prep, RTI provides for "targeted, research-based interventions to meet a student's needs, to monitor student progress, and to ensure effective instruction in the general education setting." (https://www.txasp.org/assets/evaluation%20of%20learning%20disability%20eligibility.pdf) Our RTI program will be used to do three things: (1) identify students who need additional or targeted interventions; (2) identify students who need special education (SPED) services; and (3) evaluate the effectiveness of current students' Individualized Education Plans (IEP). RTI aligns with our model of data-based decision-making, as we will use data collected in the classroom to identify student progress within each tier of support. Data from the RTI process will demonstrate if groups of students as well as individual students are receiving appropriate instruction that allows them to make adequate academic progress and master instructional objectives. More detail on RTI is located in **Special Populations**.

Foundation Curriculum Requirements for Middle School

In middle school (5-8), all students must complete foundation classes before graduation as required by the State of Texas. All of our classes align with the Texas Essential Knowledge and Skills (TEKS): English Language Arts – 19 TAC Chapter 110. TEKS for English Language Arts and Reading; Mathematics - 19 TAC Chapter 111. TEKS for Mathematics; Science – 19 TAC Chapter 112. TEKS for Science; Social Studies; – 19 TAC Chapter 113. TEKS for Social Studies; Languages Other Than English - 19 TAC Chapter 114. TEKS for Languages Other Than English; Health - 19 TAC Chapter 115. TEKS for Health Education;

Physical Education - 19 TAC Chapter 116. TEKS for Physical Education; Fine Arts - 19 TAC Chapter 117. TEKS for Fine Arts; Technology - 19 TAC Chapter 126. TEKS for Technology Applications

All curriculum on our campus in year one includes unit and interim assessments, scope and sequence documents, unit plans, and exemplar lessons and are created by the Executive Director and Educational Service Center Region 20 curriculum services, as well as through support from Compass Rose Academy Charter School Founder and Executive Director Paul Morrissey, and City Education Partners.

English Language Arts ("ELA"): ELA instruction will consist of 150 minutes with the following components: (1) Literature, (2) Composition, (3) Guided Reading, and (4) Close Reading. Literature is a 50-minute grade level, novel-based study aligned to 19 TAC Chapter 110. Composition is a 50-minute writing component aligned with the literature novel units. **Guided Reading** is a 25-minute period that focuses on meaning but also use problem-solving strategies to determine word meaning for unfamiliar words, work successfully with difficult sentence structure, and develop reading comprehension. **Close Reading** is a 25-minute session and includes critical analysis of a text that focuses on significant details or patterns to develop a deep, precise understanding of the text's form, craft, and meanings. The ultimate goal is students' independent reading and deep comprehension of grade-level fiction and non-fiction text. **Grammar Study** is imbedded in the composition class and uses reference guides such as dictionaries, glossaries, computer software programs, and the internet to: determine pronunciations of unfamiliar words; expand vocabulary by reading, viewing, listening, and discussing; and use spelling, prefixes and suffixes, roots, and word origins to understand word meanings.

Mathematics ("Math"): Math consists of 125 minutes with the following components: (1) Math, (2) Cumulative Review, and (3) Problem-Solving. **Math** is a 50-minute session that implements a Eureka Math curriculum, aligned to 19 TAC Chapter 111, and is based on Engage NY and aligned to TEKS. Students learn new math concepts at and above grade level. **Math Facts** is imbedded into cumulative review and focuses on math fluency and quick recall of prior learned facts. **Cumulative Review** is a 50-minute spiral of previously learned concepts and remediation of struggling concepts. **Problem-Solving** is a 25-minute deeper dive into above grade level concepts that push students into deeper learning.

Science: In a daily 50-minute class period, our 5th graders study the physical, natural, and living environments; 6th through 8th graders study scientific investigations and reasoning, matter and energy, force, motion, and energy, earth and space, and organisms and environments. Science teachers focus on learning through inquiry and experimentation. **Social Studies:** In a daily 50-minute class period, our 5th graders take a full-year of U.S. History with a focus on surveying U.S. history from 1565 to the present. Our 6th graders take World Cultures with a focus on studying people, places, and societies of the contemporary world. Our 7th graders have Texas History from early times to the present, while our 8th graders U.S. History from the early colonial period through Reconstruction.

Language Arts Other Than English, Health, Physical Education, Fine Arts, and Technology: 8th graders will take one Language other than English for 50 minutes per day in preparation to take advance Languages other than English in High School. All middle school students take physical education with integration of health standards and choose from one of three fine arts classes: Art, Music, and Theater. Technology TEKS is integrated into all core classes, for example in ELA students type their papers and use the internet for research and in Science students use laptops to keep data from experiments. Google classrooms and school wide software learning platforms are used in each class to ensure personalized learning.

Cumulatively, our middle school (5-8) offers a high school preparatory education with review of fundamental skills for success. We align curriculum and standards with the TEKS in all grades and years. Middle school foundation classes are English Language Arts (ELA), Mathematics, Science, Social Studies, Fine Arts, and Physical Education. Students take Close Reading, Guided Reading, Cumulative Review,

Problem Solving, English as a Second Language, and targeted interventions based on their educational needs. The courses and requirements for each middle school grade level are shown in **Figure 3**.

Figure 3: Middle School Courses							
Subject	5 th	8 th					
Math	Math 5	Math 6	Math 7 Pre-Algebra	Algebra I			
ELA	ELA 5	ELA 6	ELA 7	ELA 8			
History	U.S. History	World Cultures	Texas History early	US History colonial -			
Thistory		wond cultures	times to the present	Reconstruction			
Science	Natural Science	Physical Science	Life Science	Earth/Space Science			
Fine Arts	*Art, *Dance,	Art, Dance, Theater,	Art, Dance, Theater	Art, Dance, Theater			
Fille Arts	*Music	Music	Music	Music			
PE/Health	PE/Health	PE/Health	PE/Health	PE/Health			
Technology	Integrated in all	Integrated in all core	Integrated in all core	Integrated in all core			
recimology	core classes	classes	classes	classes			
LOTE				Spanish I-II			

*Students will rotate fine arts each semester.

Foundation Curriculum Requirements for High School

Our high school will follow the foundation graduation requirements of the State of Texas in addition to offering all endorsements with a focus on STEM. Our annual goal is 80% of students in year one of high school taking STEM courses and 90% in year two taking STEM courses, with the long-term goal of having a minimum of 90% of students graduating with a STEM endorsement. We will offer Languages Other Than English ("LOTE"), Fine Arts, and STEM-focused elective courses in additional to all required courses.

San Antonio Prep High School offers a college preparatory education with supports, skills, and values that encourage further academic pursuits, career access, and intellectual autonomy. Our high school curriculum is designed to challenge our students academically, guide the development of moral character, service to others, and offer dual credit courses in preparation for college. We align our curriculum and standards with the TEKS and Texas Foundation High School Program. The courses and requirements for each high school grade level are shown in **Figure 4**.

Figure 4: High School Courses							
(CR)	9 th	10 th	11th	12th			
Math (4)	Algebra II or Geometry	Geometry or Algebra II	Statistics or Precalculus *DC	Precalculus or Statistics*DC			
ELA (4)	English I	English II: US Literature	English III: World Literature or *DC	English IV or Dual Credit *DC			
History (3)	U.S. History Since Reconstruction	U.S. Government	World History *Dual Credit	AP World History *Dual Credit			
Science (3)	Biology	Physics	Chemistry *Dual Credit	AP Biology or *Dual Credit			
PE (1)	Foundations of Personal Fitness (.5 to 1.0 credit) Sports (.5 to 1.0 credit)	Foundations of Personal Fitness (.5 to 1.0 credit) Sports (.5 to 1.0 credit)	Foundations of Personal Fitness (.5 to 1.0 credit) Sports (.5 to 1.0 credit) *DC	Foundations of Personal Fitness (.5 to 1.0 credit) Sports (.5 to 1.0 credit) *DC			
Fine Arts (1)	Art Music	Art Music	Art Music	Art Music			

	Theater	Theater	Theater *DC	Theater *DC
LOTE (2)	Spanish I or Spanish II	Spanish II, Spanish III, or Latin I	Spanish III, Spanish IV, or Latin II	Spanish IV, Spanish V, or Latin III
Electives (5)	Principals of Applied Engineering (1), Principles of Biosciences (1), Robotics I (1), Robotics Programming and Design (1), Computer Science (1)	Principles of Technology (1), Digital Electronics (1), Robotics II (1), Engineering Design and Presentation I (1)	Engineering Design and Presentation II (1), Engineering Design and Problem Solving (1), Engineering Mathematics (1), Engineering Science (1) *DC	Scientific Research and Design (1), Practicum in Science, Technology, Engineering, and Mathematics (2), Extended Practicum (1) *DC
Other	Freshman Seminar Summer Enrichment	Sophomore Seminar Summer Enrichment	College/SAT Prep Summer Enrichment	College Prep Transitions

*Dual Credit (DC) courses are based on a student's degree plan and are offered in semester (16 weeks) timeframes. **High School Pathways.** San Antonio Prep will have two pathways for high school students. Pathway 1 is Dual Credit and Pathway 2 is Early College. Pathway 1 allows eligible students to earn college credit for certain courses. Eligibility requirements include (1) permission of our College Counselor and parent/guardian, (2) completion of the Apply Texas online application, (3) meeting placement test score requirements, and (4) attending the Dual Credit and Early College High School meeting. Pathway 2 provides students with up to 60 college credit hours and substantial support to guide students into an Associate of Arts degree, an Associate of Science degree, or an Associate of Applied Science degree. Each degree plan has a detailed coursework plan. Our pathways increase the possibility that our students will by earning up to 60 hours of college credit before graduating from high school and increases the likelihood that our students will complete high school, enroll in and complete in college.

Curriculum Alignment

Our curriculum and instructional models are designed to support the needs of all of our learners including special education students, English language learners ("ELLs"), Gifted and Talented ("G/T") students, and those students who may be diagnosed as having needs in more than one category. Currently available options to families in our target community whose children include these designated groups do not have access to high quality options. According to the 2016-17 Texas Academic Performance Report, Kirby Middle School ELLs and special education students scored so low on ELAR and Math STAAR that to protect student confidentiality it does not show metrics. According to the 2016-17 Texas Academic Performance Report, Metzger MS had 24% of special education students meet grade level requirements on ELAR STAAR and 19% on Math STAAR; again, to protect student confidentiality, the ELL scores do not show metrics.

Based on the needs of our students needing Special Education, our students identified as ELLs, and those classified as Economically Disadvantaged, we will use our co-teaching model, unique schedule, extended school day, master level teachers, and deeper learning models to support all learners. Our co-teaching model places unique learners in classrooms with two (2) teachers, with no rotations so that there is less confusion and a self-contained classroom with the same students throughout most of the day. Additionally, this approach gives our teachers additional small group time with students which leads to our deeper learning model with the use of personalized learning strategies.

Instructional Strategies

There are high-performing charter schools across the nation that prove what is possible for students every day regardless of demographic background or incoming academic performance. High performing

schools, including Brooke Charter Schools, Excel Academy Schools, and North Star Academy, as studied by members of the Founding Team, all use the instructional framework from three seminal texts: (1) *Get Better Faster Scope and Sequence;* (2) *Teach Like a Champion 2.0;* and (3) *Driven By Data.* Based on our students' needs and the successful implementation of these frameworks with similar communities, we will use the following instructional strategies to build mastery in students and learning at high levels.

Instructional Strategies Aligned to High Academic Expectations: We believe that following instructional strategies are necessary to improve student achievement for all students and are taken from Lemov's Teach Like a Champion 2.0. (Lemov, Doug. Teach Like a Champion 2.0: 62 Techniques That Put Students on the Path to College. San Francisco, CA: Jossey-Bass, 2015.) Ratio. For students to be college-bound, most of the cognitive work should be placed on them; therefore, in our classrooms, teachers will be trained and supported in how to use ratio to limit the talking they do and increase the productive talking about the content students do. No Opt Out. For all students to struggle, be held accountable to, and find success with rigorous curriculum, we believe that all students cannot opt out of learning or responding to intellectual tasks of the classroom; students will always be supported to answers questions and take risks. At Bats. For all students to achieve ambitious goals, we believe that students need as many practice opportunities as possible to get it right; therefore, our teachers will plan multiple chances for repetition and practice. Exit Tickets. For all students to make steady progress our students will have daily exit tickets that are short checks for understanding to assess mastery of the lesson. Checks for Understanding. Gathering data around what students know and can do allows us to be more responsive to their growth needs; therefore, teachers consistently ask questions to gauge understanding. Personalized Learning. For all students to make continued growth, we believe that every student needs to be met where they are through individualized supports, therefore our staff will backwards plan to ensure all student needs have been identified and a plan has been established to support all students. Performance-based Assessments. For all students to assess their learning, we believe that students and staff need assessments that require students to apply their learning in real world scenarios, therefore students will be required to address, answer, compute, or conduct a science experiment to showcase their learning. Aggressive Monitoring. For all students to clearly know they are on the right track, we believe that student expectations should be clear and actionable, therefore our staff will give clear academic instructions for independent work and circulate the room to identify and address misconceptions, support struggling learners, and give quick feedback to every student so they know that they clearly understood the expectation.

Behavioral Strategies

In addition to holding strong academic expectations, we also believe that academic achievement is won through strong behavioral expectations. We will use the following taxonomies to prime the learning environment in preparation for rigorous academics. **100%.** For all students to make steady academic progress each day, we believe that before we give instructions or directions that we must have 100% of our students' attention. Therefore, we require all students to give full attention to the instructions and then begin work right away. **What to Do**. Directions must be clear, specific, and easy to follow; therefore, we give our students clear, concise, and specific "what to do" directions for academics and behaviors. **Strong Voice.** A strong classroom is a classroom in which our teachers do not yell; therefore, we use strong voice commands with clear "what to do" directions and waiting for 100% to establish authority. **Do it Again.** We believe that the best consequence for any unwanted action is to do it again better than before. **Sweat the Details.** We believe that students learn when we sweat the small details; therefore, we will always sweat the details on our campus from personal appearance, to operational efficiencies, to handwriting and completion of homework. **No Warnings.**

We believe that students need quick minor interventions and small consequences before a situation escalates; therefore, we have our PERSIST Performance Report that we will use to support behavior without warnings* (approach will be modified as needed according to the details of any student's IEP). **SLANT (Sit up, Listen, Attention, Nod, Track).** We believe that a student's physical posture is connected to their ability to concentrate and we believe in the importance of all students learning non-verbal professional habits as part of a learning community; therefore, we use sit up, listen, ask/answer questions, nod, and track the speaker to help students to achieve in the short- and long-term. **Entry Routine.** Expectations for and creation of a positive class period starts before students enter the threshold of the door; therefore, we will have efficient and productive ways for students to enter, access materials, and prepare for class after individually greeting the teacher.

Curricular and Instructional Evaluation Plan

Timeline and Staff Positions. Curriculum will be assessed on a quarterly basis after analyzing results from interim assessments and end-of-year assessments and after receiving STAAR and NWEA MAP results. More frequent analysis of weekly data will provide more frequent view into curriculum, particularly as it addresses academic gaps and the needs of a wide variety of learners. In year one, the instructional leadership team consisting of the Executive Director, teacher leaders, and with the support of Educational Services Center Region 20 will be responsible for analyzing data as a team and identifying if the curriculum is appropriate on a weekly basis before professional development sessions on Friday's abbreviated day and quarterly after interim assessments and the ensuing all-staff Data Days.

Instructional strategies will be evaluated weekly during teacher observations and addressed within weekly professional development sessions, as well as quarterly during four (4) Data Days by the instructional leadership team (named above) in year one. In year two and beyond, the leadership team will include teacher leaders in the roles of Curriculum and Instruction Coordinator and Student Supports Coordinator. Our data analysis process includes: identifying the data sources we will use: daily exit tickets, formative classroom assessments, unit exams, and interim assessments. Then we use that data to identify what students learned by pulling out the trends, gaps, and strengths and draw conclusions based on the data to decide whether to keep, modify, or discard the current curriculum.

Metrics. Our metrics for evaluating the effectiveness of our curriculum and instructional strategies are directly tied to our academic performance indicators as outlined in the Academic Performance Indicators Section of this charter application. The metrics outline below will help us to identify if our curriculum or instructional strategies all allowing us to meet our mission. Specific indicators and metrics to be monitored are outlined below: Weekly: 60% of students who have attended the school for one year will score at or above 70% on exit tickets and weekly guizzes. 70% of students who have attended the school for two or more years will score at or above 70% on exit tickets and weekly quizzes. Quarterly: 60% of students in year one will score at or above 70% on interim assessments, NWEA MAP Literacy and Math assessments and unit exams. 70% of students in year one will score at or above 70% on interim assessments, NWEA MAP assessments, and unit exams. 100% of students will complete a performance-based assessment that will require students to create, plan, and present on a topic previously learned from the quarter to confirm learning. Annually: 90% of students will grow a minimum of three reading levels if on grade level and four reading levels if behind grade level per year on the Fountas and Pinnell literacy assessment each year tested. 60% of students in year one will score meets or masters grade level on STAAR Reading and Mathematics. 70% of students who have attended the school for two or more years will score meets or masters grade level on STAAR Reading and Mathematics. 100% of students will complete a capstone service-based project that contributes to the community in a meaningful way. Students will be required to identify a problem, create a solution,

present the solution, and implement the solution in the community. **Weekly, Quarterly, and Annually**. 100% of student subgroups will attain the same rates of achievement as the full student community.

Supplies, Technology, and Tools

We will purchase materials to successfully implement all programmatic elements. Each year of operation we add an additional grade level and implement the necessary materials for the successful implementation of the added grade level. Per our budget workbook, we have allocated \$100 per new student per year for textbooks and workbooks plus \$200 per Full Time Equivalent (FTE) for curriculum, \$200 per special education student receiving special education services for additional supplies and materials. Technology allocation is \$300 per new student per year with 1/2 the number of computers in year one, and \$300 per new student per year after year one. We allocate \$400 per new student per year for equipment and furniture. Assessments assumes \$2500 in start-up plus \$20 per student per year and \$1500 minimum annually for licensed fee.

Extracurricular Activities

Students have access to wide choices in extracurriculars, and all behavioral expectations remain consistent with those of the wider school. All students can participate in clubs every Friday, which are led by classroom teachers. In addition, there will be sports clubs daily after school. Possible clubs, based on teacher knowledge and interest include: photography, basketball, finance, coding, gaming, board games, book club, robotics and engineering, science, cartooning, African American Student Alliance, speech and debate, school magazine, Chicano Studies, and community service and outreach. In addition to the teacher club schedule, we will build partnerships with organizations like the Boys and Girls Club, YMCA, SA Youth, Greater Athletes Succeed (G.A.S. Academy), San Antonio Youth Literacy, San Antonio Museum of Arts, Witte Museum, and SAY Si in an effort to further expand variety of club options to our students.

Evaluation Criteria-Curriculum and Instruction

A strong response will:

- ✓ Distinguish itself from educational/ instructional models currently implemented within the geographic boundaries;
- ✓ Describe a foundation curriculum which clearly demonstrates alignment to the *Texas* Essential Knowledge and Skills (TEKS) standards;
- ✓ Align the proposed curriculum with the general and unique needs of the target population and community using supportive research, theory and/or experience;
- ✓ Describes specific instructional strategies and rationalizes their use with the proposed curricular model, supported by research, theory, an/por experience;
- Describe a consistent and robust plan to evaluate the proposed curriculum and instructional strategies; including but not limited to, time lines, stakeholders, staff positions, and identifiable metrics that will determine success and/ or necessary realignment;
- ✓ Account for specific supplies, technology, and tools that will be needed to facilitate successful implementation of the program, with associated budget cost(s); and
- ✓ Present well designed extracurricular activities and programs.

SPECIAL POPULATIONS

- Discuss plans to implement all required screenings, accommodations, instruction, and placements for students requiring special education. <u>NOTE: Federal IDEA law requires that</u> <u>all children with disabilities residing in the state, who need special education and related</u> <u>services, must be identified, located, and evaluated (Child Find) and that charter schools</u> <u>provide a continuum of alternative placements to students with identified disabilities.</u> <u>Additional information about IDEA requirements is available by right-clicking HERE</u>.
- Discuss plans to ensure that English Language Learners will be taught the academic English they will need for school purposes and will be assessed to measure progress in learning the English language. Include specific reference to budget amounts that will facilitate compliance with English Language Proficiency Standards (ELPS) and the Texas English Language Proficiency Assessment System (TELPAS).
- 3. Discuss plans to provide any screenings, accommodations, instruction, and/or placements for Gifted and Talented students. Include specific reference to budget amounts that will facilitate the proposed activities. If the proposal will not be providing specific services for Gifted and Talented students, provide a clear rationale for the exclusion of such services.
- 4. Identify the person(s), position(s), and/or entities that will be responsible for implementing services for Special Education students, English Language Learners, and Gifted and Talented students with fidelity and describe education and experience requirements for these roles.

Narrative Response:

Special Education Plan

We believe that students requiring special education services regardless of disability deserve access to a challenging learning environment that includes high-quality instruction, rigorous curriculum, and high expectations. We will follow all timelines and processes for special education as outlined by TEA (2016). (http://framework.esc18.net/display/Webforms/GetDocument.aspx?DocumentID=1518) As indicated in the timeline for screenings and evaluations, San Antonio Preparatory Charter School ("San Antonio Prep") will begin all initial identifications or referrals using the Response to Intervention ("RTI") process described in the next section of this response. At the time of initial referral, the school will have 15 days from the time of receipt of the family's written signed consent to begin the evaluation and 45 days to complete the Full and Individual Initial Evaluation ("FIE"). If a child is identified as needing special education services, parents will be notified five school days before the Admission Review and Dismissal Committee ("ARDC") meeting. Within 30 calendar days of the 1st day of school, there will be an eligibility determination by the ARDC. Parents will be notified five school days before implementing an Individualized Education Program ("IEP"). If a parent requests an evaluation for their child and we have not first implemented the RTI process first before recommending for an FIE.

Response to Intervention (RTI)

Response to Intervention (RTI) will be the process we use to support our students' success, as "RTI uses targeted, research-based interventions to meet a student's needs, to monitor student progress, and to ensure effective instruction in the general education setting."

(https://www.txasp.org/assets/evaluation%20of%20learning%20disability%20eligibility.pdf)

San Antonio Prep's RTI program will allow us to: (1) Identify students who may need additional or targeted interventions; (2) Identify students who may need special education (SPED) services; and (3) Evaluate the effectiveness of current students' Individualized Education Programs ("IEPs"). San Antonio Prep will conduct data-based decision-making using the data from academics and/or behavior to identify which interventions to implement. We will use classroom data to identify student progress across intervention tiers as explained in the following section. Data from the RTI process will demonstrate if individual students are receiving appropriate instruction. For students in each tier of the RTI process, we will maintain parent communication and encourage parent engagement. We will review and reevaluate campus RTI systems and procedures to ensure effectiveness.

RTI for Academics. Framework: RTI for academics is a three-tiered process designed to intervene and support students academically with targeted interventions in a timely manner. Tier Designations: Tier 1 for academics is core instruction from excellent teachers, our specialized school schedule that allows for targeted supports for all students, and our two-teacher model in the middle school. Tier 2 are additional targeted interventions provided through small group instruction for students not making adequate academic progress using Tier 1 strategies alone. Possible Tier 2 interventions include: Small group instruction; 1:1 with teacher; Language Tutor; Homogeneous/Heterogeneous Grouping; Peer assistance/tutoring; Allow calculator/multiplication chart use; Provide large graph paper; Reduce number of problems assigned; Group non-reader with good oral reader; Reading material available on ability level; Computer used as alternative writing tool; Set aside time to complete unfinished work; Seat student for minimal auditory/visual stimuli. These interventions were taken from the above source (Johnson), IDEA Public Schools, Brooke Charter Schools, Excel Academy, and from the professional work of the proposed Executive Director. Tier 3 provides intensive, individualized interventions that are generally utilized for teaching missing academics and/or behavior skills. These could include: Group size is only one to three students; Progress monitoring is conducted up to twice a week; Full period of instruction held outside a general education classroom; A variety of practice opportunities that coordinate with identified classroom skills but use different approaches; Continuous corrective feedback, encouragement, and self-monitoring activities; Mirroring of skills being taught in the general education classroom; Fast paced with good modeling followed by very focused guided practice; Ongoing positive corrective feedback; Systematic and explicit instruction that includes modeling and direct teaching using multiple examples (Vanderbilt University. IRIS Center. "How can Tier 3 Interventions be Implemented." 2018.)

Roles and Responsibilities: In year one, classroom teachers will be responsible for identifying and documenting academic and behavioral gaps of their students as part of the RTI process. Teachers will be supported through the inclusion of a TX certified special education teacher contracted through AIM LLC Consulting. The San Antonio Prep leadership team (Executive Director and Director of Operations) will be responsible for holding classroom teachers accountable and assisting with documentation of RTI for academics. In years two and beyond, tracking of RTI data for academics will remain the responsibility of classroom teachers, with oversight from the instructional leadership team, and the inhouse support and leadership of a hired Student Support Coordinator who will be certified special educator in the State of Texas. Through documentation of recognized measures, classroom teachers will identify students in need of additional support, communicating that with the instructional leadership team in weekly grade level student support meetings. The goal of these meetings is to make the decision on what students to move to the next tier based on teacher recommendation and documented data that supports that recommendation.

RTI for Behavior. Framework: RTI for behavior is a three-tiered process designed to intervene and support students with behavior through targeted interventions with intentional time bounds. **Roles**

and Responsibilities: In year one, classroom teachers and the instructional leadership team are responsible for RTI for behavior. In year two, RTI for behavior will be the responsibility of the classroom teachers, Student Support Coordinator, Director of Operations, and Executive Director; in year three and beyond teachers, our Culture Coordinator and Student Support Coordinator will take the lead in this area. Through documentation of recognized measures, classroom teachers will identify students in need of additional support and communicate this in grade level student support meetings. The goal of our meetings is to make the decision on what students move to the next tier based on teacher recommendation with documented supportive data. Designations: Tier 1 behavioral interventions are classroom or school wide strategies designed to prevent behavior issues. Tier 2 interventions require more targeted interventions to help students manage their behavior. Tier 3 interventions are the most intense level of interventions used to remediate severe academic, social, or emotional problems. Tier 1 interventions include: Breaks; Consequences; Rewards; Praise; Seating Arrangement; Proximity; Nonverbal redirection; Quick verbal redirection; Reflection sheet; Parent phone call; Prep academy; Functional Behavior Assessment. **Tier 2**: Behavior Contract; Behavior Intervention Plan (BIP); Structured Breaks; Classroom Management Support; Counselor Referral; Daily Behavior Form; Teach Conflict Resolution Skills; Teach Relaxation Techniques; Teach Social Skills; Functional Behavior Assessment. Tier 3: Functional Behavior Assessment; Weekly Behavior Meetings; Collaboration w/ Student's Physician and/or Mental Health Provider; In School Suspension. (Vanderbilt University. IRIS Center. "How can Tier 3 Interventions be Implemented." 2018.)

RTI for Attendance. Framework: RTI for attendance is a three-tiered process designed to intervene and support students' attendance to school with targeted interventions and incentives in a timely manner. Roles and Responsibilities: In year one, homeroom teachers, PEIMS Coordinator, Executive Director, and Director of Operations are responsible for the RTI process for attendance. In year two and beyond, RTI for attendance will be the responsibility of the homeroom teachers, Director of Operations, and Student Support Coordinator. Through documentation of recognized measures, outlined below, homeroom teachers will identify students in need of additional support and communicate that in grade level student support meetings. The goal of our meetings is to make the decision on what students to move to the next tier based on teacher recommendation and documented data. **Tier Designations:** Tier 1 is for students with less than three absences per semester. Tier 2 identifies students with attendance issues between 4 and 9 absences per semester. An action plan is created by the Director of Operations in year one and the Student Support Coordinator after. We identify staff that will be responsible for implementing and monitoring the plan for a group or individual students. As needed, we may connect students with other campus or outside agency support. Tier 3 is for severe cases of absences greater than ten a semester. Tier 1 interventions include: Positive relationships with families and the community; Attendance orientation for students, parents and staff; Grade and school wide attendance (ADA) competitions for prizes. Tier 2: Action plan to address barriers and increase engagement; Home visit; Attendance warning letter; Parent/student conference; Assign Saturday school or mandatory tutoring. Tier 3: School and agency coordinated response; Legal intervention; Home visit; Truancy court; Attendance workshop; Parent referral to community-based services; Referral to child protective services

Special Education Requirements

Students requiring special education services regardless of the nature or level of disability deserve and are legally entitled to access to the same challenging and supportive learning environment as all other students. We will maximize accommodations and minimize modifications in order to increase student success and independence. All students will have access to support services with the goal of improving all student performance. We will follow a process to ensure full compliance with IDEA and to ensure the success of our students. We will provide a Free and Appropriate Public Education ("FAPE") to all

students with special needs in accordance with all applicable state and federal statutes including the Individuals with Disabilities Education Act ("IDEA") of 2004, Title II of the American with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1974, and the Texas Education Code. Our educational model was planned to educate students with disabilities in the least restrictive environment ("LRE") as permitted by their IEPs. As a free public school accessible to all students, San Antonio Prep will never discriminate in our enrollment practices or educational services.

Qualified Staff and Orientation: All San Antonio Prep special education and related support staff will be certified, endorsed, or licensed in accordance with: 34 Code of Federal Regulations, §300.156; the Texas Education Code, §§21.002, 21.003, and 29.304; or appropriate state agency credentials. We will partner with Education Service Center Region 20 for annual training and assistance, for all staff, in the area of special education for students with disabilities in accordance with the Texas Education Agency's ("TEA"), focus on increasing student achievement and Texas Education Code (TEC), §8.051(d)(2). We will hold annual training for staff on reviewing the RTI process, IEP process, on the difference between accommodations and modifications, and how to provide both within the general education classroom or within appropriate support services and out-of-class supports.

Data Collection: In year one, San Antonio Prep will hire a Texas certified special education teacher from the external agency AIM LLC Consulting to ensure the quality, proficiency, and effectiveness of our special education program. In year two, we will hire a full-time Student Support Coordinator who will be a Texas licensed special educator and who will collect the following data on our special education students: students' evaluations, including independent evaluations conducted by outside agencies and information provided by the students' parents; students' current classroom-based, local, or state assessments; classroom-based observations; curriculum-based measurements ("CBMs"); criterion-referenced assessments; State of Texas Assessment of Academic Readiness ("STAAR"); report cards, discipline reports, attendance records, medical and health records; the most recent Full and Individual Evaluations ("FIEs"), teachers' and related service providers' observations of the student, and any other. In year one, all special education documentation will be stored in a locked file cabinet in the Executive Director's office and in year two and beyond in a locked file cabinet in the Student Support Coordinator only and any document will be signed out, specifying the purpose of its use. We will use a TEA-and ESC20-approved method of communicating IEPs and updates to teachers.

Special Education Team: Our Special Education Team will consist of the Executive Director, general education teachers, special education teachers, the Student Support Coordinator (year 2+), and if applicable, the agency providing services to students. The special education teacher is responsible for the following, including but not limited to: (1) providing services to students, (2) supporting and training staff who teach students who receive services, and (3) attending Admission Review and Dismissal (ARD) meetings. The general education teacher is responsible for implementing the school wide strategies and best practices for support for all learners, and all accommodation as outlined in any student's IEP, communicating with parents when necessary, and attending ARD meetings. The Executive Director is responsible for holding all team members accountable for conducting their responsibilities, communicating with parents when necessary and within all required and legally protected timelines, and attending ARD meetings. The Student Support Coordinator is responsible for managing all special education teachers and support staff. This person is also responsible for the upkeep of San Antonio Prep's special education program, holding all members accountable and making sure all students are being served in full accordance with all elements of their IEPs and/or 504 plans.

Student Progress/Family Communication: All special education students and students receiving services will be monitored regularly with daily assessments, quizzes, and unit assessments. Accommodations will be followed and student data will be evaluated for progress and growth. If

adjustments are necessary based on data analysis, we will support students with additional services or support. Families will be contacted via phone, email, and letter concerning their child's progress with services and academics every three weeks. All families whose children have IEPs will receive formal school reports on progress towards IEP goals with the same frequency as all other students, including 4 Progress Reports at the mid-point of each quarter and 4 Report Cards at the end of each quarter.

Program Evaluation: All programs on our campus will be assessed quarterly during our Prep Days including the special education program. Prep Days are Friday abbreviated days when students attend clubs or sports and staff attend professional development and data analysis. All special education staff and support staff will be involved in analyzing our program's strengths and weaknesses and identifying the gaps in our program through data analysis. We will identify any students who show little to no progress and reevaluate their plan or our program. At the end of the year we will do one last cumulative and comprehensive look at data and evaluate the effectiveness of our program. Twice per year, ESC20 will be asked to come to our Data Days and be an outside agency evaluating the effectiveness of our program, give feedback on our program, and identify gaps we may have missed. Based upon data, we will may adjust IEP services to meet student needs.

Board Oversight and Accountability: Our Board of Directors is responsible for ensuring that the Executive Director follows all special education laws, behaves in an ethical manner concerning the special education program, and uses resources effectively to meet students' needs. The Board will hold the Executive Director accountable for all the previous through the following: (1) receiving, analyzing, and discussing academic and cultural dashboards at every monthly board meeting that disaggregates all data by subgroup, (2) receiving, analyzing, and monitoring staffing updates at every monthly board meeting to ensure adequate supports, training, and licensure/certification to meet students' needs, and (3) receiving, analyzing, and monitoring financial statements at every monthly board meeting to ensure the effective and sound use of resources for the success of all children, including those receiving special education services. The work of the Board is further supported by the work of its Academic Achievement and Finance Committees, each of which meet monthly and provide monthly formal reports to the Board on the academic and fiscal health of the school with specific attention to the success of our students receiving special education services.

Child Find: We recognize that Child Find, Texas Education Code; 19 T.A.C. Chapter 89, is a legal requirement to find all children who have disabilities and who may be entitled to special education services. It requires school districts to have a process for identifying and evaluating children who may need special education and related services. Students requiring services will initially be identified during our enrollment process. Enrollment forms will be offered in English and Spanish and additional languages parents request so that they are able to understand the box that asks if their child has received special educational services at their last school. Until student records and IEP documentation is received from previous schools, all our students will receive accommodations according to RTI.

Records and IEPs: All student records and IEPs will be stored and locked in the Executive Director's office within a file cabinet with two keys, one for the Executive Director and one for the Student Support Coordinator. Teachers will be provided with annual and refresher training regarding access to student records, planning interventions, and how student growth is included in teacher evaluation. Teachers will receive individual support on how to plan for the accommodations and modifications documented in IEPs.

Section 504: Year two and beyond the Student Support Coordinator will ensure that all staff are meeting students' legal rights under Section 504. The Student Support Coordinator will annually train staff on the interventions and supports to which students are entitled. Year one this will be the responsibility of the externally contracted service company with oversight from the Executive Director. SPED Services and Providers: We will hire and rely upon the expertise of AIM LLC Consulting for our

special education services; in year one they will provide our special educator along with other services, including keeping and updating IEPs and 504s, and will lead all ARD meetings; starting in year two, we will hire full-time special educators as part of our staff and will continue to work with AIM LLC (see **Budget**) to provide the following: Speech Language Pathologist; School Psychologist; Occupational Therapist; Special Education Directors; additional special education teachers as needed. We will use their expertise in years 1 through 3 to ensure our program is running ethically, appropriately, and successfully. AIM LLC Consulting will also be involved in our program evaluation twice per year.

ELL Program

ELL Staffing: According to TX Ed. Code Ch. 29, "Every teacher who has an ELL in class is responsible for fulfilling the requirements of the subject area TEKS and the ELPS. The ELPS require content area teachers to build the English-language skills that enable ELLs to understand and use grade-appropriate English in class." (Educator Guide to TELPAS. Grades K-12. Revised 2011.) Our Executive Director and Director of Operations will take all reasonable affirmative steps to assign appropriately certified teachers to the required English as a second language ("ESL") program in accordance with the TX Ed. Code ("TEC"), §29.061. If, for some reason, we are unable to provide an appropriately certified teacher for our ESL program as required, we will request from the commissioner a waiver of the certification requirements for each teacher who will provide instruction in ESL for English learners. We understand that if approved our waiver of certification requirements shall be valid only during the school year for which it was granted. In collaboration with ESC20, we will seek training that provide a framework for: (1) affectively, linguistically, and cognitively appropriate instruction in ESL programs in accordance with §89.1210(b)(1)-(3) (relating to Program Content and Design); and (2) developmentally appropriate programs for English learners identified as gifted and talented and English learners with disabilities.

Identification and Assessment: We will hold two days on which families that have been accepted into San Antonio Prep can enroll their child(ren) by submitting all the applicable documents including completing a home language survey. In accordance with TEC Chapter 29, the home language survey will ask the following questions: (1) "What language is spoken in the child's home most of the time?" (2) "What language does the child speak most of the time?" Within four weeks of initial enrollment, all students with a language other than English indicated on the home language survey will be given an oral language proficiency test and a norm-referenced standardized achievement instrument from the TEA-list of approved tests for assessment of English learners to be identified as ELL. In addition to testing, we will establish a Language Proficiency Assessment Committee ("LPAC"). This committee will include a bilingual educator, a transitional language educator (certified English as a Second Language teacher), parent of a limited English proficiency student, and campus administrator. All students meeting the following criteria will be identified as an English learner and entered into the program: (1) The student's score on the English oral language proficiency test is below the level designated for indicating English proficiency; (2) The student's score on the English reading and/or English language arts sections of the TEA-approved norm-referenced standardized achievement instrument at his or her grade level is below the 40th percentile; (3) A student shall be identified as an English learner if the student's ability in English is so limited that the English oral language proficiency or norm-referenced assessments cannot be administered. (Educator Guide to TELPAS. Grades K-12. Revised 2011.)

Services and Instructional Supports: We will offer an English as a Second Language (ESL) program of intensive instruction in English in which ESL teachers recognize and address language differences in accordance with TEC, §29.055(a). We will implement an ESL pull-out program model. During the composition component of our ELA program, a certified ESL teacher will provide instruction to English learners targeting English language development through academic content and instruction that is linguistically and culturally responsive to ensure students gain full proficiency in English to participate

equitably in school. Any student identified as an English learner that arrives after the first day of school will be immediately placed into the ESL program and given extra supports.

Program Evaluation: In accordance with TEC §29.053, the San Antonio Prep leadership team will conduct an ESL annual evaluation that will be presented to the Board of Directors by November 1 of each year and be stored on campus. Our annual report will show: (1) the academic progress for English learners; (2) measured growth of English learners' proficiency in English; (3) the number of students exited from the ESL programs; and (4) the number of teachers trained and the type of professional development provided that supports second language acquisition. Progress Monitoring: At the end of each quarter, the San Antonio Prep leadership team will evaluate the progress of the program by using the criteria for the annual evaluation to assess the effectiveness of the program. **Communication**: We will have meaningful and frequent communication via phone calls, emails, and conferences with parents about their students' identification, services, instructional supports, and progress monitoring. §74.4. English Language Proficiency Standards (ELPS): There are three instructional components of the ELPS: (1) Cross-curricular second language acquisition essential knowledge and skills. These standards, which apply across the curriculum, represent what ELLs need to learn to become proficient in English in the context of academic instruction. The knowledge and skills are stated as student expectations and are divided into five sections—learning strategies, listening, speaking, reading, and writing. (2) Proficiency level descriptors (PLDs). These descriptors define four stages of second language acquisition called English language proficiency levels. The four proficiency levels are beginning, intermediate, advanced, and advanced high. The PLDs describe how well ELLs at each proficiency level are able to understand and use English to engage in grade-appropriate academic instruction. There are separate PLDs for listening, speaking, reading, and writing. (3) Linguistic accommodations. These are English-language supports that help make content area instruction accessible to ELLs. The proficiency level descriptors, which describe the English that ELLs are able to use at each proficiency level, guide teachers in providing appropriate linguistic supports. These three instructional components work together to accelerate the rate at which ELLs learn English and subject matter. (Educator Guide Texas English Language Proficiency Assessment System TELPAS)

Texas English Language Proficiency Assessment System (TELPAS): TELPAS is an assessment program for English language learners designed to assesses the ELPS, which our campus is required to and will implement as an integral part of our TEKS state-required curriculum. Students are assessed in four domains - listening, speaking, reading, and writing - and given a Proficiency Level Descriptor based on their proficiency level. TELPAS assesses the English language proficiency of ELLs in a summative assessment given in the spring. TELPAS raters complete in-depth, online training shortly before the spring assessment to prepare to use the PLDs as rubrics to rate the English proficiency of ELLs in a consistent and accurate manner statewide. TELPAS score reports include the individual proficiency level ratings of students in each of the four language domains assessed. (1) Composite proficiency ratings provide a single overall level of English language proficiency derived from the proficiency ratings in the four language domains. The reading and writing ratings weigh most heavily in composite ratings. (2) Composite comprehension scores are derived from the listening and reading ratings. TELPAS Report Cards are reports that explain TELPAS results to parents in both English and Spanish. TELPAS results are used to: (a) help parents monitor the progress their children make in learning English; (b) inform instructional planning and program exit decisions for individual students; (c) report performance to local school boards, school professionals, and the community; (d) evaluate programs, resources, and staffing patterns; and (e) evaluate districts and campuses in a variety of state and federal accountability measures. (Educator Guide to TELPAS. Grades K-12. Revised 2011.)

Gifted and Talented

According to TEA and TEC Chapter 29, a gifted/talented student is a child or youth who performs at or

shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high performance capability in an intellectual, creative, or artistic area; possesses an unusual capacity for leadership; or excels in a specific academic field. (Texas Education Code §29.121) We believe that all of our students have the capacity to learn at high levels, academically, intellectually, artistically, and in leadership, and we will work hard to ensure that all students perform at high levels of achievement. In Judson ISD, 7.8% of students have been identified as gifted and talented. At the surrounding schools in our geographic area, 4.8% have been identified as gifted and talented. We believe that the percentage of gifted and talented students in our geographic location is higher than identified and our education model at San Antonio Prep is designed to support all learners including gifted and talented students. We will identify students as gifted if they rate Exceeds on STAAR, are in the top decile of performance on NWEA MAP, and/or read more than two grade levels above their designated grade. While San Antonio Prep will not have a designated gifted and talented program, all students who are gifted and talented will continuously be challenged in our program and provided advanced work and challenges appropriate to their needs.

Staffing for Special Education and ELL Students

As discussed, staffing for our special education and ESL programs will always be based on our students' individual needs and will fluctuate accordingly. We will consider the following when staffing our special populations teachers: (1) severity of student needs and types of support services needed; (2) implementation of a full continuum of service delivery models; and compliance with special education legal requirements, (3) caseload formula is 20 weighted students per special education staffing unit (teacher and/or paraprofessional). Year one we anticipate needing .5 FTE but have made the decision to use the funds to hire a Special Educator from AIM LLC Consulting for year one. Year two we will hire 1 FTE for special populations and continue using services with AIM LLC Consulting. Years three and four we will hire 1.5 FTE and continue using services with AIM LLC Consulting. Year 5 we will hire 2 FTE special educators and continue to use AIM LLC. We hire our special educators as \$56,000 per year.

Evaluation Criteria-Special Populations

A strong response will:

- Present detailed plan to implement all required screenings, accommodations, instruction, and placements for students requiring special education and provides clear evidence to support the proposed plan;
- Demonstrate thorough understanding of state and federal requirements for the identification, instruction, and placements for students requiring special education;
- Present detailed plan to ensure that English Language Learners will be taught the academic English that they will need for school purposes, and assessed to measure progress in learning the English Language and provides clear evidence to support the proposed plan;
- ✓ Demonstrate thorough understanding of the English Language Proficiency Standards [ELPS] and Texas Essential Language Proficiency Assessment System [TELPAS];
- Present detailed plans to provide screenings, accommodations, instruction, and/or placements for gifted and talented students or provides a clear rationale for the exclusion of such services; and
- ✓ Describe sufficient staffing to oversee supports for Special Education students, English Language Learners, and Gifted and Talented students with fidelity.

ASSESSMENT AND ACADEMIC PROGRESS MONITORING

- Detail all plans to track the academic performance of individual students and student cohorts. <u>NOTE: Charter holders must enroll and serve students in at least one state-tested</u> <u>grade level by the beginning of the third (3) year of operation, so that the charter school</u> <u>receives an accountability rating at the end of its third year. Also, the charter school must</u> <u>enroll and serve at least fifty (50) percent of its students into a state-tested grade level by</u> <u>the beginning of the fifth (5) year of operation.</u>
 - a. Specifically outline how growth will be assessed and instruction will be modified as necessary to achieve individual educational goals.
 - b. Describe roles and responsibilities for anyone involved in planning, implementation, data collection, analysis, and reporting of data.
- 2. What common assessments (formative and/or summative) will be used to measure student progress and achievement, including for students in early education grades and those in grades 3 and above? <u>NOTE: As of June 19, 2017, specific Early Childhood Education progress</u> monitoring tools have been approved for the period from 2017-2021. Additional information about the Commissioner's List of Approved Prekindergarten Progress Monitoring Instruments is available by right clicking <u>HERE</u>.
- 3. Provide a rationale for the use and applicability of the proposed assessment model(s).
- 4. List the person(s), position(s), and/or entities that will be responsible for collecting and analyzing assessment/evaluation data and describe educational or experience requirements for these roles.

Narrative Response:

Evaluation Criteria-Assessment and Academic Progress Monitoring

A strong response will:

- Propose specific and comprehensive assessment models to promote student achievement; and demonstrate a clear understanding of the proposed assessment model(s);
- Rationalize the use and applicability of the proposed assessment model(s) and discuss foreseeable strengths and/or weaknesses where applied to the anticipated student population;
- Identify specific roles and responsibilities of person(s), position(s), or entities that will be involved in planning, implementation, analysis, and reporting of data and supports roles with sufficient educational and/or experience requirements;
- Detail specific assessment schedules, all necessary sources of data, and discuss any associated data collections; and
- ✓ Outline a robust plan to use assessment data for the improvement of campus teaching and learning.

This section details our plans to track the academic performance of individual students and student cohorts. The roles and responsibilities for all leadership involved in assessment are as follows. **Executive Director:** Responsible for planning, implementation, data collection, analysis, and reporting

in year 1. In following years, ED oversees these duties and continues to manage the reporting of data to the Board. Bachelor's Degree, Master's Degree preferred; At least 3 years of teaching experience, or 3 years of school administration experience required. **Director of Operations:** Responsible for planning assessments in year 1 and supporting in years following. This role requires a bachelor's degree. **Curriculum and Instruction Coordinator:** Responsible for planning, implementation, data collection, and analysis in years 2 and beyond. Role requires a bachelor's degree and a Master's Degree in Literacy or Mathematics is preferred but not required.

Proposed Assessment Models

Our assessment model allows us to identify patterns, gaps, and strengths, and to create plans of action for making sure our students are learning and improving the skills and content knowledge. Major assessments are scheduled quarterly followed by Data PREP that allows us to analyze the data to make improvements. We will use the following assessments to promote student achievement. STAAR: Annual state testing program based on state curriculum standards in core subjects. STAAR tests measure what students are learning in each grade and readiness for the next grade. The goal is to ensure all students receive what they need to be academically successful. Interim Assessments: Quarterly standard-based assessments aligned to STAAR given at end of each quarter; internally developed; mix of multiple choice and free responses created by instructional leadership. Curriculum teams will use data from interim assessments on data days to analyze how students' performance predicts success on state exam and to modify curriculum and instruction for following nine-week period. Unit Exams: Cumulative assessments given at end of unit in core content areas written by teachers with help of instructional leadership. Curriculum teams use data from unit exams to identify which objectives/TEKS have been mastered and where students have gaps; informs reteaching content in future units, homogeneous grouping for small group instruction; students track results and build skill to monitor progress using trackers. Weekly Quizzes: Short assessments of weekly classroom learning aligned to week's TEKS aligned objectives. Curriculum teams score weekly quizzes to determine if students mastered weekly learning objectives; results drive reteaching of common misconceptions and small group/ individual remediation. NWEA MAP: Computer adaptive nationally-normed assessment administered at start, midpoint, and end of year by instructional leadership team. Beginning of year MAP data used for student grouping and scheduling and to ensure appropriate supports for all students. Tool allows us to measure students' academic growth within one year as well as year to year and allows us to compare our performance as a school to that of schools across country. Accelerated Reader: Computer-based program to monitor reading practice and progress. It helps teachers guide students to books that are on their individual reading levels. We track numbers of words students read independently throughout year, with goal of 1 million words for all middle schoolers. Students track progress toward goal and must master AR assessments on each completed book to count towards goal. Fountas & Pinnell: Reading level assessment to support guided reading and given at beginning of year, end-of-quarter 2, quarter 3, and end-of-year. We analyze reading behaviors on instructional-level text and tools for linking behaviors to specific instructional goals in Assessment Guide. We make direct link from data with assessment to The Literacy Continuum's specific behaviors to notice, teach, and support in every instructional context related to literacy. Exit Tickets: Quick assessment of daily classroom learning aligned to the day's lesson objective. Curriculum teams score exit tickets daily to determine if students mastered learning objectives; results drive reteaching of common misconceptions and small group/individual remediation for next day. TELPAS. Federally required annual assessment tool to evaluate progress that ELLs make in becoming proficient in use of academic English. (1) To help parents monitor progress their children make in learning English. (2) To inform instructional planning and program exit decisions for individual students. (3) To report performance to Board of Directors, school

professionals, and community. (4) To evaluate programs, resources, and staffing patterns. (5) To evaluate districts and campuses in variety of state and federal accountability measures. Assessment Strengths and Weaknesses

The strengths and weaknesses of our assessment model where applied to our student population are as follows: STARR. Strength: Assesses what state standards students know and do not know. Weakness: Only a once per year snapshot of performance. Interim Assessments. Strength: Assesses where students are in relation to ability to pass STAAR. Weakness: Misinterpretation of data that leads to insufficient support. Unit Exams. Strength: Assesses students' knowledge/mastery of previous unit's standards. Weakness: Only assesses skills and knowledge from one unit. Weekly Quizzes. Strength: Assesses if students mastered standards from week. Weakness: Only assesses a few isolated skills and knowledge within a unit. **NWEA MAP.** Strength: Identifies where students measure compared to other students in the same age/grade across the country. Weakness: Not aligned to STAAR and state standards so cannot be used to assess readiness for STAAR. Accelerated Reader. Strength: Assesses student's reading level growth for purpose of targeted interventions and support. Weakness: Computer-based only and assesses students' ability to answer questions only on the program. Fountas & Pinnell. Strength: Allows us to identify students reading levels and provide interventions that support their growth. Weakness: Cost; time requirements; limited text selection. Exit Tickets. Strength: Assesses mastery of standards from day's or week's lesson or project. Weakness: Short-term assessment may not catch gaps. TELPAS. Strength: Identifies what type of support students need for success in class. Weakness: Limited to assessing students' ability to use English in academic settings.

Using, Planning, Implementation, Data Collection, Analysis, and Reporting

Teachers are required to attend four weeks of Summer PREP, during which they will learn how to write, implement, and analyze data from assessments. Though most assessments will be generated by the Executive Director, Curriculum and Instruction Coordinator, or external assessment creation agency, teachers will need to know how to create their own guizzes and formative assessments to assess students' daily and weekly progress. Teachers will use learned skills to analyze data from exit tickets unit exams, quizzes, formative assessments, and interim assessments to identify student successes and gaps (common misconceptions). Findings will be used to adjust instruction, spiral back create small groups/tutoring groups, and reteach common misconceptions. Teachers will report their findings to their coach. Leaders (Year one Executive Director and Director of Operations; year two and beyond Executive Director, Curriculum and Instruction Coordinator, and Teacher Leaders) must have the following requirements: at least 3 years of teaching experience, or 3 years of school administration experience, bachelor's degree, *preferred Master's degree in Reading and Literacy or Mathematics but not required. In year one, the Executive Director will be the instructional coach for all teachers. In year two and beyond the Executive Director will share coaching responsibilities with the Curriculum and Instruction Coordinator. Coaches will coach teachers in curriculum and instruction through observations and coaching meetings. During coaching meetings, the teacher will report to the coach the analysis or findings from assessment data. The coach will ask probing questions about the data to ensure the teacher has identified the correct misconceptions and the teacher understands how to reteach. The Executive Director and other leadership members and external assessment agency will be responsible for training on assessments and for analyzing data and addressing all data with staff. Executive Director reports data to the Board of Directors. Board members are required to have professional experience that supports the mission of the school. Board members will use data and findings to hold the Executive Director accountable to fulfill the mission by meeting the metrics set forth in the **Academic Performance Indicators** section of this application. Board members will analyze student achievement data monthly and after all school assessments (interim, MAP, F&P, and STAAR

assessments). **Families** are required to attend the San Antonio Prep Family Camp, a family orientation held prior to the start of the school year where parents learn about school systems and procedures, school expectations, receive the Student and Family Handbook, and meet the teachers. After every assessment, families will be given their child's data to keep. During Family Camp we will train parents on how to read the data and what it means for their child. Families will be invited to quarterly report-card pick-ups and parent-teacher conferences in which they may address concerns about data.

Data Reporting and Improvement Plan

Data will be reported to the Board of Directors on a monthly basis. San Antonio Prep has four full days of **Data PREP** annually, with one data day following each interim assessment cycle to ensure students are learning and on track to master all standards for the end-of-year assessment. All assessments are rigorous, aligned to grade-level TEKS, and designed to inform strong teaching. Each dedicated **Data PREP** is imperative because we do a deep analysis of interim assessment results by question, standard, student, subgroup, and cohort to make in-course corrections that guarantee higher student learning results. Leaders train staff on participating in effective assessment analysis meetings as part of a productive data-driven culture that defines a higher bar of rigor for all students.

San Antonio Prep's mission is to provide a 5-12 college preparatory education that educates all middle and high school students with the knowledge, skills, and confidence to graduate from the college of their choice and succeed in professional careers. Achieving at high levels requires our team to consistently measure and strategically respond to student growth. Assessments allow us to see what students have learned, and to ensure the success of every student across subgroups of learners and grade-level cohorts, it is more important to us to know what our students are learning and not what the teacher claims to have taught. Through assessments we can (1) identify gaps and make strategic plans and maps to solve them, (2) see student growth, and (3) see where teachers need more development. Assessments are the tools that allow us to address specific gaps and grow students at tremendous rates. **Schedule and Data Collection**

Our school schedule includes dates to assess student learning and time to analyze the data those assessments generate. Data collection requires reports from IlluminateEd, student work (student assessments), curriculum, instructional strategies used (Lesson Plans), and any interventions used. Testing calendar dates were taken from the TEA website. Our calendar for assessment and data analysis is as follows: **STAAR** assessments take place April 13, 14, May 17, 18 and 19. The data will be collected and analyzed in May and June following. **Interim Assessments** are scheduled for September 22-24 (Data Day Sept 25), November 17-19 (Data Day Nov 20), Jan 26-28 (Data Day Jan 29), and March 9-11 (Data Day March 12). Data will be collected in Illuminateed.com. **Unit Assessments** take place at the end of each unit. This data will be collected and analyzed ongoing. **Weekly Quizzes and Exit Tickets** take place weekly and daily respectively. Weekly Quizzes analyzed every Friday and Exit Tickets daily. **NWEA MAP and Fountas and Pinnell rounds** will take place August 3-7 (Data Day August 7), January 19-22 (Data Day Jan 22), and May 25-27 (Data Day May 27). **TELPAS** will happen March 1-2. For a full view of our calendar and schedule see the **Calendar and Schedule** section of this application.

SCHOOL CULTURE

- 1. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.
- 2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.
- 3. Describe how you will measure school culture and evaluate implementation of your culture plan. Include how parent and student feedback will be incorporated in measuring your school's success in creating a positive culture.

Narrative Response:

In order to establish a strong, positive, and achievement-oriented school culture for adults and students we must first begin with a strong belief in our students' ability to meet high expectations and achieve at high levels. Strong student culture aligns with our belief in teacher growth and ambitious results each year for all students. Strong adult culture is then the catalyst for strong student culture. Our strong belief in our students will be incorporated into rituals such as the Executive Director greeting at the door during morning arrival, accompanied with the question, "Are you ready to learn?"; teachers greeting students at the classroom door; and our daily school statement from adults, "I am committed to teaching" and from students, "I am committed to learning." Across the school, we build our school culture through several key elements as described below.

House System: The house system is a feature of the middle school that encourages collegiality and healthy competition amongst students. The main function of the house system is to develop a sense of identity or belonging and to celebrate achievements. Houses will be a mixture of middle school students across grades. High school will participate in the house system in a mentoring capacity only, due to their dual credit course load. For example, high school students will be assigned a middle school mentee in their house to meet with at least once a week. The mentoring can be to get help with homework, talk about life or school, gain connections, skills, or new interest. The four houses represent a language, country, one of the seven PERSIST values and meaning. Hatmada (red) Hebrew for Perseverance, Integritas (blue) Latin for Integrity, Excelencia (green) Spanish for Excellence, Diens (black) Afrikaans for Service. Students and staff will be divided into the four houses through a lottery. Each house will have approximately an equal number of students and staff per house. Students can earn points for anything worthy like academics, athletics, behavior, attendance, honor roll, PERSIST Values, and physical environment. Adult can also earn points for their house. Points will be tracked using Class DOJO or similar system that all staff have access to. Teachers enter points daily in Class DOJO. Points will be displayed in the front entrance of the school and in the main student walkway, updated every morning. Incentives are awarded each month to the house with the most points. Incentives may include jean's day, movie night on campus, ice cream party, or homework pass. Every other week during the community meeting the houses will meet for house meetings or team building activities. If they are the winners of the monthly incentive, they will vote on the incentive. All incentives are granted the following week after the incentive is picked. The house in the lead will be announced every Monday at morning announcements. Teachers and administrators will be trained on the system and procedures of the house system and implementation during Summer Prep. Parents will be introduced to the house system during parent orientation at the beginning of the school year or whenever a new student arrives mid-year.

Restorative Practices: Studies show that black students are 7 times more likely to be suspended from school than their white counterparts. In "Texas Continues to Choose Suspensions Over Education," the *Atlanta Black Star* explores a study done by Texans Care for Children that showed the following: "Black students were two times more likely to receive in-school suspensions and nearly five times more likely to receive out-of-school suspensions than their white peers. Black males and those with special needs were even more likely to receive these types of punishments." (Smith, Cecila. "Texas Continues to Choose Suspensions Over Education," Atlanta Black Star. 2018.). Based on this, and on the high percentages of Black students in our proposed community, we will implement restorative practices to reduce the time students are absent from school due to suspensions and expulsions. In "Defining Restorative", Ted Watchel states that "[t]he use of restorative practices helps to: (1) reduce crime, violence and bullying, (2) improve human behavior, (3) strengthen civil society, (4) provide effective leadership, (5) restore relationships, and (6) repair harm" (International Institute for Restorative Practices. 2016. <u>https://www.iirp.edu/images/pdf/Defining-Restorative Nov-2016.pdf</u>). With our use of restorative practices, we intend to restore damaged relationships and create a safe environment for our students to learn and build strong relationships with others to create a healthy school culture.

Annual Capstone Projects: These end-of-year projects serve as community service projects in which our students work together to benefit the local community. These service projects will be annual rituals for our school to engage in the community by meeting a community need. Capstone Projects will support school culture through students building community within the school and within the local community. Merit and Demerit System: We will use a reward and consequence system based on our focus on Restorative Practices. Students earn and lose merits based on our core values. Merits can be used in exchange for merchandise in our school store in middle school and incentives such as off-campus lunch, homework pass, and appropriate cell phone use in high school. Merits allow students to be incentivized for showing good character habits and facilitate immediate restoration when demerits are lost. We will provide students and families with PERSIST Performance Reports weekly, detailing students' consequences for inappropriate behavior and recognitions for exhibiting strong character. We made the decision to use the Merit and Demerit system based on successful use of the system at several schools, including the Collegiate School of Memphis School. Teachers have the latitude to give awards based on our **PERSIST** core values. For example, teachers will award a merit to a student who shows Respect and Integrity by turning in lost keys. A demerit is a warning for the student to change an adverse behavior. Demerits can be recorded by all school personnel. After 3 demerits in the classroom, the student is referred to the Executive Director in year one and starting in year two to the Culture Coordinator for further disciplinary actions.

PERSIST Performance Reports: Students are held accountable for meeting school-wide expectations and upholding core values as outlined in our weekly **PERSIST Performance Reports.** Students earn 20 merits for every day that they attend school each week (total of 100 for perfect attendance), merits (+2) for demonstrating core values, and demerits (-2) for failing to uphold school values. Each week, as part of our **PERSIST Performance Report** distributed every Friday, students receive a report detailing all merits and demerits earned for the week, and a breakdown of all merits and demerits in each core value category. Reports need to be signed by parents weekly; students will complete reflections and set goals based on their Performance Report during Advisory. If Performance Reports are not returned signed by Monday, students earn PREP Academy (a homework club that students attend after school when school work has not been completed or not completed with excellence).

Community Meetings: On Fridays (modified day) students will have all core classes (Math, Science, ELA, Social Studies) and then attend Community Meeting, an opportunity for middle school and high school to come together. Community Meetings support strong culture and the two main goals of restorative

practices: (1) building community and (2) responding to harms through dialogue that sets things right. (Clifford, Amos. "Teaching Restorative Practices with Classroom Circles." *Center for Restorative Process.*) **Code of Conduct:** We intend to develop the whole student – socially, emotionally, ethically, and academically. The Code of Conduct will be implemented using clear expectations, immediate logical consequences, stressing the significance of student choice, all within a nurturing, supportive environment. The student Code of Conduct helps to foster strong culture of dignity, respect, support, and knowledge. Our Code of Conduct helps to foster strong culture on our campus because students are clear about their expectations and when expectations are not met, students will have a clear set of consequences normed across campus and consistently used by all staff across all grade levels. Depending upon circumstances, students may receive one or more of the following: immediate restorative practices, after-school detention, a call to parents from the Executive Director Y1 and the Culture Coordinator Y2 and beyond, a writing assignment, or Saturday School.

Core Values. Shaping our students' character with values is equivalent to educating the mind with knowledge. At San Antonio Prep it is important that our students graduate with the academic skills and character traits necessary to be productive human beings that contribute to society and give back to their community. Our **PERSIST** core values promote strong culture through teaching students how to act, respond, and interact with others in the community and the world, starting with themselves. **Persistence** teaches grit and sticking to things that are hard. **Excellence** teaches that all work in action or production must be done with a great attitude and precise execution. **Respect** teaches that we honor all people no matter their what. **Self-determination** teaches that we are responsible for our own education. **Integrity** teaches that we are honest with ourselves and with others all times. **Service** teaches that serving our community is our reasonable service. **Teamwork** teaches collaboration with others.

We will use time during Summer Prep to train teachers and administrators on implementation of all the above stated procedures. We will conduct ongoing training during the year for consistency during Friday Prep days. Parents will be introduced to our school's culture systems during parent orientation at the beginning of the school year, whenever a new student arrives mid-year, and inside our family handbook. Parents can also experience our culture if they attend a "bring your parent to school day." Refer to the **Parent Engagement** section of this application for more details.

Culture Camp

We will have student onboarding called **Culture Camp** at the beginning of each year, as well as an abbreviated version at the start of each semester and at any time for new students who enter midsemester. **Culture Camp** is one week of culture lessons lead by a member of the leadership team previewing expectations and practicing expectations with new incoming students and all students at the beginning of each semester. Culture Camp will take place during enrichment classes. This process allows students to still receive core instruction and culture expectations during their first week on campus or the start of a new semester.

Monitoring Culture Goals

We believe that structured, predictable learning environments that are consistent school-wide and across classes, and which provide targeted supports for all learners, best allow students to focus on instruction and excel academically and are shown to be particularly effective for students with special needs. We will consistently use objective measures to evaluate our school culture and ensure an environment free from discrimination and harassment. The Executive Director will create and distribute a Culture Dashboard at the beginning of the school year where all culture rubric data will be stored. The Dashboard will include two parts: part one will be for staff and part two for students.

Part one: Contains the school wide culture rubric that evaluates how staff are upholding different aspects of our school culture that impact student learning environment. Staff culture will be evaluated weekly in year one and two (to establish strong culture for continued years), bi-weekly year three, and

monthly year four and beyond. If culture becomes weak, we will go back to weekly evaluations. The culture rubric includes, but is not limited to, leader tone, Community Meeting, physical space, transitions, dress code, student PERSIST Performance Reports, lunch, dismissal, teacher tone, strong voice, what to do, 100%, student response to correction, do it again, tracking, joy/engagement, entry, classwork distribution and collection, transition between activities, student work, assignments/homework, exit, and classroom physical space. The Executive Director will conduct weekly walkthroughs in Y1 using the culture rubric. In years two and beyond the Executive Director will conduct walk throughs with the Culture Coordinator and Teacher Leaders, using the culture rubric to inform grade-wide or school-wide culture pushes and be available to provide additional support and coaching to new teachers. Part 1 will be presented to the Board of Directors to identify the degree to which school culture metrics are being met. Our goal is to have 90% of teachers at proficient in all culture categories by the end of the year. We will track progress and use the rubric for coaching and development during a teachers Development PREP.

Part two: Contains the school wide culture that contains key school culture performance indicators for students that impact out students learning environment. It includes the number of students earning lunch detention and Excellence Academy (homework detention) each week, homework completion percentages, numbers of send-outs by grade, cohort, and teacher, and number of restorative practices conversation. The Culture Team (Executive Director and Director of Operations in year one, and to include Culture Coordinator and Teacher Leaders in year two) will analyze this data on a weekly basis and use the data to create action plans, problem solve, and support individual teachers, students and plan professional development. The culture rubric will also be used to track trends across grade levels, teachers, and students by entering data into an excel sheet tracker. The culture team will track trends and respond accordingly with professional development, parent conferences, or coaching conversations. The Executive Director will report out all culture data, to include gaps and action plans to the Board of Directors at the monthly board meetings. Our goal is to trend lower than 10% in all student culture rubric areas by the end of the year.

Parents: How parents and students experience our culture is important to us. Strong culture allows our students access to rigorous, high-quality education without distractions. We understand that not all stakeholders to include parents will be happy, but we value all our families and their voices. We will implement a family feedback survey for parents and student feedback survey for students concerning our school culture three times per year (beginning, mid, and end of year). The questionnaire will be the same one we give at all three times to identify changes, strengths, and areas of growth. The culture team will evaluate the surveys and identify the changes we can make to improve culture on our campus for both parents and students.

Evaluation Criteria-School Culture

A strong response will:

- Contain appropriate and effective strategies to support a school climate that will allow for fulfillment of educational goals and supports the approach with research, theory, and/or experience;
- ✓ Offer a concrete plan for norming social/cultural expectations at the start of each semester as well as for students who enter mid-semester and supports the plan with research, theory, and/or experience; and
- ✓ Establish well-defined goals around school culture and plans to monitor progress.

PROMOTION AND GRADUATION

- 1. Discuss promotion and retention requirements for all proposed grades.
- 2. Identify and discuss additional features of the educational model and/or course offerings, outside of the required curriculum, that will create a viable and adequate process for helping students promote to the next grade and/or graduate.
 - a. Cite and discuss any external resources, partnerships that will also facilitate promotion and/or graduation.
 - b. Describe strategies (with defined metrics of success) that will be used to support student transitions into grade levels that are not served by the proposed charter school, where applicable.
- 3. Define and discuss metrics that will be used to assess successful transition between grade level, school type (e.g., elementary to middle to high school), and/or post-graduation. If applicable, indicate whether GPA class ranks will be listed on all student transcripts in grades 11 and 12.
- 4. Describe the proposed matriculation rate in each year of operation and provide a justification for all assumptions.

Narrative Response:

Evaluation Criteria-Promotion and Graduation

A strong response will:

- Present promotion and retention requirements that are congruent with the proposed mission and vision;
- Discuss additional features of the educational model and/or courses, outside of the required curriculum, that will help students promote to the next grade level and support features with research, theory, and/or experience;
- Identify specific external (and confirmed) resources, partnerships, endorsements, or other opportunities that will facilitate promotion and graduation;
- ✓ Provide specific strategies (and metrics of success) that will assist students to transition between elementary, middle, high school, and/or post-graduation; and
- Describes and provides justification for the proposed matriculation rate in each year of operation.

Promotion and Retention Requirements

As a mission-driven public charter school operating in the State of Texas, San Antonio Preparatory Charter School ("San Antonio Prep") adheres to Texas Education Agency ("TEA") requirements and includes school-based requirements that students must meet to be promoted to the next grade and to graduate from high school. Promotion decisions are based upon: (1) end-of-year **Grades** in core content areas; (2) **Assessment** results; and (3) **Attendance**. All TEA requirements are drawn from the TX Association of School Boards. TX Promotion, Graduation, and Credit Requirements. 2018.

Students who meet all applicable TEA and school-based requirements are automatically candidates for promotion. Students who do not meet the requirements may become candidates for retention, in which case a retention meeting will take place. This meeting will take place between the student's parent(s), the Executive Director, teachers, Student Support Coordinator (year 2 and beyond), and Curriculum and Instruction Coordinator (year 2 and beyond) to discuss the following criteria: student's academic and behavioral readiness, grades, attendance, and assessment data. Graduating seniors must meet all graduation requirements to graduate from San Antonio Prep.

Promotion Criteria 1: Grading: Our grading policy aligns with the TEA policy outlined in Tex. Edu. Code 28.021(a)-(c), .0211(a)(1) -(2: "The requirements for advancing to the next grade level depend on the grade of the student. In addition, the special needs of certain student populations may also be relevant. Under the Texas Education Code, a student must demonstrate academic achievement of the subject matter of the grade level in order to be promoted to the next grade. To determine whether this has happened, the school will look to a student's grades, teacher recommendations, State of Texas Assessments of Academic Readiness (STAAR) scores, and other academic information." At San Antonio Prep, students must pass all core classes (English, Mathematics, Science, Social Studies) with an endof-year average of 70% or higher to be eligible for promotion; students who earn less than a 70% in one class is eligible for Summer School at the end of which they must pass a comprehensive exam in the subject with a 70% or better and then are eligible for promotion; students who fail two or more core classes with a grade of less than 70% may be retained at the current grade level and automatically placed into the RTI program with additional supports. To ensure our students are prepared for higher level high school dual credit courses, we may also retain 7th and 8th grade students in their current grade level if they end the year reading below grade level as measured by Fountas and Pinnell and based on the outcomes of a retention meeting.

Promotion Criteria 2: Assessments: To earn promotion, and in alignment with Tex. Edu. Code 28.021(a)-(c), a student in 5th or 8th grade is required to pass the STAAR in reading and math before being promoted to the next grade, for any student enrolled between January 1 and first STAAR test administration. If a student in 5th or 8th grade performs unsatisfactorily on the STAAR test, he or she will have two opportunities to re-take the assessment. If the student does not perform satisfactorily on the STAAR test after the two re-takes, he or she will be retained in the current grade level. San Antonio Prep additionally requires that students who fail to pass two or more STAAR assessments in one year will be retained in the current grade level and automatically placed into the RTI program with additional supports. To graduate from high school, and in alignment with Tex. Educ. Code 28.0258, 39.023 and 19 Tex. Admin. Code 101.3022, "[s]tudents must pass five End of Course (EOC) assessments in order to graduate (Algebra I, Biology, English 1, English 2, and Unites States History). A student in 11th or 12th grade who did not perform satisfactorily on the STAAR test in no more than two courses may be permitted to graduate if an individual graduation committee determines."

Promotion Criteria 3: Attendance: In alignment with Tex. Edu. Code 25.092, San Antonio Prep "may not issue a final grade in a class or class credit if a student attends less than 90% of the days the class is offered. In accordance with local policy, a student who attends at least 75% of class days but less than 90% can be given credit or a final grade if the student completes a plan approved by the school's principal that provides for the student to meet the instructional requirements of the class...If a student has three or more unexcused absences for three or more days or parts of days within a four-week period but less than 10 or more days or parts of days within a six-month period, the district shall initiate truancy prevention measures." To earn promotion at San Antonio Prep, students who have 5 to 9 absences in a semester, which equates to 10 to 18 absences for the year, will be considered for retention based on the outcomes of the retention meeting.

Promotion and Special Populations: A student receiving special education services may have an admission, review, and dismissal ("ARD") committee that determines whether the student will be promoted, retained, or receive high school credits. For English Language Learners, the Language Proficiency Assessment Committee ("LPAC") may make final decisions on grade promotion within a retention meeting.

Features of the Education Model that Support Promotion

Our educational model was designed to support all learners. For more details, please refer to the **Curriculum and Instruction** section of this application. We have identified specific educational models that support every learner including special education students, ELLs, and gifted and talented students, and have designed our educational model to give the necessary supports to each subgroup of students. We will evaluate our program's effectiveness through consistent data analysis on absolute achievement and student growth. Data-driven instruction means that we will proactively use data to measure student performance across all subjects. If the data identifies that students are not learning or mastering skills, we will use Response to Intervention (RTI) to provide targeted interventions in support of that student including Saturday School and Summer School. We recognize that students may come with academic gaps and personal challenges, and therefore we need to be prepared to support our students to be able to focus on learning. We will support our students through partnerships with community organizations like Clarity Child Guidance Center to provide counseling support. We will also partner with 100 Black Men of San Antonio, SA Rise, and My Brother's Keeper to provide mentoring to our students. Please see **FOG 3** for Letters of Support.

Middle School Transition and High School Graduation Support: College graduation is our goal; therefore, we have made staffing decisions to support our middle schoolers' matriculation to high school and our graduating seniors' matriculation to college. Replicating successful middle through high school charter school models including IDEA Public Schools, Basis Charter Schools, and KIPP Texas, when our founding 6th grade students reach the end of 8th grade, we will hire a College Counselor. The College Counselor will meet with each family at this transitional point and will be responsible for ensuring that all high school students are on track for graduation with the required credits in place. The College Counselor will track student progress and meet with students and families each year to discuss progress through our high school program and their college interests. The College Counselor will create and maintain a relationship with the Alamo Colleges in San Antonio in order to offer dual credit courses for San Antonio Prep students. When we have juniors in 2025-26, we will hire two College Counselors to help our students find the right college for them. During our students' junior and senior years, our College Counselors will assist all students with college applications, scholarship applications and interview readiness, college housing, and other transitional details.

External Resources & Partnerships

100 Black Men of San Antonio: We have established early relationships and partnerships with 100 Black Men of San Antonio for a young men's mentoring program. We expect a higher number of students of color therefore, this program is an ideal partnership designed to pair professional black men in San Antonio with young boys of color to positively mentor. The social, cultural, emotional, and unique needs of our youth of color are addressed through one-to-one and group mentoring relationships by 100 Black Men chapter members. We will also partner with My Brother's Keeper San Antonio for their Male Teachers of Color Initiative. For both organizations, please see Letters of Support in **Attachment FOG 3. Be A Champion, Inc.**: We will implement an after-school program operated by Be A Champion, Inc., from dismissal – 6:00pm every day. This program will allow students to enjoy enrichment activities and social time with their peers after school at an affordable price to families. (http://www.bachamp.org/#programs) Be A Champion, Inc. specializes in tutorials for STAAR Testing

staffed by trained and approved tutors. They also offer over 90 customized programs that consist of enrichment and academics for all K-12 students. Please see Letter of Support in **Attachment FOG 3**. **Compass Rose Academy**: Paul Morrissey, Founder and CEO of Compass Rose Academy, has been a key supporter of San Antonio Prep through mentoring our proposed Executive Director, Stephanie Hall Powell. This mentoring partnership between Compass Rose Academy and San Antonio Prep has been extremely valuable to the founding team and will continue through opening. Please see Letter of Support in **Attachment FOG 3**. **Great Hearts Academy**: Stephanie Hall Powell has built a partnership with Great Hearts Academy President Aaron Kindel. Based on their success with special education inclusion and strong school culture, San Antonio Prep intends to partner with Great Hearts to receive support in these areas. San Antonio Prep will receive guidance from Great Hearts through shadowing the Great Hearts special services staff, potential professional development support, and school observations. Please see Letter of Support in **Attachment FOG 3**.

Strategies for Transition from Middle to High School and Post Graduation

The transition from middle school to high school starts with strong academics in middle school. Our two-teacher model, clear and robust RTI process, unique class schedule that allows for multiple opportunities for individualized and group supports, and additional minutes of Literacy and Math instruction collectively support our middle schoolers' successful transition into high school. Our model supports middle school students to read and compute on grade level by eighth grade in preparation for higher level dual credit courses in high school. Culture Camp, aligned to each grade level's maturing needs, and the transition from middle school to high school will also support students' transition from a more structured middle school to the growing independence and maturity of high school culture.

The transition from high school to college starts with our College Counselor who assists students beginning in ninth grade by tracking credits, teaching high school seminar classes, and creating graduation plans for all students. This support extends through all high school years and will include support for students to engage in our Alamo Colleges dual credit program. Students will receive extensive support with finding a college fit and scholarships and completing scholarship and college applications from the beginning of high school. Once students are in college, we will support them through a San Antonio Prep Alumni financial program, mentoring program, and tutorial support program. The Board will work diligently to establish the partnerships and resources needed for these programs beginning in 2024-25 when we are building out our first sophomore year.

Justification for Proposed Matriculation Rate

Informed by the experience of schools with similar grade span and serving similar need, and as a new school, we anticipate a matriculation rate of 90% with an attrition rate in our inaugural class of 10% in our first year of operation; as required by the State of Texas, we will fill all seats as they become available. In year two and beyond, and as we become more of a known entity to families who will be selecting who we are rather than perhaps simply wanting something different than their local school, we anticipate a matriculation rate of 93% with a 7% attrition rate, informed by the experience of similar schools serving similar demographic populations. We will work closely with families to retain students at San Antonio Prep in all years, however, should a family need or choose to disenroll a student, we will work positively with them to successfully transition their child(ren) if that is their wish; we will continue to fill all seats they become available in all years.

TEACHER RECRUITMENT

- Describe the process to be used to identify, recruit, and hire instructional staff with the expertise necessary to facilitate the school's mission and educational goals. <u>NOTE: All</u> <u>teachers must be degreed. Special Education teachers, Bilingual teachers, and teachers of</u> <u>English as a second language must also be certified in the fields in which they are assigned</u> <u>to teach, as required in state and/or federal law. Paraprofessionals must be certified as</u> <u>required to meet state and/or federal law.</u>
- 2. Provide information on the person(s), position(s), and/or entities that will plan, implement, and evaluate recruitment activities, including educational or experience requirements.
- 3. Discuss strategies that will be utilized in the event of unforeseen staff shortages of instructional staff.

Narrative Response:

Our mission, vision, and education model will drive teacher recruitment and hiring. We have allocated \$500 per Full Time Equivalent to be hired each year. Proposed Executive Director, Stephanie Hall Powell, will select individuals that are mission-aligned, have a true belief that all children no matter their circumstance are able to learn and achieve at high levels, and are eager to join a team that engages in a robust and integrated professional development plan each year.

Identification, Recruitment, and Hiring Plan

Recruitment Identification: We intend to primarily recruit from University of Texas San Antonio, Incarnate Word, and Our Lady of the Lake University for newly graduated teachers and organizations such as Teach For America, City Education Partners, and Relay Lab Schools. We will identify qualified personnel based on: (1) alignment and belief in our mission, vision, and core beliefs, (2) genuine belief in potential of all students, (3) eagerness and ability to receive coaching and development for continuous growth, (4) high expectations for adults and students, (5) passion for standards-aligned, engaging, and college preparatory teaching, and (6) effective communication skills with families, colleagues, and students. We will seek teachers with at least one year of urban school experience.

Recruitment Methods: (1) Data driven decisions on our campus include data driven talent management. We will collect data on the following areas: (a) number of openings expected, (b) candidate experience metrics, (c) how many applicants and quality hires each recruitment strategy produces, (d) calendar of most strategic hiring events, and (e) exiting staff metrics. (2) Data will be **used to create a recruitment calendar**. This includes, but is not limited to, (a) attend all events that impact recruitment, (b) start early, (c) keep year-round focus, and (d) use external agencies if necessary. (3) We will start recruiting October 2019. We will target the type of teachers we are looking for, update our accounts regularly, and post frequently on social media platforms, such as Twitter, Facebook, and LinkedIn. All marketing material will highlight what sets our organization apart from other charter and district schools. (4) We will utilize pipeline programs. (5) We will attend traditional job and education fairs and virtual job fairs. (6) We will determine eligibility and hire qualified teachers through the following interview process. (a) Professional Resume (b) Written Response/Capacity Project (c) Phone Screen (d) Reference Check (e) In-person Interview – The interview will consist of question and answer, performing a task related to the position, and walk through of the coaching and feedback cycle to include on the spot feedback. (f) Offer – Offer contingent upon successfully clearing the background check and fingerprinting. (7) We will leverage relationships with multiple organizations in filling available positions.

Roles and Responsibilities

The Executive Director is responsible for the management of San Antonio Prep to include planning strategies, implementation methods, and evaluation procedures for each staff role. The Executive Director must have either three or more years of educational experience with at least one year of administrative experience or hold a Principal's Certification in the State of Texas.

Recruitment Metrics

San Antonio Prep will use data driven measures to track and monitor staff recruitment. We will use: data from advertising mediums to track and monitor the rate of return on new hires; data from recruiting venues and ventures (job fairs, face-to-face recruitment) to track and monitor the rate of return; track and monitor applicants to date; and create surveys for feedback on our hiring process.

Recruitment Obstacles

As a new charter school, high quality candidates may be apprehensive to apply with a start-up school with no results. If we have insufficient candidates, we will allocate more resources to varied recruitment (we have dedicated \$500 per FTE hire needed). To combat lack of name-recognition as new organization, we will allocate more resources to marketing, social media, and advertisement (we have dedicated \$500 to \$600).

Staff Shortage Plan

We have not accounted for substitute teachers in year one, therefore we will use available staff in the building to address staff shortages. In year one, the Executive Director and Director of Operations may need to cover classes for staff shortages. We will also keep all resumes of applicants who did not make the final offer stage and will revisit those as potential short- or mid-term resources.

Attachment(s):

- E 1: Organizational Chart
- E 2: Staffing Chart
- E 3: Supplemental Human Resources Information Form

Evaluation Criteria-Teacher Recruitment

A strong response will:

- Present a clear process for using the proposed methods to identify, recruit, and hire qualified teachers;
- Include a rationale for the proposed recruitment strategies/methods and establish its applicability to successful recruitment of staff with desired areas of expertise;
- Identify specific roles and responsibilities of the person(s), position(s), and/or entities that will be involved in planning, implementation, and evaluation and clearly describes educational and/or experience requirements;
- Present specific strategies, activities, and schedules that will gauge recruitment effectiveness and identifies sufficient metrics that will determine success;
- ✓ Address any foreseeable obstacles to successfully recruiting quality staff and provide clear strategies to overcome those obstacles; and
- ✓ Present specific strategies to support unforeseen staff shortages of instructional staff.

TEACHER DEVELOPMENT

- 1. Discuss all core components of the professional development plan, including embedded coaching and support, and how these components will support effective implementation of the educational program.
- 2. Describe the roles and responsibilities for anyone involved in planning, implementation, analysis, reporting, and evaluation of professional development activities. Include a description of any educational or experience requirements for these roles.
- 3. Explain how the school calendar, daily schedule, and staffing structure will help facilitate sufficient time to conduct observations and promote the professional growth of teachers. Describe any professional development that will be required prior to the start of the school year.
- 4. Describe the process for evaluating teachers, including the frequency of evaluation activities and any instruments or protocols that will be used.

Narrative Response:

Evaluation Criteria-Teacher Development

A strong response will:

- Describe the proposed professional development plan and discusses how these components align with the mission, vision, and proposed educational program;
- ✓ Support the proposed professional development activities with research, theory, and/or experience;
- Provide specific examples of embedded professional development activities (e.g., modeling, co-teaching);
- Identify specific roles and responsibilities of the person(s), position(s), and/or entities that will be involved in planning, implementation, analysis, reporting, and evaluation of professional development activities and provide a description of desired educational and/or experience requirements;
- Explain how the school calendar, daily schedule, and staffing structure will help facilitate the professional development plan;
- ✓ Outline evaluation processes, including instruments and protocols and substantiates their use with supportive research, theory and/or experience; and
- ✓ Reference budget amounts that are congruent with the financial workbook.

Professional Development (PD) Plan

Our goal at San Antonio Prep is that all middle school students, including all special populations, are able to read and compute on grade level by eighth grade as measured by internal assessments, nationally recognized reading assessments, and the STAAR assessments. All of that success depends upon many factors, the most significant being the quality of our instruction and supports as planned, implemented, and consistently refined by our teachers. Therefore, Professional Development ("PD") is the key to our teachers' growth and our students' success. Our integrated PD plan includes: **(1) Summer PREP** (beginning of the year training) **(2) Friday PREP** (weekly whole-school training), **(3) Professional PREP** (weekly content- and grade-specific training), **(4) PREP Cycle** (individual coaching and development), **(5) Data PREP** (cyclical analysis, reflection, and action-planning), and **(6) External Training** (geared to curricular and programmatic needs). As a school driven by the absolute value of these PD components for our teachers' and thus our students' success, all roles dedicated to teacher growth will follow the 80-20 rule: 80% of their professional time will be spent coaching and developing teachers and 20% will be spent on things outside of coaching during the school day. For teachers we will use the 90-10 rule: teachers can expect 90% of development to be internal training (Summer PREP, Friday PREP, Professional PREP, the PREP Cycle, and Data PREP) and 10% on formal External Training.

(1) Summer PREP is four weeks in length in years one and two. It equips our teachers with the skills needed for month one of school that lays the foundation for a successful school year. Teachers will internalize the mission and vision of the school and learn important skills for classroom management and school culture. Summer PREP is designed to enculturate our teachers and give ample practice time on components critical to beginning of the year success. Summer PREP sessions will focus on beginning of the year priorities, including mission, vision, core beliefs, core values, goals, lesson planning, routines rehearsal, student work analysis, homework guidelines, classroom management, behavior management system (FIRST values point behavior system), instructional taxonomy practice, procedure practice (culture of practice), student supports, family relationships, team building, and operational systems. Each week of Summer PREP will have a different focus, with repetition of the most critical components in addition to any state-mandated trainings. Years one and two Summer PREP sessions will be led by the Executive Director. Year three and beyond sessions will be led by the Executive Director, Curriculum and Instruction Coordinator, and other strong staff as they present themselves.

(2) Friday PREP occur every abbreviated Friday for 3 hours. Based upon the model of such schools as Brooke Charter Schools and KIPP Texas, Friday Prep includes whole school meeting, grade level meetings, and content -specific meetings. Grade-specific and content-specific meetings (Professional PREP) are explained in more detail in the next section of this response as well as in the Curriculum and Instruction section of this application. Content for Friday PREP are all related to teacher development in the following areas: lesson plans, high-quality instruction, challenging curriculum, rigorous questioning, checks for understanding, ratio, routines and procedures, student engagement, PERSIST Performance Report and our behavior system, independent student work time, small group work, reteach, habits of discussion, conceptual thinking, professional practice, instructional taxonomies, feedback (from leadership to staff and from staff to student), and college preparation.

(3) Professional PREPS are both content- and grade-specific. Content-specific Professional PREP supports the work of teams of teachers in the same content area. Teams meet weekly on Friday's Prep Days to share best practices, expertise, and work collaboratively to improve content-specific teaching skills and student outcomes. Periodically, content meetings will meet school wide to address vertical alignment from lower grades to upper grades. Grade-specific Professional PREPS are used to norm behavior, instructional taxonomies across classrooms, and discuss IEPs or academically or behaviorally struggling students across the grade level. This meeting includes every content in that grade level and is less about instruction and more around grade level culture, student supports, and behavior management norming.

(4) PREP Cycle is informed by the reality that building great teachers happens most powerfully through individual teacher development. Every teacher will all have an individualized coaching and development program geared to their growth and success, delivered through our PREP Cycle. Because teachers develop at different rates and require different development over time, the PREP Cycle allows the coach and teacher to identify and communicate the quickest, highest leverage next move to improve student learning. Our PREP Cycle includes: (a) Non-calendared classroom observations (at least 10 min. each) 2x per day, which includes coach blocking out two hours per day to make quick stops in all classrooms to

gauge culture, gather data, and get a pulse on what students are doing; (b) Calendared weekly 30 minutes of silent observation/note taking/data collection/video; (c) Silent observation or recording teacher to gather instructional/behavioral data, which identifies quickest, highest leverage moves to improve student learning; (d) Calendared weekly 30-60 minute feedback meeting, which includes building personal relationships, linking praise/connection to previous weeks, establishing and monitoring goals, analyzing and action step from data, and modeling and practice; and (e) Calendared 60 minutes live coaching, which includes coach teaching for a teacher to observe moves and take notes, standing in a location to whisper actions or hold up signs for the teacher to read and execute.

(5) Data PREP occur four times per year annually (September 25, November 20, January 29, and March 12 in year one). Each follows the interim assessment cycle to ensure students are on track to master all standards for end-of-year assessment. We do a deep analysis of interim assessment results, reflect on those findings, and make in-course corrections that support higher student learning results. Leaders train staff on assessment analysis meetings and put in place a productive data-driven culture that defines a high bar of rigor for all students. Teachers and leaders are required to do a certain amount of prework to prepare for the meeting. In the meetings teachers come ready to discuss the following: (a) top five successfully answered questions and why; (b) bottom five to ten most missed questions and why; (c) highest and lowest performing standards; (d) passing percentage of the entire cohort, individual classes, and students; (e) students of concern and interventions or reteach; and (f) student work.

(6) External Training will be offered primarily through Education Service Center Region 20 ("ESC20"). The Executive Director will use the data from campus professional and individual development to identify additional trainings that would be beneficial to a group of teachers or individual teachers. Examples of professional development offered by ESC20 include Key Components of Reading Instruction for Students with Low Incidence Disabilities Series and RTI: Intensive Interventions to Improve the Mathematics Outcomes for Students with Learning Difficulties. We adhere to a philosophy of "job-embedded professional development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning." (Croft, A., et al. 2010. "Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well."). On our campus, this will include leader modeling, co-planning, live coaching, observations, and feedback.

Roles and Responsibilities

In year one, with oversight from board members and feedback and support from Building Excellent Schools ("BES") and the Texas Charter Schools Association ("TCSA"), the Executive Director will plan, implement, analyze, report, and evaluate all components of our integrated PD program. In years two and beyond, this responsibility will be shared with the Curriculum and Instruction Coordinator. Proposed Executive Director Stephanie Hall Powell has five years of experience in charter school education, four years in military training education, and two years of early childhood education. Over the last six months, she has closely studied over 25 high-poverty, high-achieving schools to inform the plan for San Antonio Prep, including our approach to PD. Experience requirements for the role of any individual for planning, implementing, analyzing, reporting, and evaluating PD includes at least three years of experience in curriculum management and teacher development.

School Calendar, Daily Schedule, Staffing Structure to Facilitate PD Plan

Our annual calendar, daily schedule, and staffing structure comprehensively support our integrated PD program, ensuring that teachers are supported and see success in their classrooms and with their students. In year one, all teachers are managed and coached by the Executive Director. In year two, the Executive Director shares this responsibility with the Curriculum and Instruction Coordinator. In year five when the Principal is hired for the new campus, the Principal will manage and coach all

teachers. The complete staffing structure can be found in **Attachment E1**. Teachers receive 27 PD days per year, 20 days in the summer and 4 Data Preps and 3 additional training days during the year, in addition to 5.5 PD hours per week that includes Friday PREP, Professional PREP, and the Cycle of PREP. Our weekly 5.5 hours of PD for each teacher includes morning huddle for 10 minutes, 1 30-minute observation, 1 30-minute content check-in, 1 60-minute data meeting, and Friday team, content and grade level PD for 3 hours. Periodically, 60-minute unit overview and unit/interim data meetings will take place during the week as well. All remaining time is used for lesson prep.

Evaluation Processes

Teachers will spend 27 days and 5.5 hours per week in some form of professional development, and we will ensure that PD is effective for staff growth and most importantly for student achievement and growth. To measure PD effectiveness, we will use the following evaluation strategies: (1) staff reactions and learning, (2) staff or organization change, (3) staff use of knowledge and skills, and (4) student outcomes. (Guskey, Thomas R. "Educational Leadership. Does It Make a Difference? Evaluating Professional Development." *ASCD* 59.6. 2002.)

Strategy 1 - Staff Reactions and Learning: We will also use assessments, simulations, practice, and demonstrations to measure the level of new knowledge and skills of staff in order to improve program content, format or organization. Strategy 2 - Staff or Organization Change: We will use school wide surveys and data from school records to measure change over time in order to improve organization support toward professional development and inform change. Strategy 3 - Staff Use of Knowledge and Skills: We will use data from coaching, videos, observations, interviews, and staff reflections to measure degree and quality of implementation in order to improve future implementation of program content. Strategy 4 - Student Outcomes: We will use student records, student achievement data, student interviews to measure student learning outcomes in order to improve program design, implementation, follow-up and ultimately the effectiveness of our professional development program. In year one, the Executive Director will create the PD schedule for Summer PREP, Friday PREP, and Data PREP. In years four and beyond, all PD will be created and implemented by the Curriculum and Instruction Coordinator. In addition to these strategies, as a leadership team, we will consistently be guided by the following questions to evaluate PD: Was the PD tied directly to reaching one or more of our accountability goals? What costs are involved in this training and did we stay within budget? Was the PD structured in a way that teachers felt supported? Was it relevant to teachers in attendance? Were teachers given ample practice time and was it effective? What are areas of strength and growth? Is the content aligned with learning goals? Is the content aligned with the TEKS? Are materials culturally and ethnically sensitive, free of bias, and reflect diversity? Are goals and objectives clear, challenging, and appropriate for the audience? Has the session been field-tested with target audiences in actual context? Does the session contain an evaluation plan that is linked to training objectives? Do the materials provide evidence of effectiveness? Can materials or training curricula be replicated in a variety of classrooms? Is the information well organized, easy to understand, and easy to use? Are materials well written?

PD and Budget Details

As a school that will provide 90% of PD in-house, the majority of our PD costs are embedded directly into our staffing line items and thus personnel costs. In addition, we have set aside additional revenue for PD needs: for example, teachers will travel to high performing schools to observe, learn, and receive training on best practices of instructional strategies, systems, and procedures that we use on our campus. Our professional budget will include travel to trainings, lodging, materials, food, logistics, resources, and on-going development, and include our working relationship with ESC20; for these costs, we dedicate \$1000 per FTE, and therefore allocate \$11,000 for year one, \$18,370 year two, \$22,044 year three, \$34,389 year four, and \$52,959 year five.

PARENT ENGAGEMENT

- 1. Describe how you will engage parents from the time that the application is approved through the opening of the school. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?
- 2. Outline specific strategies to be employed to engage parent as partners in promoting student academic achievement.
- 3. Describe any additional work to involve parents in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.
- 4. Discuss any community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities.

Narrative Response:

Parent Engagement Plan

Our approach to parent engagement is informed by the research of the National Education Association ("NEA") and its Education Policy and Practice which states that "[p]arent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs. [It is] key to addressing the school dropout crisis and note that strong school-family-community partnerships foster higher educational aspirations and more motivated students." (Center for Great Public Schools. *Parent, Family, Community Involvement in Education*. 2008.).

We respect and honor our parents and understand the central and critical role they play in our students' lives. We want ultimate success for our students and as outlined above, evidence shows that involving parents increases achievement. Therefore, we will effectively engage parents, our community members, and neighborhood partners by creating a Parent Engagement Committee that coordinates, plans, implements, and supports events for the school. Some events may include community events such as staff/parent vs. student sports games, community yard sales, bake sales, holiday events, parties, movie nights, fiesta-themed events, MLK-themed events, and heritage-themed events. Prior to and after charter approval we plan to host at a minimum two events per month.

We have been engaging with families and parents throughout the charter development process, and will continue to do so through the following methods (1) partnering with community organizations like local churches, 100 Black Men, SA Rise, Families Empowered, African American Chamber of Commerce and Hispanic Chamber of Commerce to co-sponsor events with them and (2) renting space to host events at the Pruitt and Converse Libraries, local businesses such as Peter Piper Pizza, and Chic Fil A, youth after-school organizations such as YMCA, Boys and Girls Clubs, Be A Champion, and 100 Black Men, non-profit organizations such as SA Rise, and City Education Partners, local churches such as Redeeming Grace Church and Calvary Baptist, and other charter schools such as Compass Rose Academy and Great Hearts Academy. We will also build a strong coalition of supportive parents. These

parents will support and promote San Antonio Prep to other families, their connections, and local leaders through advocacy. After being awarded our charter, we will engage families through door to door marketing by sharing our story and informing parents of our unique educational model.

Parent Feedback

Once school opens, our Parent Engagement Committee will act in an advisory capacity regarding parent involvement in our school's activities, feedback, and coordinating events. They will also be responsible for surveying other parents' satisfaction of our parent engagement activities. The Director of Operations will be the point of contact for parent satisfaction and will also coordinate parent surveys quarterly and after community events through online surveys, parent information sessions, community meetings, E-mail, school e-newsletters, school website, and voice messaging systems. The Director of Operations will meet once per month with the Parent Engagement Committee to discuss upcoming events and feedback. The Director of Operations will share the feedback with the Executive Director in written format to be presented to the Board of Directors. The Director of Operations will share with the community what improvements we made based on community feedback. All events will be published in the school newsletter. For example, we have content night on a Monday night at 4:30 pm. Only a few parents attend. We send out surveys and talk to the Parent Engagement Committee and are told that the time was too early for working parents and that the time needs to be later for maximum attendance. After discussion between the Director of Operations, Executive Director and Parent Engagement Committee, we move the time for all future events back by one to two hours.

Our San Antonio Prep parents are partners in educating our students. We understand that parents are busy in many different capacities. We will thoughtfully plan events that are beneficial for our parents. Annually, all families will be invited to attend a Family Orientation. Quarterly, we will hold parentteacher conferences, open houses, and content nights. We will host quarterly award celebrations to celebrate honor roll, perfect attendance and PERSIST values. We will also host quarterly Coffee with the Principal for face to face touchpoints. Monthly, we will engage families through our school newsletter, as well as various parent appreciation events such as Donuts During Drop Off and Popcorn for Pick Up. We will host monthly parent seminars with topics such as How to Communicate with My Teenager and Understanding STARR. Weekly, parents can expect to be contacted by their child's teachers at least once for positive attributes and values their child has displayed or with academic updates. They can also expect to be contacted when their child displays unacceptable behavior as well. In addition to our scheduled parent engagement events, parents will also participate in required parent service hours. We will also use social media for on-going engagement and will assist families with after school program collaboration.

Evaluation Criteria-Parent Engagement

A strong response will:

- ✓ Outline plan to effectively engage parents, community members, and other neighborhood partners from the time that the operator is approved and supports the plan with research, theory, and/or experience;
- ✓ Incorporates a feedback loop to surface the priorities and concerns of parents and the broader school community; and
- Include a plan to incorporate parents into the life of the school, once open, including to promote student academic achievement.

A DAY IN THE LIFE

- Provide a description of an average school day for Madison, a student enrolled in the proposed school in its first year of operation. Provide *allotted time, time of day, name, and description of each program/activity* that guide Madison's school day and describe how this experience sets itself apart from the average school day at another school in the surrounding area. Additionally, provide a description of how the school day might look different for each of the following students:
 - a. Steven, a student with an identified learning disability; and
 - b. Maria, a newly arrived English language learner.

Evaluation Criteria-A Day in the Life

A strong response will:

- ✓ Provide a clear sequence of events throughout each student's school day;
- ✓ Establish clear and reasonable support for each students' experience, instruction, and/or accommodations;
- ✓ Provide an evidence base for the proposed approach with research, theory, and/or experience; and
- ✓ Cite specific individual(s) and/or position(s) that will facilitate each proposed school day activity.

Narrative Response:

Refer to the School Calendar and Schedule for a detailed student schedule.

Regular Education Student Daily Experience

Madison is in 5th grade at San Antonio Preparatory Charter School ("San Antonio Prep") and arrives to school at 6:50 a.m. She waits outside the front doors until Mrs. Powell, the Executive Director, opens the doors exactly at 7:00 a.m. Mrs. Powell stands at the door way, shakes Madison's hand, and greets her with a smile and question, "Are you ready to learn today?" Madison smiles back and says, "Yes, I am ready to learn today." Madison walks to the common space and gets into line for breakfast. The breakfast staff puts a check mark next to Madison's name, verifying she received breakfast. Madison sits with her new friends at one of her house tables. 7:22 a.m. A two-minute warning is given for students to throw away their trash. Madison is not allowed to get up and move around the lunch room without asking for permission first, so she raises her hand to throw away her trash. 7:25 a.m. Mrs. Powell walks into the common space and signals through clapping the beginning of a tempo; students end the tempo and come to a compete silence and track her. She gives an inspirational quote such as "You don't have to be great to get started, but you have to get started to be great." – Les Brown. She wishes students a great day, and ends with, "I am committed to teaching" and all students including Madison respond, "I am committed to learning." When they arrive in class at 7:30 a.m., Madison enters the classroom and immediately walks to put her backpack on the hook and turn in the homework

binder with literacy and math homework into the homework bin. She walks back to her desk to get out two pencils, the novel she is reading for Literature class, and a book she reads for pleasure.

7:55 a.m. Madison has an in-class transition to ELA for 50 minutes. This class will master TEKS through literature-based study. Madison will read R.J. Palacio's novel Wonder independently, in a group, and as a class. She will have turn and talks on thinking job questions and TEKS-specific skills. Madison and her classmates will be asked to: describe the characters and the problem, explain how it gets resolved, and discuss the lesson learned. Madison will have an exit ticket at the end of class to demonstrate her understanding of PLOT. 8:45 a.m. Madison has Composition for 50 minutes, a writing class that uses the literature study text and creates writing prompts aligned to the TEKS to teach writing skills and increase reading comprehension. 9:35 – 9:45 a.m. Madison will have morning break with her advisory during which she will talk with her classmates, play board games, go to the bathroom, stretch, eat a nutritious AM snack, and read. 9:45 a.m. Madison has her second in-class transition to math for 50 minutes. Madison and her classmates will learn new TEKS-aligned math concepts such as adding and subtracting positive rational numbers and will have at least 25 minutes of independent work time to practice multiple problems, working in groups and partners. She will engage with the math concepts through partner work, show calls (teacher takes a student's work and projects it on the board for the class to analyze), white board work, and presentations. 10:35 a.m. Madison has Cumulative Review for 50 minutes, during which she will practice previously learned math skills, concepts, and practice fluency. 11:25 a.m. Madison will transition to P.E. class with her P.E. teacher for physical education and health class on A days (every other day, two days per week). In P.E. she will have at least 30 minutes of physical activity and at least 15 minutes of health instruction aligned to the TEKS. On B days, Madison will have fine arts with the same teacher. She will get to choose from art and drama.

12:15 p.m. Madison will have lunch in the common space for 25 minutes. She will get lunch and eat with house members. 12:45 p.m. Madison has her fourth in-class transition to science for 50 minutes in which she will conduct hands-on science experiments and learn science concepts aligned to the TEKS. She will engage with science concepts through hands-on experiments, small group, partner, and class discussions with writing. 1:35 p.m. Madison will have her third in-class transition to Social Studies for 50 minutes, which San Antonio Prep calls Humanities. 2:25 – 2:35 p.m. Madison will have afternoon break. 2:35 p.m. Madison is back in class for Guided Reading for 25 minutes. Guided Reading is grouped by Fountas and Pinnell levels. Madison's group is focusing on the meaning of short texts and using problem-solving strategies to figure out words they do not know, deal with difficult sentence structure, or understand concepts/ideas they have never encountered. 3:00 p.m. Madison will have a fifth inclass transition to Close Reading for 25 minutes, which uses the same groups from Guided Reading. In Close Reading, Madison and her group do critical analysis of a text together that focuses on significant details or patterns to develop deep, precise understanding of the text's form, craft, or meaning. 3:25 p.m. Madison has her second full math class, Problem Solving, in which she will be given above-gradelevel TEKS-aligned problems and concepts to work through with her peers and solve. 3:50 p.m. Madison has Tutoring. Her teacher will use this time for small group instruction and targeted intervention. Madison uses this time to get targeted reading help from her teacher. 4:15 p.m. Madison will complete her agenda with homework and assignments, pack up, have any last announcements from her advisor, and prepare for dismissal. 4:30 p.m. Madison will be walked to her designated dismissal location in front of the school building for pick up by her mom. She knows that she can call her teachers until 8:00 p.m. if she has homework questions.

Special Education Student Daily Experience

Steven is also in 5th grade at San Antonio Prep and arrives to school at 7:10 a.m. Mrs. Powell reaches out her hand to shake Steven's hand and greets him with a smile and question: "Are you ready to learn

today, Steven?" With a bright face, Steven smiles back and says, "Yes, Mrs. Powell I am ready to learn today." Steven walks to the common space and gets into line for breakfast. Steven sits with his house. 7:25 a.m. Mrs. Powell signals it is time to go to class. When he gets to class, he gets out his literature text *Wonder*, his independent reading book, pencils, and a calculator. On his desk is a personalized note from his teacher taped to the right corner of his desk and an inspirational quote taped to the left. After putting his materials on his desk, he joins a team building game. Today the game is "Tell me about your neighbor." After the game, the teacher checks that all students have all materials and that all homework has been collected.

7:55 a.m. Steven has an in-class transition to ELA for 50 minutes. Because of Steven's IEP and all students having ELA at the same time, the Special Education teacher will pull all students receiving special education services for ELA support, including Steven, into a small group at the kidney table in the classroom for 30 minutes. 8:45 a.m. Steven has Composition for 50 minutes. The Special Education teacher will be available to support Steven and any other special education students with understanding instructions, writing skills, and staying on task but will not pull students away from class. 9:35 – 9:45 a.m. Steven will have morning break. 9:45 a.m. Steven has Math for 50 minutes. Steven has 30 minutes of in-class support with the Special Education teacher and is joined by another student as well. 10:35 a.m. Steven has Cumulative Review for 50 minutes. The Special Education teacher will be available to support Steven and any other special education students away from class, writing skills, and staying on task but will not pull students. The Special Education teacher will be available to support Steven and any other special education students with understanding instructions, writing skills, and staying on task but will not pull students away from class. 11:25 a.m. Steven will be available to support Steven and any other special education students with understanding instructions, writing skills, and staying on task but will not pull students away from class. 11:25 a.m. Steven will transition to P.E. on A days and fine arts on B days.

12:15 – 12:45 p.m. Steven will have lunch in the common space for 25 minutes. 12:45 p.m. Steven has Science for 50 minutes. Steven's IEP does not indicate that he needs special education support in his Science or Social Studies class; however, his teacher always checks in with him as he works on challenging tasks. 1:35 p.m. Steven will have Social Studies. 2:25 – 2:35 p.m. Steven will have afternoon break. 2:35 p.m. Steven is back in class for Guided Reading for 25 minutes. The Special Education teacher will visit this class and work with Steven to assess the level of support Steve requires. 3:00 p.m. Steven will have Close Reading for 25 minutes. Since this class is grouped by reading levels, Steven is in a group of similar readers and may not need the support of the Special Education teacher. The small group Close Reading teacher is fully aware of Steven's needs and fully supports him through differentiated reading or setting time aside to work with Steven independently. 3:25 p.m. Steven has his second Math class, Problem Solving. The Special Education teacher will support Steven in this class if he or she identifies that Steven is struggling with content or behavior. 3:50 p.m. Steven has Tutoring. His special education teacher will use this time for small group instruction and targeted intervention. Steven has a learning disability and requires additional support in Tutoring as outlined in his IEP. 4:30 p.m. Steven will be walked to after-school care check-in with Be A Champion or Mentoring. In afterschool care, Steven has snack time and completes his homework with dedicated support from the Be A Champion staff and 100 BM afterschool tutoring support staff.

English Language Learner (ELL) Student Daily Experience

Maria is in 6th grade at San Antonio Prep and arrives to school at 7:00 a.m. Mrs. Powell is at the doorway, shakes Maria's hand, and greets her with a smile and question: "¿Estás listo para aprender hoy?" Maria smiles back and says, "Si, senora, estoy lista a aprender." Maria sits with her assigned buddy who joins her at breakfast as she is getting comfortable with the house system. 7:25 a.m. Mrs. Powell walks into the common space and signals through clapping the beginning of a tempo; students end the tempo and come to a compete silence and track her. She gives an inspirational quote, wishes students a great day, and ends with, "I am committed to teaching" and all students except Maria

respond, "I am committed to learning." Maria's buddy translates Mrs. Powell's statement and Maria smiles.

7:55 a.m. Maria has an in-class transition to ELA for 50 minutes. Maria will have in-class support with the book in Spanish and her buddy to translate group and whole class readings. She will have turn and talks about thinking job questions and TEKS specific skills with her buddy. She will engage with the text through group discussion with peers using the best-spoken English she can, and otherwise she will discuss the book with her buddy. 8:45 a.m. Maria has Composition for 50 minutes. For Maria, the ESL teacher will partially push into this class for 20 minutes to support with Spanish to English translation and writing skills, and then Maria gets pulled out for 30 minutes during this class for ESL by the ESL teacher. 9:35 – 9:45 a.m. Maria will have morning break. Maria's buddy will use this time to explain what other students are doing and teach her non-academic English words. Her buddy is a support for Maria to understand especially if the teacher does not speak Spanish. 9:45 a.m. Maria has her second in-class transition to Math. Maria will work with her buddy with support from the ESL teacher. Maria can expect support from the ESL daily at the beginning of the school year and gradually less until she only needs support in Cumulative Review. 10:35 a.m. Maria has Cumulative Review for 50 minutes, during which she will practice previously learned math skills and concepts, and practice math fluency with the push-in of the ESL teacher. 11:25 a.m. Maria will physically transition to P.E. class on B days and fine arts on A days.

12:15 p.m. Maria will have lunch. 12:45 p.m. Maria has her fourth in-class transition to Science. The science teacher will give Maria the same materials but will allow Maria the choice to have a Spanish version, which her teacher provides, to support learning of the content. 1:35 p.m. Maria will have her third in-class transition to Social Studies. The Social Studies teacher will give Maria the same materials but will also allow Maria the choice to have a Spanish version, provided by the teacher, to support content acquisition. 2:25 – 2:35 p.m. Maria will have afternoon break. 2:35 p.m. Maria is back in class for Guided Reading for 25 minutes. Grouped by Fountas and Pinnell levels, Maria's group has other ELL students and the ESL teacher pulls these students from her class to focus on meaning of short text and use problem-solving strategies to figure out English words they do not know, deal with a difficult English sentence structure, or understand concepts/ideas they have never encountered. This class prepares Maria to understand English to read independently in ELA class. 3:00 p.m. Maria will have a fifth in-class transition to Close Reading for 25 minutes which uses the same groups from Guided Reading. On A days, Maria is pulled into small group with her ESL teacher for focused mastery of vocabulary and reading skills. On B days, Maria stays in Close Reading with the support of the ESL teacher to analyze text. 3:25 p.m. Maria has her second Math class, Problem Solving. The ESL teacher will push into support Maria and other ELL students in problem solving to understand the content first and then to facilitate learning translation into English. 3:50 p.m. Maria has Tutoring. Her ESL teacher will use this time for small group instruction and targeted intervention. 4:15 p.m. With her buddy, Maria will complete her agenda with homework and assignments (modified for ELL students like Maria), pack up, have any last announcements from her teacher, and prepare for dismissal.

4:30 p.m. Maria will be walked to afterschool care with Be A Champion. After snack, Maria works during dedicated homework time with support from the Be A Champion staff and 100 BM afterschool tutoring support staff. After homework time, Maria has choice time in which he can choose which activity she does. Maria chooses chess because she learned how to play in Mexico and it does not require her to have to speak to others because not speaking English well makes her shy to speak. She loves playing with the Be A Champion staff because they are nice. She also likes playing with Steven, one of her classmates, because he tries to speak to her in Spanish and she thinks that he is kind. Maria's abuela picks her up at 5:50 pm when she gets off from work.

FINANCE/OPERATIONS/GOVERNANCE PLANS

OUTREACH AND PUBLIC MEETINGS

- 1. Provide a synopsis of any outreach held to discuss the proposed charter school plan. <u>NOTE:</u> <u>Applicants must prepare a Meeting Question Protocol for all public meetings. A question</u> <u>protocol is a document, script, or outline of topics, questions, and/or solicited community</u> <u>input that will be explored in each meeting. An applicant should carefully consider specific</u> <u>area(s) of stakeholder input that will help quide the final proposal.</u>
- 2. Discuss specific outreach strategies that were or will be taken. Include:
 - a. Board Member input as to the specifics of outreach planning, protocols for the meeting(s), and any community engagement;
 - b. Selection process/rationale for all strategies used for community outreach/advertisement; and
 - c. Considerations for any barriers to engagement for parents and families.
- 3. List and describe all public meetings held to date. <u>NOTE: Open-Enrollment Charter Schools</u> <u>that are subsequently approved for multiple campuses after Year 1 must hold at least one</u> <u>public meeting within the geographic boundaries at least one year prior to opening any</u> <u>campus. See Letter of Special Assurances (available to download on the Subchapter D Charter</u> <u>Applicant page which can be accessed HERE) if proposing to open more than one campus.</u> Include:
 - a. Date and location of each meeting;
 - b. The number of attendees at each meeting, including a count of those residing within five, ten, and twenty or more miles of the meeting location;
 - c. Outreach efforts to promote each meeting; and
 - d. Board Member(s) in attendance at each meeting.
- 4. Explain any strategies that increased attendance at the meeting(s) or factors that contributed to lower attendance rates.
- 5. Describe any communications with Texas State Board of Education Representatives and/or elected officials to date.

Narrative Response:

San Antonio Prep's proposed Executive Director and Board of Directors planned to reach the community for support and interest through information meetings, a Turkey Drive, community arts and crafts events, teacher gift card drive, social media through Facebook Live, and tabling at Peter Piper Pizza and the Walmart parking lot. Our efforts will continue January through May. Initially the proposed Executive Director, Stephanie Hall Powell, started our community engagement outreach. After our inaugural board meeting, members of the board designed our monthly community engagement campaign. Some of our events held before the application submission are listed below:

October 22, 23, and 24: Information Table at Peter Piper Pizza: We introduced San Antonio Prep to families and began to explain our educational model. We also had families take 4 question surveys. November 10: Families Empowered School Connection Fair: This event was hosted by Families Empowered San Antonio to get our name and educational model out to the community and gain supporters. November 17: Facebook Live Information Session: Our Facebook live was our most

successful event. We had 17 shares, reached 4,775 people, and was viewed by 2,600 people on Facebook. The Live video gained us traction with people in the community. **November 17: Information Session at Pruitt Library:** This was our first San Antonio Express News public notice advertised public meeting. We discussed our school plan, educational model, location, and welcomed community input. **November 19: San Antonio Prep Turkey Drive at Kirby Senior Center**: Our Turkey Drive allowed us to fulfill a need in the community, spread the word about San Antonio Prep Information Session at Kirby Senior Center: This was our second San Antonio Express News public notice advertised public meeting. We discussed our school plan, educational model, location, and welcomed community input. **December 3: San Antonio Prep Information Session at Pruitt Library**: This was our school plan, educational model, location, and welcomed community input. **December 3: San Antonio Prep Information Session at Pruitt Library**: This event was a non-advertised public meeting. **December 28: Information Session at Preter Piper Pizza**: This event was a non-advertised public meeting. **December 29: Information Session at Mr. Gatti's Pizza**: This was the second non-advertised public meeting due to previous public meeting attendance. We also set up a table before and after the meeting for tabling.

Advertising for events was a mixture of physical fliers and posters and social media to reach the maximum number of families and supporters. We used Facebook, Instagram, Twitter, flyers, tabling, and feet to the street handing out flyers in Walmart parking lot. Barriers we anticipate and have encountered are: (1) not all of our families are on social media; we will use grassroots handing out flyers at parking lots and other community events and meet with community leaders for public recognition and support. (2) a few of our information meetings were held 4 plus miles from our target community; future community meetings will be held in the primary location through partnerships with local churches, and organizations and by attending other community events. (3) we did not have an interpreter for all the sessions; we will partner with a parent to translate into Spanish.

Board Involvement. San Antonio Prep's Board of Directors collaborated after the unsuccessful information session on November 17 at Pruitt Library. During San Antonio Prep's Inaugural Board Meeting held on December 1, 2018, the Board suggested the following strategies, hold mini information sessions at community members homes, reach out to all local nonprofits, daycares, churches, and small businesses, target our specific zip codes in social media paid marketing, connect with the Hispanic Chamber of Commerce members, provide free food and drinks at meetings, and ensure that all materials are in both English and Spanish.

Public Meetings. November 17, 2018 Pruitt Library 4 – 6 pm: 0 attendees. We attribute this failure in attendance to insufficient community engagement prior to this meeting. We had a Facebook Live video blast, handed out flyers in the Walmart parking lot, tabled at Peter Piper Pizza, and advertised in the San Antonio Express News. Board members in attendance were Rhapsody Vogt and Milton Harris.

December 1, 2018 Kirby Senior Center 4:30 – 6pm: There were 5 attendees residing within five miles and 0 attendees residing within ten or twenty miles. We increased the same marketing methods used previously and for longer. We also advertised free pizza and drinks for all attendees. Board member in attendance: Rhapsody Vogt.

December 3, 2018 Pruitt Library 4 – 6 pm: There were 5 attendees residing within five miles and 0 attendees residing within ten or twenty miles. We used the same marketing strategies as for December 1^{st} and put both public meeting dates on all marketing. Board member in attendance: Xavier Toson.

December 29, 2018 Mr. Gatti's Pizza 12 – 3 pm: 54 attendees residing within five and ten miles of the geographic location. We posted on social media, word of mouth, and flyers.

Strategies. Strategies we used to advertise our public meetings were social media (Facebook, Instagram, Twitter) advertisement at least 4 weeks prior to the meeting, all founding team members leveraged their networks to like San Antonio Prep's Facebook page and shared upcoming events. We handed out flyers at in the Walmart parking lot and Peter Piper Pizza. We offered free pizza, drinks, and provided crafts for kids.

We believe the following could have contributed to lower attendance at our public meetings. (1) There are no community centers or library within our target communities and therefore we had to hold meetings at the public library approximately 5 miles away (15-minute drive). (2) Community partnerships with non-profit youth organizations like the YMCA, Boys and Girls clubs, Be A Champion, and Communities in Schools is an avenue in which to reach youth and their families. We did not build the partnerships early enough to gain traction through event co-sponsorship, or personal invitation to market at events. (3) We had small numbers of the school board members doing most of the marketing.

Texas State Board of Education Representatives and/or elected officials. Proposed Executive Director Stephanie Hall Powell reached out to Texas State Board of Education Representatives and elected officials Barbara Cargill, Ruben Cortez, Marisa Perez, Keven Ellis, and Marty Rowley via email on November 7, 2018. We were able to get meetings with SBOE Barbara Cargill, Marisa Perez, and Marty Rowley. We also reached out to Commissioner Calvert on October 19, 2018. Board member Xavier Toson and Stephanie Hall Powell met with Commissioner Calvert December 7, 2018. We have also reached out to Representative Barbara Gervin-Hawkins. Our team will attend Kirby City Council Meetings and Converse City Council Meetings beginning January 2019.

Attachment(s):

- FOG 1: Published Notice(s) of Public Meetings
- FOG 2: Certified Mail Receipt Cards
- FOG 3: Community Efforts and Support

Evaluation Criteria-Outreach and Public Meetings

- Discuss method(s) of outreach used to engage potential students, parents, and families implementing robust and/or innovative strategies;
- ✓ Present a clear rationale for all strategies used for community outreach and/or advertising;
- Demonstrate significant Board involvement with the planning and implementation of outreach activities;
- Present evidence that the majority of attendees at public meetings reside within five miles of the public meetings; and
- ✓ Describe outreach to both Texas State Board of Education Representatives and elected officials.

CAMPUS REQUEST AND GROWTH PLAN

Applicant proposes to open ONE campus by Year 5?	Yes 🗆	No 🖂	
Applicant proposes to open MULTIPLE campus by Year 5?	Yes 🖂	No 🗆	

- If requesting more than one campus, describe the step-by-step process(es) involved in determining the number of campuses requested. If proposing only one campus, include discussion about the factors that contributed to limiting the number of proposed campuses.
- 2. Discuss the strategic choice areas that will be used to facilitate initial and primary campus development.

Evaluation Criteria-Campus Request and Growth Plan

A strong response will:

- Establish measurable need(s) for the number of campuses requested with supportive research, theory and/or experience;
- Illustrate clear processes for determining the number of campuses requested with supportive research, theory and/or experience;
- Demonstrate a thorough understanding of the proposed geographic area(s) and/or community(s) in relation to the number of requested campuses; and
- ✓ Identify specific strategic choice areas that will be used to facilitate initial and primary campus development citing supportive research, theory and/or experience.

Narrative Response:

Determining Campus Request: The Founding Team agrees with the National Association of Charter School Authorizer's analysis of school replication: "It is important that replication strategies be focused on schools with a proven track record of success. The quality of a school should be measured by defined standards for academic, financial, and operational performance. Whether a successful school is worthy of replication requires additional analysis to determine a school operator's capacity to replicate successfully while sustaining the results of its existing schools." (NACSA Policy Guide. Charter School Replication. July 2009.) While multiple schools in Texas and nationally demonstrate that it is possible to grow from one campus and increase student achievement, some research has shown that there is a decline in student performance when charter schools scale up: "Studies of the expansion of KIPP charter schools nationwide and other charter networks . . . have indicated declining performance as the number of schools increased, even though these charters still outperformed district schools in their area." (Harper, Amelia. "Success of Boston charter school expansion suggests that replication is possible." Education Dive. April 2018.) We agree that demonstration of a school operator's potential for quality replication should include a sound, detailed, and well-supported growth plan and evidence of ability to transfer successful practices to a potentially different context that includes reproducing critical cultural, organizational, and instructional characteristics. (NACSA. Policy Guide. Charter School Replication. July.) Based on the NACSA Policy Guide, we are requesting one middle and high school

campus and a second middle school campus and have used the following four steps to inform that request.

STEP 1: Standards for Academic, Financial, and Operational Success. Successful replication relies on successfully meeting academic, financial, and operational metrics. We will use the academic goal metrics from the **Academic Performance Indicators** section of this application to identify academic success and Academic Framework Indicators from the 2017 Charter School Performance Framework to identify academic success of our schools. For detail, please refer to the **Academic Performance Indicators** section of this application of charter school academic performance through analyzing data from the following subpopulations in student achievement, measuring charter school performance across all subjects at the "Approaches" Standard. All details are from the NACSA Policy Guide.

Academic Indicators		Meets Expectations		
Student Achievement f	for all Subgroups	The percentage of tests taken that		
All Students	met the Approaches Standard for			
African Americ	an	all students/students in the group		
Hispanic		was greater than or equal to 60,		
White		but less than 90.		
American India				
 American mula Asian 	11			
Asian Pacific Islander				
Two or More R				
Special Educat				
Economically E				
ELL	Jisadvantaged			
At Risk				
	r Longitudinal - All Students	The charter school's graduation		
	tance of earning a high school diploma that	rate was greater than or equal to		
	the foundation necessary for success in college,	60, but less than 90.		
•	ing programs, or the military.			
	r Extended Longitudinal – All Students	The charter school's graduation		
	tance of earning a high school diploma that	rate was greater than or equal to		
provides students with	60, but less than 90.			
the workforce, job training programs, or the military.				
	ork indicators below and the metrics from the	Financial Performance Indicators		
section are informed l	by the "Charter FIRST: 2020-2021 Rating base	ed on Fiscal Year 2020 data" and		
	sess the financial health and viability of our s			
not be evaluated on the Charter FIRST standards until the following fiscal year of the first annual audit.				
Financial Indicators	Meets Expectations			
Timely Submission of				
Annual Financial				
Report (AFR)				
Administrative Cost				
Ratio	·			
Unmodified Opinions				
	statements as a whole.			
Material Weaknesses				
in Internal Controls	weaknesses in internal controls.			
Default on Debt	ault on Debt The charter school was in compliance with the payment terms of all debt agreemen			
	at fiscal year-end.			

Total Variance	The total variance was less than 3% of all expenses. The charter school scored 10 points on this indicator for Charter FIRST.		
Material	•	nolder's AFR was free of any instance(s) of material noncompliance for	
Noncompliance		acts, and laws related to local, state, or federal funds. The charter school	
	•	ints on this indicator for Charter FIRST.	
Operational Indicators	s. Operationa	I Framework indicators evaluate the charter school's compliance	
with education program	m, governanc	e, and reporting requirements.	
Operational Indicators		Meets Expectations	
Teacher Qualifications		All teachers at the charter school hold a baccalaureate degree.	
Program Requirements	– Special	The charter school received a Meets Requirements determination for	
Populations		Special Education.	
Program Requirements	– Bilingual	The charter school is not staged for BE/ESL.	
Education/English as a S	Second		
Language (BE/ESL) Popu	Language (BE/ESL) Populations		
Program Requirements	 Career and 	The charter school is not staged for CTE.	
Technical Education (CT	E)		
Populations			
Timely Filing of Governa	ance	The charter school filed 2020-2021 Governance Reporting Forms in a	
Reporting Forms		timely manner.	
Training Requirements		All charter board members and school officers appointed or hired	
		prior to December 1, 2020 have completed the annually required	
		charter board training.	
Criminal Record Employ	/ment	The charter school returned the "Criminal History Compliance	
Requirements		Certification" for the 2020- 21 school year and therefore is in	
compliance with TEC §22.085.		compliance with TEC §22.085.	
Timely Filing of PEIMS Data		The charter school is in compliance with 2020-21 PEIMS data	
reporting timelines.			
Texas Records Exchange (TREx)		The charter's campuses consistently use TREx to transfer and receive	
		student records in a timely manner.	
Certificate of Occupancy		The charter holder is in compliance with certificate of occupancy	
		requirements.	
Maintenance of 501(c)(3) Status		The charter holder maintains its 501(c)(3) status.	

STEP 2: Growth Plan. We are using a slow growth plan for two campuses. Campus one will start with 5th and 6th grades in year one and grow by one grade level each year until we reach 12th grade. Campus two will open in year five of San Antonio Prep's operation, with 5th and 6th grades and also grow by one grade level each year until we reach 8th grade. 8th grade students from campus two entering high school will attend high school at campus one. Expanding to only two campuses allows us to keep a small school environment and maintain quality.

STEP 3: Capacity to Replicate. Our goal is to provide a high-quality, college preparatory education to all students. We will not grow unless we are able to replicate quality within growth. We will use the metrics in this section and those from the **Academic and Financial Performance Indicators** sections of this charter application along with community need/interest to ensure that we are ready for replication through campus two.

STEP 4: Community Interest/Need. Expanding to two campuses also depends on the need in the community and interest of families. Enrollment and our waitlist will play a large part in moving forward with a second campus, and we will consider clear community interest and academic need. Based on current parent surveys, we have identified that 55% of parents reported that their child's school is not preparing them for college; 40% reported being dissatisfied with their child's current school; 100% reported considering college as an option for their child, and 98% reported wanting more school options in the community. Based on 2018 TEA State Accountability Ratings, students in our target

communities attend schools where, on average, 65% of students are not reading and 63% are not computing on grade level. These performance rates significantly decrease students' chances of graduating high school and college. We offer a small school setting with three times as many minutes in literacy and math to support students' ability to read and compute on grade level by eighth grade. San Antonio Prep will serve the needs of a community with significant poverty rates (74% of students qualify for FRL) through a smaller school option, as we know that "[c]hildren from economically disadvantaged backgrounds perform better academically when served by small schools." (Stevenson, Kenneth R. "School Size and Its Relationship to Student Outcomes and School Climate." National Clearinghouse for Educational Facilities. 2006.). Our middle school campuses will have a maximum of 336 students compared to 751 at Kirby Middle, 980 at Metzger Middle, and 815 at Woodlake Hills Middle. At the high school, we will have a maximum of 672 students compared to 2,124 at Wagner High. Our small school size is designed to support our middle school model of having two teachers teach two cohorts, one teaching Math and Science to two cohorts of students and the other teaching English and Social Studies to the same students. Students are able to build a strong partnership with teachers and teachers are able to differentiate learning for students. Our small school size is also designed to support our unique class schedule. In the unique school schedule, students in middle school will have extra time in literacy and math. In some of those classes, students are put into smaller groups to facilitate more intense support and learning.

Initial and Primary Campus Development. We recognize that the facility does not make the school but having a campus development plan to secure a facility that supports our educational programs helps us provide seats for students and fulfill our mission. Based on the PK – 12 Educational Facilities Master Plan Evaluation Guide we will use the following criteria to facilitate both our primary and secondary campus development. (All details are taken from the Evaluation Guide.): 1. Create a plan and engage all stakeholders. Stakeholders include the Executive Director, Director of Operations, Board of Directors, and JLL Commercial Broker. It includes timeline, budget, space needs, and requirements. We will have public hearings on the proposed facility plan. 2. Have a clear vision for facility and how it fulfills mission and meets community needs. We will make the necessary choices to do what is best to fulfill our mission of student achievement and college preparation, defining facility needs based on our vision and mission. 3. Contribute to the safety of students. It is important that our plan provides a safe, supportive environment for students and allows us to meet enrollment targets. We will consider the neighborhood, existing structures, the site itself, and any zoning restrictions. 4. Accurately represented data that facilitates facility procurement. We trust our relationship with JLL Commercial Broker to find, vet, and present facilities that fit our need, mission, and budget. 5. Coordinating partnerships with local organizations and businesses. Our budget in years one through three will require us to lease temporary space. We will build relationships and partnerships with our landlords and neighboring businesses and organizations. 6. Propose a fair and equitable distribution and use of **space.** We could be tempted to settle for less space in the spirit of securing a facility early, but we will make decisions aligned to our mission and the success of our academic programs. We will need space to grow into for at least two plus years and we must stay committed to that. 7. Capacity to manage plan. Successful campus development also depends on the capacity of our team to manage the allocation of time toward the plan, budget we can handle, and scope of work for the plan.

Yes 🗌 🛛 No 🖾

FINANCE/OPERATIONS/GOVERNANCE PLANS

CAMPUS FACILITY IDENTIFIED

THIS SECTION IS <u>**ONLY</u> TO BE COMPLETED if** you indicated **"yes"** above to indicate that you have already identified a specific facility. This means that you know the physical address for at least one of the proposed campus(es) in Year 1. **If you indicated "no" above, do not complete and proceed to the next section.**</u>

Physical Address of Facility:	Click or tap here to enter text.			
Does the applicant intend to lease or purchase the property?				
Curren	tly Own 🗆	Lease 🗆	Purchase 🗆	
Has the building been iss occupancy fo	ued a certificate r educational use		Yes 🗆	No 🗆

- 1. Describe the process used to identify and select the proposed facility. Identify individuals/organizations that had a significant role in the selection and/or procurement process.
- 2. Describe the facility and community and how they will be ideal for the proposed charter school's mission, vision, educational model, and scope of operation. If any, detail all construction and/or renovations that must take place before serving students. Include all plans to ensure that the school facility will be compliant with the Americans with Disabilities Act (ADA). <u>NOTE: Prior to opening and serving students, all charter holders must provide the TEA with the Certificate of Occupancy with an "E" or Education rating for the facility. The certificate must be issued by the appropriate local authority.</u>
- 3. Detail the proposed acquisition process to account for any lease or purchase agreements. Include projected acquisition timeline(s) and associate cost(s) and fee(s). If leasing, provide evidence that the applicant will be within the 2nd or 3rd degree of consanguinity or affinity to the lessor.

Narrative Response:

Click or tap here to enter text.

Evaluation Criteria-Campus Facility Identified

- Provide a clear description of the facility and explain how it will be an ideal setting to serve the needs of the target population;
- ✓ Describe how the facility aligns to the mission, vision, educational model, and enrollment growth and rollout;
- Describes a clear process that was used to identify and select the proposed facility, including market research, factors/ considerations, timelines, relevant individuals/organizations that had a significant role in the process;
- Provide a specific description of the purchase or leasing arrangements, including timeline(s), cost(s), and fee(s);
- Provide a clear plan for any construction or renovations that must occur to ensure adequate facilities, including timeline(s), costs(s), and fee(s); and
- ✓ Present budget costs and financing arrangements that are congruent with the financial workbook.

CAMPUS FACILITY NOT IDENTIFIED

Does the applicant intend to lease or purchase a property?

Lease \boxtimes Purchase \Box

- 1. Describe the desired facility and community and how the facility will be suitable for the proposed charter school's mission, vision, educational model, and scope of operation.
- 2. Describe the process for identifying and securing a facility. Include:
 - a. Results from market research and analysis;
 - Plans for modification, building, and/or renovation including any work with a Charter Support/Development Company for facility build-out, modification, renovation, etc.;
 - c. Time lines;
 - d. Financing; and
 - e. Relevant individuals/organizations that will have a significant role in the selection and/or procurement process.
- 3. If any, detail all anticipated construction and/or renovations that must take place before serving students. Include all plans to ensure that the school facility will be compliant with the Americans with Disabilities Act (ADA). <u>NOTE: Prior to opening and serving students, all charter holders must provide the TEA with the Certificate of Occupancy with an "E" or Education rating for the facility. The certificate must be issued by the appropriate local authority.</u>

Narrative Response:

Facility Description. San Antonio Prep is in the process of identifying a facility for our first campus. Based on enrollment projections for the first three years, we need approximately 15,000 square feet in year one to serve 168 students, with the ability to expand to approximately 30,000 square feet by year three to serve 336 students (adding 84 students in ear two and another 84 in year three). Projections are based on approximately 90 square feet per student, which we have determined through analysis of types of facilities is required for our model.

Our desired facility will be well-suited to our mission of college preparatory education with spaces that accommodate a STEM focus, additional student supports, and our middle school target teacher-student ratio of 1:28. Based on enrollment projections for our first year of operation, the facility will need to have 7 classrooms (3 fifth grade, 3 sixth grade, and 1 pull out classroom), 2 offices, a multipurpose space for lunch and if possible a physical education space and outdoor space for clubs. As we will add another grade level each year of operation, we will require additional classrooms until we are at capacity across two campuses with 1,344 students, that includes two middle schools (grade 5-8) and one high school (grades 9-12). Our desired facility will not require a full commercial kitchen, but space for food storage and food warmers; we anticipate using a food vendor such as Revolution Foods for breakfast and lunch, with all foods prepared off site and delivered daily to our school.

We are actively considering locating our campus within a variety of facility options shown to be successful for charter school to lease and renovate for its purposes: these include abandoned

buildings, unoccupied retail or commercial office buildings, previously occupied school buildings, or a facility with classrooms such as a church. If San Antonio Prep does lease from a religious institution, we will be careful to ensure that no religious iconography is visible in classrooms, hallways, or common spaces during school hours. In our facility budget for the first year of operation we plan to spend a maximum of 15% of state revenue on rent and utilities combined, totaling \$225,000 in year one. Depending on lease terms, we anticipate a cost of \$13.00 per square foot of space and \$2.00 per square foot for utilities. We recognize that tenant improvements may be necessary to configure classrooms appropriate to our needs. Lease terms will be carefully determined while balancing several interrelated factors: (1) additional cost of tenant improvements built into the lease, (2) anticipated permanent facility completion year, and (3) enrollment growth.

Our timeline started in November of 2018 by contracting with local real estate firm JLL as our exclusive commercial broker to conduct market research, locate, vet, and work with us to secure a facility. We will continue to work with JLL through June of 2019 with market research. Should we be awarded a charter, JLL will work aggressively to ensure that we are able to secure a facility in the target community at a minimum four months before school launch.

Location and Community. We will work to ensure that our campus is accessible to the community through public transportation (VIA bus). We will seek a facility that is located in a neighborhood with walking accessibility for our target population. Northeast San Antonio is located near Fosters Road, Benz Engleman, and FM 78 (78244); it is important that we reach the low socioeconomic student body we seek to educate and locate in the attendance zone of the underperforming and over-enrolled Candlewood Elementary, Kirby Middle, and Metzger Middle Schools. Refer to the Campus Request and Growth Plan for more on our enrollment.

Process. San Antonio Prep has engaged with JLL Commercial Real Estate as our real estate broker to lead the search for a facility to lease. JLL specializes in charter school facility selection and lease negotiations. San Antonio Prep's Lead Founder Stephanie Hall Powell is responsible for coordinating with JLL and the ongoing facility search. Facility Identification, Evaluation, and Selection. Through extensive conversations with the Lead Founder and review of San Antonio Prep's strategic five-year plan, JLL has formed a good understanding of the facility needs of San Antonio Prep through our school model, beliefs, student demographic projections, and preliminary budget. JLL has given guidance on our facility search based on market trends of our target community and the availability of other properties in the surrounding geographic area. San Antonio Prep's leadership and JLL will work collaboratively to evaluate the viability of properties as identified. The process of identifying possible facilities considers: (1) Neighborhood demographics. JLL will complete a detailed demographic analysis of the area within 1-5 miles of our target community that includes school age population numbers, racial demographics, economically disadvantaged percentage, median household income, and other statistics necessary to find the best facility for our educational model. (2) Affordability. The facility that we choose must fit within our first year's facilities budget of \$195,000 and within all future year's budgets. The cost of any projected improvements and payment schedule will be considered carefully to make a fiscally responsible selection and negotiate the best possible lease rate. We not put San Antonio Prep in a debt situation and will work diligently not to require financing or line of credit. (3) Suitability. We understand that our facility will need to be suitable for use as a school with "E" occupancy. JLL understands the what is required for a facility to have an "E" occupancy and will work with city officials, the fire department, and contractors to assess and evaluate the cost of any changes needed for "E" occupancy to determine if the facility is financially viable and suitable to our educational model. (4) Accessibility. Facilities will be assessed for ADA accessibility and will be ADA compliant for usage; facilities will also be assessed for local accessibility via public transportation,

walking, and bike riding. In our facilities search we have assessed accessibility via public transportation in northeast San Antonio 78244 and identified bus routes, traffic patterns and drive times to identify a space that is as accessible to our target community as possible. Once the facility has been vetted as fully affordable, suitable, accessible, and well positioned within the community, Mrs. Hall Powell will bring a recommendation to the Founding Board of Directors to finalize a lease for the facility, as the Board holds the fiduciary responsibility for San Antonio Prep and therefore will make decision on facility selection. JLL will work with Mrs. Powell and the Founding Board of Directors to negotiate the lease, making sure the facility meets all of San Antonio Prep's needs and mission and aligns to its budget. Board members that will be involved in the facility selection process are Rhapsody, Milton, Dejah, and Andy. Rhapsody is a realtor with experience in zoning and real estate documents. Dejah has experience procuring property for charter schools, and Andy has experience with the legal side of real estate.

Budget. We have anticipate and assume \$13 per foot at 15,000 square feet with purchase option and/or exit clause after 2 to 3 years, totaling \$195,000 per year (with 5% per year allocated for special education students facility accommodations); \$2 per square foot for utilities and repair/maintenance totaling \$60,000 per year; \$0.75 per foot for insurance (Coverage includes Directors and Officers insurance; facility) totaling \$15,000 per year; \$1.25 per foot for janitorial services with no full time janitor on staff in year one totaling \$25,000 per year; and assumes School gate guardian; wireless cameras; alarm service at \$50-100/month totaling \$10,000 per year. We also budgeted \$20,000 in start-up year for renovations in addition to lease, maintenance, utilities and janitorial services.

Evaluation Criteria-Campus Facility Not Identified

- Provides a clear description of the desired facility and community and how it will be the ideal setting to serve the needs of the target population;
- ✓ Describes how a potential facility would align with the mission, vision, educational model, and enrollment growth and rollout;
- ✓ Provide a clear process for identifying and securing a facility with support from market research and analysis;
- ✓ Identify relevant individuals that will have significant roles in the facility selection and procurement process, including clear qualifications and/or experience;
- ✓ Provide a clear description of the anticipated purchase or leasing arrangements and/or construction or renovations that might occur to ensure adequate facilities; and
- ✓ Present budget figures that are congruent with the financial workbook.

TRANSPORTATION

- Provide an overview of how students will be transported to and from the proposed school. If the proposed school will be a "neighborhood campus", outline the factors, experience, and/or community outreach efforts that substantiate that designation. <u>NOTE: A</u> <u>"neighborhood campus" is one in which it is foreseeable that at least 50% of the enrolled</u> <u>student body resides will reside within five miles of the campus.</u>
- 2. If student transportation will be provided, detail any student transportation plans, including:
 - a. Whether daily bus transportation will be offered to all students;
 - b. Whether the school will provide public transportation vouchers (e.g., bus passes);
 - c. What year bus services will begin; and
 - d. The dollar amount budgeted for transportation services.

NOTE: All references to "daily bus transportation" should reflect any transportation services (provided by the school) that will facilitate student pick-up and drop-off. More information on transportation funding can be found by right-clicking HERE.

- 3. If student transportation will not be offered, articulate the reasoning that contributed to this decision.
- 4. Outline transportation plans for students with Individualized Education Plans (IEP) that designate required transportation. <u>NOTE: Charter schools must provide transportation</u> <u>services to individual students, if included in their Individualized Education Program (IEP).</u>

Evaluation Criteria-Transportation

A strong response will:

- Present a detailed transportation plan, or travel voucher program, and robust reasons to believe the charter school will establish neighborhood campus(es) or articulate compelling reasons why transportation will not be provided;
- ✓ Present a clear transportation plan for students with IEPs; and
- ✓ Present budget costs and financing arrangement(s) that align with the financial workbook.

Narrative Response:

Neighborhood Campus. The Founding Team intends to secure a facility that is easily accessible to our target community of families living in northeast San Antonio, namely near 78244 zip code, with more than 50% of students attending living within five miles of the school. Therefore, we intend to deem ourselves a neighborhood school and will not provide transportation. Currently in our target community, students are most commonly transported to school by walking, family cars, and public transportation. We have also budgeted \$38 per student per month for VIA Transit bus passes (public transportation vouchers) at no cost to the students for families determined to be economically disadvantaged according to the following four categories **Eligible for Free Meals (code 01)** – Eligible for free meals under the National School Lunch and Child Nutrition Program; **Eligible for Reduced-Price Meals (code 02)** – Eligible for reduced-price meals under the National School Lunch and Child Nutrition Program; **Other Economic Disadvantage (code 99)** – including students from a family with an annual

income at or below the official federal poverty line, students eligible for Temporary Assistance to Needy Families (TANF) or other public assistance, students who received a Pell Grant or comparable state program of need-based financial assistance, students eligible for programs assisted under Title II of the Job Training Partnership Act (JTPA), students eligible for benefits under the Food Stamp Act of 1977. (TEA) **Budget.** Based on 74% anticipated economically disadvantaged students, we budgeted \$4,724. In later years, the Board of Directors and Executive Director will identify if school provided transportation (school bus) becomes a need and is permitted in our budget.

Special Education. We anticipate that 12-13% of our students will receive special education services and we understand that we will need to provide transportation for students with disabilities if mandated by their IEP in accordance with regulations contained in 34 CFR§300.34(c)(16) of the Individuals with Disabilities Improvement Act. We have included a line item in our Financial Workbook to account for costs associated with transporting our students with special needs. **Budget**. We assume \$10,000 for special education transportation (to be used for a shuttle or bus service) and \$38 per month, per economically disadvantaged student (anticipated to be 74% of enrolled students) for monthly VIA Transit full fare bus passes, totaling \$4,724 for our first year.

STUDENT RECRUITMENT

- 1. Identify any groups targeted for student recruitment (e.g., charter school wait lists, lowincome families, Gifted and Talented students, students with special needs, students at-risk, students in need of drop-out recovery, etc.).
- 2. Discuss recruitment strategies (with associated timelines) that will effectively reach the anticipated community. If the applicant has identified "charter school wait lists" as a targeted need, provide specific reasoning to validate the belief that prospective parents will choose the proposed program over other existing school options.
- 3. Describe the roles and responsibilities for anyone involved in planning, implementing, or evaluating recruitment activities as well the experience and expertise of any person(s) doing this work, if known.
- 4. Provide metric(s) that will determine effectiveness of recruitment strategies in Year 0 (Start-Up Period) and Year 1. Explain how the Board will adjust recruitment strategies if enrollment numbers are lower than expected.

Narrative Response:

Recruitment Targets. We will target the following student groups for recruitment: (1) charter school wait lists (unmet local need), (2) low-income families (academic risk), (3) students with special needs (public school for all students), and (4) students at-risk (academic failure). Our design offers two teachers in middle school classrooms, additional time in literacy and math, a longer school day, and college credit before graduation. Our model meets the needs of students with special needs, low-income families, and students at risk through supports for all learners within a small school.

Recruitment Timeline. Community outreach began in October 2018 and will continue. 2019 Calendar year: Founding Team and trained volunteers build awareness of San Antonio Prep through community events, social media postings, social media Live events, canvassing, community partnerships, and word of mouth. September 2019 - January 2020: Founding Team and hired recruitment staff use community events, social media postings, canvassing, community partnerships, and word of mouth to encourage families to apply in person or online. February 2020 – March 2020: As our open-enrollment period ends, we will analyze our metrics and make necessary adjustments to increase enrollment numbers. April 2020 – July 2020: Invest enrolled founding families through home visits, signed commitments, school events, parent engagement committee, and frequent touch points with families. Recruitment Strategies. San Antonio Prep has modeled our recruitment plan and timeline on the successful practices of IDEA Public Schools and Great Hearts. Brand Recognition: 2019 calendar year, build brand recognition through social media, community engagement events, partnerships, print and digital marketing, radio and television advertisements, billboards, street signs, banners, yard signs, gear, door hangers, and newsletters. Door-to-Door Canvassing: November 2018-July 2020, we will disseminate door hangers in our target and surrounding communities and knock on doors to speak with families to gauge interest, share about San Antonio Prep, and gather input from families. Feet to the Street: Hand out informational flyers in store parking lots, community centers, libraries, churches, and school pick-up lines. Information Sessions: We will hold monthly information sessions at any public location that will allow us access since there isn't a library or community center. These locations include Kirby Senior Center, Peter Piper Pizza, parking lots, churches, and smaller sessions in volunteer family homes. Joining Events: We have and will continue to attend family events in our target community to hand out flyers or set up a table during November 2018. The new Sheriff's Department Open House was one we attended. **Partnering with Local Churches:** We have already begun to build relationships with churches in the community. These partnerships will allow us to use church facilities for information sessions, speak to families in their congregations, and partner on community events. **Online Presence and Promotions:** We have established a presence on Facebook, Instagram, and Twitter. We are currently working with Stash Media Group for our website design and marketing. **Neighborhood Events:** We will host, co-host, and join events in or around our community like the local church youth program. We will partner with the youth pastor to put on events. **Volunteering:** We will volunteer to read books at the local library or schools, host events that support community members, and partner with local community organizations for volunteer opportunities such as at the Kirby Senior Center. **Tabling:** We will set up tables at Walmart, Peter Piper Pizza, HEB grocery store, shopping centers, YMCA, Boys and Girls club at the local schools, and neighborhood parks.

Roles and Responsibilities. The Executive Director is responsible for planning, implementing, and evaluating student recruitment activities in year one. Years two and beyond, the Executive Director will work with the San Antonio Prep leadership team on student recruitment. Mrs. Powell brings experience from IDEA Public Schools in student recruitment. All education and experience requirements can be found in the **Supplemental Human Resources Information Forms**.

Recruitment Metrics. San Antonio Prep is setting an ambitious goal to ensure full enrollment in year one. We will recruit for at least two applications per open seat. Our goal is to have 336 applications for 168 available seats. We will use the following metrics for applications received: Nov 2019 - 68; Dec 2019 - 136; Jan 2020 - 204; Feb 2020 - 272; Mar 2020 – 340. We will use the following metrics to measure student recruitment effectiveness: Number of total applications received; Number received per method/strategy per week, per month; Number received per grade level; Number of applicants that accept enrollment offer; Number of applications that turn into enrollment numbers.

Contingency Plan. If our recruitment strategies fall short and we fail to meet enrollment in year one, we will use the following contingency plan to prevent under-enrollment: We will partner with Families Empowered to contact families on their waitlist; increase recruitment using the most successful methods/strategies based on our metrics; increase door-to-door and neighborhood canvassing; create and utilize the parent engagement committee to use word of mouth efforts. **Budget**. We allocated \$150 per student for total of \$25,200 in year one with a 20% annual increase.

Evaluation Criteria-Student Recruitment

- ✓ Identify any groups to be targeted for student recruitment and describes why targeted groups will be best served by the proposed mission, vision, and educational program;
- ✓ Present specific strategies that will effectively reach the community, citing research, theory and/or experience;
- ✓ Identify specific roles and responsibilities of person(s), position(s), and/or entities that will be involved in planning, implementation, and evaluation and outline sufficient education and/or experience requirements;
- Presents specific strategies, activities, schedules, and metrics that will measure recruitment effectiveness and outline contingency plans if enrollment numbers are lower than expected; and
- ✓ Reference budget amounts that are congruent with the financial workbook.

ADMISSION AND ENROLLMENT

- 1. Discuss plans and strategies to address the receipt of applications that exceed maximum enrollment, including:
 - a. The Admission Period (including start and end dates);
 - b. The date of the Enrollment Lottery, if needed; and
 - c. Any classes of students exempted from the lottery (e.g., returning students, siblings of enrolled students, children of founders and staff, others) and the anticipated percentage of exempt students in Year 1.

Narrative Response:

Application Period. We require applicants to submit a completed application form to be considered for admission. For our first year of operation, our application period is from November 1, 2019 to March 1, 2020. The deadline to submit admissions applications for the second year of operation is March 1, 2021. When making admissions decisions, San Antonio Prep does not discriminate against students on the basis of sex; national origin; ethnicity; religion; disability; academic, artistic, or athletic ability; or the district the child would otherwise attend under state law.

Selection Process. A random admissions lottery will be conducted on the second Saturday in March of each year if the total number of applicants exceeds the number of open enrollment spaces. We will first draw from our Primary Attendance Zone until all names are pulled, and then we will draw from all remaining names in our Geographical Attendance Boundary. Each applicant per group will be assigned a number and all numbers will be placed in a container and randomly drawn one number at a time by a disinterested third party. Each applicant whose number is drawn will be offered admission. All students in our Primary Attendance Boundary will be provided a seat first. We will conduct a lottery for each available grade in which there are seats and greater demand than availability. Notification will be made by phone, email and letter. Failure of an applicant to respond within 48 hours of the date of the telephone call or email, or within five business days of a post-marked letter, will result in withdrawal of his or her position from the application process. Parents notified by email or mail should call the Director of Operations immediately upon receipt of the notice and sign an intent to enroll letter in order to preserve their child's admission to San Antonio Prep. Parents will provide notification in writing to secure the spot. Once all available spaces have been filled by the lottery, the remaining applicants will be placed on a waiting list in the order in which their number is drawn. If a vacancy arises before the commencement of the school year, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list. If an application is received after the application period has passed, the applicant's name will be added to the end of the waiting list behind the names of the applicants who applied on time.

Lottery Exemptions: Returning students, staff and founding board members' children, and siblings of current enrolled students provided they reside within the geographic boundaries of the school will be exempt from the lottery. We anticipate 2% of exempt students in year one.

Texas Education Code: As authorized by Texas Education Code § 12.111(6), the School reserves the right to exclude from admission a student with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code, Subchapter A, Chapter 37. Based on the type of students we are seeking to recruit (special education, at risk, and economically

disadvantaged) we will not necessarily exclude students based on documented history of criminal offense. We will use the following parameters to evaluate if we will accept a student into our program: (1) if it is a misdemeanor no action is necessary and any student with a misdemeanor will be accepted, if it is a felony it will be evaluated on a case by case basis to include but not limited to: severity of the felony, the students criminal history, incarceration history, history of violence, and credible witnesses. The Executive Director and Board of Directors will evaluate and make the final decision of acceptance. When making admissions decisions, the School does not discriminate against students on the basis of sex; national origin; ethnicity; religion; disability; academic, artistic, or athletic ability; or the district the child would otherwise attend under state law.

Attachment(s):

- FOG 4: Admission and Enrollment Policy

Evaluation Criteria-Admission and Enrollment

- Present an application period and application process that clearly supports fair and equitable opportunity for all students;
- ✓ Describe a fair and equitable selection process in the event of oversubscription;
- ✓ Demonstrate alignment with any enrollment requirements described in Texas Education Code (TEC) §12.111(a)(6) and §12.1171; and
- ✓ Provide a non-discrimination statement in Attachment E2 that satisfies TEC §12.111(a)(5).

SCHOOL CALENDAR AND SCHEDULE

- Describe the proposed school calendar, including the first and last day of school, any planned breaks, and the total number of instructional minutes in the school year. Compare the proposed calendar to the calendar in the geographic district. <u>NOTE: To receive full</u> <u>funding, a charter school must now offer 75,600 minutes of instruction (including</u> <u>intermissions and recess) minus any minutes waived by the TEA in writing.</u>
- 2. Describe the schedule for the school day and week, including how the proposed school week/day structure will help facilitate the applicant's vision and educational plan. Include:
 - a. Start and dismissal time, including any variations by grade level; and
 - b. The number of instructional hours per day, including any variations by grade level.

Evaluation Criteria-School Calendar and Schedule

A strong response will:

- Present a clear alignment with between the school calendar and student needs and school goals; and
- ✓ Provide a clear description and rationale for the proposed school schedule.

Narrative Response:

School Calendar. The academic year starts August 3, 2020 and ends June 2, 2021, and we use a quarter and semester system. When deciding on San Antonio Prep's daily, weekly, and annual calendar and schedule we considered the following factors to guide our decisions: (1) community and student needs in our target community; (2) the rigor of a college preparatory curriculum and the time it takes for students to succeed with it; and (3) best practices from other high-performing charter schools studied with similar student demographics. As a result, we have a calendar and daily schedule that provide ample time for students to build all needed academic skills and knowledge and to achieve required growth in literacy and math each year that will put them firmly on the path to fulfilling our school's mission by the ends of 8th and 12th grades.

San Antonio Prep offers 85,360 instructional minutes per year in middle school, which is over 9,760 more instructional minutes over the state-mandated 75,600 annual minutes per year. Our high school offers 75,825 instructional minutes. We will provide 10 additional days on Saturdays and 15 days for Summer Academy for students who require additional interventions and supports. We will observe the following holidays: Labor Day on September 7, Indigenous People Day on October 12, Thanksgiving on November 23-27, Winter Break on December 21 – January 4, Martin Luther King Day on January 18, Good Friday on April 2, Battle of Flowers on April 23, and Memorial Day on May 31. We will observe the same school vacation weeks as in the local school district, including: Thanksgiving, Christmas, and spring break. We will provide 27 days of annual professional development for staff. We will provide 12 days throughout the year for family engagement activities and school meetings, focused on student success.

Daily Schedule. Middle school will begin the school day at 7:30 am and end at 4:30 pm. Our daily schedule is directly aligned with our focus on college preparation by providing an extended school day. We ensure that students have ample time to learn, improve, and receive supports that will enable them to be successful in literacy and math which are the foundation for all learning. We believe that data informs instruction, standards-based, rigorous curriculum delivers reliable student outcomes, and great teaching from great teachers closes gaps. Therefore, we have created an abbreviated Friday schedule for students that allows for three hours of individual and group professional development for teachers. We recognize the importance of providing our teachers with individualized supports through coaching and development to fulfill our mission of college for all. Middle School. We will provide a strong literacy and math foundation in grades 5-8 in preparation for high school: we include 50 minutes of novel-based literacy instruction, 50 minutes of composition and grammar skills, and 25 minutes each of guided reading and close reading for intervention for a total of 150 minutes of literacy instruction per day. Our schedule includes 50 minutes of math instruction, 50 minutes of cumulative review and practice, and 25 minutes of problem solving, for a total of 125 minutes of math instruction per day. This schedule is designed to help us achieve our goal of students performing on grade level in literacy and math by the end of 8th grade. In addition to literacy and math, students in middle school will have 50 minutes of social studies, science, PE, fine arts, and 25 minutes of tutoring during the school day. High School: High school will begin at 8:30 am and end at 4:40 pm. We will use a quarter and semester system. We plan to break for all the same days as middle school. Our high school day starts later due to research from the Center for Disease Control and Prevention, "One of the reasons adolescents do not get enough sleep is early school start times. The American Academy of Pediatrics has recommended that middle and high schools start at 8:30 a.m. or later to give students the opportunity to get the amount of sleep they need, but most American adolescents start school too early" (Center for Disease Control and Prevention. School Starts to Early. July 2018. Retrieved from https://www.cdc.gov/features/school-start-times/index.html).

High school. High school students at San Antonio Prep will have an eight-period schedule. Students will be on an early college or dual credit pathway. The dual credit earned is college credit and high school credit for one course. Courses for dual credit may be taught on the college campus, on the high school campus, on a satellite campus, or online, therefore our students may be required to take a class on a college campus as well as at our home campus.

Refer to the 2020-2021 Academic Year Calendar and School Schedules in the attachments.

START-UP PLAN

July 1-June 30 🖂	September 1-August 31 🗆	
July 1-June 30 🖂	September 1-August 31 🗆	

- 1. Provide a detailed start-up plan for the school, specifying tasks, timelines, Board input, and responsible individuals that will take place between charter approval (June 2019) and school opening (August 2020). The plan should describe the segregation of duties. Include specific contingencies if funding is not as anticipated.
- 2. Describe the costs anticipated during the start-up year. Include:
 - a. Personnel
 - b. Service Costs
 - c. School Operation
 - d. Facility Operation and Maintenance
- 3. Describe how the Board will monitor the creation, adoption, and implementation of the start-up plan and associated budget.
- 4. Present a description of how the charter school operations will mitigate waste, fraud, and abuse. <u>NOTE: Applicants must select financial accounting software that enables compliance</u> with the requirements discussed in the Special Supplement to the Financial Accounting <u>System and Resource Guide, available by right clicking HERE</u>.

Narrative Response:

Start Up Plan: Our start-up plan was modeled after and informed by the start-up plans of other schools including Compass Rose Academy, Bloom Academy, Great Hearts, and IDEA Public Schools. We consulted with the Executive Directors of Compass Rose Academy and Bloom Academy, Principals from IDEA, and Advancement Directors from Great Hearts as we developed our start-up plan. As our plan was closely developed with the help, resources, and suggestions of the above entities, it may appear similar to the above schools' start-up plans. Key: ED- Executive Director; DO – Director of Operations; BD – Board of Directors; ESC20 – Education Service Center 20; BES – Building Excellent Schools

Start-up Plan

BOARD DEVELOPMENT AND GOVERNANCE

Secure local, diverse, high capacity board members prior to submitting charter: ED (proposed) – July 2018

Hold monthly Founding Team meetings: ED and BD – December 2018 to June 2019

STUDENT RECRUITMENT AND ADMISSION

Design Informational flyer/packet in Spanish and English versions: ED & DO – September 2019 Post Flyers and leaflets in communities: ED, DO & BD – September 2019 Identify community organizations to support awareness generation: ED, DO & BD – September 2019- Partner w/community organizations and churches to generate awareness/interest: ED, DO & BD – September 2019

Draft community outreach materials for community organizations (e.g., civic groups, etc.) to introduce school to community leaders: ED & DO – September 2019

ENROLLMENT

Design Student Enrollment Form: ED & DO – September 2019

Make enrollment form available: ED, DO & BD – November 2019

Post enrollment form on website: ED, DO & BD – November 2019

ENROLLMENT STRATEGIES

Information Sessions

Secure locations; place calendar holds on board member calendars: ED, DO & BD – September 2019

Mobilize volunteers for community canvassing: ED, DO & BD – September 2019

Hold information sessions for parents and community stakeholder: ED & BD – January 2019 (monthly ongoing)

Publicity Campaign

Identify publications that have a high readership in proposed territory: ED & DO – September 2019 Draft press release in English and Spanish: ED & DO – September 2019

Work with marketing partners for targeted press releases: ED & DO - September 2019

Admission Lottery and Enrollment

Collect enrollment forms: ED, DO & BD – December 2019

Deadline for enrollment form submission: ED & DO – February 2020

Finalize lottery protocol: ED, DO & BD – December 2019

Highlight lottery date on website: ED & DO – February 2020

Post lottery details in local paper: ED & DO – February 2020

Test-run lottery protocol: ED & DO – January 2019

Conduct admissions lottery: ED & DO – March 2020

Notify families of status: ED, DO & – March 2020

Establish waitlist: DO – March 2020

Send enrollment report to local/state stakeholders: ED & DO – March 2020

Confirm acceptance with home visit: ED & DO – April 2020

Request student records: DO – April 2020

Receive student records: DO – May 2020

FACILITIES

Work with JLL Commercial Realty to locate, view, evaluate sites: ED & BD – November 2018 (Continuous)

Negotiate the lease: ED & BD – October 2019

Sign the Lease: BD – December 2019

Secure financing: ED & BD – December 2019

Perform Renovations: Contractor – May 2020

Pass final inspection: ED & BD – June 2020

Procure furniture and materials: ED & BD – June 2020

Obtain property insurance: ED & BD – June 2020

FOUNDING TEAM TRANSITIONS TO BOARD OF DIRECTORS

Transition Founding Team members to governing authority: ED & BD – June 2019

Recruit and nominate additional governing board members: ED & BD – August 2019
Ratify By-Laws: BD – February 2019
Define role of Board members: ED & BD – February 2019
Define relationship of Board and Executive Director: ED & BD – February 2019
Define communication methods: ED & BD – February 2019
Define decision making process: ED & BD – February 2019
Approve policies: BD – July 2019
Arrange Board and Officers insurance: ED & BD – June 2019
Receive tax-exemption status: ED & BD – April 2019
Develop Board Calendar and place calendar holds on member's schedules: ED & BD – January 201
BOARD LOGISTICS
Board Structure
Finalize job description for full board and adopt as policy: BD – July 2019
Finalize job description for board members and adopt as policy: BD – July 2019
Finalize job description for officers. Adopt as policy. Elect officers: BD – July 2019
Finalize job description for committee chairs and committee and adopt as policy: ED & BD – Augus
2019
Finalize written document that defines relationship between school leader and board: ED & BD
July 2019
Finalize and approve standards of conduct for board members: ED & BD – June 2019
••
Finalize and approve Board members' handbook: ED & BD – July 2019
Board Meetings
Schedule consistent meeting dates and times – place calendar holds: ED & BD – July 2019
Develop agenda format: ED & BD – July 2019
Develop consistent format for board meeting packets: ED & BD – July 2019
Have observers attend meetings to give feedback about process, facilitation, etc.: ED & BD
September 2019
Develop checklist that board member could use to evaluate each meeting. Conduct quick debrie
using checklist at end of meeting: ED & BD – July 2019
Produce formal meeting minutes. Minutes are legally binding: ED & BD – March 2019
Create attendance tracker for all committee meetings and board meetings: ED & BD – March 2019
Create mechanism for tracking all official policies: ED & BD – September 2019
Create comprehensive list of all policies to be created before school opening: ED & BD – September
2019
Executive Director
Create job description for Executive Director and set salary range aligned with industry standard: Bl
- December 2018 (located within the charter)
Determine performance and benchmarks/measures for Executive Director: BD & ESC20 consultant
– December 2018 (located within the charter)
Create a clear process for evaluating Executive Director: BD & ESC20 consultant – December 2018
Hire Executive Director: BD – June 2019
Board Development
Create a board development plan to include orientation of new members, retreats, workshops, etc
ED & BD Chair – September 2019
Engage in a day-long Board training seminar: ED, BD, BES, & ESC20 consultant – February 2019
All board members will be trained according to 19 TAC Chap. 100.1102

Converse Dublic / Drivets Creat Manau/Donations
Secure Public/Private Grant Money/Donations
Write need statement: ED & BD – January 2019
Write and disseminate proposals to national and local government sources: ED & BD – January 2019
Write and disseminate proposals to local and national foundations: ED & BD – January 2019
Identify potential private donors and create internal fundraising plan/goals: ED & BD – January 2019
ADMINISTRATIVE SYSTEMS AND PROCEDURES
Data Management
Create filing system: DO – February 2020
Train on database for student reporting: DO – February 2020
Train on student attendance reporting system: DO – February 2020
Family Outreach
Write family orientation letter: ED & DO – March 2020
Mail family orientation letter: ED & DO – April 2020
Call/visit all families re: Parent Orientation: ED & DO – May 2020
Prepare Parent Orientation protocol and materials: ED & DO - May 2020
Hold Parent Orientation: ED & DO – July 2020
Curriculum Development
Fine tune curriculum and solidify academic vision: ED – September 2019
Ensure instructional program is aligned with mission/values: ED – September 2019
Finalize all instructional staff job descriptions: ED – November 2019
Site visits and analysis of "best practice" charter/public school models: ED – November 2019
Attend national and local educational conferences: ED – November 2019
Finalize curriculum plans and timelines: ED – October 2019
Outline benchmarks aligned with state standards and curriculum frameworks: ED & ESC20 – October 2019
Develop scope and sequences for each subject: ED & ESC20 – September 2019
Procure and encumber materials and textbooks: DO – December 2019
Procure and encumber standardized testing materials: DO – April 2020
Assessment
Define assessment strategy and timeline: ED – November 2019
Create diagnostic assessments and tools for data analysis: ED – November 2019
Special Education Program
Recruit Student Support Coordinator: ED – July 2020 (Though AIM LLC Consulting)
Identify and procure specific texts and materials: ED – October 2019
Acquire student records – SPED records: ED – July 2020
Develop IEPs -after enrollment: ED – July 2020
Define service requirements for all SPED students: ED – July 2020
School Culture and Behavior
Finalize school wide behavioral expectations: ED – September 2019
Determine expectations for routines around common student behaviors (lining up, hallway
expectations, classroom transitions, bathroom use, celebrations, rewards, and consequences): ED –
September 2019
Finalize daily schedule: ED – November 2019
Finalize discipline policy: ED – November 2019
Finalize school calendar: ED – November 2019
Create staff cultural binders defining all routines and systems: ED – November 2019

Create student culture orientation: ED – November 2019

Develop community meeting curricula: ED – November 2019

Financial Management

Arrange fiscal controls and financial policies we will employ to track daily operational finances, protect against financial fraud and theft: ED & BD – November 2019

Identify check writers and signers: ED & BD – November 2019

Define and approve signature policies: ED & BD – November 2019

Develop financial reporting templates (budget vs. actual) and policy: ED, ESC20 & BD – November 2019

Design process forms (purchase orders, expense forms) & policy: ED, ESC20 & BD – November 2019 Appoint Treasurer: ED & BD – September 2019

Develop segregation of funds policy (public/private): ED, ESC20 & BD - November 2019

Establish payroll: ED, ESC20 & BD – June 2019

Develop schedule of Board's Financial review: ED & BD - November 2019

Bid and hire back office service provider: ED & BD – August 2019

Set up bank account: ED & BD – June 2019

Define investment/saving strategy: ED & BD – November 2019

Finalize cash flow plan: ED & BD - November 2019

Approve the budget by June 1st of each year: ED & BD – June 2020

Personnel

Refine org chart and job descriptions: ED – September 2019

Create job descriptions, flyers, and ads. Post for jobs: ED & DO – October 2019

Design the interview process: ED – October 2019

Design compensation and benefits packages: ED & BD – October 2019

Design a filing/documentation process: ED – October 2019

Identify potential recruitment opportunities: ED, DO – October 2019

Negotiate and sign agreements for contracted services: ED & BD – October 2019

Develop professional development plans: ED – October 2019

Define policies and procedures for evaluation of staff: ED – October 2019

Develop staff handbook with expectations: ED – October 2019

Staff fill out employee information forms: ED – June 2020

Plan and hold staff orientation: ED, DO - June 2020

Food Service

Issue Request for Proposals: ED & DO – September 2019

Define requirements and needs (number of students, dietary, religious needs): ED – May 2020 Identify students who gualify for free/reduced lunch: ED – May 2020

Determine food service arrangement: ED & BD – May 2020

Select vendor and draft contract: ED – May 2020

Develop food service policies, protocol, and procedure - (menu, delivery time, etc.): ED – May 2020

Sign Contract: ED & BD – January 2020

Safety

Contact police and fire departments: ED & DOO – May 2020

Undergo fire inspection: DOO & Contractor – March 2020

Contact Board of Health: DOO – March 2020

Develop fire drill policy, schedule, route: DOO – March 2020

Community Partnerships (Ongoing)

Identify community partnership opportunities: ED, DO & BD – August 2019		
Meet w/potential partner organizations and leaders, neighborhood groups: ED, DO & BD – August		
2019		
Devise performance measures for each strategic alliance: ED & BD – August 2019		
Communication		
Design and develop website: ED & BD – January 2019		
Set up nonprofit mailing address: ED & BD – October 2019		
Develop filing system to store student records: DO – April 2020		
Define how information will flow within school (i.e. who is called when student is sick, who is		
contacted about discipline infractions): ED & DO – April 2020		
Define procedure for visitors: ED & DO – April 2020		
Develop forms necessary to track and monitor visitors: ED & DO – April 2020		
Select provider for Internet access (DSL, cable): ED & DO – May 2020		
Set up Intranet: ED & DO – July 2020		
Set up phone systems and answering services: ED & DO – July 2020		
Purchasing		
Create a comprehensive list of all items that need to be procured through Dec. of year one: ED -		
Nov. 2018		
Identify potential organizations that will donate furniture: ED & DO – March 2020		
Procure and encumber classroom equipment and furniture: ED & DO – May 2020		
Procure and encumber office equipment and furniture: ED & DO – May 2020		
Procure and encumber postage meter: ED & DO – May 2020		
Procure and encumber restroom supplies: ED & DO – May 2020		
Procure and encumber cleaning products: ED & DO – May 2020		
Procure and encumber library materials: ED & DO – June 2020		
Procure and encumber Art material: ED & DO – June 2020		
Procure and encumber PE equipment: ED & DO – June 2020		
Procure and encumber medical supplies & furniture: ED & DO – June 2020		
Procure and encumber office supplies: ED & DO – June 2020		
Contract Personnel		
Hire necessary contracted personnel: ED & DO – August 2019 (continuous)		
Retain law firm: DO – August 2019		
Secure janitorial services: DO – May 2020		
Procure SPED contractors through competitive process where required by federal law: ED & DO –		
August 2020		
Professional Development		
Selected staff complete special education training before students arrive: ED & DO – July 2020		
Summer Prep - Initiate summer training per professional development program: ED & DO – July		
2020		
Technology		
Create comprehensive tech plan: ED & DO – March 2020		
Procure and encumber computers for teachers and staff: ED & DO – April 2020		
Procure and encumber cell phones for admin: ED & DO – September 2019		
Uniforms		
Select key vendors and place orders: ED & DO – March 2020		
Student uniforms ordered: ED & DO – March 2020		

Place order for student folders and other branded items: ED & DO – April 2020

Start-up Budget. Expenses we anticipate for Y0, the start-up year, include: Personnel: Executive Director hired for 11 months for salary of \$82,500; Director of Operations hired in or near October 2019 for total of 10 months and salary of \$54,167; PEIMS Coordinator/Office Clerk hired in April 2020 for quarter of the year at \$13,333; TOTAL COST \$149,999. Payroll Taxes and Benefits: Social security assumes state contributions on behalf of public schools and employees are deducted 7.7% from TRS (Assumes 3% of contribution from employer and 4.7% from employee salary for a total of 7.7%); Medicare assumes 1.45% of all salaries totaling \$2,175 for three employees; State unemployment assumes 1% of all salaries totaling \$1,500 for three employees; Worker's compensation assumes 1% of all salaries totaling \$1,500 for three employees; Health Insurance assumes 7% of all salaries totaling \$10,500 for three employees; Teacher's retirement assumes 2.5% of contribution from employer and 4.5% from employee salary for a total of 7% totaling \$4,500 for three employees. **Contracted Services**: Accounting services assumes external services grant management and limited accounting with allocation of \$2,000; Legal services assumes \$10,000 retainer; Payroll and back-office services assumes external 3rd party payroll processing provider at estimated \$2,000 per month in start-up year totaling \$20,000. School Operations Note: Board expenses assumes \$1,500; Technology assumes acquisition and equipment for start-up staff - \$1,000 per staff totaling \$3,000; Office expenses assumes miscellaneous monthly administrative expenses totaling \$5000; Staff recruitment for Y1 assumes \$500 per full time equivalent (FTE) totaling \$5,500; Student recruitment assumes \$150 per student which totals to \$25,500; Staff travel assumes \$300 per person totaling \$900 for three FTEs; Facility Operation & Maintenance: Insurance assumes \$0.75 per foot coverage includes Directors and Officers insurance; facility for one month totaling \$1,250; Janitorial Services assumes \$1.25 per square foot with no fulltime janitor on staff for one month totaling \$1,562.50; Building/Land Lease assumes \$15.25 per foot at 15,000 square feet for one month totaling \$16,250; Repairs & Maintenance assumes \$20,000 for retrofitting lease space; Utilities assumes \$2.00 per square foot for one month totaling \$2,500.

Contingencies. The Walton Foundation, Brackenridge Foundation, and Choose to Succeed grants are guaranteed to San Antonio Prep contingent upon authorization, totaling \$425,000 (commitment letters can be found in attachment F#). We have reserved 2% of start-up revenue for contingency funds totaling \$8,500 and \$100,000 reserved for year one totaling \$108,500. We intend to apply for the Charter Schools Programs (CSP) Start-up Grant during the start-up year but have not included this amount in the budget. If necessary, the salary of the Executive Director will be adjusted accordingly to ensure successful school launch and we may defer hiring the PEIMS Coordinator/Office Clerk until July 2020. We will identify all areas in which funds can be cut to ensure a successful launch while protecting our core program, including purchasing used furniture, leasing instead of purchasing equipment, applying for grants and seeking private contributions.

Mitigating Fraud, Waste, and Abuse. Our strategies for mitigating fraud, waste, and abuse are based on best practices from other high performing charter schools. We recognize that fiscal responsibility is vital to opening and sustaining San Antonio Prep. Our Board will adopt policies and procedures in accordance with the Financial Accountability System Resource Guide (FASRG). Therefore, as required by Texas law, we will undergo an independent audit each year and comply with GAAP. To mitigate waste, fraud, and abuse we will do the following. **Reconciliation control:** This identifies errors in selected general ledger control accounts to subsidiary ledgers after transactions post; completed by Director of Operations with oversight from Executive Director and Board. **Protection of assets:** We will maintain accurate records and insurance that we will cross-reference at the end of every school year; we will spread holdings across multiple banks. **Competitive bidding:** We will always put larger projects to bid in order to secure the best value. **Proper authorization**: We will be accountable and transparent with all purchase items, services, and products by having the responsible party listed with the purchase for approval. **Transparency:** Through transparency of posting our yearly budget on our public website, we agree to be in accordance with the law. **Oversight:** On an annual basis, we will be audited by an external independent auditor. Internal oversight is the responsibility of our Board's Finance Committee, through reviews of monthly transaction documentation to ensure compliance with all financial policies, and local, state, and federal laws and regulations. **Segregation of duties and controls:** To mitigate fraud and theft, approval for financial transactions will require multiple checkpoints. GAAP standards will be met and in alignment with our school's mission we will be transparent and accountable for all spending.; Document control: All documents, to include financial documents, will be filed safely and will be filed by person responsible and date. **Processing control:** Before any updates are included in the general ledger, we will identify all errors; establish purchase cap that does not require board approval. \$5,000 single item purchase and anything over requires board approval and allows board to meet their fiduciary duties.

Evaluation Criteria-Start-Up Plan

- Outline a detailed and comprehensive start-up plan that will promote a successful school opening, including specific contingencies in the event of a budget shortfall;
- Describes how the Board will monitor the creation, adoption, and implementation of the start-up plan and budget;
- ✓ Outline the costs associated with all start-up activities;
- ✓ Present expenses and revenues that are congruent with the financial workbook; and
- ✓ Describes clear and appropriate strategies to mitigate fraud, waste, and abuse.

CONTRACTED SERVICES

- 1. Describe any services that will be outsourced and the year in which these contracted services will begin. Provide a discussion of costs, timelines, and the selection process for each vendor. Include:
 - a. Back Office Services
 - b. Food Services
 - c. Transportation
 - d. Janitorial and Grounds
 - e. Other
- Describe the applicant's plan to negotiate service agreements with any organization(s) and/or individual(s) that will provide any form of financial accounting, payroll, and or tax/accounting services. Include a discussion of costs, timelines, and the selection process for each vendor.
- 3. If using a Charter Management Organization (CMO), describe the services to be provided and the fee structure of the contract. Include discussion of costs, timelines, and the selection process of the CMO.
- 4. If applicable, indicate whether the applicant will adopt the provisions of TEC, Chapter 44 Subchapter B as the process for awarding a contract for the construction, repair, or renovation of a structure or other improvement or addition to real property in the charter application.

Evaluation Criteria-Contracted Services

A strong response will:

- Rationalize the need for each proposed service, including an extensive decision-making process;
- Discuss the professional qualifications that will be required and expected of those to be retained for each service proposed;
- Detail specific costs, timelines, and selection processes of all types of prospective vendors; and
- ✓ Present costs that are congruent with the financial workbook.

Narrative Response:

Contracted Services. San Antonio Prep plans to use the contracted services described below congruent with our financial workbook. In year one, San Antonio Prep is limited in the services we can provide ourselves in addition to leasing a facility that may not have an identified kitchen space.

Accounting for financial and audit support. Will cost \$2,000 (Y0) and \$15,000 (Y1), with 3% annual increase. Must be a Licensed CPA in State of Texas. Selected through proven results and recommendations from other high-performing charter schools in June 2019. **Legal** for lease review, board policies review, Texas Education Law expertise etc. Will cost \$2,000 (Y0) and \$10,000 (Y1), with a 3% annual increase. Must be Texas State Bar certification; hold adequate malpractice insurance; and

have experience related to charter schools. Selected August 2019 through use of attorney during application process. Nurse for medical record keeping, medication distribution, health and safety of students, and full-time nursing health care services. Will cost \$6,000 (Y1) to increase based on enrollment growth each year. As required by 19 TAC § 153.1022, must meet all requirements to practice as RN pursuant to Nursing Practice Act and rules and regulations relating to professional nurse education, licensure, and practice; has been issued TX license to practice professional nursing. Selected August 2020 through co-op program at Education Service Center Region 20. Meals Services for serving breakfast, lunch, and snack. Will cost \$179,071 (Y1) to increase based on enrollment growth each year. Must hold certification to provide child nutrition services and be in compliance with all mandated federal and local insurance and bonding requirements and have experience with providing free, reduced price, and paid meals in accordance with all state and federal requirements. Contracted April 2020. Selected based upon competitive RFP process. Janitorial to maintain clean and safe school facility. Will costs \$1,562.50 (Y0) and \$18,750 (Y1) to increase based on enrollment growth each year. Must meet all competitive procurement requirements of the RFP process; Proof of insurance to engage in janitorial services; Experience with school clients; Compliance with all federal, state, and local laws related to management and disposal of hazardous waste in school; Background check. Selected June 2020 through vetting quality and price. Special Education AIM LLC Consulting to provide special education services. Will cost \$50,000 (Y1) to increase based on student enrollment. Must have all certifications and licensures; Successful records management; Proven result with special education students; Procurement process that is competitive as required by federal law EDGAR for reimbursement of services. Selected July 2020 through proven results with other high performing charter schools. ESC Region 20 Back Office Support to provide training and support for PEIMS-related activities; Business support accounts receivable, asset management, bank reconciliation, budget, employee access/self-service, finance, human resources, purchasing, and warehouse. Will cost \$20,000 (Y0) and \$40,581 (Y1) with a 7% annual increase. Must have a proven track record. Selected June 2020 based on Texas Charter School Association and Texas Education Agency recommendation of back office support services. Transportation to provide for any students receiving special education services requiring transportation in their IEP. Will cost \$14,724 (Y1) and will increase based on student enrollment. Must be certified, licensed, and adequately insured to transport children with special education needs. Selected August 2020 through vetting of qualified companies, quality service, and price.

San Antonio Prep will adopt the provisions of Texas Education Code, Chapter 44, subchapter B as the process for awarding a contract for the construction, repair, or renovation of a structure or other improvement or addition to facility. Each of these services is accounted for and reflected in our Financial Workbook.

PUBLIC EDUCATION INFORMATION MANAGEMENT SYSTEM (PEIMS)

- 1. If a PEIMS coordinator will be employed, provide the following:
 - (i) The education and experience requirements for the PEIMS coordinator;
 - (ii) The year in which the PEIMS coordinator will be first employed; and
 - (iii) The starting salary range for the PEIMS coordinator.
- 2. If a PEIMS coordinator will not be employed, outline the positions that will facilitate all applicable duties associated with PEIMS collection and reporting and the rationale for this decision.
- 3. Describe plans to provide training(s) for the PEIMS coordinator or individuals charged with PEIMS-related duties, including timelines and budgeted funds. <u>NOTE: The Public Education</u> <u>Information Management System [PEIMS] encompass all data requested and received by</u> <u>TEA about public education; including student demographic and academic performance,</u> <u>personnel, financial, and organizational information. More importantly, open-enrollment</u> <u>charter schools receive their Foundational School Program (FSP) funds based on average</u> <u>student daily attendance, of which is collected, approved, and uploaded (submitted) directly</u> <u>by the charter school superintendent. A failure, on the part of the charter school, to report</u> <u>accurate PEIMS data can result in the recapture of FSP funds.</u>

Narrative Response:

San Antonio Prep will hire a PEIMS Coordinator starting in our first year of operation. To fill the role of PEIMS Coordinator, we will advertise on social media platforms like LinkedIn and Facebook. We will also actively recruit from education job fairs, online teaching and education hiring platforms, and leverage our relationships with local charter schools, City Education Partners, Choose to Succeed, Families Empowered, and Relay Lab Schools. We will heavily rely on Txeis Business and Student support for back office filing and personnel training to ensure the person hired is fully aware of the importance of the Public Education Information Management System.

Education/Certification: High school diploma or GED Special

Knowledge/Skills: Ability to maintain accurate and auditable records. Ability to use personal computer and software to develop spreadsheets, perform data analysis, and do word processing. Proficient in keyboarding, 10-key numerical data entry, and file maintenance skills. Ability to perform basic math. Ability to meet established deadlines. Strong organizational, communication, and interpersonal skills. Ability to understand detailed written or oral instructions.

Experience: 3 years of experience preferred in a school district administrative support position requiring collecting and entering data; experience using coding systems preferred; experience with the Texas Student Data System (TSDS) and PEIMS data in school district support position preferred.

Support & Training: Training and support in our first year of operation will be provided by Txeis Business and Student Software and Education Service Center Region 20 in April 2020. Ongoing training and support will also be provided by the Executive Director and Txeis Business and Student Software in July 2020 and every quarter until the PEIMS Coordinator is proficient in all PEIMS responsibilities and then move to yearly training. Training will include the data collected through the PEIMS electronic collection method:

- A standard set of definitions, codes, formats, procedures, and dates for the collection of data published as the PEIMS Data Standards including organizational, budget, actual financial, staff, student demographic, program participation, school leaver, student attendance, course completion, and discipline.
- Standard edit procedures;
- Database design;
- A production system to format and load data into the TEA enterprise database; and
- Written documentation describing the numeric and alphanumeric values stored in the database published as the Data Documentation.
- Provide descriptions of data elements and the codes used to report them;
- Describe the responsibilities of school districts, education service centers, and the Texas Education Agency in connection with the data submission process; and
- Provide descriptions of the data submission requirements, including submission record layout specifications and data edit specifications.

(PEIMS Data Standards. Retrieved from

https://tea.texas.gov/Reports_and_Data/Data_Submission/PEIMS/PEIMS_Data_Standards/PEIMS_D ata_Standards/)

Date to Assume Duties: April 2020

Rate of Pay: \$40,000

Txeis will provide the Business and Student Software necessary to support PEIMS data entry and Education Service Center Region 20 will provide the HR and PEIMS back office support totaling 20,000 in start-up year and \$40,581 in year one with a 7% annual increase.

Evaluation Criteria-Public Education Information Management System (PEIMS)

- ✓ Provide clear education and experience requirements for the PEIMS coordinator;
- ✓ Describe a process for filling the role;
- ✓ Provide salary information aligned to budget documents; and
- ✓ Describe a comprehensive plan to train any individuals who will fulfill PEIMS-related duties.

SUPERINTENDENT/CEO

- If the Board has already identified an individual to serve as superintendent, provide a justification for the selection of this individual as the best candidate for the position. <u>NOTE:</u> <u>The superintendent must reside in the State of Texas at the time of employment.</u>
- 2. If the Board has not identified an individual to serve as superintendent, detail the process (and considerations) by which the ideal candidate will be selected.
- 3. Provide specific metrics that will be used to evaluate the performance of the superintendent. Metrics must be provided to measure performance in the following areas:
 - (i) Governance and Board Relations
 - (ii) Community Relations
 - (iii) Staff Relations
 - (iv) Business and Finance
 - (v) Instructional Leadership
- 4. Outline the starting salary of the superintendent and provide a description of how this amount was calculated. <u>NOTE: Open-Enrollment Charter Schools may not compensate an individual in excess of the fair market value of the services rendered. The fair market value of the services rendered is based on the individual's education, experience, prior salary history, job duties actually performed, and what a typical person with similar skills, experience, and job duties would earn. See 19 Texas Administrative Code (TAC) 100.102 (c)(2)(B)(i).</u>

Evaluation Criteria-Superintendent/CEO

A strong response will:

- Provide a justification for the selection of a specific individual (as superintendent) as the best candidate for the position or identify rigorous criteria (and process) for the recruitment and selection of the superintendent position;
- Present specific and applicable metrics that will evaluate and assess superintendent performance;
- ✓ Propose a starting salary range that is reasonable with respect to estimated student enrollment; and
- ✓ Reference budget amount(s) that are congruent with the financial plan workbook.

Narrative Response:

The Board has selected Stephanie Hall Powell as Superintendent/Executive Director of San Antonio Preparatory Charter School. Mrs. Powell comes to San Antonio Prep with four years of charter school experience with IDEA Public Schools. Mrs. Powell spent three years as a middle and high school science teacher, grade level leader, and content leader and one year as an administrator (Assistant Principal). As Assistant Principal, she managed and coached 8 teachers in English Language Arts (ELA) and science. Coaching consisted of weekly classroom observations followed by a meeting between the teacher and coach to discuss action steps from the observation. Mrs. Powell used data driven instruction strategies to evaluate bi-weekly assessment data, quarterly interim assessment data, and yearly STAAR assessment data. Data would be used to determine successes and areas of growth for the teacher and students. She and the teacher would evaluate if student common misconceptions were caused by a teaching error, gap in how information was presented to students, or some other factor. Mrs. Powell's coaching resulted in the following data:

Subject	Approaches Grade Level or Above	Meets Grade Level or Above
ELA – All	83%	50%
Science – All	88%	74%
Writing – All	75%	39%
ELA – Economically	83%	49%
Disadvantaged		
ELA – ELL	70%	33%
ELA – SPED	52%	24%
Science – Economically	87%	73%
Disadvantaged		
Science – ELL	N/A	N/A
Science – SPED	59%	47%

In addition to thorough data analysis, she managed daily operations of the campus to include staff duty schedules, parent meetings, creating, implementing, and maintaining the campus discipline/behavior system, meetings with the afterschool program (21st Century programs), weekly tactical meetings with the leadership team, and being acting principal in the principal's absence. Prior to IDEA Public Schools, Mrs. Powell established, owned, and operated Kingdom Kids Preschool in Ewa Beach, Hawaii. Unlike Texas, Hawaii does not include preschool as part of public education and therefore does not offer free preschool programs for children ages 3-5. Kingdom Kids Preschool was a prekindergarten preparation program that prepared students ages 3-5 with the skills necessary for success in kindergarten. Prior to Kingdom Kids Preschool, Mrs. Powell was a United States Air Force Military Training Instructor on Lackland Air Force Base. Mrs. Powell was a fellow with Building Excellent Schools, a non-profit organization that trains high-capacity individuals to found and lead high performing charter schools. Through this program, Mrs. Powell grew her leadership skills, knowledge of school finance and operations, and the curriculum and instruction expertise necessary to found and lead a high performing school. Mrs. Powell believes that a high-quality education is a civil right and that all children deserve access to the opportunities made available to them by a high-quality education. San Antonio Prep's Founding Board is confident that she is best suited to found and lead this high-quality option charter school for the students and families of northeast San Antonio, Kirby, and Converse. Due to the high demand of the role of Executive Director, as well as Mrs. Powell's education experience in high performing charter schools, we propose a starting salary between \$85,000 and \$90,000. Mrs. Powell will be responsible for two campuses totaling 1344 students at capacity.

Superintendent Evaluation. "The commissioner's recommended appraisal process and criteria requires, at a minimum: (1) an annual evaluation of the superintendent; and (2) a student performance domain. Other appraisal procedures and criteria are determined by the board. 19 Tex. Admin. Code § 150.1031." (19 Tex. Admin. Code § 150.1031). San Antonio Prep's Board of Directors will establish a Superintendent/Executive Director appraisal process in which the job-related performance is evaluated according to Texas Education Code 21.354. The appraisal will be created using the academic and financial metrics in the **Academic and Financial Performance Indicators** sections of this application and the academic, financial, and operational metrics from the **Campus Request and Growth Plan**. Key metrics (identified below) will be used to evaluate the Executive Director in addition to all the measures listed above in accordance with the Commissioner's Rules Concerning Education Standards in 19 TAC Chapter 149 §149.2001 Administrator Standards:

Superintendent Evaluation Metrics		
Area	Metric	Measured

Governance	(i) Interaction with the board.	(i) production of timely, accurate, and clear
		reports to the board
		(ii) preparedness for board meetings
		(iii) timely communication
Community	(i) Relationships with organizations in the	(i) leverages community partnerships in
Relations	community in which San Antonio Prep is	alignment with our mission
	located.	(ii) school visibility across multiple medias
		(iii) community presence; and parent partnerships
Instructional	(i) Rigorous and aligned curriculum and	(i) implements rigorous curricula and
Leadership	assessment.	assessments aligned with state standards,
	(ii) Effective instructional practices.	including college and career readiness
	(iii) Data-driven instruction and	standards.
	interventions.	(ii) develops high-quality instructional practices
		among teachers that improve student learning. (iii) monitors multiple forms of student data to
		inform instructional and intervention decisions
		and to close the achievement gap.
Human	(i) Targeted selection, placement, and	(i) selects, places, and retains effective
Capital	retention.	teachers and staff.
	(ii) Tailored development, feedback, and	(ii) coaches and develops teachers by giving
	coaching.	individualized feedback and aligned
	(iii) Staff collaboration and leadership.	professional development opportunities.
	(iv) Systematic evaluation and	(iii) implements collaborative structures and
	supervision.	provides leadership opportunities for effective teachers and staff.
		(iv) conducts rigorous evaluations of all staff
		using multiple data sources.
Executive	(i) Resiliency and change management.	(i) remains solutions-oriented, treats challenges
Leadership	(ii) Commitment to ongoing learning.	as opportunities, and supports staff through
	(iii) Communication and interpersonal	changes.
	skills.	(ii) proactively seeks and acts on feedback,
	(iv) Ethical behavior.	reflects on personal growth areas and seeks
		development opportunities, and accepts responsibility for mistakes.
		(iii) tailors communication strategies to the
		audience and develops meaningful and positive
		relationships.
		(iv) adheres to the educators' code of ethics in
		§247.2 of this title (relating to Code of Ethics
		and Standard Practices for Texas Educators),
		including following policies and procedures at
School	(i) Shared vicion of high achievement	his or her respective district.
School Culture	(i) Shared vision of high achievement.(ii) Culture of high expectations.	(i) develops and implements a shared vision of high expectations for students and staff.
	(iii) Intentional family and community	(ii) establishes and monitors clear expectations
	engagement.	for adult and student conduct and implements
	(iv) Safe school environment.	social and emotional supports for students.
	(v) Discipline.	(iii) engages families and community members
		in student learning through open houses and
		parent preps.

		(iv) creates an atmosphere of safety that		
		encourages the social, emotional, and physical		
		well-being of staff and students.		
		(v) oversees an orderly environment,		
		maintaining expectations for student behavior		
		while implementing a variety of student		
		discipline techniques to meet the needs of		
		individual students.		
Operations	(i) Strategic planning.	(i) outlines and tracks clear goals, targets, and		
	(ii) Maximized learning time.	strategies aligned to a school vision that		
	(iii) Tactical resource management.	improves teacher effectiveness and student		
	(iv) Policy implementation and advocacy.	outcomes.		
		(ii) implements daily schedules and a year-long		
		calendar that plan for regular data-driven		
		instruction cycles, give students access to		
		diverse and rigorous course offerings, and build		
		in time for staff professional development.		
		(iii) aligns resources with the needs of the		
		school and effectively monitors the impact on		
		school goals.		
		(iv) collaborates with district staff to implement		
		and advocate for district policies that meet the		
		needs of students and staff.		
Because the Executive Director's performance is considered indistinguishable from the school system				
	performance, the appraisal will include an Outcomes Score Card where each metric from the previous			
performance,	performance, the appraisal will include an Outcomes score card where each method from the previous			

performance, the appraisal will include an Outcomes Score Card where each metric from the previous chart and sections mentioned above will be outlined on a score card and identified with a met or not met indicator. The score card will be used to identify Superintendent gaps and successes and assess overall performance based on the commissioner's rules.

STAFF RECRUITMENT

- 1. Describe the process to be used to identify, recruit, and hire individuals to support operation of the proposed school (e.g., para-professionals, office staff, custodial and food service staff).
- 2. Discuss strategies that will be utilized in the event of unforeseen support staff shortages.

Narrative Response:

Recruitment Process. Positions like office staff, custodial (facilities), food service, or para-professionals are considered our non-instructional staff. We will use a similar approach to these positions as we do for recruitment for instructional positions. We will use an applicant tracking system that records the numbers of qualified applicants that come from each of our outreach methods. The methods we will employ include posting on job boards, leveraging internal contacts and networks, and posting jobs in mediums that are most likely to find candidates qualified for specific positions.

The teacher recruitment strategies (marketing, internal pipeline, and internal job fairs) discussed in the **Teacher Recruitment** section of this application were methods used by successful schools across the nation and researched by reputable non-profit organizations. We believe that we can use these methods for operational staff as well as instructional staff to recruit and attract qualified personnel.

Hiring Process. In order to recruit top talent interested in learning and growing professionally, we must utilize all platforms available to us. That includes but is not limited to social media, newspaper adds, our website, online hiring platforms, job fairs, posters, and leveraging relationships with partners mentioned in the Teacher Recruitment section of this application. We want to extend our reach as far as possible to ensure we hire mission-aligned individuals determined to prepare students for college. We will identify qualified personnel based on their experience, capacity for learning, ability to receive and implement feedback, and the ability to perform necessary tasks associated with the position. Applicants will be engaged in the following interview process to determine suitability to San Antonio Prep:

- a) Resume Candidates will submit a resume for review. The review will assess desired skills, mission alignment, and capacity to grow.
- b) Written Response/Capacity Project Candidates will submit written responses to probing questions from the Executive Director to identify mission, vision, and core belief alignment. Candidates will engage in a project that will assess their knowledge and skills related to the position (PPT, Excel, Letter, Email, etc.)
- c) Phone Screen Candidate will participate in a phone call to further vet capacity, philosophy, and mission alignment.
- d) Reference Check Candidate's references will be called for personal and professional character reference.
- e) In-person Interview Candidate will be invited to an in-person interview after passing the four previous stages. The interview will consist of a question and answer portion, a performance task related to the position, a tour of the facility, a meeting with staff related to the position, and a demo of a weekly check-in meeting with feedback.

f) Offer – Candidate will receive a written conditional offer contingent upon successfully clearing the background check and fingerprinting.

Roles and Responsibilities. The Executive Director and Director of Operations will both oversee the interview process for eligible candidates, but the Director of Operations will be responsible for planning, implementing, and evaluating the recruitment activities. This position requires a bachelor's degree but a Master's or Advanced degree or at least 3 years of experience in operations is preferred.

Obstacles. Foreseeable obstacles include:

- Limited budget to recruit, therefore we have allocated \$500 per FTE for teachers and non-instructional staff.
- Advertisement on the wrong platform, we plan to vet our job board sites for the positions we are hiring to fill.
- Limited interest, we plan to recruit all year on all applicable platforms and use internal pipelines to keep interested and qualified applicants in our pool.

Staff Shortages. In the event that we are unable to fill any of our non-instructional positions, the Director of Operations will complete the tasks for that position, delegate another operations staff member to complete the task, and increase recruitment strategies for that position until filled.

Evaluation Criteria-Staff Recruitment

- Present a clear process for using the proposed methods to identify, recruit, and hire qualified support staff;
- ✓ Include a rationale for the proposed recruitment strategies/methods and establish its applicability to successful recruitment of staff with desired areas of expertise;
- ✓ Identify specific roles and responsibilities of person(s), position(s), or entities that will be involved in planning, implementation, and evaluation of recruitment activities and supports the description with sufficient educational and/or experience requirements;
- ✓ Address any foreseeable obstacles to successfully recruiting quality staff and provide clear strategies to overcome those obstacles; and
- ✓ Present specific strategies to deal with unforeseen staff shortages.

FINANCE/OPERATIONS/GOVERNANCE PLANS

BOARD OF DIRECTORS

- Describe the governance system of the proposed school, including (but not limited to) the primary roles of the governing Board, it's relationship with the superintendent, and policies that reinforce goals/expectations that will accomplish the mission and vision. The response must align with superintendent performance evaluation as discussed in the Superintendent/CEO narrative.
- Describe the composition of the governing Board. <u>NOTE: Family members who are related</u> within the third degree of consanguinity or third of affinity are prohibited from serving on a charter school Board. In addition, no family member within the third degree of consanguinity or third degree of affinity of any charter holder Board member, charter school Board member, or school officer shall receive compensation in any form from the charter school, charter holder, or any management company that operated the charter school unless exempted by TEC 12.1054 (a)(1). Include:
 - (i) The number of Board members and the number domiciled in Texas;
 - (ii) Whether any current Board members intend to apply for an employed position with the proposed charter school; and
 - (iii) How each Board member will contribute to effective governance of the proposed school(s).
- 3. Describe the relationship between the governing Board and the proposed charter school. How often will the superintendent report to the Board? How often will the Board review financial reporting data?
- 4. If the governing Board is an existing entity, indicate whether the entity is a current grantee or subgrantee of a state and/or federal grant and whether the entity has been investigated for grant mismanagement within the past 5 years.
- 5. Discuss the system/tools/metrics that will be used to assess and promote Board effectiveness, including self-evaluation, training, and school involvement.

Narrative Response:

Roles and Responsibilities. The San Antonio Prep Board of Directors was selected through a thorough vetting process to identify high capacity professionals to open, govern, and oversee the start-up and success of a $5^{th} - 12^{th}$ grade public charter school for our target community. "The governing body of an open-enrollment charter school is responsible for the management, operation, and accountability of the school" (TEC § 12.121). San Antonio Prep's Board of Directors will do the following: (1) contribute to the review of the charter application, (2) contribute to the design of school operations and facilities for financial accountability, (3) build a network of support and partnerships within the community and professional networks, and (4) develop San Antonio Prep's Board of Directors.

Governing Board Composition. If San Antonio Prep is awarded its charter, the Board of Directors will transition to the Governing Board of Directors, with the exception of the proposed Executive Director, Stephanie Hall Powell. San Antonio Prep's Board will consist of 7-9 members responsible for governing the school and hiring, overseeing, and evaluating the Executive Director. Board members will serve staggered terms of 1, 2, 3 or 5 years for continuity and stability purposes. The board will have four elected officers:

Chair: Provide governance leadership to San Antonio Prep's Board of Directors and Executive Director, and strategic fundraising support. Advise the Executive Director on development and implementation of strategic plans for San Antonio Prep. Develop, manage, and communicate with funders, partners, and stakeholders. Review and approve San Antonio Prep's annual budget, audit reports, and business decisions. Review performance indicator metrics for the school and the Executive Director. Conduct annual Executive Director performance evaluation. Plan and facilitate board and committee meetings. Ensure diverse board members that reflects the community and mission of San Antonio Prep. He or she must assume responsibility for the overall functioning of the board, facilitate board meetings, oversee the work of the committees, and work most closely with the school leader.

Vice Board Chair: Assumes the role and duties of the chairman of the board if the chairman of the board is no longer able to continue. Assists in carrying out the functions of that office and performs specific duties as delegated. The vice chair works in conjunction with the chair to evaluate the performance of the Board of Directors and committees. The vice chair may become the chair of the board in the future. He or she ensures the Board of Directors adheres to the goals and objectives of the strategic and business plans. He or she must share and understand the responsibilities and duties of the board chair and be ready and prepared to stand in for the board chair as needed.

Treasurer: Manage and oversee the financial affairs of San Antonio Prep to include: (1) financial management and/or oversight, (2) budget development and management, (3) assemble and disseminate financial reports, and (4) financial liaison between the Executive Director, Education Service Center Region 20 (HR and financial support) and board. The treasurer may be responsible for assisting the Executive Director with the annual budget and reconciling bank statements. He or she must have a knowledge and understanding of the organization's financial reports and be able to translate financial concepts for board members without financial backgrounds or experience. He or she must know all applicable charter school laws regarding school funding and taxes.

Secretary: Is the source of communication between members of the board. Gives proper notice and agenda of meetings. Responsible for knowing and complying with the Open Meetings Act and scheduling meetings to accommodate the members of the board. Charged with recording meeting minutes and keeping the San Antonio Prep Board of Directors records. Responsible for maintaining accurate documentation and meeting legal requirements, such as annual filing deadlines. He or she must take responsibility for ensuring that accurate documentation exists to meet legal requirements and for the authorizer to determine when, how, and by whom the board's business was conducted.

San Antonio Prep currently has seven board members who are all domiciled in Texas. All current board members do not intend to apply for an employed position with San Antonio Prep. The Board of Directors will promote effective governance through formation of committees and leveraging the previous experience of board members. Five of our seven Board of Directors members have board governance experience and have previously or currently sit on other non-profit boards as indicated. Each board member contribution is described below.

Board Member	Contribution						
Dejah Behnke	Dejah is the Vice President of Advancement at Great Hearts Academies. Dejah brings extensive experience in fund development, maintaining relationships with philanthropic communities, project management, and Board Governance.						
Milton Harris	Milton is the Executive Director of the 100 Black Men of San Antonio and oversees all fundraising activities. Milton brings experience in finance, real						

	estate, and mentoring. He is a Professor of business administration, business management, and finance at Brown Mackie.
Michelle Taylor	Michelle is the senior-level sales professional and Regional Sales Trainer with GI Supply Medical Devices. She brings experience in marketing strategies, sales, networking, and guiding organizations to sustainable success.
Andy Tiwari	Andy is an Attorney at Tiwari & Bell, PLLC. Andy brings extensive board governance experience, legal expertise that caters to a broad range of clients, and entrepreneurial experience running businesses like the bar and restaurant he helped found and tutoring company.
Xavier Toson	Xavier is the Stash Media Group Founder and CEO as well as a member of the Rotary International District 5840. Xavier brings marketing and board governance experience from the African American Chamber of Commerce and Breaking Down Walls.
Stephen Villela	Stephen is the Creative Producer & CFO at CineVeliz Media Group, LLC. Stephen brings educational experience as a former high school teacher, production experience in featured films, TV, and commercials, and entrepreneurial experience running his business High Key Media Group.
Rhapsody Vogt	Rhapsody is a Realtor at Vivid Realty. Rhapsody brings experience in education, as a former math teacher, and real estate agent. She sits on the board for Women's Council of Realtors San Antonio Network and National Association of Hispanic Realtors.
Governance Structur	re. The primary responsibility of the governing board is to implement the public-

Governance Structure. The primary responsibility of the governing board is to implement the publicschool program authorized by the open-enrollment charter and to ensure high academic performance of the students enrolled in its charter schools in accordance with the Texas Education Code (TEC). (19 TAC Chapter 100 Subchapter AA. Commissioner's Rules Concerning Open-Enrollment Charter Schools. Division 5. Charter School Governance. Retrieved from http://ritter.tea.state.tx.us/rules/tac/chapter100/ch100aa.html#division5). Therefore, San Antonio Prep's Board of Directors will abide by all applicable local, state, and federal laws including but not limited to 19 TAC § 100.1113 and Texas Government Code § 573.021-573.025, relating to Relationships by Consanguinity or Affinity.

San Antonio Prep will use proven committee structure informed by *Charter School Board University* by Brian Carpenter. Committees will include Governance, Academic, Finance, Facilities, and Development. All board members will be required to serve on at least one committee in alignment with each member's expertise and interest. Tasks will be delegated to committees and committees will be required to make formal reports and recommendations to the Board. The Board may agree to add a committee at any time to enhance the effectiveness of the Board and San Antonio Prep.

Board and Executive Director Relationship. The Board and Executive Director will work closely together to drive the success of San Antonio Prep. The Board will hold the Executive Director accountable for all Academic and Financial Performance Indicators outlined in this charter application. The Board will also evaluate the Executive Director annually using the Executive Director evaluation rubric describe in this application. The Board will support the Executive Director to manage the daily

operations and academic achievement of the school. The Executive Director will report the following to the Board on a monthly basis:

- Financial Reports
- Student achievement dashboards including data from interim assessments, unit exams, biweekly assessments, or application-based assessments
- Operations data dashboards including data on student enrollment and attendance, teacher attendance, vendor status (shipment status for critical items), facilities management, and parent/community partnerships

Self-Evaluation. Board effectiveness will be evaluated and measured using a self-evaluation tool created by the Founding Board and Executive Director informed by high performing charters schools, and annual board member training. Board self-evaluation will include the following metrics, directly taken from and informed by best practices from Board Self-Assessment Board Governance of the Oregon School Board Association (www.osba.org/resources/articles/board), detailed below:

Board of Directors Self Evaluation Metrics					
Assessment Category	Metrics				
Finance & Budget	 adopts an annual budget that maximizes the school's resources in support of mission/vision monitors budget throughout the year contracts with independent auditor each year, reviews audit report, and takes any needed follow up action adopts a long-term (e.g.; 5-year) financial plan in coordination with the school's overall long-term plans adopts a comprehensive set of fiscal management and controls policies oversees all fund-raising activities on behalf of the school 				
Student Achievement	 adopts and approves the school's curriculum and instructional program adopts and approves student achievement goals/standards analyzes data from a broad-based assessment system is to measure progress toward instructional goals/standards ensures the instructional program is in alignment with state requirements and terms of charter ensures student assessment data is assembled in a comprehensive, coherent fashion, presented to the board, and reviewed and analyzed in depth on a regular basis reports on student achievement to charter granting agency on a regular basis as part of ongoing oversight and renewal process 				
Maintain 501(c)(3)	maintains 501(c)(3) status				
Policy & Governance	 establishes, adopts and revises policies so that they are clear, up to date and in compliance with state and federal laws and rules. requests the superintendent's recommendation on all proposed policies. 				

	 provides opportunities for public and staff review of proposed policies before they are given to the board for final action. policies are reviewed on a regular basis. follows its own policies regarding board operations. delegates all decisions regarding district operations, personnel management and procedures to the superintendent. sets annual goals and uses them for all board and district decisions throughout the year.
Relationship with Executive Director	 supports the school administration before critical groups and individuals in the community. reserves statements critical of the superintendent's actions, and evaluation of the superintendent, for executive sessions. fully inform the superintendent of situations arising in the district that impact the district. do not interfere in district operations, and fully delegate, and respect the delegations of, operational decisions to the superintendent and administration. do not avoid difficult decisions when requested or required to take a position.
Operations	 clearly articulate the vision, mission and goals of the district. review, rewrite, and adopt the board and district goals. adopt objectives, activities and a calendar to monitor action plans on agreed-upon goals, including periodic superintendent updates as part of regular board meetings. delegate to the superintendent the authority to administer and evaluate the adopted action plans. superintendent and board mutually agree which goals and expected performance indicators will be included in the superintendent's formal evaluation. develop and adopt the superintendent's evaluation instrument for the current year.
Meetings	 agenda is properly posted and developed according to board policy. know how to add or change agenda items both before and during a meeting and do so in a clear, constructive manner. board agenda reflects the goals, policies and appropriate governance role of the board and is followed by the board. procedures in place to allow for public input in a respectful manner. chair runs an orderly meeting, with clear instructions and directions to the public as well as board members. board discussions are effective and result in clear decisions.

٠	minutes properly record actions of the board and are maintained
	as required by the public records law.

Board members will receive training in accordance with TEC Section 12.123 and 19 TAC Chapter I 00§100.1102-100.1 105. Training will be provided by Education Service Center Region 20 and include 12 instructional hours (3 hours of basic school law, 1 hour of basic school finance, 30 minutes of health and safety issues, 2 hours of accountability requirements to the use of public funds, 1 hour of accountability to the public, 1 hour of open meetings requirements, 1 hour of requirements to public records, and 2.5 hours in any of above trainings or others offered by Education Service Center Region 20).

San Antonio Prep's Board of Directors will not be involved in the day-to-day operations of the school. Our Board will provide appropriate oversight of the operations of the school through systems and policies created by the Board. The Board of Directors will also fundraise for San Antonio Prep, attend school community events, attend school events, and commit to community outreach. The Board will abide by the Texas Open Meetings Act to permit community feedback and input.

Attachment(s):

- FOG 5: 501(c)(3) Determination Letter
- FOG 6: Articles of Incorporation
- FOG 7: Organization Bylaws
- FOG 8: Board Member Biographical Affidavit
- FOG 9: Code of Ethics and Conflict of Interest Policy

Evaluation Criteria-Board of Directors

A strong response will:

- ✓ Provide a clear list of roles and responsibilities of the governing Board;
- ✓ Discusses the composition of the governing Board, including how it will promote effective governance of the proposed school(s);
- Present a governance structure that is compliant with 19 TAC § 100.1113 and Texas Government Code § 573.021-573.025, relating to Relationships by Consanguinity or Affinity;
- Provide strong evidence that the propose governance structure will be effective and that the structure will be supported by a significant number of Board members with administrative and/or leadership roles in charter school operations;
- ✓ Describe the relationship between the governing Board and the charter school, including reporting schedules; and
- ✓ Demonstrates a consistent and sufficient evaluation schedule and metrics to determine Board effectiveness.

FINANCE/OPERATIONS/GOVERNANCE PLANS

ACADEMIC PERFORMANCE INDICATORS

- 1. Discuss the Board's plan to assess academic performance indicators, including:
 - (i) Specific indicators and metrics to be monitored;
 - (ii) How often the Board will assess each indicator; and
 - (iii) Thresholds that will determine success or failure.
- 2. List the Board members with demonstrable experience to lead the review of academic performance indicators and provide a brief description of each individual's specific areas of expertise.

Narrative Response:

Evaluation Criteria-Academic Performance Indicators

A strong response will:

- Present specific and applicable metrics that will evaluate and assess academic performance indicators;
- ✓ Demonstrate a consistent and sufficient evaluation schedule;
- ✓ Identify specific thresholds/performance levels that will determine success or need for intervention; and
- ✓ Identify multiple Board members that have demonstrable experience and competency to assess academic performance.

Performance Indicators. San Antonio Prep proposes a series of performance-based academic goals using absolute, comparative, and growth (longitudinal) measures that support the goals of the State of Texas Assessments of Academic Readiness ("STAAR"), Texas Essential Knowledge and Skills ("TEKS"), and the Federal Every Student Succeeds Act ("ESSA"). A detailed and rigorous accountability plan guides our academic and organizational goals throughout the charter term. Students will take the STAAR in all years required. Students will take Northwest Evaluation Association Measures of Academic Progress ("NWEA MAP"), a nationally normed assessment three times per year in Reading Comprehension and Mathematics to evaluate academic progress within years, across years, and comparatively to a national cohort of students. Literacy growth will be a priority particularly in the middle school using the Fountas and Pinnell Literacy Program. We set our goals around our assessments to hold ourselves accountable to our mission and to track student growth understanding the reality that many of our students will enter fifth grade one to multiple grade levels behind.

Academic Goal 1: Students Achieve Mastery in English Language Arts and Reading. Measure 1.0 (Absolute) 50% of students in year one will score meets or masters grade level on STAAR Reading (Grades 5-6). Measure 1.1 (Absolute) 70% of students who have attended the school for two or more years will score meets or masters grade level on STAAR Reading (Grades 5-10). Measure 1.2 (Absolute) 80% of students who have attended the school for three or more years will score meets or masters grade level standards on STAAR Reading (Grades 5-10). Measure 1.3 (Absolute) 90% of students who have attended the school for three or more years grade level on STAAR Reading (Grades 5-10). Measure 1.3 (Absolute) 90% of students who have attended the school for four or more years will score meets or masters grade level on STAAR Reading (Grades 5-10). Measure 1.4 (Absolute) At least 75% of each cohort of students attending the school for two or more years will read at or above grade level as defined by performance on NWEA

MAP Reading Comprehension or similar reading assessment. Measure 1.5 (Absolute) At least 80% of each cohort of students attending the school for three or more years will read at or above grade level as defined by performance on NWEA MAP Reading Comprehension or similar reading assessment. Measure 1.6 (Absolute) At least 90% of each cohort of students attending the school for four or more years will read at or above grade level as defined by performance on NWEA MAP Reading Comprehension or similar reading assessment. Measure 1.7 (Growth) All Years – 90% of students will grow a minimum of three reading levels per year on the Fountas and Pinnell literacy assessment each year tested. Measure 1.8 (Comparative) All students who have attended the school for two or more years, on average, will attain meets grade level at a rate that is, at minimum, 10% higher than the average of the surrounding districts of Judson ISD and SAISD, as measure by STAAR English Language Arts and Reading. Measure 1.9 (Comparative) All subgroups will, on average, score within 5% of meets grade level for the school's average on STAAR Reading. Measure 1.10 (Comparative & Growth) In a cohort analysis of longitudinal growth, the average annual increase of percentiles among students on the Reading Comprehension section of the NWEA MAP will average a minimum of 5% of growth per year until the average percentile score reaches 85%.

Academic Goal 2: Students Achieve Mastery in Writing. Measure 2.1 (Absolute) 70% of students who have attended the school for two or more years will score meets or masters grade level on STAAR Writing (Grades 7 & 9). Measure 2.2 (Absolute) 80% of students who have attended the school for three or more years will score meets or masters grade level on STAAR Writing (Grades 7 & 9). Measure 2.3 (Absolute) 90% of students who have attended the school for four or more years will score meets or masters grade level on STAAR Writing (Grades 7 & 9). Measure 2.3 (Absolute) 90% of students who have attended the school for four or more years will score meets or masters grade level on STAAR Writing (Grades 7 & 9). Measure 2.4 (Comparative) All students who have attended the school for two or more years, on average, will attain meets grade level that is, at minimum, 10% higher than the average of the surrounding districts of Judson ISD and SAISD, as measured by STAAR Writing. Measure 2.5 (Comparative) All subgroups will, on average, score within 5% of meets grade level for the school's average on STAAR Writing.

Academic Goal 3: Students Achieve Mastery in Mathematics. Measure 3.0 (Absolute) 50% of students in year one will score meets or masters grade level on STAAR Mathematics (Grades 5-6). Measure 3.1 (Absolute) 70% of students who have attended the school for two or more years will score meets or masters grade level on STAAR Mathematics (Grades 5-8) and Algebra (9th Grade). Measure 3.2 (Absolute) 80% of students who have attended the school for three or more years will score meets or masters grade level on STAAR Mathematics (Grades 5-8) and Algebra (Grade 9). Measure 3.3 (Absolute) 90% of students who have attended the school for four or more years will score meets or masters grade level on STAAR Mathematics (Grades 5-8) and Algebra (Grade 9). Measure 3.4 (Absolute) At least 75% of each cohort of students attending the school for two or more years will compute at or above grade level as defined by performance on NWEA MAP Mathematics assessment or similar Mathematics assessment. Measure 3.5 (Absolute) At least 80% of each cohort of students attending the school for three or more years will compute at or above grade level as defined by performance on NWEA MAP Mathematics assessment or similar Mathematics assessment. Measure 3.6 (Absolute) At least 90% of each cohort of students attending the school for four or more years will compute at or above grade level as defined by performance on NWEA MAP Mathematics assessment or similar Mathematics assessment. Measure 3.7 (Comparative) All students who have attended the school for two or more years, on average, will attain meets grade level at a rate this is, at minimum, 10% higher than the average of the surrounding districts of Judson ISD and SAISD, as measured by STAAR Mathematics. Measure 3.8 (Comparative) All subgroups will, on average, score within 5% of meets grade level for the school's average on STAAR Mathematics. Measure 3.9 (Comparative & Growth) In a cohort analysis of longitudinal growth, the average annual increase of percentiles among students on

the Mathematics section of the NWEA MAP will average a minimum of 5% of growth per year until the average percentile score reaches 85%.

Academic Goal 4: Students Achieve Mastery in Science. Measure 4.0 (Absolute) 50% of students in year one will score meets or masters grade level on STAAR Science (Grade 5). Measure 4.1 (Absolute) 70% of students who have attended the school for two or more years will score meets or masters grade level on STAAR Science (Grades 5 & 8). Measure 4.2 (Absolute) 80% of students who have attended the school for three or more years will score meets or masters grade level on STAAR Science (Grades 5 & 8). Measure 4.2 (Absolute) 80% of students who have attended the school for three or more years will score meets or masters grade level on STAAR Science (Grades 5 & 8). Measure 4.3 (Absolute) 90% of students who have attended the school for four or more years will score meets or masters grade level on STAAR Science (Grades 5 & 8). Measure 4.3 (Absolute) 90% of students who have attended the school for four or more years will score meets or masters grade level on STAAR Science (Grades 5 & 8). Measure 4.4 (Comparative) All students who have attended the school for two or more years, on average, will attain meets grade level at a rate this is, at minimum, 10% higher than the average of the surrounding districts of Judson ISD and SAISD, as measured by STAAR Science. Measure 4.5 (Comparative) All subgroups will, on average, score within 5% of meets grade level for the school's average on STAAR Science.

Academic Goal 5: Students Achieve Mastery in Social Studies. Measure 5.1 (Absolute) 70% of students who have attended the school for two or more years will score meets or masters grade level on STAAR Social Studies (Grade 8). Measure 5.2 (Absolute) 80% of students who have attended the school for three or more years will score meets or masters grade level on STAAR Social Studies (Grade 8). Measure 5.3 (Absolute) 90% of students who have attended the school for four or more years will score meets or masters grade level on STAAR Social Studies (Grade 8). Measure 5.3 (Absolute) 90% of students who have attended the school for four or more years will score meets or masters grade level on STAAR Social Studies (Grade 8). Measure 5.4 (Comparative) All students who have attended the school for two or more years, on average, will attain meets grade level at a rate this is, at minimum, 10% higher than the average of the surrounding districts of Judson ISD and SAISD, as measure by STAAR Social Studies. Measure 5.5 (Comparative) All subgroups will, on average, score within 5% of meets grade level for the school's average on STAAR Social Studies.

Goal 6: Students Achieve College Preparation. Measure 6.1 (Comparative) Each year, the average performance of students in Grade 10 will exceed the state average on PSAT test in Reading and Mathematics. Measure 6.2 (Comparative) Each year, the average performance of students in Grade 12 will exceed the state average on the SAT or ACT test in Reading and Mathematics. Measure 6.3 (Absolute) Each year, 75% of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course. Measure 6.4 (Absolute) Each year, 75% of graduating students will matriculate into a college or university in the year after graduation. Measure 6.5 (Absolute) At least 80% of students will achieve a composite score of at least 1170 on the college SAT or at least 80% of students will achieve a composite score of at least 22 on the college ACT.

Goal 7: Students Achieve High School Graduation. Measure 7.1 (Absolute) Each year, 90% of students in our 1st and 2nd year high school total graduation cohorts will earn at least five credits (22 needed for college graduation). Measure 7.2 (Absolute) Each year, 87% of high school total student graduation cohort will graduate from college after four years.

Board Members Experience. Board members with experience and competency to assess academic performance are Dejah Behnke, Rhapsody Vogt, and Stephen Villela. Rhapsody was a middle school math teacher for 9 years and a high school administrator. Stephen was a public high school elective teacher and has experience analyzing data for student growth. Dejah works with student data as the director of advancement at a charter school through assessing how academic performance data promotes school growth, advancement, and replication.

FINANCE/OPERATIONS/GOVERNANCE PLANS

FINANCIAL PERFORMANCE INDICATORS

- 1. Discuss the Board's plan to assess financial performance indicators, including
 - (i) Specific indicators and metrics to be monitored;
 - (ii) How often the Board will assess each indicator; and
 - (iii) Thresholds that will determine success or failure.
- 2. List the Board members with demonstrable experience to lead the review of financial performance indicators and provide a brief description of each individual's specific areas of expertise.

Narrative Response:

Evaluation Criteria-Financial Performance Indicators

A strong response will:

- Present specific applicable metrics that will evaluate and assess financial performance indicators;
- ✓ Demonstrate a consistent and sufficient evaluation schedule;
- ✓ Identify specific thresholds/performance levels that will determine success or need for intervention; and
- ✓ Identify multiple Board members that have demonstrable experience and competency to assess financial performance.

The Board of Directors is legally charged with fiscal oversight of the charter school. It will: establish fiscal policies and procedures aligned to industry standards and Texas requirements; train Board members on policies; ensure management training; and review policies and procedures annually. The Board will establish clear indicators of financial performance and metrics, using the Charter FIRST: 2020-2021 Ratings based on Fiscal Year 2020 data described below to determine success or need for intervention. The following indicators will be assessed and reported on annually, to include our annual audit. We understand we will not be evaluated until after our first audit occurring in spring 2021.

Critical Indicators: Annual Financial Report (AFR) and charter school financial data submitted to TEA within 30 days of Nov 27; External independent auditor determines if an unmodified opinion; School is in compliance with payment terms of all debt agreements at fiscal year-end; School makes timely payments to TRS, TWC, IRS, and other government agencies; Total net asset balance in Statement of Financial Position greater than zero. **Solvency Indicators**: Less than 25% decrease average change in total net assets over 3 years; Current year total net asset balance exceeds 75 days of operational need; Number of days of cash on hand and current investments sufficient to cover operating expenses. Calculation uses expenses, excluding depreciation; Measure of current assets to current liabilities ratio sufficient to cover short-term debt.; Revenues equal or exceed expenses, excluding depreciation; Average less than 10% variance (90%-110%) when comparing budgeted revenues to actual revenues for last 3 fiscal years; Ratio of long-term liabilities to total assets supports long-term solvency; Debt service coverage ratio sufficient to meet required debt service; Debt-to-capitalization percentage reasonable to continue operating; Administrative cost ratio equal to or less than threshold ratio; No 15% decline in students to staff ratio over 3 years.

Financial Competence Indicators: Actual average daily attendance (ADA) within 10% of annual estimated ADA; Comparison of Public Education Information Management System (PEIMS) data to like information in AFR result in total variance of less than 3% of all expenses by function; External independent auditor report AFR free of any instances of material weaknesses in internal controls over financial reporting and compliance for local, state, federal funds.; External independent auditor indicates AFR free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds AICPA defines material noncompliance); School posts required financial information on website in accordance with Government Code, Local Government Code, TX Education Code, TX Administrative Code and other statutes, laws and rules in effect at charter school's fiscal year end; School serves students that reside within approved geographic boundaries.

The Board will officially meet monthly at least 12 times per year, once per month for each month that school is in session, once in June to discuss STAAR assessment results and approve the annual budget, and once in July to review and update as needed beginning of the year policies. The Finance Committee, at a minimum, will meet once per month to review financial reports between monthly board meetings. Board members with demonstrable financial experience include Dejah Behnke, Milton Harris, and Andy Tiwari. Ms. Behnke brings experience in school budgeting and fundraising; Mr. Harris brings experience in personal finance, business administration, and financial consulting; Mr. Tiwari brings experience in board fiscal oversight and fund development.

FINANCE/OPERATIONS/GOVERNANCE PLANS

BUDGET

- Provide a detailed budget narrative and sources of funding, which must include a
 description of assumptions and revenue estimates (including but not limited to) the basis
 and calculations for revenue projections, staffing levels, and expenditures. The narrative
 response should specifically address the degree to which the school/campus budget will
 rely on variable income (e.g. grants, donations, fundraising). <u>NOTE: A child who is eliqible
 for enrollment in a prekindergarten (PK) class under Texas Education Code, 29.153, Free
 Prekindergarten for Certain Children, will only generate half-day attendance.
 Prekindergarten classes must operate on a half-day basis unless funding other than
 Foundation School Program (FSP) funding is used to offer a full-day PK program.
 </u>
- Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secure and which are anticipated, and include evidence of commitment for any funds as Attachment F5. Explain the basis for assumptions around unsecured/anticipated funding sources.
- 3. Provide the cumulative total amount for each of the following and the number of donors included in each amount:
 - a. Donations collected;
 - b. Donations with a firm commitment;
 - c. Additional donations anticipated; and
 - d. Donations contingent upon charter.
- 4. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. Also provide a detailed cash flow contingency (for Year 1), in the event that revenue projections are not met in advance of opening.

Narrative Response:

Personnel: Start-up. Executive Director (11 months), Director of Operations (10 months), and PEIMS Coordinator/Office Clerk (4 months.) **Y1.** We add 3 ELA teachers, 3 Math teachers, and 1 PE/Fine Arts teacher (7FTEs). The ELA teachers will also teach social studies. The math teachers will also teach science, .5 ESL teacher and .5 certified special education teacher. We will contract special education services through AIM LLC Consulting as outlined in the financial workbook. Total FTE 11. **Y2.** We add Curriculum and Instruction Coordinator, Student Supports Coordinator, and Culture Coordinator. We add 3 additional teachers, 1 certified special education teacher, 1 certified ESL teacher. Three teachers will become teacher leaders with an allocated stipend. Total FTE 18. **Y3.** We add 4 additional teacher, .5 certified ESL and .5 special education teacher. Total FTE 23. **Y4.** We add high school, hire a college counselor, add 5 additional teachers, 1 certified special education teacher for a total of 19 teachers. Total FTE 29.5. **Y5.** We add a principal, another Director of Operations, Director of Curriculum and Instruction, Director of Culture, and Director of Student Supports (eliminating all coordinator positions). We will hire 11 additional teachers for tenth grade and the second campus of fifth and sixth grade students totaling 30 teachers. We will hire a .5 and a second PEIMS Coordinator/Office clerk for campus two. Total FTE 44.5.

Year 1 Line Item Assumptions.					
Line Item	Assumption				
Payroll Taxes and Benefits	· ·				
Social Security	Assumes state contributions on behalf of public schools and				
	employees 7.7% from TRS.				
Medicare	Assumes 1.45% of all salaries totaling \$8,265.				
State Unemployment	Assumes 1% of all salaries totaling \$5,700.				
Worker' Compensation	Assumes 1% of all salaries totaling \$5,700.				
Insurance					
Health Insurance	Assumes 7% of all salaries totaling \$39,000.				
Retirement Contribution	Assumes 3% of contribution from employer and 4.5% from				
	employee salary for a total of 7.5% totaling \$14,250.				
Contracted Services					
Accounting	Assumes \$15,000 audit with a 3% increase annually based on				
	campus growth totaling \$15,000.				
Legal	Assumes \$10,000 for legal retainer with a 3% increase annually				
	based on campus growth totaling \$10,000.				
Nurse Services	Assumes \$500 per month with ESC20 coop services totaling				
	\$6,000.				
Food Service/School Lunch	Assumes Revolution Food Services Breakfast \$1.80 per student				
	per day, lunch \$3.00 per student per day, and snack \$0.90 per				
	student per day totaling \$179,071.				
Special Education Services	Assumes \$125 per hour for any Special Education services for an				
	assumption of \$50,000.				
Title I	Assumes No Federal entitlement requirement claimed.				
Back Office/Payroll	Assumes \$19,885 for the business and student software only, plus				
	\$2,000 per month for payroll and finance support totaling				
	\$40,581.				
School Operations					
Board Expenses	Assumes \$200-400 per board member totaling \$2,100.				
Classroom/Teaching Supplies	Assumes \$1,000 per teacher per year totaling \$7,000.				
Special Education Supplies	Assumes \$200 per student receiving special education services in				
	addition to textbook/workbook and curriculum totaling \$3,600.				
Textbooks/Workbooks	Assumes \$100 per new student for textbooks and workbooks per				
	year totaling \$16,800.				
Supplies Other	Assumes everything outside of instructional supplies \$200 per FTE				
	for curriculum totaling \$33,600.				
Equipment/Furniture	Assumes \$450 per new student per year totaling \$67,200.				
Telephone	Assumes \$200 per new handset per year totaling \$12,000.				
Technology	Assumes \$300 per new student per year with 1/2 the number of				
	computers in Y1 and \$300 per new student per year after Y1; \$300				
	per teacher per year to include service device and repair and				
	internet services totaling \$28,500.				
Student Assessment &	Assumes \$2500 start-up plus \$20 per student per year and \$1500				
Testing	minimum annually for license fee totaling \$7,360.				

Field Trips	Assumes \$20 per student in year one and \$100 per student per
	year after year 1 totaling \$3,360.
Transportation	Assumes \$10,000 for special education transportation and \$38 per
	74% of economically disadvantaged students for 31-day VIA
	Transit full fare bus passes totaling \$14,724.
Student Services Other	Assumes \$40 per new student per year for the first uniform shirt
	totaling \$6,720.
Office Expense	Assumes \$600 per month totaling \$7,200.
Staff Development	Assumes \$1,000 per FTE Get Better Faster Framework training
	totaling \$11,000.
Staff Recruitment	Assumes \$500 per FTE totaling \$5,500.
Student Recruitment	Assumes \$150 per student we will put feet to the ground (type of
	parent and student we are looking for are the families that may
	not be reached by social media marketing) totaling \$25,200.
School Meals	Assumes School Lunch is on line E82 covered by the contract.
Staff Travel	Assumes \$300 per Staff FTE totaling \$3,300.
Fundraising	Assumes any cost of fundraising will be offset by the funds
	received.
Facility Operation & Mainter	nance
Insurance	Assumes \$0.75 per foot, coverage includes Directors and Officers
	insurance and facility totaling \$15,000.
Janitorial Services	Assumes \$1.25 per foot with no full-time janitor on staff totaling
	\$18,000.
Building and Land Lease	Assumes \$13 per foot at 15,000 square feet (reduce rent with
	realtor/broker for the first few years) purchase option and exit
	clause after 2-3 years totaling \$195,000.
Repairs & Maintenance	Assumes \$2.00 per foot totaling \$30,000.
Security Services	Assumes school gate guardian; wireless cameras; alarm service
	(\$50-100/month) totaling \$10,000.
Utilities	Assumes \$2.00 per square foot totaling \$30,000.
Contingency	Assumes 2% of Total Revenue with a 30% increase each year
	totaling \$32,186.

We project to open in 2020 with 168 students, 84 in fifth grade and 84 in sixth grade, growing by one grade level each year until we reach twelfth grade. In year one of operation, our projected ADA is 90%, growing by 1-2% each successive year. We anticipate 12% of our students will receive special education services with 10% in mainstream and 2% in speech therapy based on similar percentages at community district campuses. We also anticipate 10% of our students will participate in our bilingual/ESL program and 74% will be identified as economically disadvantaged based on similar percentages of local district schools. We assume State Revenue at \$1,358,597 which grows each year with enrollment. We assume Federal Revenue at \$1509,707 which grows each year with enrollment. We assume Local and Other through total start-up funds totaling \$325,000, with \$325,000 from the Walton Family Foundation, \$50,000 from the Brackenridge Foundation, and \$50,000 from the Choose to Succeed Foundation, and have reserved \$100K for Y1. Our budget does not reflect any unsecured funding sources. We have allocated 2% of our total revenue for contingency, with a 30% increase per year. In the event that we are financially unstable even with the contingency in our start-up year or any year after, we will take the following measures to regain financial stability: Restrict hiring new positions; Reduce instructional

program expense; Limit expenses outside of the core instructional program; Apply for grants or seek contributors; Postpone expansion to second campus; Restrict staff raises; Reduce senior leadership salaries; Release non-instructional or non-mission essential staff.

Attachment(s):

- FOG 10: Financial Plan Workbook
- FOG 11: Audit Report
- FOG 12: Credit Report
- FOG 13: [IRS] Form 990, Form 990-N, or Form 990-EZ
- FOG 14: Evidence of Other Financial Support

Evaluation Criteria-Budget

A strong response will:

- Present expenditures that cover the Educational Plan, Operational Plan, and all Business Operations that are discussed in the application;
- Provide a clear description of assumptions and revenue estimates (including but not limited to) the basis of calculations for revenue projections, staffing levels, and expenditures;
- Present Average Daily Attendance (ADA) estimates that are congruent with the estimated student demographics, count, and grade level;
- ✓ Address the source of all anticipated income and make reasonable assumptions around the level of commitment and availability of variable funds;
- ✓ Describe all repayment terms for borrowed funds; and
- ✓ Outlines strong contingency planning to be implemented in the event that anticipated revenues are not received or are lower than estimated.





Provide the Following:

The *Proof of Attendance* documentation received at the conclusion of the Applicant Information Session attended in October, 2018. Applicants who attended both sessions need only submit one document.

The Texas Education Agency (TEA) hosted identical Applicant Information Sessions on October 5, 2018 and October 12, 2018, of which applicants were required to attend one. Each session provided details about (i) applying for (and holding) a charter in the state of Texas; (ii) contents of the RFA document; and (iii) application preparation and submission requirements for both electronic and hard copy application documents.

Consequently, attendees received a *Proof of Attendance* document at the conclusion of each session.

For an application to be deemed complete, at least one member of the governing board of the sponsoring entity requesting the charter **must** have attended one of the sessions and signed the *Proof of Attendance* document. It was recommended that the individual(s) with primary responsibility for preparing and submitting the application also attend one of these required information sessions.

PLEASE NOTE: Attachment A1 is referenced on page 3 of the Application Coversheet under Enrollment Overview.

Texas Education Agency Division of Charter School Administration Generation Twenty-Four Applicant Information Session Registration Form

This form should be saved locally and must be completed using Adobe Acrobat. Preview Mode, the default program for working with PDF files on a Mac, will not work correctly. The completed form should be submitted as an attachment to <u>charterapplication@tea.texas.gov</u> along with the completed application.

Attendance by one governing board member of the sponsoring entity is required. Proof of attendance will be provided to attendees for inclusion as attachment A1 in the submitted application.

Each session will provide details about applying for and holding a charter in the state of Texas, the contents of the RFA, the application preparation guidelines and submission requirements for both electronic and hard copy application documents.

Paper copies of the RFA will NOT be made available.

Proposed Charter School No	ame: San Antonio Preparatory Charter School	EXAS DOUL
Sponsoring Entity Name as re	eflected on the 501(c)(3): San Antonio Preparatory, Inc.	REC EDUC OCT I
Application Contact Name:	Stephanie Hall Powell	EIVEL ATION 2 AM 0WTROL MINIST
Title/Role: Lead Founder	· · ·	AGEN AGEN I 9:
Email: spowell@buildingexc	cellentschools.org Phone:	210.535.4666
Board Member Attending:	Dejah Behnke	
Board Member Attending:	Dr. Milton Harris Conto Ce	
Board Member Attending:	Rhapsody Vogt Mayuny Vit	
Board Member Attending:		
Board Member Attending:		
Date of Session:	Friday, October 5, 2018, 9:00 a.m 4:20 p.m.	12/2
	🔀 Friday, October 12, 2018, 9:00 a.m 4:20 p.m.	101. Due
Submit the co	ompleted form at least 24 hours prior to the session indicate <u>charterapplication@tea.texas.gov</u> .	ed above to
If you have a	ny questions about the sessions or registration, please cont Hagan at 512-463-0359 or j <u>ennifer.hagan@tea.texas.gov</u> .	act Jennifer
	Page 123	

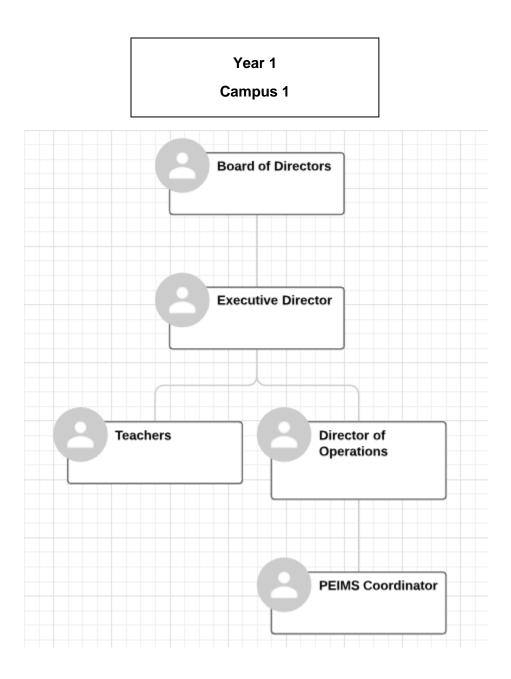
Provide the Following:

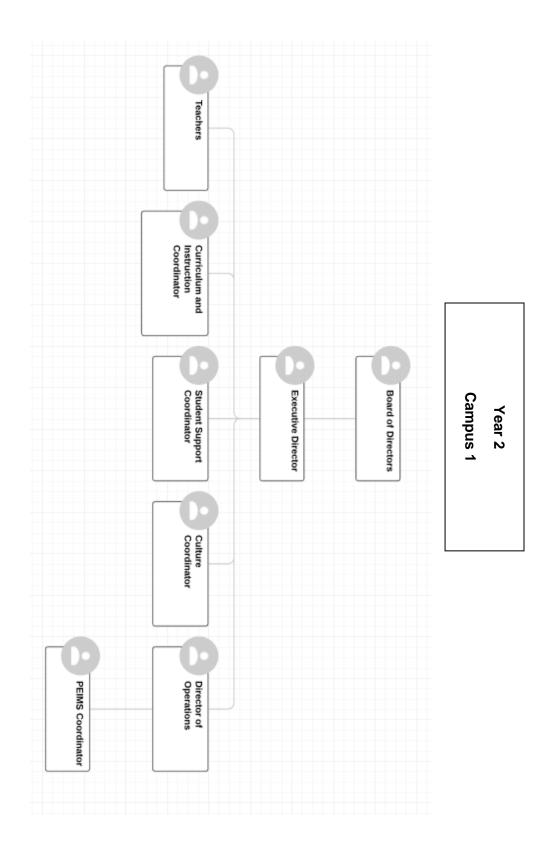
Organizational charts that show the school governance, management, and staffing structure. An applicant must submit <u>separate</u> organizational charts for 'year one' and 'at-capacity.' If the organizational structure is not projected to change during the initial contract period; an applicant must indicate this somewhere on the chart provided.

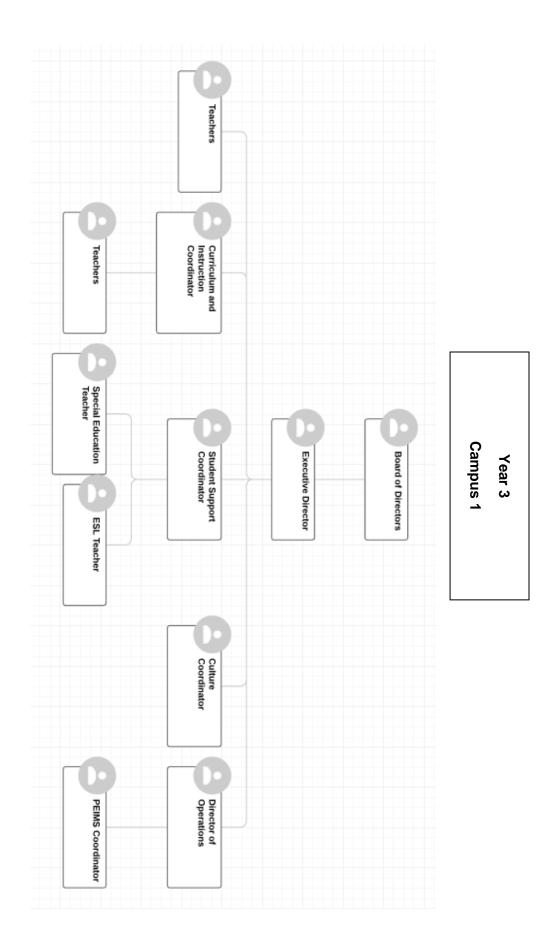
Each organizational chart should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organizational charts shall also document clear lines of authority and reporting within the school.

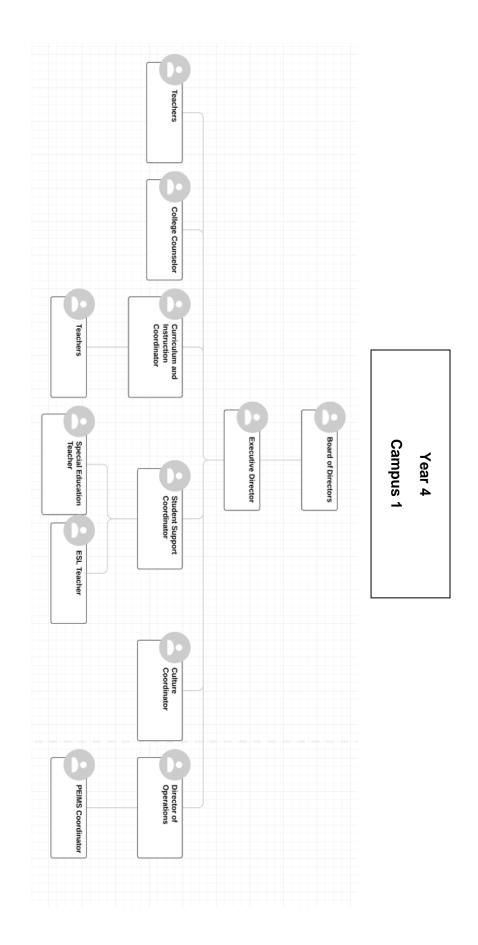
All positions listed on the organizational charts shall be noted on the Staffing Chart provided as Attachment O2 and have a corresponding Supplemental Human Resources Information Form submitted in Attachment O3.

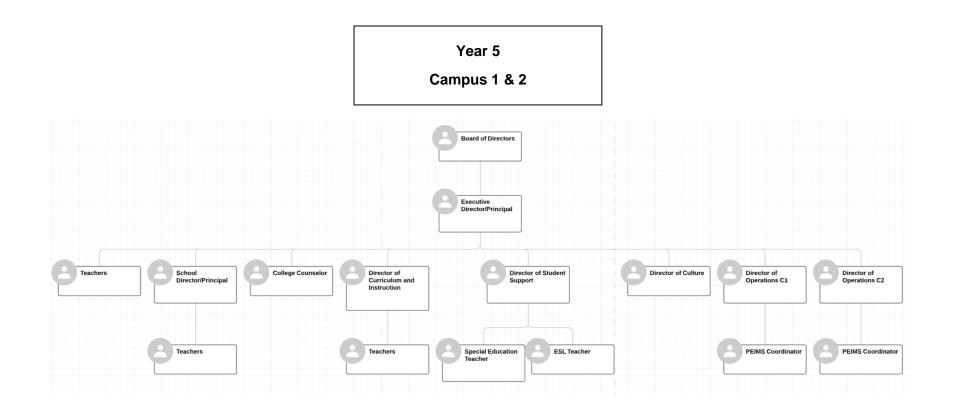
PLEASE NOTE: Attachment E2 is referenced on the Teacher Recruitment narrative page of the Education Plan.











Name of Proposed Charter School:	San Antonio Preparatory Charter School

Name of Sponsoring Entity:

San Antonio Preparatory, Inc.

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
ELEMENTARY SCHOOL CAMPUS STAFF					
Principal					
Assistant Principal					
Add'I Campus Leadership Position 1 (specify)					
Add'l Campus Leadership Position 2 (specify)					
Add'l Campus Leadership Position 3 (specify)					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Specialized Campus Staff 1 [specify]					
Specialized Campus Staff 2 [specify]					
Teacher Aides and Assistants					
Campus Operations Support Staff					
Total FTEs at elementary campus(es)					
			1	1	
MIDDLE SCHOOL CAMPUS STAFF					
Principal	1	1	1	1	1
Assistant Principal(s)					
Add'l Campus Leadership Position 1 (DO)					
Add'l Campus Leadership Position 2 (specify)					
Add'l Campus Leadership Position 3 (specify)					
Classroom Teachers (Core Subjects)	7	10	14	14	21
Classroom Teachers (Specials)	1	2	3	3.5	3.5
Student Support Position 1 [Coordinators]		3	3	3	
Student Support Position 2 [Directors]					3
Specialized Campus Staff 1 [specify					
Specialized Campus Staff 2 [specify]					
Teacher Aides and Assistants					
Campus Operations Support Staff	2	2	2	2	2

Comments: see next page for additional comment box space. Name of Sponsoring Entity: San Antonio Preparatory, Inc.

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
HIGH SCHOOL CAMPUS STAFF	1				1
Principal					1
Assistant Principal(s)					
Deans					
Add'l Campus Leadership Position 1 (DO)					
Add'l Campus Leadership Position 2 (specify)					
Add'I Campus Leadership Position 3 (specify)					
Classroom Teachers (Core Subjects)				5	9
Classroom Teachers (Specials)					1
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Specialized Campus Staff 1 [College Counselo]				1	1
Specialized Campus Staff 2 [specify]					
Teacher Aides and Assistants					
Campus Operations Support Staff					2
Total FTEs at high school campus(es)				6	14
Total organization FTEs	11	18	23	29.5	44.5

Comments:

Provide the Following:

Using the template provided at <u>http://tea.texas.gov/charterapp.aspx</u>, complete a Supplemental Human Resources Information Form for ALL paid positions required to operate the proposed school in year one and at capacity.

Ensure that the submission includes ALL positions necessary to operate the proposed school during the start-up year, the first year of operations, and finally, at capacity.

All positions represented here should also be represented on the organizational chart submitted in *Attachment O1* and on the staffing chart submitted in Attachment O2.

PLEASE NOTE: Attachment E4 is referenced on the Teacher Recruitment narrative page of the Education Plan.

Name of Proposed Charter School:

San Antonio Preparatory Charter School

Name of sponsoring entity:

San Antonio Preparatory, Inc.

Position: CEO/Superintendent

Reports to: Charter Holder Board of Directors

Salary Range: \$85,000 - \$170,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Cell Phone Laptop						
Proposed Location (Ci	ty and County): Sar	n Antonio, & (Converse (Bexa	r County)		
Number of Students ar	nticipated in year one	e: 168	In year five:	1,344		
Minimum Qualification	s Required:					
Education Required:	Bachelor's Degree required Master's Degree preferred					
Experience Required:	A minimum of five ye required; experience hiring required; expe	e in student a	ssessment analy	ysis requir		
Certification Required:	N/A					

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Randolph Field ISD	015906	Universal City	1,450	\$168,371
Lackland ISD	015913	San Antonio	1,053	\$168,946
Ft. Sam Houston ISD	015914	San Antonio	1,612	\$179,115

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Name of Proposed Charter School: San Antonio Preparatory Charter Schoo
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Name of Sponsoring Entity:

San Antonio Preparatory, Inc.

Position:

CEO/Superintendent

Reports to: Charter Holder Board of Directors

Job Duties: List up to 10 key duties this individual will perform.

- 1. Ensures that the charter is in compliance with all state and TEA regulations.
- 2. Works with the Board of Directors to plan for organizational growth and success
- 3. Manages external relations with stakeholders and builds community support for the school.
- 4. Recruits, hires, coaches, and evaluates the School Director/Principal.
- 5. Manages the daily operations and financial health of the organization & reports to the board.
- 6. Develops policies and procedures with the Governing Board.
- 7. Recruits, hires, coaches, and evaluates all district staff.
- 8. Evaluates and manages the curriculum and instruction.
- 9. Prepares reports and helps the Board to evaluate the academic performance of the school.
- 10. Finalize all job descriptions for all positions

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Ch	arter School: San Antonio Preparatory (Charter School				
Name of sponsoring er	San Antonio Preparatory, I	Inc.				
Position: Director	of Culture					
Reports to: CEO/Su	perintendent					
Salary Range: \$55,000 -	\$70,000					
	l form of remuneration (i.e., car allowan c) to be given to the individual in this p					
Laptop						
Proposed Location (Cit	y and County): San Antonio, & Convers	se (Bexar County)				
Number of Students an one:	ticipated in year 168 In year fiv	e: 672				
Minimum Qualifications	Required:					
Education Required:	Bachelor's degree required; Advance	degree preferred				
Experience Required:	Three (3) years of experience implementing schoolwide behavior support nitiatives, including Positive Behavior Interventions and Support (PBIS) Minimum of three (3) years of teaching experience in a K-12 environment					
Certification Required:	Restorative Practices certification prefe	erred				

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Randolph Field ISD	015906	Universal City	1,450	\$57,800
Lackland ISD	015913	San Antonio	1,053	\$69,000
Ft. Sam Houston ISD	015914	San Antonio	1,612	\$59,995

Name of Sponsoring Entity: San Antonio Preparatory, Inc. Position: Director of Culture Reports to: CEO/Superintendent Job Duties: List up to 10 key duties this individual will perform. 1. Oversee the successful integration of PERSIST core values 2. Research, develop, and create Performance Character and Positive Behavior Support Plan 3. Research, develop, and create curriculum such as huddles (morning meeting) 4. Research, develop, and create service-learning experiences, protocols, behavior lesson plans 5. Collect, analyze, and use data to improve implementation of related strategies 6. Support school data-based decision-making processes 7. Participate in ongoing professional development opportunities in restorative practices	Jame of Pro	oposed Charter Scho	ol: San Antonio Preparatory Charter School
Position: Director of Culture Reports to: CEO/Superintendent Job Duties: List up to 10 key duties this individual will perform. 1. Oversee the successful integration of PERSIST core values 2. Research, develop, and create Performance Character and Positive Behavior Support Plan 3. Research, develop, and create curriculum such as huddles (morning meeting) 4. Research, develop, and create service-learning experiences, protocols, behavior lesson plans 5. Collect, analyze, and use data to improve implementation of related strategies 6. Support school data-based decision-making processes			
Reports to: CEO/Superintendent Job Duties: List up to 10 key duties this individual will perform. 1. Oversee the successful integration of PERSIST core values 2. Research, develop, and create Performance Character and Positive Behavior Support Plan 3. Research, develop, and create curriculum such as huddles (morning meeting) 4. Research, develop, and create service-learning experiences, protocols, behavior lesson plans 5. Collect, analyze, and use data to improve implementation of related strategies 6. Support school data-based decision-making processes	lame of Sp	onsoring Entity:	San Antonio Preparatory, Inc.
 Job Duties: List up to 10 key duties this individual will perform. Oversee the successful integration of PERSIST core values Research, develop, and create Performance Character and Positive Behavior Support Plan Research, develop, and create curriculum such as huddles (morning meeting) Research, develop, and create service-learning experiences, protocols, behavior lesson plans Collect, analyze, and use data to improve implementation of related strategies Support school data-based decision-making processes 	osition:	Director of Culture	
 Oversee the successful integration of PERSIST core values Research, develop, and create Performance Character and Positive Behavior Support Plan Research, develop, and create curriculum such as huddles (morning meeting) Research, develop, and create service-learning experiences, protocols, behavior lesson plans Collect, analyze, and use data to improve implementation of related strategies Support school data-based decision-making processes 	Reports to:	CEO/Superintender	nt
 Oversee the successful integration of PERSIST core values Research, develop, and create Performance Character and Positive Behavior Support Plan Research, develop, and create curriculum such as huddles (morning meeting) Research, develop, and create service-learning experiences, protocols, behavior lesson plans Collect, analyze, and use data to improve implementation of related strategies Support school data-based decision-making processes 			
 Research, develop, and create Performance Character and Positive Behavior Support Plan Research, develop, and create curriculum such as huddles (morning meeting) Research, develop, and create service-learning experiences, protocols, behavior lesson plans Collect, analyze, and use data to improve implementation of related strategies Support school data-based decision-making processes 	Job Duties	: List up to 10 key dut	ties this individual will perform.
 Research, develop, and create curriculum such as huddles (morning meeting) Research, develop, and create service-learning experiences, protocols, behavior lesson plans Collect, analyze, and use data to improve implementation of related strategies Support school data-based decision-making processes 	1. Oversee	e the successful integ	gration of PERSIST core values
 4. Research, develop, and create service-learning experiences, protocols, behavior lesson plans 5. Collect, analyze, and use data to improve implementation of related strategies 6. Support school data-based decision-making processes 	2. Researc	ch, develop, and cre	ate Performance Character and Positive Behavior Support Plan
 5. Collect, analyze, and use data to improve implementation of related strategies 6. Support school data-based decision-making processes 	3. Researc	ch, develop, and cre	ate curriculum such as huddles (morning meeting)
6. Support school data-based decision-making processes	4. Researc	ch, develop, and cre	ate service-learning experiences, protocols, behavior lesson plans
	5. Collect,	analyze, and use da	ata to improve implementation of related strategies
7. Participate in ongoing professional development opportunities in restorative practices	6. Support	school data-based	decision-making processes
	7. Particip	ate in ongoing profe	ssional development opportunities in restorative practices
8. Establish school culture at the beginning of each school year and continuously	8. Establist	n school culture at th	e beginning of each school year and continuously
9.	9.		
10.	10		

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed	d Charter School:	San Antonio Preparatory Charter School
Name of sponsorir	ng entity:	San Antonio Preparatory, Inc.
	ector of Curriculur D/Superintendent	
Salary Range: \$65,		
3 1		uneration (i.e., car allowance, cell phone, memberships, travel or ven to the individual in this position. If none, please state N/A.
Laptop		
Proposed Location	n (City and Count	ty): San Antonio, & Converse (Bexar County)
Number of Studen one:	ts anticipated in y	year 168 In year five: 672
Vinimum Qualifica	tions Required:	
Education Require	d: Bachelor's c	degree required; Master's degree preferred.
Experience Requir	creating an	^F three years of teaching experience required; Experience ad evaluating curriculum and assessments required; F&P and MAP uired; Experience hiring, supervising, coaching employees required.
Certification Requ	ired: N/A	

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Randolph Field ISD	015906	Universal City	1,450	\$77,800
Lackland ISD	015913	San Antonio	1,053	\$77,100
Ft. Sam Houston ISD	015914	San Antonio	1,612	\$80,995

Name of Pro	posed Charter School:	San Antonio Preparatory Charter School
Name of Sp	onsoring Entity:	San Antonio Preparatory, Inc.
Position:	Director of Curriculum	& Instruction
Reports to:	CEO/Superintendent	
Job Duties	: List up to 10 key duties	this individual will perform.
1. Consiste	ently use data to inform	their decisions that lead to student success
2. Hire, ma	anage, coach teachers	in curriculum and instruction through observations and coaching
3. Assessm	ent implementation, d	ata collection, data analysis, and data reporting
4. Adminis	ter Northwest Evaluatio	n Association Measures of Academic Progress (NWEA MAP)
5. Respons	sible for the creation ar	nd training of campus assessments and for analyzing data
6. Sit on th	e retention committee	
7. Design,	plan, implement, and I	ead Summer PREP
	· ·	
8. Implem	ent, analyze, report, an	d evaluate all components of our integrated PD program
9. Lead ca	ampus wide capstone p	projects

10. Collaborate with Director of Student Support and Director of Culture

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed	Charter School	San Antonio Preparatory Charter School
Name of Toposed	charter school.	
Name of sponsoring	g entity:	San Antonio Preparatory, Inc.
Position: Direc	ctor of Operation	San Antonio Preparatory, Inc.
Reports to: CEO/	/Superintendent	
Salary Range: \$70,00	00 - \$100,000	
		uneration (i.e., car allowance, cell phone, memberships, travel or ren to the individual in this position. If none, please state N/A. y): San Antonio, & Converse (Bexar County) rear 168 In year five: 672 legree required; Master's degree preferred.
Cell Phone Laptop		
Proposed Location	(City and Count	y): San Antonio, & Converse (Bexar County)
Number of Students one:	anticipated in y	vear 168 In year five: 672
Minimum Qualificati	ons Required:	
Education Required	I: Bachelor's c	legree required; Master's degree preferred.
Experience Required	d: 3 years oper	
Certification Require	ed:	

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Randolph Field ISD	015906	Universal City	1,450	\$77,800
Lackland ISD	015913	San Antonio	1,053	\$77,100
Ft. Sam Houston ISD	015914	San Antonio	1,612	\$80,995

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lame of Proposed Charter Scho	ool: San Antonio Preparatory Charter School
Name of Sponsoring Entity:	San Antonio Preparatory, Inc.
Position: Director of Operati	ons
Reports to: CEO/Superintende	nt
Job Duties: List up to 10 key du	ties this individual will perform.
1. Mangae student recruitmer	nt, enrollment, & lottery
2. Responsible for partnerships	with the community, meal vendors, transportation
3. Responsible for student recr	uitment, operations staff recruitment, school website, technology
4. Responsible for classroom &	office supplies, enrollment process, student and staff records

6. Responsible for student medication dispensation, care or injury reports

7. Responsible for the RTI process for attendance

8. Analyze culture data to create action plans, problem solve, and support individual teachers

9. Point of contact for parent satisfaction and will also coordinate parent surveys

10. Responsible for all operations

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed	Charter School:	San Antonio Prepara	atory Charter School			
Name of sponsoring	entity:	San Antonio Prepara	atory, Inc.			
Position: Direc	Director of Student Supports					
Reports to: CEO/	'Superintendent					
Salary Range: \$55,00	00 - \$70,000]		- dhc	
				e, memberships, travel or ne, please state N/A.	olement	
Laptop						
Proposed Location (Number of Students one:	_		onverse (Bexar Cour ear five: 672	nty)	Supplemental numan Resources Informa	
Minimum Qualification	ons Required:				Jule	
Education Required	: Bachelor's c	legree required; Adv	vance degree prefer	red		
Experience Required: Minimum of three years teaching special education required Lead teaching experience preferred				required		
Certification Require		Special Education C ESL Teaching Certific				

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Randolph Field ISD	015906	Universal City	1,450	\$57,800
Lackland ISD	015913	San Antonio	1,053	\$69,000
Ft. Sam Houston ISD	015914	San Antonio	1,612	\$59,995

Name of Pro	pposed Charter Sch	ool: San Antonio Preparatory Charter School
Name of Spo	onsoring Entity:	San Antonio Preparatory, Inc.
Position:	Director of Studen	t Supports
Reports to:	CEO/Superintende	ent
Job Duties	: List up to 10 key du	uties this individual will perform.
1. Respons	sible for RTI for acac	lemics, behavior, and attendance
2. Collect,	file, and store reco	rds of special education students and IEP's
3. Lead sp	ecial education tea	am
4. Manage	e all special educat	ion teachers and support staff
5. Analyze	special education	program's strengths and weaknesses and identify gaps
6. Annually	y train staff before t	he start of the year on student interventions and supports
7. Assign a	appropriately certifie	ed teachers to the required English as a second language program
8. Conduc	ct an ESL annual eva	aluation that will be presented to the Board of Directors
9. Sit on th	e retention commit	tee
10.		

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Ch	arter School:	San Antonio Preparatory Charter School	A			
Name of sponsoring er	ntity:	San Antonio Preparatory, Inc.	TACH			
Position: ESL Teac	cher		ATTACHMENT			
Reports to: CEO/Scl	hool Director	/Director of Student	TE 3 -			
Salary Range: \$56,000 -	\$70,000		– Subt			
housing allowance, etc		uneration (i.e., car allowance, cell phone, memberships, travel or ven to the individual in this position. If none, please state N/A.	Supplemental Human Resources Information			
Laptop			al Hun			
Proposed Location (Cit	y and Count	y): San Antonio, & Converse (Bexar County)	nan F			
Number of Students an one:	ticipated in y	year 168 In year five: 672	Resou			
Minimum Qualifications	Required:		urce			
Education Required:	Bachelor's E	Degree from an accredited four-year educational institution	es Infor			
Experience Required:		Experience in a bilingual or ESL classroom setting with students who have significant language barriers				
Certification Required:	ed: Valid state certification in English as a Second Language and content is					

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

required

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Randolph Field ISD	015906	Universal City	1,450	\$67,574
Lackland ISD	015913	San Antonio	1,053	\$54,349
Ft. Sam Houston ISD	015914	San Antonio	1,612	\$59,500

Name of Proposed Charter School: San Anton	nio Preparatory Charter School

Name of Sponsoring Entity:

San Antonio Preparatory, Inc.

Reports to: CEO/School Director/Director of Student

Job Duties: List up to 10 key duties this individual will perform.

1. Assess ELLs, through observations, authentic performance, and more formal methods

2. Utilize ELLs' Proficiency Levels (TELPAS) and DMAC data to identify learning strengths and needs

3. Help teachers and students analyze and improve their level of proficiency in the second languag

4. Provide support and guidance for our state adopted curriculum, district initiatives & programs

5. Assume responsibility for extracurricular activities as assigned for the Bilingual/ESL Program

6. Maintain accurate, complete, and correct records as required by law, district policy

7. Assist the administration in implementing all Bilingual/ESL policies, rules and regulations

8. Maintain accurate, complete, and correct records as required for the Bilingual/ESL Program

9. Develop, organize, and schedule TELPAS testing for all eligible ELLs

10. Provide & attend all required training for Bilingual/ESL programs

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Propose	d Charter School:	San Antonio Preparatory Charter School		
Name of sponsori	ng entity:	San Antonio Preparatory, Inc.		
Position: Co	llege Counselor			
Reports to: CE	O/Superintendent			
Salary Range: \$55	,000 - \$70,000			
		uneration (i.e., car allowance, cell phone, memberships, travel or ren to the individual in this position. If none, please state N/A. y): San Antonio, & Converse (Bexar County)		
Proposed Locatio	n (City and Count	y): San Antonio, & Converse (Bexar County)		
Number of Studer one:	nts anticipated in y	vear 168 In year five: 672		
Minimum Qualifica	ations Required:			
Education Require	ed: Bachelor's c	legree required; Master's degree in counseling preferred		
Experience Requi		At least 3 years of teaching experience; High School counseling experience preferred; Ability to write and speak Spanish preferred		
Certification Requ	Certification Required: Valid Texas Counseling certificate preferred			

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Randolph Field ISD	015906	Universal City	1,450	\$55,975
Lackland ISD	015913	San Antonio	1,053	\$52,310
Ft. Sam Houston ISD	015914	San Antonio	1,612	\$58,379

Name of Pro	oposed Charter School	I: San Antonio Preparatory Charter School
Name of Sp	onsoring Entity:	San Antonio Preparatory, Inc.
Position:	College Counselor	
Reports to:	CEO/Superintendent	
Job Duties	:: List up to 10 key duties	es this individual will perform.
1. oversee	e the college admission	ns and financial aid application process for 12th grade students
2. ensure ²	100% of high school gra	aduates enroll at and set foot on a four-year college or university
3. manag	es the Counseling team	n
4. educat	e students and parents	s about the benefits of post-secondary education
5. guide st	tudents in their college	search and selection

6. ensure all students are on track for graduation

7. teach college readiness lessons

8. Support teachers in planning college trips

9. Create the school's master class schedule and schedule all students

10. Participate in weekly manager check-ins, grade-level meetings, parent meetings, parent session

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Propose	d Charter School:	San Antonio Preparatory Charter School		
Name of sponsorir	ng entity:	San Antonio Preparatory, Inc.		
Position: Sch	nool Director/Princ	sipal		
	O/Superintendent			
Salary Range: \$80,	,000 - \$100,000			
		uneration (i.e., car allowance, cell phone, memberships, travel or ven to the individual in this position. If none, please state N/A.		
Cell Phone Laptop				
Proposed Location	n (City and Count	y): San Antonio, & Converse (Bexar County)		
Number of Studen one:	nts anticipated in y	year 168 In year five: 672		
Vinimum Qualifica	ations Required:			
Education Require	ed: Bachelor's c	degree required; Master's degree preferred.		
Experience Requir		A minimum of five years of teaching and/or school leadership; Experience in hiring, managing, and evaluating employees; Urban school experience preferred.		
	preferred.			

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Randolph Field ISD	015906	Universal City	1,450	\$92,382
Lackland ISD	015913	San Antonio	1,053	\$94,237
Ft. Sam Houston ISD	015914	San Antonio	1,612	\$106,500

Name of Pro	posed Charter School	San Antonio Preparatory Charter School
Name of Spo	onsoring Entity:	San Antonio Preparatory, Inc.
Position:	School Director/Princi	pal
Reports to:	CEO/Superintendent	

Job Duties: List up to 10 key duties this individual will perform.

1. Plan, implement, and evaluate student recruitment to include overseeing delegation

2. Create the PD schedule for Summer Summit, weekly Prep Days, and Data Days

3. Responsible for teacher development, curricular and instructional resources and assessments

4. Plan, implement, analyze, report, and evaluate the professional development program

5. Responsible for data-driven decisions, campus budget, and parent partnerships

6. Analyze data to create action plans, problem solve, and support individual teachers, students

7. Use interim data to analyze how students' performance predicts success on state exam

8. Evaluate the effectiveness of programs and adjust the program or staffing based on need

9. Manage and supervise teachers, teacher leaders, and leadership board

10. Responsible for curriculum, instruction, staff recruitment and hiring

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Prop	oosed Cha	arter School:	San Antonio Prepar	ratory Charter School
Name of spor	nsoring en	itity:	San Antonio Prepar	ratory, Inc.
Position:	Special E	Education Te	acher	
Reports to:	CEO/Sch	nool Director	/Director of Student	
Salary Range:	\$56,000 - 1	\$70,000		
				allowance, cell phone, memberships, travel or in this position. If none, please state N/A.
Proposed Loc	ation (Cit	y and Count	y): San Antonio, & C	Converse (Bexar County)
Number of Stu one:	idents an	ticipated in y	rear 168 In y	year five: 672
Vinimum Qua	lifications	Required:		
Education Red	quired:	Bachelor's D	egree from an acc	redited four-year educational institution
Experience Required: Experience in a Special Education classroom settingwith students who have significant disabilities			on classroom settingwith students who have	

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Randolph Field ISD	015906	Universal City	1,450	\$68,574
Lackland ISD	015913	San Antonio	1,053	\$55,349
Ft. Sam Houston ISD	015914	San Antonio	1,612	\$60,500

Name of Proposed Charter Schc	ool: San Antonio Preparatory Charter School
Name of Sponsoring Entity:	San Antonio Preparatory, Inc.
Position: Special Education 1	feacher
Reports to: CEO/School Directo	pr/Director of Student
Job Duties: List up to 10 key dut	ties this individual will perform.
1. Oversee the daily work and	responsibilities of a Special Education Co-Teacher (para-professional)

2. Adapt lessons to meet the needs of students IEP

3. Support coordination of related services for students on their caseload

4. Develop Individualized Education Programs (IEPs)

5. Implement IEPs, assess students' performance, and track their progress

6. Update IEPs throughout the school year to reflect students' progress and goals

7. Assess students' skills to determine their needs and to develop teaching plans

8. Collect and analyze student data in order to make effective decisions to maximize achievement

9. Discuss student's progress with parents, teachers, counselors, and administrators

10. Prepare and help students transition from grade to grade and after graduation

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Cha	arter school: [3	San Antonio Preparatory Charter School	A				
Name of sponsoring entity: San Antonio Preparatory, Inc.							
			ATTACHMENT				
Position: Teacher							
Reports to: CEO/Scl	hool Director/	Director of Curricul	Ε ω Ι				
Salary Range: \$51,000 -	\$65,000		- Sup				
		ineration (i.e., car allowance, cell phone, memberships, travel or en to the individual in this position. If none, please state N/A.	Supplemental Human				
- 1 1.			l Hui				
Proposed Location (Cit	y and County	/): San Antonio, & Converse (Bexar County)					
Number of Students an one:	ticipated in ye	ear 168 In year five: 672	Resources Information Form				
Minimum Qualifications	Required:		JLCE				
Education Required:	Bachelor's De	egree from an accredited four-year educational institution	es Int				
			form				
Experience Required:	Experience in	n a classroom setting preferred	atior				
Certification Required:	State certific:	ation preferred but not required	For				
			В				

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Randolph Field ISD	015906	Universal City	1,450	\$56,574
Lackland ISD	015913	San Antonio	1,053	\$52,310
Ft. Sam Houston ISD	015914	San Antonio	1,612	\$53,500

Jame of Pro	oposed Charter Schoo	I: San Antonio Preparatory Charter School
	1	
lame of Sp	onsoring Entity:	San Antonio Preparatory, Inc.
Position:	Teacher	
Reports to:	CEO/School Director/	Director of Curricul
Job Duties	: List up to 10 key dutie	es this individual will perform.
1. Implem	ent state learning stan	dards and school curricula and assessments
2. Learn, n	nastor, and doliver cor	atent and grade lovel curriculum, care content objectives
z. Leam, n	haster, and deliver cor	ntent and grade level curriculum, core content objectives
3. Submit	weekly lesson plans for	each content two weeks
4. Implem	ent formal and informa	al assessments to track each individual student's progress
5. Commu	inicate students' progr	ress with student and family on a weekly basis
	1 3	5 5
6. Implem	ent a clear and consis	tent behavior management system aligned to restorative practice
7		
7. Host ne	cessary tutoring sessior	ns to meet all students' needs
8. Particip	ate in weekly manage	er check-ins, grade-level meetings, before and after-school duties
9. Engage	e in summer and year-lo	ong district, school and personal learning and development

10. Help shape and develop a school wide culture that fosters a positive environment

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Provide the Following:

A scanned/photo copy of the official public notice/advertisement (as printed) in the newspaper. The copy that is provided in this application <u>must</u> include the name of the publication (as printed) and publication date.

Each public notice <u>must</u> include:

- the proposed school/campus name;
- the sponsoring entity name;
- date, time, and place of meeting; and
- the names of all sponsoring entity board members.

All public notices/advertisements must be published in a newspaper of general distribution within the geographic boundary of the proposed charter school. Any public notice in newspaper(s) with limited circulation (*Greensheet, Dallas Observer, Austin Chronicle etc.*) will be ineligible for consideration.

All public notices/advertisements must be published in a newspaper that is distributed in print (not just electronic).

At a minimum, applicants must hold a public meeting within the charter school's proposed geographic boundary. The purpose of this meeting must address/discuss this application for a Generation 24 Open-Enrollment Charter School.

This meeting must take place no earlier than 18 months before the charter application due date. Consequently, any prior public meetings in (or before) July, 2017 are not eligible for consideration.

Lastly, any person may attend and participate in the meeting.

ATTENTION: All submitted notices must be dated prior to January 4, 2019.

PLEASE NOTE: Attachment A2 is referenced on the Outreach and Public Meetings narrative page of the Finance/Operations/Governance Plans.

Attachment FOG 1 – Published Notice(s) of Public Meetings

San Antonio Preparatory Charter School

San Antonio Preparatory Charter School held four Public Meetings. The first three Public Meetings were published in the same notice, dated November 14, 2018. The fourth Public Meeting was published on December 26th, 2018. Both Published Notices can be found below.



MEDIA SOLUTIONS

San Antonio Express-News | Express/News.com | mySA.com

18-DEC-18 11:34 AM

San Antonio Prep Charter Attn: Stephanie Powell 7418 SNAPDRAGON CT Converse TX 78109-3818

Proof Confirmation

Agency:				Order	ID:	29950	33			
Customer:	San Anton	io Prep Charte	r				55			
Address:				Notes/Co	mments:					
City: Converse				Descripti	on:	PUBLIC	MEETIN	G San Antoni	o Preparatory, In	nc. and F
State:	Texas									
Phone no:	210535460	66		Caller na	me:	stephanie	powell			
Account ID:				Fax no:						
Development				Sales rep:		Castillo,	Cynthia			
Purchase order										
Payment type:	Electronic	CreditCardTra	nster							
Newspaper Cla	ssified									
Title	Publication	Class.code	Class.name	Package	Ins.date	Size	Tem	plate	СМҮК	Spot
EN Classifieds	EN Classified	1526	Legals/Public Notices	Legals Liners	14-NOV-1	8 1 x 23	6C_B	asicLegal	No	-
Internet Classif	fied									
Website	Master category	Class.code	Class.name	Package	First ins.d	ate Di	uration	Rank	No. of clic	ks
Wave2	ETC.	1526	Legals/Public Notices	Legals Liners	11-13-20	18 2	weeks			
							Total pi	rice:		\$ 383.27
							Charge	s:		\$ 0.00

Discounts:	\$ 0.00
Allowances:	\$ 0.00
Gross price:	\$ 383.27
Agency commission:	\$ 0.00
Net before tax:	\$ 383.27
Sales tax:	\$ 0.00
Net price:	\$ 383.27
Prepaid amount:	\$ 383.27
Amount due:	\$ 0.00

EARS

MEDIA SOLUTIONS

San Antonio Express-News | ExpressNews.com | mySA.com

SAN ANTONIO EXPRESS NEWS AFFIDAVIT OF PUBLICATION

STATE OF TEXAS: COUNTY OF BEXAR

Before me, the undersigned authority, a Notary Public in and for the State of Texas, on this day personally appeared: Lynette Nelson, who after being duly sworn, says that she is the BOOKKEEPER of HEARST NEWSPAPERS, LLC - dba: SAN ANTONIO EXPRESS-NEWS, a daily newspaper published in Bexar County, Texas and that the publication, of which the annexed is a true copy, was published to wit:

Customer ID: 861329 Customer Name: San Antonio Prep Charter Order ID: 2995033

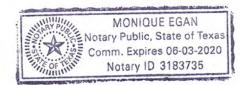
Publication Pub Date **EN** Classified 14-NOV-18 helion Lynette Nelson

Bookkeeper

Sworn and subscribed to before me, this 18 day of Dec. A.D.2018

Notary public in and for the State of Texas

mague



PUBLIC MEETING

PUBLIC MEETING San Antonio Preparatory, Inc. and Found-ing Board of Directors will hold three public informational meetings on (1) Saturday November 17, 2018 at Pruitt Public Library 5110 Walzem Rd San Antonio, TX 78218 at 4 PM. (2) Saturday December 1, 2018 at Kirby Senior Center 3211 Alan Shepard, Kirby TX 78219 at 4:30 PM. (3) Tuesday December 3, 2018 at Pruitt Public Library 5110 Walzem Rd San Antonino, TX 78218 at 4 PM. The meetings will provide information about San Antonio Preparatory, a proposed open-enrollment charter school for grades 5 - 12 in Kirby, Converse, and Bexar County 78244. Attendees will be provided the opportunity to ask questions about the school. If approved, San Antonio Preparatory will open Fail 2020. Members of the school board include Dejah Behnke, Milton Harris, Rhapsody Vog+Michelle Taylor, and Xawier Toson.

Toson.

BUSINESS

MEDICAL From page B1

that health care and bioscience is kind of our core."

The study also shows that the sector has been steadily growing. In 2015, it produced \$36.6 bil-

lion in sales of products and services, which was an increase over 2013's \$32.7 billion. Between 2009 and 2017, the industry grew 65 percent.

This is especially good for San Antonio to have this kind of steady, robust growth in one of



EPA says standards for trucks to tighten

By Brady Dennis

WASHINGTON - The Environmental Protection Agency on Tuesday announced plans to place more stringent restrictions on pollution from heavy-duty trucks in a move that won the Trump administration rare der no regulatory or court order requirements to launch this initiative. We are doing it because it's good for the environment."

Environmental advocates, who have fiercely opposed the administration's efforts to roll back dozens of Obama-era regulations, including those aimed at combating climate change, react-

PUBLIC MEETING

San Antonio Preparatory, Inc. and Found-ing Board of Directors will hold three public informational meetings on (1) Saturday November 17, 2018 at Pruitt Public Library 5110 Walzem Rd San Antonio, TX 78218 at 4 PM. (2) Saturday December 1, 2018 at Kirby Senior Center 3211 Alan Shepard, Kirby TX 78219 at 4:30 PM. (3) Tuesday December 3, 2018 at Pruitt Public Library 5110 Walzem Rd San Antonino, TX 78218 at 4 PM. The meetings will provide information about San Antonio Preparatory, a proposed open-enrollment charter school for grades 5 - 12 in Kirby, Converse, and Bexar County 78244. Attendees will be provided the opportunity to ask questions about the school. If approved, San Antonio Preparatory will open Fall 2020. Members of the school board include Dejah Behnke, Milton Harris, Rhapsody Vogt, Michelle Taylor, and Xavier Toson.



MEDIA SOLUTIONS San Antonio Express-News | ExpressNews.com | mySA.com

26-DEC-18 05:16 PM

San Antonio Prep Charter 7418 SNAPDRAGON CT Converse TX 78109-3818 UNITED STATES

Proof Confirmation

Agency:		Order ID:	3001778
Customer:	San Antonio Prep Charter		
Address:		Notes/Comments:	
City:	Converse	Description:	notice of public meeting San Antonio Preparatory, Inc. a
State:	Texas		
Phone no:	2105354666	Caller name:	Stephanie Powell
Account ID:		Fax no:	
Purchase order no:		Sales rep:	Urias, Mickey
Payment type:	ElectronicCreditCardTransfer		

Newspaper Classified

Title	Publication	Class.code	Class.name	Package	Ins.date	Size	Template	СМҮК	Spot
EN Classifieds	EN Classified	1526	Legals/Public Notices	Legals Liners	27-DEC-18	1 x 18	6C_BasicLegal	No	-
		NOTICE OF PUBLIC San Antonio Preparatory, I ing Board of Directors wil informational meeting at	MEETING				Total price:		\$ 260.82
		ing Board of Directors will informational meeting at	Il hold a public 12pm on Sat-				Charges:		\$ 50.00
							Discounts:		\$ 0.00
							Allowances:		\$ 0.00
		ş					Gross price:		\$ 310.82
		distant of					Agency commission:		\$ 0.00
							Net before tax:		\$ 310.82
							Sales tax:		\$ 0.00
							Net price:		\$ 310.82
							Prepaid amount:		\$ 310.82
							Amount due:		\$ 0.00

BUSINESS

MARKET From page B1

straight months, gaining

Houston, buoyed by the

recovery of the energy in-

dustry, has increased jobs

for 14 consecutive months

and exceeded the rate of

job growth in both the state

and the nation. The region

has added more than

114,000 jobs over the past

year, an increase of nearly

4 percent that easily out-

paced that state's 3 percent

employment growth rate

and the nation's 1.7 per-

more then 365,000 in the ne meeting will prov out San Antonio Prepara last year alone. The Texas unemployment rate has fallen to record low of 3.7 percent.

Legal Notices

Legals/Public Notices

NOTICE OF PUBLIC MEETING

Taylor, Andy Towari, Xavier Villela, and Rhapsody Vogt NOTICE OF PUBLIC HEARING

tice is hereby given that the publing scheduled to be held by th Hall, 100 S. Mc

terested persons are urged and will be heard either for said proposed replat

Imelda B. Rodriguez City Secretary

cent.

Why so gloomy? UNEMPLOYMENT RATES

U.S.: 3.7 percent Texas: 3.7 percent

JOB GROWTH RATES

U.S. 1.6 percent Texas: 3 percent CONSECUTIVE

MONTHS OF JOB GROWTH

U.S.: 98 Texas: 29

SOURCE: LABOR DEPARTMENT

ment rate in November fell to 3.8 percent from 4.4 percent in November 2017.

Economists expect the pace of economic growth across the nation and Tex-



Callaghan O'Hare / Bloomberg

Job growth in the state has remained solid in 2018. A Santa Claus cowboy statue stands at the Domain shopping center in Austin where Apple announced it's opening new offices.

still advance steadily. Tariffs, higher interest rates and labor shortages are

slowdown, economists said. In Houston, the recent

levels for which many cor panies had planned - is a so creating uncertaint Oil, despite the a rally commodity markets We nesday, remains well b low \$50 a barrel aft reaching \$76 in October.

If oil stays below \$50 barrel for an extended p riod, it could stall the ene gy industry's recover economists said. Befo the turmoil of the pa week, the Greater Housto Partnership predicted me ropolitan Houston will ac about 71,000 new jobs 2019, fewer than this year gains, but more that what considered a typical goo year, when about 60,00 to 65,000 jobs are create

Provide the Following:

Certified Mail Receipt Cards showing the dates the Statement of Impact forms and Application Coversheets were received by the superintendent of each traditional school district from which the proposed school intends to draw students.

In the absence of signed certified mail return receipt cards, the certified mail receipt showing each school district, fees paid, and the date mailed will be accepted.

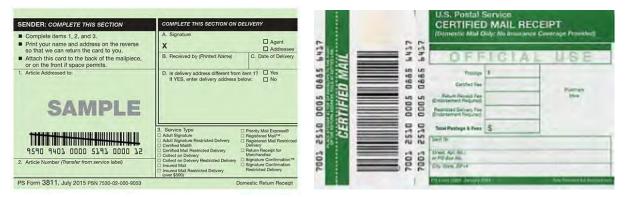
Mailing address <u>must</u> include the name of the school district to which the information was sent.

Arrange certified mail receipts in alphabetical order by district. Limit six receipts per page.

Applicants <u>must</u> send a Statement of Impact Form (found at, <u>http://tea.texas.gov/</u> <u>charterapp.aspx</u>) and Application Coversheet to the superintendent of each traditional district from which the proposed school intends to draw students. The Statement of Impact Form is the formal opportunity for superintendents of traditional districts to document any impact the proposed school might have. While applicants are required to distribute these documents, they are not responsible for ensuring that superintendents return the Statement of Impact Forms to the TEA.

Additionally, applicants <u>must</u> also send a Statement of Impact Form and Application Coversheet to:

- the President of the Board of Trustees of each traditional school district from which the proposed school intends to draw students,
- each member of the Texas legislature that represents the geographic area to be served by the proposed school, and
- the State Board of Education member that represents the geographic area to be served by the proposed school.



CERTIFIED MAIL RECEIPT CARD

CERTIFIED MAIL RECEIPT

PLEASE NOTE: Attachment A3 is referenced on the Outreach and Public Meetings narrative page of the Finance/Operations/Governance Plans.

Page 160

HIGHLAND HILL 3918 CL SAN AN TX 78223	ARK AVE TONIU K	10110
	-	
Product Description	Sale Qty	Final Price
\$6.70 Pri Mail (Unit Price:\$6.7	60 70)	\$402.00
Total		\$402.00
Credit Card Remitd		\$402.00
(Card Name: (Account (Approval # (Transact on #: (AID: (AL: (PIN:Not Require) ed)	Chip)
Preview y		Î.

5

Track your Packages Sign up for FREE @ www.informeddelivery.com

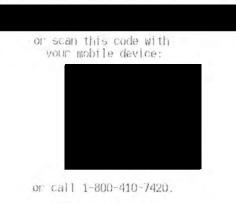
All sales final on stamps and postage Refunds for guaranteed services only Thank you for your business

Note: Priority Mail Express refund restrictions in effect for mailing dates Dec. 22 - 25

HELP US SERVE YOU BETTER

TELL US ABOUT YOUR RECENT POSTAL EXPERIENCE

Go to: https://postalexperience.com/Pos



YOUR OPINION COUNTS

	161	





163





165





Postmark Here Board President - Southwest ISD 11914 Dragon Lane San Antonio, TX 78252 www.usps.com® Postmark Here NP Call St **Congressional District 20** Congressman Joaquín Castro 727 E. Cesar E. Chavez Blvd Suite B-128

at www.usps.com® Postmark Here **Congressional District 23** Congressman Will Hurd 17721 Rogers Ranch Parkway Suite 120 San Antonio, TX 78258





169

Postmark 20 Postma Here ST. SAL Texas State House District 116 Representative Diana Arévalo 4522 Fredericksburg Road, Suite A12A Balcones Heights TX 78201 **CERTIFIED MAIL® RECEIPT** For delivery information, visit our website at www.usps.com® Postmark Here Texas State House District 118 Representative Tomas Uresti 1114 SW Military Drive, Suite 103 San Antonio TX 78221

-







Provide the Following:

I. Scans/photocopies of any (i) advertising content; (ii) community outreach surveys; (iii) social media campaigns; and (iv) any additional documentation that demonstrates community engagement and support.

II. Public Meeting Protocol– this is the script or list of questions that were prepared and presented at the public meeting. Do <u>NOT</u> provide petitions, meeting sign-in sheets, or other materials that violate the public disclosure policy.

III. Letter(s) of Support– provide (if any) <u>non-financial</u> letters of support from individuals, organizations, officials, etc.

PLEASE NOTE: Attachment A4 is referenced on the Outreach and Public Meetings narrative page of the Finance/Operations/Governance Plans.

San Antonio Preparatory Charter School

Attachment FOG 3 – Community Efforts and Support

- Ι. Scans/photocopies
 - (i.)
 - Advertising Content Social Media Campaigns (ii.)



San Antonio Preparatory A proposed 5-12 charter school for the students of San Antonio Charter School

OUR VALUES

Perseverance

Excellence

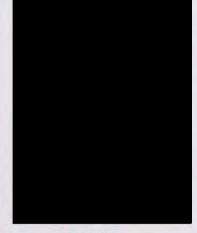
Respect

Self-Determination

Integrity

Service

Teamwork



OUR VISION

San Antonio Prep provides high-quality education that places students on the path to college. We believe that college is an opportunity that exposes our students to a world of possibilities. We understand that the path starts with us.

OUR MISSION

San Antonio Preparatory Charter School provides a college preparatory education in a challenging and supportive learning environment through high quality instruction and rigorous curriculum ensuring all students in grades 5-12 are ready to graduate college and succeed in the careers of their choice.

OUR BELIEF

We believe that all students, no matter economic status, race, family educational levels, zip codes, or home languages can achieve at high levels.
We believe that all students deserve a high-quality, college preparatory education, with a focus on literacy and mathematics in middle school, college preparatory work in high school, and the development of 21st century digital literacy skills in all grades.

OUR MODEL

- 2 Teachers in Middle School
- 🚞 Unique Class Schedule
- 📕 High School Prep
- 🖵 Application-based Assessments
- Capstone Projects
- Tearly College Pathway

OUR CONTACT

Stephanie Hall Powell, Lead Founder 210.535.4666 | spowell@buildingexcellentschools.org





San Antonio Preparatory Una propuesta de escuela charter 5-12 para los estudiantes de San Antonio Charter School

NUESTROS VALORES

Perseverancia

Excelencia

El respeto

Autodeterminación

Integridad

Servicio

La Colaboración



San Antonio Prep proporciona educación de alta calidad que coloca a los estudiantes en el camino hacia la universidad. Creemos que la universidad es una oportunidad que expone a nuestros estudiantes a un mundo de posibilidades. Entendemos que el camino comienza con nosotros.

NUESTRA MISIÓN

San Antonio Preparatory Charter School ofrece una educación preparatoria para la universidad en un entorno de aprendizaje desafiante y de apoyo a través de una instrucción de alta calidad y un plan de estudios riguroso que garantiza que todos los estudiantes en los grados 5-12 estén listos para graduarse de la universidad y tener éxito en las carreras de su elección.

NUESTRA CREENCIA

- Creemos que todos los estudiantes, sin importar su estatus económico, raza, niveles educativos familiares, códigos postales o idiomas del hogar pueden alcanzar altos niveles.

- Creemos que todos los estudiantes merecen una educación preparatoria universitaria de alta calidad, con un enfoque en la alfabetización y las matemáticas en la escuela secundaria, el trabajo preparatorio para la universidad en la escuela secundaria y el desarrollo de habilidades de alfabetización digital del siglo XXI en todos los grados.

NUESTRO MODELO

- 👬 2 profesores en la escuela secundaria
- 🛗 Horario de clase único
- 📕 Preparatoria para la preparatoria
- 🖵 Evaluaciones basadas en aplicaciones
- A Proyectos Capstone
- 🎓 Camino temprano de la universidad

NUESTRO CONTACTO

Stephanie Hall Powell, Fundadora Principal 210.535.4666 | spowell@buildingexcellentschools.org

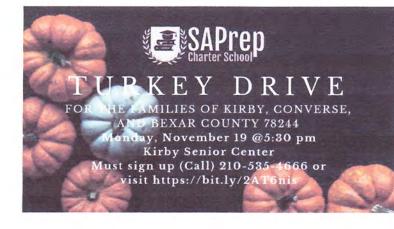




Write a comment...

Presa Enter lo post.

176



San Antonio Preparatory Charter School Published by Stephanie Hall Powell

Page Liked - November 8, 2018 :

Support the SA Prep Turkey drive in two ways. (1) share this with someone in need, and/or (2) donate a turkey. Please contact Stephanie Hall Powell for more information or to donate. Thank you for your support. #charlerschools #saprep #familiesempowered #turkeydrive

Tag Photo Add Location Edit

Like Comment Share •

Write a comment...

177

San Antonio Prep Information Meeting

December 1, 2018 | Kirby Senior Center | 4.30 pm 3211 Alan Shepard Dr. 78219



San Antonio Preparatory Charter School Published by Stephanie Hall Powell Page Liked - November 28, 2016 -

Add a description

Tag Photo Add Location Edit

Like Comment Share •

Write a comment... Press Enter to post

178



December 3, 2018 | Pruitt Library | 4:30 pm 5110 Walzem Rd, 78218 Come learn about a new school option | FREE Pizza



San Antonio Preparatory Charter School Published by Stephanie Hall Powell Page Liked - November 28, 2018 -

Add a description

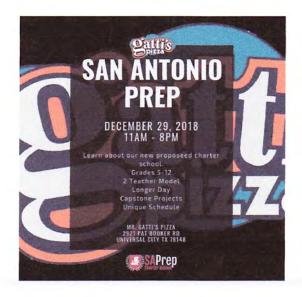
Tag Photo Add Location Edit

Ebony Williamson

Like Comment Share ••

Write a comment...
Press Enter 59 post.

179



 School
 Published by Stephanie Hall Powell Page Liked · December 26, 2018 ·

 Join us THIS SATURDAY for an Information Table and Session.
 Come learn about our new proposed school. Mr. Gatt's J 2921 Pat Booker Rd., 78148 | 11 AM-8 PM

 Tag Photo
 Add Location
 Edit

 6
 1 Share

Share .

San Antonio Preparatory Charter

Write a comment...
Press Enter to post

Like

San Antonio Preparatory Charter School

Attachment FOG 3 – Community Efforts and Support

II. Public Meeting Protocol



Meeting Agenda

[Location, Date, Time]

- 1. Welcome and Introduction of Founding Board Members
- 2. Overview of the Meeting
 - o Introduction of San Antonio Preparatory Charter School
 - Community Input
 - Q & A community areas of interest and concern

3. Introduction of San Antonio Preparatory Charter School

- Proposed location
- o Growth plan
- o Grade levels
- o Timeline
- o Mission
- o Educational models

4. Community Input

We commit to thoughtfully seek and support solutions that will provide the greatest benefit to students. We commit to listening to and incorporating ideas and priorities from the community and local families into the school proposal.

- What do you want to see in a school coming to the community?
- 2. What would make you interested in our school?
- 3. What would you change about your child's school?
- How often do you want your child's school to communicate with you?
- 5. Do you attend school events? Why or why not?
- 6. What is most important to you concerning your child's education?
- 7. What are your thoughts about college for your child?

- 8. What would like to see in our school in order for you to leave your current school and come to San Antonio Preparatory Charter School?
- Are buses important to you? Does your child currently ride the bus?
- 10. What are your thoughts on our two-teacher specialization model?
- 11. How do you feel about a longer school day and year?
- 12. We believe that all children can learn at high levels and deserve an excellent education. Is there anything that we have not asked about that you would like to share about a school you would want to see in your community?
- 5. Q & A community areas of interest and concern

San Antonio Preparatory Charter School

Attachment FOG 3 – Community Efforts and Support

III. Letters of Support

Commissioner Mike Morath Texas Education Agency 1701 N. Congress Avenue Austin, TX 78701

Commissioner Morath:

As a long-time supporter of great schools of choice in San Antonio, I am thrilled to be writing this letter in support of San Antonio Prep, a proposed 5th through 12th grade college preparatory charter school for the students and families of Judson and the Eastside. SA Prep promises to provide a high-expectations and high-quality choice to a neighborhood that currently lacks in educational excellence.

Throughout my years of service to San Antonio, I have seen countless examples of how a great school can change a life. I have had the pleasure of meeting San Antonio Prep's Lead Founder, Stephanie Powell, and I believe she has the kind of vision that will ensure greatness for her school and a life-changing experience for her students. San Antonio Prep promises to provide an innovative model with a unique daily schedule and assessments based on practical application of learning, and they promise to hold students to high expectations no matter what. This sounds like a real formula for success. All students are capable of great things, and holding high expectations for students tells them that their school believes in their ability to meet and exceed expectations, even when the students may not believe in themselves.

San Antonio Prep's mission and vision set the foundation for a school that will provide a unique opportunity to families in Judson. As an African-American leader, Ms. Powell herself provides a strong example for the students she aims to serve. Having served in the military before embarking on her career in education, Ms. Powell's personal story will resonate with many of her students, as people take many paths in their careers.

To date, I have been impressed by the San Antonio Prep model, and I believe the school could be the perfect fit for the community they propose to serve. It is a rare delight when a school and a community math so well.

I am proud to recommend Ms. Powell and the San Antonio Prep charter for approval.

Sincerely.

President LWB Solutions

Amy A. Putney

11902 Palacio San Antonio, Texas 78233

December 28, 2018

Texas Education Agency 1701 North Congress Ave. Austin, Texas 78201

To Whom it May Concern:

It is my pleasure to provide you this letter of recommendation for San Antonio Preparatory (SA Prep), a proposed charter school in San Antonio. SA Prep will serve students from 5th grade to 12th grade, and they aim to put every student on the pathway to college, regardless of academic attainment in their years prior to attending the school. This is a noble and just cause, and I am proud to provide my support for their efforts.

Proposed Founder, Stephanie Powell, has expressed very high expectations for her students. Her focus on the middle years is particularly impressive, as that is generally where children tend to lose motivation for school. If schools can motivate middle grade students to take school seriously and to push themselves to improve, we will likely see a drastic shift in the percentage of students graduating from high school on time. I believe Ms. Powell has developed a model that will motivate students to work hard so they can be successful in school every day, and this will go a long way toward her goal of putting every child in Judson and the Northeast on the pathway to college.

SA Prep is the kind of school I would like to see for every student in San Antonio: one where the expectations are lofty, the supports are thorough, the team is motivated and well-trained, and the goals are clear. Ms. Powell has a track record of leading schools to academic success here, and I believe she will be able to bring this school to life for the children of Judson and the Northeast side who truly need more excellent educational options.

For that reason, I am proud to recommend San Antonio Prep for charter approval. I know this school will add to our community, and I cannot wait to see them thrive.

turney

Amy A. Putney



Texas Education Agency 1701 North Congress Ave. Austin, TX 78701

Dear Texas Education Agency,

I am writing this letter on behalf of San Antonio Preparatory Charter School and their current charter school application. It is my pleasure to recommend this team for approval, and I hope you will see fit to allow them the opportunity to operate their charter school in San Antonio.

It is no secret that schools across San Antonio are struggling to prepare students for success. My sense is that the challenges come from many different places including tight budgets, social issues, and student motivation. I don't profess to know the magic bullet for improving schools, but I cannot help but believe it starts with schools that recognize the challenges they face and are ready to take them head on. This is the mission of San Antonio Prep, and I find it extremely refreshing that Stephanie Powell is so unapologetic about her goal to get every child to and through college.

I am particularly impressed with Ms. Powell's commitment to her community. The Judson and East Side areas of San Antonio are among the most poverty-stricken parts of our city, and education options are limited. By bringing a high-quality curriculum to these families, Ms. Powell will be providing an essential service. Families of greater means can send their children to private schools, but for the families SA Prep wants to serve, access to schools like that is very limited.

At Choose to Succeed, we support high-quality schools of choice in San Antonio, and we are excited to welcome SA Prep to our school choice community. We believe Ms. Powell has the right background and support to build a truly great school for students who badly need one.

It is encouraging to know that a highly capable team is planning to open a strong school in San Antonio, and I am proud to lend my voice to the many here who support this work. Please take this letter as my full support for Ms. Powell and the San Antonio Prep team.

Chip Haass CEO, Choose to Succeed



January 3, 2019

Texas Education Agency Generation Twenty-Four 1701 N. Congress Ave. Austin, TX 78701

Re: Commitment of Start-Up Funds by Choose to Succeed to San Antonio Preparatory Charter School

Dear Madam or Sir,

Choose to Succeed is a supporting organization of the San Antonio Area Foundation. As such, it is a charitable organization and subordinate under the group exemption of the San Antonio Area Foundation (EIN 74-6065414, GEN 3910).

Over the past seven years that Choose to Succeed has been a support organization, they have made a significant contribution to the educational ecosystem in San Antonio and Bexar County. Their goal is that over 50,000 students will be enrolled in Choose to Succeed supported schools—10% of all seats in greater San Antonio.

We believe that San Antonio Preparatory Charter School will be another successful addition to our educational ecosystem in San Antonio.

Sincerely,

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Lynda Cabell Chief Financial Officer San Antonio Area Foundation



Confirmed in Compliance with National Standards for U.S. Community Foundations

303 Pearl Parkway, Suite 114 • San Antonio, Texas 78215 • p: 210.225.2243 • f: 210.225.1980 • www.saafdn.org



BE A CHAMPION, INC.

P.O. Box 130165 Houston, TX 77219 Office: (281) 833-3129 Fax: (281) 605-5898 www.bachamp.org Tax ID Number: 90-0191922



December 20, 2018

Commissioner Mike Morath Texas Education Agency 1701 N. Congress Avenue Austin, TX 78701

Dear Commissioner Mike Morath:

It is with great pleasure that I write this letter of support for San Antonio Preparatory Charter School, a proposed new fifth through twelfth grade open-enrollment, public charter school in San Antonio. Led by the highly capable Building Excellent Schools (BES) fellow, Stephanie Hall Powell, I see a clear market for the kind of opportunity San Antonio Preparatory will provide.

San Antonio Preparatory has grown out of Stephanie Hall Powell's desire and passion to make education better for students and families, including her own three children. The mission is to prepare every student for college through high expectations and rigorous curriculum, while emphasizing high quality instruction and a supportive learning environment. Every student will be pushed and supported, ensuring that 100% of students will be prepared for college.

Be A Champion, Inc. is a 501 (c)3 Non-Profit that has been serving communities throughout Texas since 2001. We provide free healthy meals to more than 40,000 Texas students each day and more than 12,000 hungry children in the San Antonio area alone. Our company also provides After-School Enrichment programs for more than 1,600 students in San Antonio. Mrs. Powell's motivation and mission make up all of the qualities we search so diligently for when creating partnerships. The San Antonio Preparatory Charter School is the ideal partner for Be A Champion and aligns exactly with our efforts towards community service and "Creating Champions". We look forward to providing all of the services and programs possible.

I am happy to recommend San Antonio Preparatory Charter School. I sincerely hope you see the benefit this school will bring to San Antonio students and their families.

Ryan Harvey Area Manager | San Antonio, TX Be A Champion, Inc.



TOMMY CALVERT BEXAR COUNTY COMMISSIONER, PCT. 4

December 19, 2018

Commissioner Mike Morath Texas Education Agency 1701 North Congress Ave. Austin, Texas 78201

Re: San Antonio Preparatory Charter School

To Whom It May Concern:

I am writing this letter in support of the San Antonio Preparatory Charter School, a proposed fifth through twelfth grade open enrollment public charter school for students and families on the northeast side of San Antonio, Kirby, and Converse.

Lead founder and executive director Stephanie Hall Powell and San Antonio Preparatory's Founding Board have designed a school in line with the needs of the community in which they desire to locate. San Antonio Preparatory's mission is to provide a college preparatory education with high-expectations, extra hours of instruction in literacy and math and establish restorative practices in the classrooms. Proven pedagogy is what works and is what our children need.

I am pleased to provide my support to the San Antonio Preparatory Charter School and its continued success to the children and families in Precinct 4.

oming Calvert

Tommy Calvert Bexar County Commissioner, Precinct 4

Commissioner Mike Morath Texas Education Agency 1701 N. Congress Ave Austin, TX 78701

Dear Commissioner Mike Morath:

It is my pleasure to write this letter of support for San Antonio Preparatory Charter School, a proposed new fifth through twelfth grade open-enrollment, public charter school in San Antonio.

Through my role as a trustee of the George W. Brackenridge Foundation, I have seen San Antonio become a city that is rich with educational options thanks to Charter Schools like San Antonio Preparatory Charter School. The appetite for school choice in San Antonio is high. If granted a charter, I am confident that San Antonio Preparatory would offer these families another valuable option for not only short-term education but also setting students up for long-term success.

I recommend San Antonio Preparatory Charter School and its founder, Stephanie Hall Powell, without reservation.

Turky " South

Randy J. Boatright Trustee

Commissioner Mike Morath Texas Education Agency 1701 N. Congress Ave Austin, TX 78701

Dear Commissioner Mike Morath:

It is with great pleasure that I write this letter of support for San Antonio Preparatory Charter School as they apply for a Generation 24 charter. I am a true believer that zip code should not dictate a child's educational opportunities. School choice has always been an option for some - those that can afford to write a check for a private school - but I want every parent to be empowered by choice.

The academic program San Antonio Preparatory offers is designed to push and support students, ensuring that 100% of students will be prepared for college. Whether a student chooses to attend college or pursue another avenue is up to that student and his or her family, but each student will receive the same highexpectations, high-quality education.

I am happy to recommend San Antonio Preparatory Charter School as a quality option for San Antonio students and their families. Thank you in advance for your consideration of their application.

Sincerely.

David H.O. Roth Trustee

Commissioner Mike Morath Texas Education Agency 1701 N. Congress Ave Austin, TX 78701

Dear Commissioner Mike Morath:

It is with great pleasure that I write this letter of support for San Antonio Preparatory Charter School, a proposed new fifth through twelfth grade open-enrollment, public charter school in San Antonio. Led by the highly capable Building Excellent Schools (BES) fellow Stephanie Hall Powell, I see a clear market for the kind of opportunity San Antonio Preparatory will provide.

San Antonio Preparatory has grown out of Stephanie Hall Powell's desire and passion to make education better for students and families including her own three children. The mission is to prepare every student for college through high-expectations and rigorous curriculum, while emphasizing high-quality instruction and a supportive learning environment. Every student will be pushed and supported, ensuring that 100% of students will be prepared for college.

I am happy to recommend San Antonio Preparatory Charter School. I sincerely hope you see the benefit this school will bring to San Antonio students and their families.

Nora Jublish

Nora J. Walsh **Executive Director**

Commissioner Mike Morath Texas Education Agency 1701 N. Congress Ave Austin, TX 78701

Dear Commissioner Mike Morath:

The George W. Brackenridge Foundation is pleased to support San Antonio Preparatory Charter School's application for a Generation 24 charter.

The Brackenridge Foundation focuses on offering transformative educational opportunities for students and their families in the San Antonio, Texas area. Our strategy hinges on recruiting top-performing charter school operators from across the country to San Antonio and providing philanthropic support for replication.

Last year, we diverted from that strategy and took a chance on nascent charters. This was due in no small part to the work of the first Building Excellent Schools (BES) fellow to open a school in San Antonio. That diversion paid off and led us to forge a relationship with other promising, potential charter schools like San Antonio Preparatory. Led by BES fellow Stephanie Hall Powell, I see a clear market for the opportunity San Antonio Preparatory will provide students and their families.

Please accept this letter of support for San Antonio Preparatory Charter School and do not hesitate to reach out if I can be of service.

Juto Dhin

Victoria B. Rico Chairwoman & Trustee



Dr. Milton Harris, Executive Director 100 Black Men of San Antonio, Inc. 1023 N. Pine San Antonio, Texas 78208

Commissioner Mike Morath

1701 N. Congress Avenue Austin, Texas 78701

RE: Letter of Support | 2019 Application to the Texas Education Agency | San Antonio Preparatory Charter School.

Dear Commissioner Morath,

The purpose of this letter is to express support for the *San Antonio Preparatory Charter School*, San Antonio, Texas, located in the 78244 zip code with planned submission to the Texas Education Agency during the 2019 application cycle.

As both the City of San Antonio and Bexar County continue to strive toward a 21st Century System of Schools, there is a greater need for more quality public schools that produce students who are college or career ready without the need for remediation, especially for students living in low income areas. The 100 Black Men are prepared to assist *San Antonio Preparatory Charter School* in building a quality 21st Century public school by providing mentor and after school services to students enrolled at the school.

The 100 Black Men of San Antonio, Inc. is a federally tax exempt non-profit located at 1023 N. Pine | San Antonio, Texas 78208. As agents of positive social change throughout the communities of San Antonio, we strongly support this application for *San Antonio Preparatory Charter School* because of the quality of board members, the executive team and our community's great need for more quality public schools that prepare youth for college and/or careers without the need for remediation. Ultimately, we look forward to seeing this school developed.

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Respect Submitted by Dr. Milton Harris



PO BOX 12897 San Antonio, TX 78212 (210) 263-3524 www.FamiliesEmpowered.org

December 20, 2018

Commissioner Mike Morath Texas Education Agency 1701 N. Congress Avenue Austin, TX 78701

Dear Commissioner Mike Morath:

As the Regional Director at Families Empowered (FE), I am writing to express my keen support for San Antonio Preparatory (SA Prep), a proposed charter school. At FE, ourmission is to empower families to engage in the marketplace of schools. We believe that when families are empowered with accurate and actionable information about their educational options, they are able to engage in the system of schools in a meaningful way. Throughout the year, we work with families via our call center, School Connection Fairs, targeted emails, social media, and smaller parent engagement events. Even still, we know that not all families we serve will find a seat for their child at a highquality school—an unsettling reality.

While an increasingly vibrant array of educational choices exists in San Antonio, thousands of families continue to look for more innovative and diverse options. Specifically, more than 10,000 families in the region are actively searching for great schools. I support SA Prep in their quest to help meet that demand. My support spurs from by professional background as an educator and my connection to the community. I grew up in Converse, TX in zip code 78109, one of the areas the proposed charter intends to serve. While I am a proud product and supporter of the local district, I also know firsthand how dire the need is for high-quality options. Three out of four kids from my old neighborhood are considered at risk of dropping out. School fit undoubtedly contributes to this statistic and very clearly justifies why parents are exploring their options. It is therefore important now, more than ever, that we put kids first by adding schools like SA Prep to the list of high-quality options for parents to choose from.

Furthermore, Stephanie Powell is a passionate education professional who has already demonstrated a commitment to the success of students in San Antonio. She also brings a military background, which I believe is an intangible asset the community can relate to and appreciate, given the robust military presence in our city. As such, I strongly recommend SA Prep for authorization. I believe wholeheartedly that it will be a quality choice for families in my old neighborhood and for families all over San Antonio. Thank you for your consideration.

With gratitude,

Quincy Boyd San Antonio Regional Director

EMPOWERING FAMILIES THROUGH SCHOOL CHOICE.



7447 Harwin Drive, Suite 246 Hauston, TX 77036

allice (713) 589-8767 (5) (281) 616-3945

www.FamiliesEmpowered.org

December 10, 2018

Commissioner Mike Morath Texas Education Agency 1701 N. Congress Ave Austin, TX 78701

Dear Commissioner Mike Morath:

I am writing to share my support for San Antonio Prep. As the founder and Executive Director of Families Empowered, I believe that San Antonio Prep will be a needed option for families in San Antonio.

Currently, Families Empowered serves over 60,000 families in San Antonio, Houston, and Austin by providing access to information, resources, and tools to families as they choose schools that best fit their children's needs. The San Antonio Prep educational model will meet a current unmet need and fill an existing gap within the local educational landscape. There continues to be demand for high quality schools in San Antonio amongst parents and this option will help fill that demand.

This 5th grade -12th grade model will focus on creating a small community where every student has their needs met thru high quality instruction and deep student teacher relationships. The small school model has the potential to be extremely powerful as it provides opportunities for students to be vulnerable and open to targeted intervention. I'm excited to see this school empower families and students; I highly recommend you consider it for authorization.

Sincerely,

Colleen Dippel Founder & Executive Director Families Empowered

EMPOWERING FAMILIES THROUGH SCHOOL CHOICE.



Dear Commissioner Morath,

I am writing in support of the San Antonio Preparatory Charter School application. I believe the school will serve the community in a multitude of ways. The curriculum will provide the students with critical thinking, leadership, compassion, and problem-solving all in service to the community and the world. Students will wake up in the morning wanting to go to school because they will be engaged in real life projects that will help them create a better future.

Rotary International is a global network of 1.2 million neighbors, friends, leaders, and problemsolvers who see a world where people unite and take action to create lasting change – across the globe, in our communities, and in ourselves. Within our six areas of focus lies the mission of supporting education and literacy projects within our communities. Our goal is to strengthen the capacity of communities while supporting educational and literacy programs, reduce gender disparity in education, and increase adult literacy. Rotary recognizes that more than 775 million people around the world are illiterate. That's 17 percent of the world's adult population.

I strongly believe that our local & global Rotary community will gather around the San Antonio Preparatory Charter School and provide support via grant funding, literacy volunteer projects/workshops, mentorship and other strategic avenues that will enhance the mission of SA Prep to provide a college preparatory education in a challenging and supportive learning environment through high-quality instruction and rigorous curriculum, ensuring all students in grades 5-12 are ready to graduate from college and succeed in the careers of their choice.

Warm regards,

Kagre

Mr. Xavier Toson District Governor 2020-21 Rotary International www.rotary.org



4458 E. Houston Street | San Antonio, Texas 78220

December 2, 2018

Commissioner Mike Morath 1701 N. Congress Avenue Austin, Texas 78701

Dear Commissioner Morath,

It is with great anticipation and high expectations that we submit this letter in support of the San Antonio Preparatory Charter School's (SA Prep) charter application on behalf of the African American Chamber of Commerce of San Antonio, Inc. We truly believe that SA Prep Charter School, with the dynamic leadership and vision of Mrs. Stephanie Powell and her board, will be a beacon of education for the local community. Please consider their charter application.

The African American Chamber of Commerce of San Antonio (AACCSA) is committed to providing dynamic leadership and advocacy to strengthen and promote prosperity within the African American community. Through the identification of resources, creating initiatives, and establishing educational opportunities, we are committed to providing opportunities for black enterprise to flourish in the Greater San Antonio and surrounding areas.

Great businesses stand on the shoulders of those with high education, field expertise and passion. College graduates are especially equipped to harness the power to establish, promote and grow their businesses while supporting their local economies. SA Prep will transform the way students seek education and serve as a model for schools both locally and nationwide. The world needs now, more than ever, a heartfelt, deliberate focus on our youth. SA Prep not only seeks to foster and kindle a lifelong love of learning, but also hopes to weave together a curriculum that engages the whole child.

Mr. Xavier Toson Chairman of the Board African American Chamber of Commerce of San Antonio (AACCSA)



January 2, 2019

Texas Education Agency:

I enthusiastically support the charter application for San Antonio Preparatory Charter School and Lead Founder, Stephanie Hall Powell.

I have had the opportunity to work closely with Stephanie for the last seven months and have observed first hand the many strengths she brings to this work. In addition to her experiences as an educator, Stephanie is uniquely positioned to do this work in San Antonio having lived there for a number of years, and interfacing with the public schools as the mother of three school-aged boys.

Stephanie is currently a Fellow with Building Excellent Schools, a nationally recognized non-profit that trains high capacity leaders to found urban charter schools. Through this work and in her previous roles of teacher and Assistant Principal, she has built a robust skill-set and keen eye for strong classroom instruction. Stephanie is a hard-working, resilient, thoughtful educator with expertise in curriculum design and implementation, teacher coaching and development, and school leadership – areas of expertise that are critical for success as a school leader.

Stephanie has brought together a diverse team that is committed to making San Antonio Prep a reality for students and families in Judson, and they have designed the school with the needs of the community in mind.

It is a privilege to work closely with Stephanie and I have confidence that her leadership and the intentionally designed school model will ensure San Antonio Prep is a high-achieving school.

It is without reservation that I support San Antonio Prep and Lead Founder, Stephanie Hall Powell.

Stephanie Patton, Director, The Fellowship Building Excellent Schools

617-227-4545 x210

Provide the Following:

I. Admissions and Enrollment Policies, should include the following:

- The period (both the beginning and the ending dates) during which the applications for admissions will be accepted including a summary of the application process. See Texas Education Code (TEC) §12.117.
- Procedures to be followed in conducting a lottery when a grade or class is oversubscribed, including any exemptions from the lottery. Include whether the charter school will exercise the right to exempt from the lottery returning students, the siblings of returning students, and/or the children of the school's founders and staff (as long as the total number of students allowed constitutes only a small percentage of the total enrollment).
- The approximate date on which a lottery will be conducted, if required.
- Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- The non-discrimination statement to be included in the proposed school's admissions policy. See TEC §12.111(a)(5).
- Policies and procedures for the admission of students with documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37. See TEC §12.111(a)(5)(A).

Enrollment deadlines and procedures. If the proposed school will specialize in performing arts, discuss whether applicants will be required to demonstrate artistic ability for admission to the school. TEC §12.111(a)(6) permits a charter school specializing in performing arts to have an admissions policy that requires a student to demonstrate artistic ability. In addition, TEC §12.1171 permits a charter school specializing in one or more performing arts to require an applicant to audition for admission to the school.

PLEASE NOTE: Attachment E1 is referenced on the Admission and Enrollment narrative page of the Finance/Operations/Governance Plans.

Note: The following Admission Policy and Procedures were developed through the adoption of the Admission Policy and Procedures document written and provided to San Antonio Prep, Inc. by the Texas Charter School Association.

Admission Policy & Procedures San Antonio Preparatory Charter School

Admission to San Antonio Preparatory Charter School (the "School") shall be open to all students who reside within the geographic boundaries stated in the open-enrollment charter of the School and who are eligible for admission in accordance with applicable law.

When making admissions decisions, the School does not discriminate against students on the basis of sex; national origin; ethnicity; religion; disability; academic, artistic, or athletic ability; or the district the child would otherwise attend under state law.

Admissions Eliaibility

To be eligible for admission, the applicant or qualifying occupant specified by Texas Education Code §25.001(b) must generally reside within the geographic boundaries of the School. San Antonio Preparatory Charter School's geographic boundaries include Judson ISD, East Central ISD, San Antonio ISD, Northeast ISD, Ft. Sam Houston ISD, and Randolph Field ISD.

As authorized by Texas Education Code § 12.111(6), the School reserves the right to exclude from admission a student with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code, Subchapter A, Chapter 37.

Submission of Application Deadline

The School requires applicants to submit a completed application form in order to be considered for admission. The School's admission application period is from November 1, 2019 to March 1, 2020. The deadline to submit admissions applications for the next school year is March 1.

San Antonio Preparatory Charter School's application will include the following:

- 1. Name of Student
- 2. Birthday
- 3. Name of Parent/Guardian
- 4. Address
- 5. Home school district
- 6. Current grade and grade level requested for admission
- 7. Name of siblings attending/applying for admission
- 8. Whether student has a documented document history of a criminal offense, a juvenile court adjudication, or discipline problems as described in Texas Education Code Subchapter A, Chapter 37.

If necessary, a random admissions lottery will be held within one week of the deadline to submit admissions applications.

Admissions Lottery

A random admissions lottery will be conducted if the total number of applicants exceeds the number of open enrollment spaces. Each applicant will be assigned a number, and all numbers will be placed in a container and randomly drawn one number at a time by the Executive Director or designee. Each applicant whose number is drawn will be offered admission. Notification will be made by the Director of Operations by telephone. Failure of an applicant to respond within 48 hours of the date of the telephone call or e-mail, or within 5 business days of a post-marked letter, will result in withdrawal of his or her position from the application process. Parents notified by mail should call the Director of Operations immediately upon receipt of the notice in order to preserve their child's position in the lottery.

Once all spaces have been filled by the lottery, the remaining numbers will be drawn and the applicants assigned to these numbers will be placed on a waiting list in the order in which they were drawn. If a vacancy arises before the commencement of the school year, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list.

If an application is received after the application period has passed, the applicant's name will be added to the waiting list behind the names of the applicants who timely applied.

Secondary Boundary Admissions

If San Antonio Preparatory Charter School receives fewer applications than the number of open seats from primary boundary applicants, the remaining seats will be filled with students from the secondary boundary applicants. If there are less secondary boundary applicants than seats, the students will be assigned a seat in the order of the applications received. If there are more secondary applicants than available seats, after all primary applicants have been assigned seats, the remaining open seats will follow the same lottery process as above.

If San Antonio Preparatory Charter School receives more applications than available seats, then all primary boundary applicants will be entered into the random admissions lottery. After all primary boundary seats have been filled, and all primary boundary applicants have been placed on a waiting list, then all secondary boundary applicants will be entered into a lottery and placed on the waiting list.

If an application is received after the application period has passed, the applicant's name will be added to the waiting list behind the names of the applicants who timely applied.

Lottery Exemptions

As permitted by §100.1207(b) of Title 19 of the Texas Administrative Code and the federal guidance on charter schools, the following categories of applicants are exempted from the lottery and shall be exempted in the following order:

- 1. Returning students already admitted or attending the school;
- 2. Siblings of students already admitted to or attending the school, so long as the sibling's grade is not oversubscribed;
- 3. Children of employees of the school, so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's enrollment; and
- 4. Children of founders of the school, so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's enrollment.

Admission Notification

Families will be notified within 24 hours of the lottery or when a seat becomes available. Families will receive a phone call, email, and mailed letter informing them of their admission. If a student is going to enroll in San Antonio Preparatory Charter School the student's parent or guardian must accept enrollment within 3 school days of receiving notice of admission.

Enrollment

Upon student enrollment, San Antonio Preparatory Charter School must receive the following documents within 30 days:

- 1. Verification of student identity
- 2. Immunization Records

- 3. Verification of Residency (see below)
- 4. School Records

Texas Records Exchange (TREx)

San Antonio Preparatory Charter School will request records through TRex within 10 days of student enrollment, for any student who has previously attended a Texas public school.

Proof of Residency

In order to ensure a student resides within the boundaries of San Antonio Preparatory Charter School, San Antonio Preparatory Charter School may request the following:

- 1. Utility bills
- 2. Lease or mortgage information
- 3. Tax records
- 4. Other sources or documents demonstrating residency

San Antonio Preparatory Charter School is committed to serving students who may be homeless. To ensure that all homeless students, are not stigmatized or segregated on the basis of their homeless status, San Antonio Preparatory Charter School will adopt policies and procedures to ensure a student's admission or current enrollment are not delayed or denied. San Antonio Preparatory Charter School will immediately enroll a homeless student even if the student is unable to produce the records normally required for enrollment.

San Antonio Preparatory Charter School may conduct home visits as necessary to confirm residency.

Withdrawals

Families who wish to withdraw their student will be supported in doing so. The school will request that the family complete a Formal Withdrawal Form so that the school can forward the student's records to the school of transfer. The school will invite but not require the family to meet with the Head of School to share their reasons for departure so that we can continue to understand our families' and students' needs.

Transfers

As a school with one campus, students do not have the ability to transfer across campuses. Should we grow to include additional campuses, we will update and provide a Transfer Policy in alignment with all Texas regulations.

Students with a documented history of a criminal offense. a juvenile court adjudication. or discipline problems under Subchapter A. Chapter 37.

As authorized by Texas Education Code § 12.111(6), the School reserves the right to exclude from admission a student with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code, Subchapter A, Chapter 37. The School will evaluate each application on an individual basis using the following considerations:

- 1. Whether the offense was violent in nature of would jeopardize the safety of others
- 2. The school's capacity to provide the necessary supports to meet the needs of the child
- 3. Whether an action was in self-defense
- 4. The intent or lack of intent at the time the student engaged in the conduct
- 5. A student's disciplinary history

An applicant is required to disclose whether a student has a documented history of a criminal offense, a juvenile court adjudication, or discipline problems as described in Texas Education Code Subchapter A, Chapter 37 on the application and submit all records pertaining to the aforementioned incidents at the time of the application. The school will respond in writing within 10 business days regarding its decision to reserve the right to exclude the student from admission.

Re-Enrollment

Students previously enrolled at San Antonio Preparatory Charter School who have withdrawn and wish to re-enroll are subject to policies and procedures outlined in this document, including submission of a new application, the lottery, and waitlist.

Provide the Following:

The 501(c)(3) Determination Letter issued by the Internal Revenue Service (IRS) or evidence of filing for tax exempt status with the IRS.

If applicant does not have 501(c)(3) determination letter at the time of application submission, include any documentation that proves an IRS Form 1023 has been submitted by January 4, 2019.

Note: Applicants submitting proof of filing with the IRS must provide to the TEA the Determination Letter issued by the IRS granting the entity nonprofit status, no later than Friday, April 5, 2019, in order to be deemed an eligible entity and scheduled for an applicant capacity interview. Failure to submit the Determination Letter will result in the applicant being removed from the application process without the opportunity to interview.

PLEASE NOTE: Attachment G1 is referenced on the Board of Directors narrative page of the Finance/Operations/Governance Plans.

IRS DEPARTMENT OF THE TREASURY INTERNAL REVENUE SERVICE CINCINNATI OH 45999-0023

SAN ANTONIO PREPARATORY INC

2065 CULLUM PARK

SAN ANTONIO, TX 78253

Date of this notice: 11-02-2018

Employer Identification Number: 83-2414881

Form: SS-4

Number of this notice: CP 575 A

For assistance you may call us at: 1-800-829-4933

IF YOU WRITE, ATTACH THE STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 83-2414881. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form	941	01/31/2020
Form	940	01/31/2020
Form	1120	04/15/2019

If you have questions about the form(s) or the due date(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, Accounting Periods and Methods.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, Entity Classification Election. See Form 8832 and its instructions for additional information.

IMPORTANT INFORMATION FOR S CORPORATION ELECTION:

If you intend to elect to file your return as a small business corporation, an election to file a Form 1120-S must be made within certain timeframes and the corporation must meet certain tests. All of this information is included in the instructions for Form 2553, *Election by a Small Business Corporation*.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents (payroll service providers) are available to assist you. Visit the IRS Web site at www.irs.gov for a list of companies that offer IRS e-file for business products and services. The list provides addresses, telephone numbers, and links to their Web sites.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

IMPORTANT REMINDERS:

- * Keep a copy of this notice in your permanent records. This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you. You may give a copy of this document to anyone asking for proof of your EIN.
- * Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- * Refer to this EIN on your tax-related correspondence and documents.

If you have questions about your EIN, you can call us at the phone number or write to us at the address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you do not need to write us, do not complete and return the stub.

Your name control associated with this EIN is SANA. You will need to provide this information, along with your EIN, if you file your returns electronically.

Thank you for your cooperation.

Keep this part for your records. CP 575 A (Rev. 7-2007)

Return this part with any correspondence so we may identify your account. Please correct any errors in your name or address.

CP 575 A

99999999999

Your Telephone Number	Best Time to Call	DATE OF THIS NOTICE: 11 EMPLOYER IDENTIFICATION	L-02-2018 NUMBER: 83-2414881
		FORM: SS-4	NOBOD

INTERNAL REVENUE SERVICE CINCINNATI OH 45999-0023 հետեվորերիներիներին անհանդերիների SAN ANTONIO PREPARATORY INC 2065 CULLUM PARK SAN ANTONIO, TX 78253

1.08637

INTERNAL REVENUE SERVICE P. O. BOX 2508 CINCINNATI, OH 45201

Date: MAR 1 2 2019

SAN ANTONIO PREPARATORY INC C/O JOSEPH E HOFFER 845 PROTON RD SAN ANTONIO, TX 78258

Employer identification Number:				
83-2414881				
DLN:				
17053345322028				
Contact Person:				
MITCHELL P STEELE ID# 31360				
Contact Telephone Number:				
(877) 829-5500				
Accounting Period Ending:				
June 30				
Public Charity Status:				
170(b)(1)(A)(ii)				
Form 990/990-EZ/990-N Required:				
Yes				
Effective Date of Exemption:				
October 31, 2018				
Contribution Deductibility:				
Yes				
Addendum Applies:				
No				

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

Letter 947

SAN ANTONIO PREPARATORY INC

organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

We sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

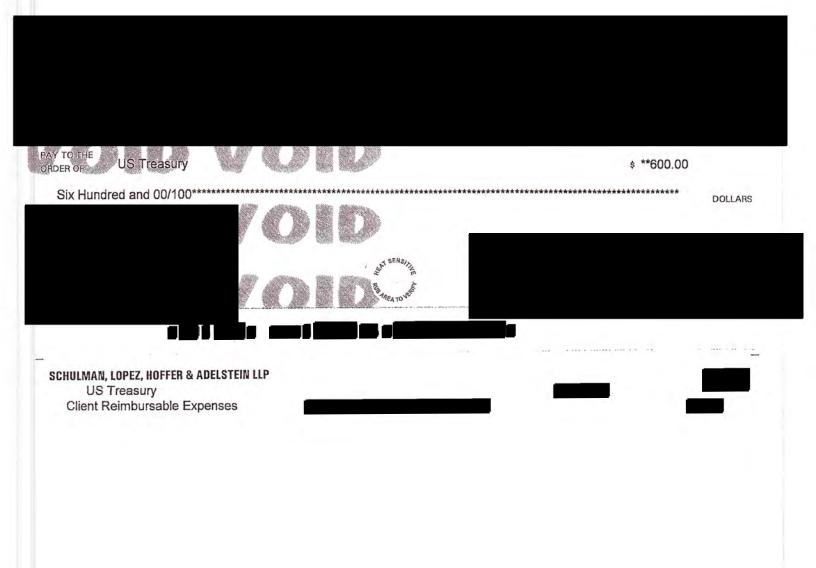
Staphen a. mortan

Director, Exempt Organizations Rulings and Agreements

COPYRIGHT MATERIAL

1 page has been withheld

<u>PLEASE NOTE</u>: The responsive information contains copyrighted information that can only be made available to you for viewing in person. Because the information indicates that it is protected by copyright, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the copyrighted information, please send an email to CharterSchools@tea.texas.gov to schedule an appointment.



*Form 2848 * PAGE 214 - 215 = 2 PAGES UNDER SECTION 6103(A) OF TITLE 26 OF THE UNITED STATES CODE

2 PAGES HAVE BEEN WITHHELD

Form **1023** (Rev. December 2017) Department of the Treasury Internal Revenue Service

Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code

Do not enter social security numbers on this form as it may be made public.
 Go to www.irs.gov/Form1023 for instructions and the latest information.

OMB No. 1545-0056 Note: If exempt status is approved, this application will be open for public inspection.

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at **www.irs.gov** for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I – XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

3 2065 C	Full name of organization (exactly as it appears in your organizing ntonio Preparatory, Inc. Mailing address (Number and street) (see instructions) Cullum Park	g document) Room/Suite	2	c/o Name (if appl	icable)	
3 2065 C	Mailing address (Number and street) (see instructions)	Room/Suite				
2065 C		Room/Suite				
	Cullum Park		4	Employer Identifie	cation Numb	er (EIN)
				83-2	414881	
San Ar	City or town, state or country, and ZIP + 4		5	Month the annual acc	ounting period	ends (01 - 12
	ntonio, Texas 78253				06	
	Primary contact (officer, director, trustee, or authorized repre a Name:	esentative)	b	Phone: Fax: (optional)	<u>210-538-538</u> 210-538	
	Are you represented by an authorized representative, such provide the authorized representative's name, and the representative's firm. Include a completed Form 2848, <i>Representative</i> , with your application if you would like us to co	name and addre	ess ey a	of the authorized and Declaration o	ł	🗌 No
	Was a person who is not one of your officers, directors, representative listed in line 7, paid, or promised payment, to the structure or activities of your organization, or about your the person's name, the name and address of the person's fi paid, and describe that person's role.	help plan, manag financial or tax ma	e, or	r advise you abou s? If "Yes," provide	t Ə	☑ No
9a	Organization's website: N/A		-			
b	Organization's email: (optional) N/A					
10	Certain organizations are not required to file an information r are granted tax-exemption, are you claiming to be excused "Yes," explain. See the instructions for a description of organ Form 990-EZ.	from filing Form 9	90 c	or Form 990-EZ? I	f	✓ No
11	Date incorporated if a corporation, or formed, if other than a co	prporation. (MI	M/DI	D/YYYY) 10 /	31 /	2018
12	Were you formed under the laws of a foreign country? If "Yes," state the country.				2 Yes	✓ No

For Paperwork Reduction Act Notice, see instructions.

Cat. No. 17133K

Form 1023 (Rev. 12-2017)

Provide the Following:

The original Articles of Incorporation filed with the Texas Secretary of State, or the state of incorporation (and any restated Articles of Incorporation and Articles of Amendment).

If the sponsoring entity was incorporated after January 1, 2006, submit the Certificate of Formation **and** the Certificate of Filing in place of the Articles of Incorporation.

All submitted forms to the state must be dated prior to January 4, 2019.

O,Box 13697 aastin, Texas 78711-3697		Carlos H. Cascos Secretary of State	Form 202 (Revised 05/11)		This space reserved	for office use.
	Office of the Secretary of S	tate	Submit in duplicate to: Secretary of State P.O. Box 13697	Certificate of Formation		
	CERTIFICATE OF FILING OF		Austin, TX 78711-3697 512 463-5555 FAX: 512/463-5709	Nonprofit Corporation		
	File Number.		Filing Fee: \$25			
	rne isumbei.			Article 1 – Entity Name an	d Type	
e above named Foreign	etary of State of Texas, hereby certifies that a to Nonprofit Corporation to transact business and to conform to the applicable provisions of	in this State has been received in	The filing entity being form	ed is a nonprofit corporation. The	name of the entity is	
cretary by law, hereby i	ndersigned, as Secretary of State, and by virt ssues this certificate evidencing the authority c the effective date shown below for the purp	of the entity to transact business in		ticle 2 – Registered Agent and Re ee instructions. Select and complete <u>either</u> A or		
prication under the nam	eor		A The initial registere	d agent is an organization (cannot be e	mity named above) by th	e name of
	icate does not authorize the use of a name in th al Trademark Act of 1946, the Texas trademar r the common law.		OR			
ated 07/24/2015			B. The initial registered	d agent is an individual resident of	the state whose nam	e is set forth below:
fective 07/24/2015			First Name	MI. Last Name		Suffix
			C. The business address of	the registered agent and the registe	red office address is	c
					TX	-
ATE OF			Street Address	City	State	Zip Code
STATE OF	1		Street Address			
STE OF	e c	MUC -	Street Address	Article 3 – Manageme	nt	
STATE OF	e c	Carlos H. Cascos				tors. The number of
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nic (12) 40-5355 pand by Debie Gaudido	Fax: (512) 463-5709	Secretary of State	The management of the aff directors constituting the in to serve as directors until th qualified are as follows: Director 1	fairs of the corporation is vested in itial board of directors and the nam he first annual meeting of members A minimum of three directors is req	a the board of direct nes and addresses of s or until their succe guired	the persons who are ssors are elected an

TEXAS CERTIFICATE OF FILING



PLEASE NOTE: FOG6 is referenced on the Board of Directors narrative page of the Finance/Operations/Governance Plans.

Corporations Section P.O.Box 13697 Austin, Texas 78711-3697



Rolando B. Pablos Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING OF

San Antonio Preparatory, Inc. 803155422

The undersigned, as Secretary of State of Texas, hereby certifies that a Restated Certificate of Formation for the above named domestic nonprofit corporation has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing filing effective on the date shown below.

Dated: 11/19/2018

Effective: 11/19/2018



Rolando B. Pablos Secretary of State

Come visit us on the internet at http://www.sos.state.tx.us/ Fax: (512) 463-5709 TID: 10313 **215**

Dial: 7-1-1 for Relay Services Document: 850544920002

AMENDED AND RESTATED CERTIFICATE OF FORMATION OF SAN ANTONIO PREPARATORY, INC.

1. SAN ANTONIO PREPARATORY, INC., a Texas nonprofit corporation (the "Corporation"), pursuant to the provisions of Sections 22.105 to 22.108 of the Texas Business Organizations Code, hereby adopts this Amended and Restated Certificate of Formation which accurately copies the Certificate of Formation as amended by such Amended and Restated Certificate of Formation as hereinafter set forth.

2. The Certificate of Formation of the Corporation is amended and restated in its entirety by this Amended and Restated Certificate of Formation, as summarized below:

> Article III, the Board of Directors, has been amended. Article V, the Purpose of the Corporation, has been amended. Articles VI-XI have been added. The organizer has been removed.

3. Each such amendment made by this Amended and Restated Certificate of Formation has been effected in conformity with the provisions of the Texas Business Organizations Code and the Corporation's governing documents and was duly adopted by unanimous written consent of the directors of the Corporation.

4. The Amended and Restated Certificate of Formation of the Corporation accurately states the text of the Certificate of Formation being restated and each amendment to the Certificate of Formation being restated that is in effect, and as further amended by the Amended and Restated Certificate of Formation. The attached Amended and Restated Certificate of Formation does not contain any other change in the Certificate of Formation being restated except for the information permitted to be omitted by the provisions of the Texas Business Organizations Code applicable to the filing entity.

[remainder of this page intentionally left blank]

AMENDED AND RESTATED CERTIFICATE OF FORMATION OF SAN ANTONIO PREPARATORY, INC.

This Amended and Restated Certificate of Formation is submitted for filing pursuant to the applicable provisions of the Texas Business Organizations Code.

ARTICLE I

The name of the corporation is San Antonio Preparatory, Inc. The filing entity being formed is a non-profit corporation. The period of its duration is perpetual.

ARTICLE II

The business address of the registered office of the corporation is 2065 Cullum Park, San Antonio, Texas 78253 and the name of its registered agent at such address is Stephanie Hall Powell.

ARTICLE III

The number of directors of the Corporation, which shall constitute its Board of Directors and the governing body of the Corporation, shall be fixed by or as provided in the Bylaws of the Corporation. The number of directors shall be no fewer than three. The current Directors are:

Dejah Behnke 2065 Cullum Park San Antonio, Texas USA 78253

Rhapsody Vogt 2065 Cullum Park San Antonio, Texas USA 78253

Milton Harris 2065 Cullum Park San Antonio, Texas 78253 Michelle Taylor 2065 Cullum Park San Antonio, Texas USA 78253

Xavier Toson 2065 Cullum Park San Antonio, Texas USA 78253

ARTICLE IV

The Corporation shall have no members.

ARTICLE V

The Corporation is organized exclusively for charitable and educational purposes, including for such purposes as the making of distributions to organizations that qualify as

AMENDED AND RESTATED CERTIFICATE OF FORMATION SAN ANTONIO PREPARATORY, INC. exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code. In particular, the Corporation is organized to educate, train and prepare individuals to function well in society and to provide educational opportunities and experiences.

The Corporation is organized to have and exercise all rights and powers conferred upon non-profit corporations under the laws of the State of Texas, or which may hereafter be so conferred, in order to promote charitable and educational activities.

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its officers, directors or other private persons, except that the Corporation, in accordance with applicable law, shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of the Corporation set forth in these Articles herein. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision hereof, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, or (b) by any corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE VI

All money and other assets owned or controlled by the Corporation, wherever derived, shall be devoted for use in performing the charitable and educational functions of the Corporation solely through the furthering of the primary purposes of the Corporation.

Except as otherwise required by applicable state or federal law, upon dissolution or liquidation of this Corporation, and after payment of all debts and satisfaction of all liabilities and obligations of the Corporation (or making adequate provision therefore), and after the return, transfer, or conveyance of all assets requiring return, transfer, or conveyance thereof because of the dissolution or liquidation of the Corporation, any remaining assets of this Corporation shall be distributed to charitable or educational organizations that would then qualify as an organization described in Section 501(c)(3)of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, as determined by the Board of Directors of the Corporation.

ARTICLE VII

This Certificate shall be effective on the date filed with the Secretary of State of Texas.

ARTICLE VIII

The initial Bylaws of the Corporation shall be adopted by its Board of Directors, and the power to alter, amend or repeal the Bylaws or adopt new Bylaws shall be vested in its Board of Directors.

ARTICLE IX

To the fullest extent permitted by applicable law, a director of this Corporation shall not be liable to the Corporation for monetary damages for an act or omission in the director's capacity as a director, except that this Article does not eliminate or limit the liability of a director to the extent the director is found to be liable for:

(a) a breach of a director's duty of loyalty to the Corporation;

(b) an act or omission not in good faith that constitutes a breach of duty of the director to the Corporation or an act or omission that involves intentional misconduct or a knowing violation of the law;

(c) a transaction from which the director received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the director's office; or

(d) an act or omission for which the liability of a director is expressly provided by applicable law.

ARTICLE X

The Corporation shall indemnify any person who (i) is or was a director, officer, employee, or agent of the Corporation, or (ii) while a director, officer, employee, or agent of the Corporation, is or was serving at the request of the Corporation as a director, officer, trustee, employee, agent, or similar functionary of another foreign or domestic non-profit corporation, trust, employee benefit plan, or other enterprise, to the fullest extent that a corporation may or is required to grant indemnification to a director under the Texas Business Organizations Code as now written or as hereafter amended, but only to the extent permitted for (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, and (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

AMENDED AND RESTATED CERTIFICATE OF FORMATION SAN ANTONIO PREPARATORY, INC.

ARTICLE XI

Except as otherwise provided in the Bylaws of the Corporation, this Certificate of Formation may be altered, amended, or repealed only as provided in the Texas Business Organizations Code, as presently written or hereafter amended.

Dated: November 16, 2018

San Antonio Preparatory, Inc.

By: <u>/s/ Stephanie Hall Powell</u> Stephanie Hall Powell, CEO

AMENDED AND RESTATED CERTIFICATE OF FORMATION SAN ANTONIO PREPARATORY, INC.

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU OF MEETING OF THE BOARD OF DIRECTORS OF SAN ANTONIO PREPARATORY, INC.

Pursuant to Section 22.220 of the Texas Business Organizations Code (the "TBOC"), the undersigned, being the Directors of San Antonio Preparatory, Inc. a Texas non-profit corporation (the "Corporation"), and in lieu of a meeting of the Board of Directors, the call of which is hereby expressly waived, do hereby consent to the adoption of the following resolutions:

I. AMENDED AND RESTATED CERTIFICATE OF FORMATION

RESOLVED, that the form, terms and provisions of the Amended and Restated Certificate of Formation of the Corporation filed in the office of the Secretary of State of Texas, is hereby in all respects approved, and the Secretary is hereby instructed to file in the Corporation's minute book the Corporation's Certificate of Filing, together with the duly certified duplicate original Certificate of Formation.

II. BYLAWS

RESOLVED, that the Bylaws appearing in that certain document entitled "Bylaws of San Antonio Preparatory, Inc." are hereby adopted as the Bylaws of this Corporation.

RESOLVED FURTHER, that the Secretary of the Corporation is authorized and directed to certify a copy of such Bylaws and maintain them in the principal office of the Corporation for the transaction of its business, open for inspection by the directors at all reasonable times during office hours, and that in certifying such Bylaws, the Secretary shall state in his certificate that the Bylaws were adopted by the unanimous written consent of the directors without a meeting as authorized by the TBOC.

III. CONFLICT OF INTEREST POLICY

RESOLVED, that the certain document entitled "San Antonio Preparatory, Inc. Conflict of Interest Policy" is hereby adopted as the policy of this Corporation.

This Consent may be executed in one or more counterparts, all of which together constitute the same instrument.

[Directors' Signature Page Follows]

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU MEETING OF THE BOARD OF DIRECTORS OF SAN ANTONIO PREPARATORY, INC. PAGE 1

SAN ANTONIO PREPARATORY, INC.

DocuSigned by: Dejah Belinke

Dejah Behnke, Director

Pocusigned by: Rhapsody Vogt

Rhapsody Vogt, Director

Docusigned by: Milton Harris

Milton Harris, Director

DocuSigned by: nula

Michelle Taylor, Director

DocuSigned by:

a. Xavier Toson

Xavier Toson, Director

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU MEETING OF THE BOARD OF DIRECTORS OF SAN ANTONIO PREPARATORY, INC. PAGE 2

Provide the Following:

The original bylaws of the sponsoring entity including any and all amendments made to the original document.

PLEASE NOTE: Attachment G3 is referenced on the Board of Directors narrative page of the Finance/Operations/Governance Plans.

Attachment FOG 7: Organizational Bylaws

The Bylaws for San Antonio Preparatory, Inc. were prepared by the law firm of Schulman, Lopez, Hoffer & Adelstein L.L.P.

BYLAWS OF SAN ANTONIO PREPARATORY, INC.

WHEREAS, the initial Board of Directors of San Antonio Preparatory, Inc. (the "Corporation") caused to be filed with the Texas Secretary of State a Certificate of Formation for the organization of the Corporation NOW, THEREFORE:

BE IT RESOLVED by the Board of Directors of the Corporation, that these Bylaws will govern its affairs in pursuit of its declared purposes.

PREAMBLE

CORPORATE PURPOSE, OBJECTIVES AND DEDICATION OF ASSETS

The Corporation shall enrich, strengthen, enhance, and support the advancement of education and school choice in Texas by engaging in fundraising as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. The Corporation shall also seek to own and operate an Open-Enrollment Charter School (the "School") as provided under the Texas Education Code for the benefit of students in Texas, providing educational opportunities, programs and such other functions as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. This Corporation is formed for charitable purposes, and it will be nonprofit and nonpartisan. No substantial part of the activities of the Corporation will consist of the publication or dissemination of materials or statements with the purpose of attempting to influence legislation, and the Corporation will not participate or intervene in any political campaign on behalf of or in opposition to any candidate of public office. The Corporation will not engage in any activities or exercise any powers that are not in furtherance of the charitable purposes described in the Certificate of Formation.

The properties and assets of the Corporation are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties or assets of this corporation, on dissolution or otherwise shall inure to the benefit of any private person, or any director or officer of this Corporation. On liquidation or dissolution, all properties, assets and obligations will be distributed or paid over to an organization dedicated to charitable and educational purposes that is tax-exempt pursuant to Internal Revenue Code Section 501(c)(3) as amended or as otherwise required by state and federal law.

The Corporation, in all its activities and programs, shall not discriminate on the basis of sex, national origin, ethnicity, religion, disability or any other prohibited manner.

ARTICLE ONE NAME, OFFICE AND SEAL

1.01 NAME: The name of the Corporation is "San Antonio Preparatory, Inc."

1.02 OFFICE: The principal office of the Corporation will be located at 2065 Cullum Park, San Antonio, Texas 78253.

1.03 SEAL: The corporate seal of the Corporation, if any, will be inscribed with the Corporation name and year and place of its incorporation.

ARTICLE TWO MEETINGS & RECORDS

2.01 <u>Regular Meetings</u>, <u>Frequency and Place</u>. Regular meetings of the Board of Directors shall be held on at least a quarterly basis at such places and at such times as the Board may determine.

2.02 <u>Annual Meeting</u>. The Annual Meeting of the Board of Directors shall be held on the occasion of its First (1st) Quarterly meeting each and every fiscal year, or as otherwise determined by the Board.

2.03 <u>Special Meetings</u>. Special meetings of the Board of Directors may be called by the Chairman, Secretary, or by any one or more Board members with the consent of the Chairman or Secretary, which consent will not be unreasonably withheld, for any purpose not otherwise proscribed by law, grant or loan condition, or the Certificate of Formation, to transact any business described in the call for the special meetings.

MEETINGS RELATING TO CHARTER SCHOOLS

2.04 <u>Charter School Meetings</u>. When conducting business relating in any way to the operations or affairs of any of the Corporation's open-enrollment charter schools, meetings of the Board or any Board Committee shall be conducted in accordance with provisions of the Texas Education Code and Chapter 551 of the Texas Government Code, and the Board of Directors shall be subject to the requirements of the Texas Open Meetings Act, including the following provisions: At no time shall a quorum of the full Board meet to deliberate any issue or business of the Corporation without posting notice of a meeting as set forth below. Directors shall normally attend all meetings in person but may attend by alternate means only if circumstances warrant and expressly in accordance with the Texas Open Meetings Act.

(a) <u>Closed Meetings</u>: The Board may meet in a meeting closed to the public to deliberate on those matters specified in the Texas Open Meetings Act as proper for closed meetings, including but not limited to consultation with attorney, real estate, prospective gifts or donations, personnel matters, security personnel or devices, discipline of a student and complaints against an employee unless the student or employee respectively requests an open meeting.

(b) <u>Emergency Meetings</u>: In the event of an emergency as defined in the Texas Open Meetings Act, a meeting may be conducted by telephone conference call. If a meeting

involves telephonic participation, the telephonic participation must be by conference call in which all persons participating can be heard by all other participants and the public.

(c) <u>Video Conferencing</u>: Meetings may also be conducted by videoconference call, where both audio and video is simultaneously available to the participants and the public, and all other prerequisites and requirements of the Texas Open Meetings Act are satisfied.

2.05 <u>Notice for Charter School Meetings</u>. When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: Notice of all meetings of the Board of Directors, except as otherwise provided by state law, regulation, will be delivered by mail postmarked, electronic facsimile or e-mail transmission to each Director at least 72 hours before the time of the meeting.

(a) <u>Posting of Notice</u>: In addition, notice to the public of any meeting shall be posted at the administrative offices of the Corporation in a location convenient to the public at least 72 hours before the time of such meeting.

(b) <u>Emergency Notice</u>: Emergency meetings as allowed under the Texas Open Meetings Act may be posted up to two hours before such meeting and subject to other prerequisites under the Act.

(c) <u>Internet Posting</u>: Notice and the agenda of all meetings of the Board of Directors shall also be posted on the Corporation's Internet website for the charter schools, if any, concurrently with the notice posted at the administrative offices, or as otherwise required and authorized by the Texas Open Meetings Act.

(d) <u>Closed Meetings</u>: The agenda shall clearly state whether the Board intends to convene in a closed meeting and shall identify separately each matter to be deliberated by the Board in the closed meeting and whether the Board may take action on any such matter upon returning to the open meeting. The Secretary shall note the times in the open meeting that the Board convenes to and adjourns from the closed meeting.

2.06 <u>Charter School Meeting Order of Business</u>. When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: At regular meetings of the Board, the order of business shall be established in an Agenda approved by the Chairman and as presented in the notice of the meetings. However, the Chairman may modify the order of business. The agenda shall identify all matters to be presented to and considered by the Board. Matters not disclosed in the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

CORPORATE BOARD MEETINGS NOT RELATING TO CHARTER SCHOOLS

2.07 <u>Non-Charter Meetings</u>. When conducting any other Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools, or prior to award and execution of a charter contract, Board meetings shall be conducted in accordance with provisions of Chapter 22 of the Texas Business Organizations Code, the Certificate of Formation and these bylaws. The Secretary shall cause to be mailed at least forty-eight hours in advance, or sent by electronic means at least twenty-four (24) hours in advance to every director at his/her address (email address) of record with the Corporation, a notice stating the time and place of every meeting. Notice of such meetings shall state the reasons that such meeting has been called and the business to be transacted at such meeting.

2.08 <u>Board Action By Unanimous Written Consent</u>. When conducting any Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools, or prior to award and execution of a charter contract, the Board may take any action required or permitted to be taken at a meeting of the Board of Directors of committee of the Corporation, without an actual meeting if a consent, in writing, setting forth the action to be taken, is signed by all directors or committee members entitled to vote (unanimous written consent) subject to all requirements of applicable law. The unanimous written consent for any such action by the Board or committee must state the date of each Director's or committee member's signature and memorialize the action to be taken. The written consent of each of the Directors or committee members must be delivered to the Corporation no later than the tenth (10th) day after the earliest date of consent, and must be delivered to the Chairman or Secretary of the Board. Delivery must be by hand delivery or by certified or registered mail, return receipt requested.

MEETINGS & RECORDS GENERALLY

2.09 <u>Corporate Records</u>. The Corporation will maintain at its principal office all financial books and records of account, all minutes of the Board meetings and committee meetings, the list of Directors, and copies of all other material Corporate records, books, documents and contracts as required by Texas law. All such records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, Director, or person authorized by law or the Board to inspect such records, and the Corporation's records will also be available to the extent required by the Texas Public Information Act where applicable for public inspection and copying as promptly as possible as required by such act. Upon leaving office, each Director, officer or agent of the Corporation will turn over to the Chairman in good order any Corporation monies, books, records, minutes, lists, documents, contracts or other property of the Corporation in his or her custody or control.

2.10 <u>Quorum</u>. The presence of a majority of the members shall constitute a quorum and shall be necessary to conduct the business of the Corporation except as otherwise

provided in Article 2.14 herein. Any Board vacancies shall not be counted in determining a majority called for by these Bylaws.

2.11 Order of Business. Board meetings shall generally proceed with the following order of business:

- Roll Call and Establishment of a Quorum
- Public Comments
- Reading and Approval of Minutes of Preceding Meeting(s)
- Reports of Committees
- Reports of Officers
- Old and Unfinished Business
- New Business
- Adjournments

The Board of Directors may, by majority vote, adopt a different agenda order.

2.12 <u>Record of Board Action</u>. All motions and resolutions of the Board will be written or recorded in the minutes of the Board and certified copies will be placed in a journal of proceedings of the Board. Such records shall be maintained in accordance with state law and Article 2.09 herein.

2.13 <u>Voting</u>. All matters at any meeting of the Board of Directors or any of its designated committees, except as otherwise provided in these Bylaws, the Certificate of Formation, or as permitted by law, will be decided by a vote of a majority of the Directors present at or lawfully participating in the meeting as permitted by the Texas Open Meetings Act. If a quorum of the Board is present or lawfully participating in the meeting, the affirmative vote of a majority of the Board of Directors will be the act of the body corporate, unless the vote of a greater number is required by statute, regulation, the Certificate of Formation, or these Bylaws. Any Director may request a roll call vote on any motion or resolution. Directors may not vote by proxy or secret ballot.

2.14 <u>Fundamental Actions</u>. In accordance with Section 22.164 of the Texas Business Organization Code, the following actions of the Board of Directors are fundamental actions that shall require the affirmative vote of the majority of directors then serving on the Board:

(a) Amendment of a certificate of formation [or articles of incorporation];

- (b) Voluntary winding up under Chapter 11;
- (c) A revocation of a voluntary decision to wind up under Chapter 11;
- (d) A cancellation of an event requiring winding up under Chapter 11;
- (e) A reinstatement under Section 11.202;
- (f) A distribution plan under Section 22.305;
- (g) A plan of merger under Subchapter F;
- (h) A sale of all or substantially all of the assets of the Corporation;

- (i) A plan of conversion under Subchapter F; or
- (j) A plan of exchange under Subchapter F

2.15 <u>Compensation</u>. Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation, or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

2.16 <u>Parliamentary Procedure</u>. For all matters of parliamentary procedures, the Board and any Committees established by the Board, shall be guided by *Robert's Rules of Order Newly Revised*, 11th ed. (Cambridge, Mass.: Perseus Publishing, 2011).

ARTICLE THREE DIRECTORS

3.01 MANAGEMENT: The activities, affairs, property and powers of the Corporation will be managed, directed, controlled or exercised by and vested in the Board of Directors.

3.02 NUMBER AND QUALIFICATIONS: The Board of Directors will consist of no fewer than three (3) persons.

3.03 REMOVAL: Any Director who fails to attend three (3) consecutive meetings may be asked to resign from office by resolution of the Board of Directors. The Secretary will notify Directors when they have missed three (3) regular consecutive meetings. Absences may be formally excused by vote of the Board. The Secretary will certify a Director's excessive absence to the Chairman. Any Director may also be removed with or without cause upon a two-thirds (2/3) majority vote of all the remaining directors for removal. However, the Chairman of the Board may only be removed upon a two-thirds (2/3) majority vote of all the remaining directors for good cause.

3.04 TERM: The Directors shall serve for three-year terms, which may be renewed indefinitely by each respective Director, subject to Articles 3.03 and 3.06 herein.

3.05 VACANCY: The Chairman of the Board will appoint Directors to fill vacancies. Each Director appointed or designated to fill a vacancy on the Board of Directors will hold office for the remainder of the term of the Board of Directors. A vacancy occurring on any committee may be filled by the Board of Directors for the remainder of the term of the term of the term of the position.

3.06 RESIGNATION: Any director or officer may resign from the Corporation by delivering a written letter of resignation to the Chairman of the Board.

3.07 COMPENSATION: Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

ARTICLE FOUR OFFICERS

4.01 OFFICERS: The officers of the Corporation will consist of the Chairman of the Board, a Vice-Chairman of the Board, and a Secretary/Treasurer and any other officers that the Board may establish and designate by resolution adopted by a majority of vote of the whole Board.

4.02 APPOINTMENT: The officers of the Corporation will be appointed each year by the Chairman of the Board at its annual meeting.

4.03 CHAIRMAN: The Chairman of the Board will preside at all meetings of the Board of Directors. The Chairman will have other powers and duties not inconsistent with these Bylaws as may be assigned by the Board. The Vice-Chairman will have the powers and duties of the Chairman in his absence.

4.04 SECRETARY: A Secretary will act under the direction of the Chairman and in his absence, have the duties and powers of the Chairman. A Secretary will have other duties and powers as the Chairman of the Board of Directors may assign. The Secretary will have the general powers and duties usually vested in such office of a Corporation, including keeping all records, documents and the corporate seal at the principal office of the Corporation; affixing the corporate seal to any instrument requiring it and to attest the same by his or her signature when authorized by the Board of Directors or after the instrument has been signed by the Chairman, Vice-Chairman or other authorized officer or agent; keeping the minutes of the meetings of the Board of Directors, the Executive and other committees of the Board of Directors, the Executive and other committees of the Corporation to recorded in one or more books provided for that purpose, with the time and place, how they were called or authorized, the notice given, the names of those present, and the proceedings therein; and issuing proper notices in accordance with these Bylaws. The Secretary will have such other powers and duties not inconsistent with these Bylaws as may be assigned by the Board of Directors or the Chairman.

4.05 TREASURER: The Treasurer will be responsible for all funds and securities of the Corporation and will have the general powers and duties usually vested in such office of a Corporation, including receiving and documenting all monies due and payable to the Corporation; depositing all monies received in the name of the Corporation in a depository

designed by the Board, disbursing monies of the Corporation under the direction or orders of the Board; entering regularly in the books kept by the Treasurer a complete and accurate account of all monies received and disbursed by the Corporation; rendering a statement of the financial accounts of the Corporation to the Board as requested; exhibiting the books of the financial accounts of the Corporation to the Board as requested; exhibiting the books of account in his custody to any Director upon request; and submitting a full financial report to the Board of Directors at the annual meetings. The Treasurer will have such other powers and duties not inconsistent with the Bylaws as may be assigned by the Board of Directors or the Chairman.

4.07 OTHER OFFICERS: The Board of Directors may create by resolution other offices as it deems necessary to serve the Corporation, who need not be directors, to serve as officers or agents of the Corporation.

ARTICLE FIVE COMMITTEES

5.01 COMMITTEES: Designated committees may be established by the Chairman of the Board or the Board to perform the duties and functions assigned in furtherance of Board objectives. Any committee may include one or more Directors from the Board. The Chairman of the Board or its designee will appoint the members, officers, or others to committee positions. The rules of procedure of any committee may be set by the Board. Any committee may be abolished or any committee member removed for any reason and at any time by the Board of Directors.

5.02 RECORDS: Each committee will keep and deliver a copy of minutes of its proceedings to the Secretary of the Board and will report briefly on its activities at each Board meeting.

ARTICLE SIX DEPOSITS, CHECKS, LOANS AND CONTRACTS

6.01 DEPOSITORIES: All funds of the Corporation not otherwise employed will be deposited in banks or other depositories designated by the Board of Directors and in accordance with state law.

6.02 TRANSACTIONS: All checks, drafts, endorsements, notes and evidences of indebtedness of the Corporation will be signed by such officers or agents and all endorsements for deposits to the credit of the Corporation will be made as authorized by the Board of Directors.

6.03 LOAN OR GRANT AUTHORITY: No loans or advances will be contracted on behalf of the Corporation, and no note or other evidence of indebtedness will be issued in its name, except as authorized by the Board.

ARTICLE SEVEN CONTRACTS WITH DIRECTORS AND OFFICERS

7.01 INSIDER DEALING: Subject to any law, regulation, or contractual agreement of the Texas Business Organizations Code, no Director, officer or committee member will be interested directly or indirectly in any contract or program involving Corporation assets, relating to the operation conducted by it or in any contract for furnishing services or supplies to it, unless (a) the contract is authorized by a majority of Director's present at a meeting in which there is a quorum and vote without the interested Director's presence, (b) the facts and nature of the Director's interest is fully disclosed to the whole Board of Directors before the meeting in which the contract will be considered and (c) the Corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances.

7.02 INSIDER LOANS: No loans or grants will be made by the Corporation to its Directors, officers or committee members during their term of office. The Directors who vote for or assent to, and any officer who participates in, the making of a loan to a Director or officer will jointly and severally be liable to the Corporation for the amount of the loan until it is repaid.

ARTICLE EIGHT

INDEMNIFICATION OF DIRECTORS AND OFFICERS

8.01 LIABILITY: A Director or committee member will not be required to furnish any bond or surety for his services as a Director or committee member, and will not be liable for the act or omission of any other Director.

8.02 INDEMNIFICATION: Any person made or threatened to be made a party to any action in court or other proceeding because he is or was a Director or committee member will be indemnified by the Corporation against any and all liability and the reasonable expenses, including attorney's fees, incurred in connection with the defense or settlement of the action, except where it is adjudged that the Director or committee member is liable for gross negligence, bad faith or willful misconduct in performing his duties. The right of indemnification will not exclude any other right of the Director or committee member. INDEMNIFICATION UNDER THIS SECTION IS SUBJECT TO ANY AND ALL PROHIBITIONS, RESTRICTIONS AND LIMITATIONS IMPOSED BY LAW.

8.03 INSURANCE: The Board of Directors will have the power to purchase and maintain at the Corporation's expense insurance on behalf of the Corporation, the Board of Directors, and others.

ARTICLE NINE AMENDMENT OF BYLAWS

9.01 AMENDMENT: Except as otherwise provided in the Certificate of Formation, and subject to the power of the Board to amend or repeal these Bylaws, these

BYLAWS SAN ANTONIO PREPARATORY, INC.

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Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote, provided that written notice setting forth in detail the proposed Bylaws revisions with explanations for the change is given at least three days previously. In the case of an emergency, which must be explained in the notice, two hours notice of a proposed amendment may be given to all Directors, and the Bylaws may be amended upon the unanimous vote of all Directors.

ARTICLE TEN MISCELLANOUS

10.01 FISCAL YEAR. The fiscal year of the Corporation will begin on July 1 of each year and will end on June 30 of the next year.

10.02 ANNUAL REPORT: The Treasurer shall obtain and will provide to the Board no later than 90 days after the close of the fiscal year a report containing the following information in appropriate detail.

- (a) The assets and liabilities of the Corporation as of the end of the fiscal year.
- (b) The principal changes in assets and liabilities during the fiscal year;
- (c) The revenues and receipts, both restricted and unrestricted to particular purposes, for the fiscal year.
- (d) The expenses or disbursements, for both general and restricted purposes, during the fiscal year;
- (e) The substantial activities and projects begun, in progress, and completed during the Fiscal year.
- (f) Such other information as may be requested by the Board.

The report will be accompanied by a report of an independent accountant, or in lieu of such report, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation.

10.03 FEDERAL TAX FILING: The officers of the Corporation will be responsible for ensuring timely annual filing of IRS Form 990 within the timeframes of IRS rules.

10.04 CONSTRUCTION: Whenever the context requires, the masculine will include the feminine and neuter, and the singular will include the plural, and vice versa. If any portion of these Bylaws is declared invalid or inoperative, then so far as is reasonable the remainder of these Bylaws will be considered valid and operative and effect will be given to the intent manifested by the portion held invalid or inoperative.

10.05 STATUTORY AND OTHER AUTHORITY: These Bylaws are subject to and governed by any applicable federal or state laws and regulations, including pertinent local ordinances and the Certificate of Formation.

As approved by Unanimous Written Consent of the Board of Directors dated ______, 2018, pursuant to the BOC.

Provide the Following:

Using the template provided at <u>http://tea.texas.gov/charterapp.aspx</u>, submit a notarized, Board Member Biographical Affidavit completed by each member of the proposed school's governing board.

All prompts and response boxes shall be completed. If a prompt does not apply to the member, enter a response of N/A followed by a brief explanation of why the prompt does not apply. Ensure that the anticipated role to be filled at the proposed charter is identified.

NOTE: Substantial repetition among and between affidavit responses will be subject to this application's Plagiarism Policy, and may be removed from consideration. Applicants must ensure that each Board Member individually provides their own personal response(s).

PLEASE NOTE: Attachment G4 is referenced on the Board of Directors narrative page of the Finance/Operations/Governance Plans.

Name of Proposed Charter	School: San Antonio Preparatory Charter School
Name of Sponsoring Entity:	San Antonio Preparatory, Inc.
BACKGROUND	
Full Legal Name:	Antwon Xavier Toson
Home Mailing Address:	8110 Gentry Creek, San Antonio, Texas 78254
Phone Number:	(229)364-6870
E-mail Address:	
Business Name:	Stash Media Group, LLC
Business Mailing Address:	110 East Houston St., 7th Floor, San Antonio, Texas, 78205
Business Phone Number:	(210)819-4726 (ext. 700)
E-Mail Address:	(210)819-4726 (ext. 700)
ndicate whether you curre chool, a non-public schoo	ently or have previously served on a board of a school district, another charter ol or any not-for-profit corporation. (Yes No, does not apply to me
If Yes, state the name of	the entity:
1. What was your motivation	on to serve on the board of the proposed charter school?
My motivation to serve on the the youth and support great youth to live out their dreams given career path. San Anton students while ensuring a pat always been geared toward	the board of the proposed charter school is to help provide high quality education to teachers along the way. I believe that a great education provides a way for the s, explore out-of-the-box scenarios and provide a path towards success in one's nio Preparatory Charter School will provide greater accountability of its staff and th towards college education is secured. My involvement within the community has a holistic approach to life. Education is a vital part of the life-blood of human tharter school will help to ensure the local and global community benefits.
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2. What is your understanding of the appropriate role of a public charter school board member?

I believe the appropriate role of a public charter school board member is to own the school's charter, help govern the school and provide oversight of the school leader and his/her efforts to manage; student achievement, financial management, and overall school objectives/goals. Board members will also set the vision, short term/long term priorities and help to establish and oversee policies to be carried out.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Over the last 8 years, I've had the honor of serving on other non-profit boards within the local community. These boards were all geared towards serving the youth like the non-profit organization Breaking Down Walls which provides San Antonio youth with affordable sports learning programs. Their mission is to use the power of sports to positively impact children and influence a healthy mind, body, and soul. On each board, I was able to lend my expertise as a founding board member and grow the organization.

4. Describe the specific knowledge and experience that you would bring to the board.

I bring experience in cultivating relationships with donors, funders and stakeholders. I have expertise and background in marketing, technology and small business operations, as well as community outreach, project planning, strategy and interpersonal skills, all necessary skills for the start-up years of the proposed school.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

My understanding of the school's mission and guiding beliefs is that it will provide college preparatory education in a challenging and supportive learning environment through high-quality instruction and rigorous curriculum for all students in grades 5-12. I understand that the program was designed to support all learners through the unique educational models that set San Antonio Prep apart from other schools like two teachers assigned to two only two cohorts and additional time in Literacy and Math.

2. What is your understanding of the school's proposed educational program?

My understanding is that the school's proposed educational program will be metric driven and adaptable based on the students learning abilities. Tools will be put in place to ensure each child has the opportunity to learn and grow with their classmates as well as gain much needed interaction with their teachers with the unique teacher model. The focus will be on Literacy and Mathematics in middle school, college preparatory work in high school, and the development of 21st century digital literacy skills in all grades.

3. What do you believe to be the characteristics of a successful school?

I believe a successful school is in full legal compliance, has academic success through student achievement, fulfills its mission and value alignment, has family and community satisfaction and support, and operates in a manner that it is fiscally responsible.

4. How will you know that the school is succeeding (or not) in its mission?

I will know that the school is succeeding or not in its mission by reviewing the base-lined data: academic (via annual/quarterly assessments), cultural (attendance of students, parent engagement/involvement, promotion rates and disciplinary data), fiscal (ensuring the school is operating legally and responsibility financially), parent satisfaction (involves positive parent feedback of the school), and board governance (size of board and training) metrics.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

As members of the school board, we will govern the school and its leader while ensuring the leader manages the day-to-day activities aligned with the school's mission, values, objectives and policies. The board will also conduct oversight of the school's academic success, fiscal responsibility and regulatory alignment.

2. How will you know if the school is successful at the end of the first year of operation?

After a year has passed, the board will meet and review whether the school has reached it goals (academically, fiscally, enrollment, staffing and board development). We will review the data compiled by leadership and ensuring each metric has been met. If goals have not been met, we will review and discuss to determine options, pivots or corrective courses of action.

3. How will you know at the end of four years if the school is successful?

After four years (year 2024), I will know that the school is successful by reviewing our charter five year plan, Academic and Financial Performance Indicators within the charter, and measuring them against the school's actual academic, financial, student enrollment, staffing and board data. If the school has met or surpassed the intended baseline of every area, I will then deem our school successful.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will need to ensure that it has effectively addressed any challenging issues that arise, ensures that it has sound governance practices in place, ensures it has a high level of confidence and trust in the school leader, and it has adopted a performance evaluation system at all levels of the institution. Lastly, the board needs to ensure academic oversight, fiscal oversight, enrollment oversight, and effective annual board training to increase school success.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

San Antonio Preparatory Charter School will have an ethics policy. If it is found that a board member is behaving unethically or illegally, it will be reported to the board chair and an immediate investigation will be held. If the findings of the investigation reveal unethical behavior, the board member(s) will be dismissed immediately.



DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

C Yes
No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

C Yes

 No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

C Yes • No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

C Yes • No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

^{Not} applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

If yes, describe the precise nature of your relationship.

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ATTACHMENT FOG 8 — Board Member Biographical Affidavit

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

C Yes
 O Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

Stash Media Group, LLC Navient Technologies, LLC

N/A

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

C Yes O Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, greatgrandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

(Yes • Does not apply to me.

If yes, describe the precise nature of your relationship.

	nent company of the ch	narrer school?	CYes (Does not apply to me.
If yes, describe the	precise nature of your	relationship.		
lave you ever been d in TEC § 37.007(a);	convicted of a misdem or an offence listed in A	leanor involving 1 Article 62.01 (5) Co	ode of Criminal Pro	felony; an offence ocedure? Does not apply to me.
If yes, provide inform	nation relating to the m	atter(s).		
RTIFICATION	tion I am providing to the		on Agency as a bo	of my knowledge and bard member is true December 18
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ate of Texa	S	<u> </u>		
ounty of Beka	, V			
	blic and deposed that h s contained therein are	he/she executed	the above instrur	ment and that the
	to before <u>26th</u> d	lay of <u>Decen</u>	iber,	20_18.
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oscribed and sworn to otary Public)	astit		(Seal)	

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Name of Proposed Charter S	School: San Antonio Preparatory Charter School
Name of Sponsoring Entity:	San Antonio Preparatory, Inc.
BACKGROUND	
ull Legal Name:	Rhapsody Raven Vogt
Iome Mailing Address:	10938 Dewlap Trail, San Antonio TX 78245
Phone Number:	210-216-3265
-mail Address:	
Business Name:	Vivid Realty
Business Mailing Address:	19115 FM 2252 Ste 8 Garden Ridge, TX 78266
Business Phone Number:	210-920-4211
-Mail Address:	n
	ently or have previously served on a board of a school district, another charter ol or any not-for-profit corporation. (Yes
If Yes, state the name of	the entity:
I. What was your motivati	on to serve on the board of the proposed charter school?
offered as a student. As a st oathway to college. I am a f education as a teacher and educational options. My per	the board of San Antonio Preparatory School stems from the opportunities that I was udent I had the opportunity to attend a school with rigorous curriculum and a first-generation college graduate from the Southwest side of San Antonio. I served in I administrator for 10 years, so I know the importance of creating high-quality sonal and educational experience fuel my passion to serve on the board of San mission providing innovation in underserved communities that ensures high-quality ion.
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2. What is your understanding of the appropriate role of a public charter school board member?

My understanding of the appropriate role of a charter school board member is to assume ownership of the charter after it is awarded; govern San Antonio Prep and oversee the Executive Director as he or she manages the operations of the school. We have duties of loyalty, obedience, and care for the governance of San Antonio Prep. We oversee the academic success, fiscal heath, and regulatory compliance as well as set the vision, establish priorities, and policies of San Antonio Prep.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have ten years of experience as a classroom teacher and school administrator for San Antonio Independent School district. I have experience serving on Community Involvement Committee, Positive Behavior Intervention System Committee, Grade Level Chair, Campus Improvement Plan Committee, Attendance Committee, Balanced Literacy Committee, Principal Leadership Board, and Curriculum Development Committee.

4. Describe the specific knowledge and experience that you would bring to the board.

I bring the experience of serving as an educator and administrator in economically and at-risk community for ten years. I bring personal experience from the community as a product and educator in the same community. As a realtor I bring real estate expertise and support with facility procurement.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

San Antonio Prep's main focus is to provide high quality education and college preparatory education to all students regardless of background and environment. San Antonio Prep will provide rigorous curriculum for all students in order to prepare them for success in college and success in the careers of their choice. We will do that through our unique educational teacher model that supports all learners by providing two teachers for two homerooms.

2. What is your understanding of the school's proposed educational program?

The proposed educational program provides rigorous curriculum within a supportive and small school environment. Our school environment provides balanced course work, extra-curricular learning, and the focused development of teachers.

3. What do you believe to be the characteristics of a successful school?

The characteristics of a successful school to providing high quality education first is the belief that every student regardless of background and environment can achieve at high levels. Additional characteristics that are important as a board member are teacher quality and professional development that lead to academic and character success, data driven decision making, and active-engaged school leadership that supports fiscal health, family satisfaction, and legal compliance.



4. How will you know that the school is succeeding (or not) in its mission?

San Antonio Prep's success will be measured based on student achievement standard based on the STAAR test, school culture metrics presented by the Executive Director, fiscal metrics defined by the Financial Performance Indicators in the charter application, family satisfaction based on parent surveys, and board governance through board development training.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The role of a school board member will be to have oversight in holding the school leadership accountable and adhering to the school mission of San Antonio Prep through reporting of school academic achievement and financial sustainability metrics and regulatory compliance requirements, and to establish school policies in board governance, fiscal responsibilities, staff, and student accountability.

2. How will you know if the school is successful at the end of the first year of operation?

School success at the end of the first year of operation will be determined by the review of the academic reports for student achievement, state accountability ratings, and the financial state of the school. in addition we will measure student enrollment, staff retention, and board development to determine overall school success.

3. How will you know at the end of four years if the school is successful?

Similar to year one and for consistency in all years we will determine the success of San Antonio Prep by reviewing the academic reports for student achievement, state accountability ratings, financial reports, and policies in student enrollment, staff retention, and board development.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Steps we will take to ensure San Antonio Prep School Board success is to hire a strong school leader, establish and maintain consistent, clear communication between the school board and Executive Director, and conduct annual school leader evaluation, and continue overseeing academic achievement, fiscal health, student enrollment, and teacher retention in all years.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

As difficult as this situation would be, I would report unethical or illegal actions in breach of Conflict of Interest or code of ethics to the board chair, conduct an investigation, and if necessary take the necessary steps to remove the person from the board.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

C Yes (No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

CYes • No, I/we do not know any such employees FACHMENT FOG 8

Board Member Biographical Affidavit

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

(Yes • No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

CYes • No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. C Yes
No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

Page

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

C Yes ● Does not apply to me, my spouse, or family.

ACHMENT FOG 8

Board Member Biographical Affidavit

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

Vivid Realty Women's Council of Realtor San Antonio College

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

San Antonio Independent School District 6th grade Math and Grade Level Chair August 2009-August 2015

Testing Coordinator/BAS Administrator August 2015-May 2018

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

(Yes • Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, greatgrandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

If yes, describe the precise nature of your relationship.

school, or the management compo	d degree of consanguinity or affinity (See definition in question 11.) mpensation or remuneration from the sponsoring entity, charter any of the charter school?
If yes, describe the precise na	ture of your relationship.
	of a misdemeanor involving moral turpitude; a felony; an offence ce listed in Article 62.01(5) Code of Criminal Procedure? (Yes © Does not apply to me.
If yes, provide information relat	ing to the matter(s).
	روحاً , certify to the best of my knowledge and
and correct in every respect.	oviding to the Texas Education Agency as a board member is true
	oviding to the Texas Education Agency as a board member is true $M = \frac{12131118}{12}$
and correct in every respect.	A
and correct in every respect. Signature <u>Mayne</u>	A
and correct in every respect. Signature <u>Mayne</u> Verification	A
and correct in every respect. Signature <u>Mam</u> Verification State of <u>Texas</u> County of <u>Bexar</u> On this day, <u>Respondy Vogt</u> undersigned notary public and de	A
and correct in every respect. Signature <u>Mama</u> Verification State of <u>Texas</u> County of <u>Bexas</u> On this day, <u>Rhapsody Vogt</u> undersigned notary public and de statements and answers contained and belief.	MAD Date <u>12/31/18</u> (name of affiant) appeared before me the posed that he/she executed the above instrument and that the

ZACHARY LILLGE Notary Public, State of Texas Comm. Expires 09-22-2022 Notary ID 128398526

Page <u>(</u> 248

My commission expires 09 72 72

Name of Proposed Charter S	chool: San Antonio Preparatory Charter School
lame of Sponsoring Entity:	San Antonio Preparatory, Inc.
ACKGROUND	
ull Legal Name:	Michelle Gaines Taylor
ome Mailing Address:	18215 Apache Springs Drive, San Antonio, TX 78259
hone Number:	407-506-8420
-mail Address:	
usiness Name:	Syneos/Shionogi Pharmaceuticals
usiness Mailing Address:	300 Campus Drive #300 Florham Park NJ 07932
usiness Phone Number:	973-966-6900
-Mail Address:	
ndicate whether you curre chool, a non-public schoo	ently or have previously served on a board of a school district, another charter of or any not-for-profit corporation. C Yes (No, does not apply to me
If Yes, state the name of	the entity:
I. What was your motivati	on to serve on the board of the proposed charter school?
an under-served community as an officer, and working in personal endeavor to send r this board gives me the oppo	e board stems from my passion for education rooted in my experience. I grew up in in California and worked toward getting a college education, joining the Air Force the corporate world for the past 18 years in Sales/Marketing. It has been my nany adults and youth to college through mentoring and sponsorship. Serving on ortunity to be involved in the first step toward higher education. This is a great honor deciding factor to accepting the position. There is no doubt she is going to make a not an option for any of us.

2. What is your understanding of the appropriate role of a public charter school board member?

Founding Board members are expected to transition to Governing Board members upon charter approval. Role of the board includes assisting with the review of the charter application, assisting in the design of business and facilities plans to prepare the school for sound fiscal health, cultivating community support and galvanizing a network of strategic partnerships, developing and perpetuating a board to govern the school and provide accountability for the school's overall success, and advocating for the mission and vision.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have experience with high level event planning for the Secretary of the Air Force and Chief of Staff (AF 4star general) as well as smaller community and local events. The events included community engagement, awareness, and support through small dinners from 8 – 50 people. I planned and executed several Parent-Teacher Association (PTA) events which raised over \$50,000 for the student body. I have a strong professional network and sales results. I have community and national level marketing experience.

4. Describe the specific knowledge and experience that you would bring to the board.

I bring experience of a top-performing, award-winning sales leader with an extensive portfolio of success driving strategic sales efforts across territories and specialty medical fields. I bring finely honed leadership, critical thinking, relationship building, negotiation, and problem-solving skills. I am a sharp presenter and polished public speaker. I know how to conceptualize a fundraising event creatively from start to finish and develop and execute informational presentations. I know how to look at goals and measure results.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

As written in the Mission, Vision and Innovative Model for San Antonio Prep, the guiding beliefs are around a rigorous curriculum, high expectations, support for all learners, persistent values, high quality instruction, great teachers, great teaching and data driven instruction. San Antonio Prep believes education opens doors of opportunity for students to a world of possibilities. San Antonio Prep believes that all students deserve an excellent education that prepares them for college regardless of any circumstances.

2. What is your understanding of the school's proposed educational program?

San Antonio Prep students have the unique opportunity of triple the amount of Literacy and Math in middle school, a two teacher approach, and dual credit pathway in college. I understand that San Antonio Prep's educational model was designed to provide challenge and support in order to grow students literacy and mathematics faster than the traditional methods.

3. What do you believe to be the characteristics of a successful school?

Characteristics of a successful school are schools that prioritize academic success, character success, fiscal health, family satisfaction, and legal compliance.

4. How will you know that the school is succeeding (or not) in its mission?

The characteristics of successful schools are similar to the metrics we will use to know if San Antonio Prep is succeeding in its mission. Measures include academic, cultural, fiscal, family satisfaction and board governance. We will use these metrics to measure San Antonio Prep's success.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The school board will have oversight regarding holding the school administration accountable for ensuring daily management of school operations that meet described metrics of academic success and fiscal health. The board conducts oversight of academic, fiscal, and regulatory matters, as well as establish board policy, fiscal policy, and staff/student policy.

2. How will you know if the school is successful at the end of the first year of operation?

School success will be measured through board agreed upon metrics and charter indicators found in the Academic and Financial Performance Indicators section of the charter application. Metrics include academic, fiscal, student enrollment, staffing, and board governance growth and development.

3. How will you know at the end of four years if the school is successful?

The same metrics we use for all years of operation will be the same metrics we use to determine if San Antonio Prep is successful after four years. At the end of year four we will look at grade levels, promotion rate, enrollment numbers, staffing size, clean audits each year, successful reviews by authorizer TEA, and all metrics outlined in the charter application. We will also evaluate the board's annual required training and the board's health, functioning, and membership as reviewed by the Governance Committee

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board should assist the school leader in identifying steps to meet metrics outlined in the charter application. The board should support the school leader by providing academic, fiscal, and enrollment oversight. The board should evaluate the school leader annually based on the metrics outlined in the Academic and Financial Performance Indicators section of the charter application and support the school's success through annual board training and development.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

The board and founding team will follow as part of the charter application the conflict of interest policy which is in line with Texas state laws. It will outline any real or perceived or projected conflicts of interest. At all times I will confront the situation with the individual board member to encourage self-disclosure in the event of a perceived or projected or real conflict of interest or unethical behavior. I will also address the issue with the board chair and proceed to an internal investigation and possible removal from the board.



DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

● Yes ⊂ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

Dejah Behnke and I have known each other in various social contexts for 12 years but have never worked together professionally.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

CYes • No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

> CYes • No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

• No, I/we do not know any such persons CYes

If yes, describe the precise nature of your relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. CYes • No, I/we or my family do not anticipate conducting any such business.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

○ Yes ● Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

N/A

N/A

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school? CYes

• Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, greatgrandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

CYes ODes not apply to me.

If yes, describe the precise nature of your relationship.

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11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

CYes
 Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

CYes ODes not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

Date	pu	27	2018
-		/	

_____, certify to the best of my knowledge and

Verification

State of

County of

On this day, December 27th 2018 (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 27th c	day of Die	ember	_, 20_18.
(Notary Public) Lin Paley		NINTER SCC	A A A
My commission expires <u>1-20-2020</u>		A STR	Salic HEY
	254	D ************************************	TEXA OZ
	Page 🦉	24989	9744

	chool: San Antonio Preparatory Charter School
lame of Sponsoring Entity:	San Antonio Preparatory, Inc.
BACKGROUND	
ull Legal Name:	Milton B. Harris
Iome Mailing Address:	3306 Coryell Cove San Antonio, TX 78253
hone Number:	210-473-1507
-mail	
usiness Name:	MB Harris Properties, LLC.
usiness Mailing Address:	3306 Coryell Cove San Antonio, TX 78253
usiness Phone Number:	210-473-1507
-Mail Address:	
dicate whether you curre	ently or have previously served on a board of a school district, another charter
ndicate whether you curre chool, a non-public schoo	ently or have previously served on a board of a school district, another charter ol or any not-for-profit corporation. (* Yes (* No, does not apply to me
ndicate whether you curre chool, a non-public schoo If Yes, state the name of	ol or any not-for-profit corporation. (* Yes (* No, does not apply to me
chool, a non-public schoo If Yes, state the name of	ol or any not-for-profit corporation. (* Yes (* No, does not apply to me
chool, a non-public school If Yes, state the name of 1. What was your motivation My motivation to serve on So service on the board of the	The entity: ion to serve on the board of the proposed charter school? an Antonio Prep's board is my dedication to serving the community and youth. My 100 Black Men of San Antonio ties to the mission of San Antonio Prep through seeking
If Yes, state the name of What was your motivation My motivation to serve on So ervice on the board of the	The entity: ion to serve on the board of the proposed charter school? an Antonio Prep's board is my dedication to serving the community and youth. My 100 Black Men of San Antonio ties to the mission of San Antonio Prep through seeking
If Yes, state the name of . What was your motivati My motivation to serve on So ervice on the board of the	The entity: ion to serve on the board of the proposed charter school? an Antonio Prep's board is my dedication to serving the community and youth. My 100 Black Men of San Antonio ties to the mission of San Antonio Prep through seeking
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chool, a non-public schoo If Yes, state the name of 1. What was your motivati	The entity: ion to serve on the board of the proposed charter school? an Antonio Prep's board is my dedication to serving the community and youth. My 100 Black Men of San Antonio ties to the mission of San Antonio Prep through seeking

2. What is your understanding of the appropriate role of a public charter school board member?

Our role as the governing board is to ensure compliance through governance. We are responsible for establishing the schools' vision, mission, and goals. We delegate management of San Antonio Prep to the Executive Director. We have a duty of loyalty, obedience, and care while overseeing the academic success, fiscal health and regulatory compliance of the school.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have over 5 years of experience serving on non-profit boards. I have served as chair, development officer, and executive director.

4. Describe the specific knowledge and experience that you would bring to the board.

I bring advanced knowledge and expertise in board management, fundraising, and parliamentary procedure. I bring a clear sense of duty and loyalty when serving on a board.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

San Antonio Preparatory Charter School provides a college preparatory education in a challenging and supportive learning environment through high quality instruction and rigorous curriculum ensuring all students in grades 5-12 are ready to graduate college and succeed in the careers of their choice. I understand that San Antonio Prep will be a college preparatory option to San Antonio, Kirby, and Converse families, by providing high-quality instruction and rigorous curriculum.

2. What is your understanding of the school's proposed educational program?

Our educational model is to provide students with a high-quality, high-level, college preparatory education with a focus on literacy and mathematics in middle school. Students will experience a dual teacher approach where each classroom of students have dual teachers that partner and enhance the students' learning experiences.

3. What do you believe to be the characteristics of a successful school?

The characteristics of a successful school are great teachers supported by great leadership executing a 21st century education program that prepares students for college and/or a career. The school should embrace important life values, as we do with Persistence, Excellence, Respect, Self-Determination, Integrity, Service, and Teamwork, while ensuring academic and character successes, fiscal health, family satisfaction, and strong legal compliance.

Page ______

4. How will you know that the school is succeeding (or not) in its mission?

We will know that San Antonio Prep is succeeding by monitoring student and organization success through school and data oversight, to include academic, cultural, and fiscal metrics as well as family satisfaction and board governance metrics.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board of directors' role is to govern the school's operation and oversee the Executive Director. We are responsible for hiring the Executive Director who oversees the day to day management of the school. We conduct oversight of the academic success, fiscal health, and regulatory compliance of the charter school. We also establish board, fiscal, staff, and student policies.

2. How will you know if the school is successful at the end of the first year of operation?

We will use the Academic Performance Indicators and Financial Performance Indicators located within the charter application to determine San Antonio Prep's success at the end of year one. We will also examine metrics to include but be not limited to academic and fiscal metrics, student enrollment, staffing, and board functioning.

3. How will you know at the end of four years if the school is successful?

We will use the Academic Performance Indicators and Financial Performance Indicators located within the charter application to determine San Antonio Prep's success at the end of each year to include years four and five. Based on the performance of years one through three the board may decide to modify performance indicators. The board will examine school and staff performance data, tracking student academic achievement, measuring fiscal responsibility, and student enrollment.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will ensure that the school is successful by providing academic, fiscal, and enrollment oversight. We will implement and execute effective school governance. We will evaluate the Executive Director annually based on the Academic and Financial Performance Indicators in the charter application. We will also ensure success through healthy board development through ongoing board training and active, goaldriven committees.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

In a situation in which I believe a member of the board is acting unethically, I would reveal the issue to the board chair. If the board chair has not already, I would ask the board chair conduct an investigation, and bring it to the full board. If there was a breach in Conflict of Interest and/or code of ethics, the board chair would have to ask the board to officially remove the person from the board in alignment with our bylaws.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

C Yes • No, I/we do not know any such employees

ATTACHMENT FOG 8

Board Member Biographical Affidavit

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

• Yes C No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

100 Black Men of San Antonio, Inc. mentor program, with volunteers provided to the school as may be requested.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

C Yes • No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

Page / 258

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

C Yes O Does not apply to me, my spouse, or family.

ATTACHMENT FOG 8

Board Member Biographical Affidavit

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

100 Black Men of San Antonio, Inc. - Executive Director Van Courtlandt Foundation – President MB Harris Properties, LLC. - Owner

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school? CYes

• Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, greatgrandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

> Page 5 259

C Yes • Does not apply to me.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? CYes O Does not apply to me.

ATTACHMENT FOG 8

Board Member Biographical Affidavit

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

CYes Oces not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

, certify to the best of my knowledge and

ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signatur

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	alactis	
Date	12/21/10	_

Verification

State of Texas

County of Bexar

On this day, Mitton Harris (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before day of	ember, 2018.
(Notary Public) fa fa	(Seal)
My commission expires 8/10/2020	Notary Public, State of Tex Comm. Expires 08-10-202 Notary ID 130772804

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Name of Proposed Charter S	School: San Antonio Preparatory Charter School
Name of Sponsoring Entity:	San Antonio Preparatory, Inc.
BACKGROUND	School: San Antonio Preparatory Charter School San Antonio Preparatory, Inc.
Full Legal Name:	Stephen N. Villela
Home Mailing Address:	6422 Oldham Cv, San Antonio, TX 78253
Phone Number:	210-863-5323
E-mail Address:	
Business Name:	
Business Mailing Address:	CineVeliz Media Group, LLC 6422 Oldham Cv, SA, TX 78253 512-815-2447
Business Phone Number:	512-815-2447
E-Mail Address:	
	ently or have previously served on a board of a school district, another charter ol or any not-for-profit corporation.
If Yes, state the name of	the entity:
1. What was your motivati	ion to serve on the board of the proposed charter school?
	he board for San Antonio Prep is rooted in my desire to be more involved in the through providing quality education to underserved and at risk students.

2. What is your understanding of the appropriate role of a public charter school board member?

The role of a board member is to govern and oversee the success of the awarded charter while maintaining the duties of loyalty, obedience, and care for the program. Board members are to set the vision, establish priorities and policies to be upheld throughout the life of the charter.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Although this would be my first time serving as a board member for a charter school network, I have nine years of educational experience as a secondary level teacher at Northside Independent School district and I am a first generation college graduate attuned to the needs of underserved students in our target community. I am a highly professional person of integrity committed to the success of the school.

4. Describe the specific knowledge and experience that you would bring to the board.

The specific knowledge and experience I bring to the board in addition to my educational background are my professional skills in marketing and communication. This skill set will be able to help me with the team to set the foundation for branding and establish the ground level formation of the newly formed charter school.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission and guiding beliefs are created and designed by the governing board members to ensure the success of the program. San Antonio Prep's mission is to provide a college preparatory education to underserved students through high-quality instruction and rigorous curriculum. Unique aspects of the school's mission include having two teachers of record for two cohorts of students and reducing the number of students one teacher teaches in one day.

2. What is your understanding of the school's proposed educational program?

The proposed school's educational program is the foundation on which the program will be built. I understand that the model is designed to close the reading and math gap that students have when they enter middle school. Our model is designed to have students reading and computing on grade level by eighth grade in order to be prepared for dual credit courses in high school.

3. What do you believe to be the characteristics of a successful school?

A few key factors in the path of a successful school would include oversight of academics (assessments and STAAR), student enrollment targets, fiscal management of the budget, annual evaluations of school leadership, board member trainings, and active committees to help develop a healthy board.

4. How will you know that the school is succeeding (or not) in its mission?

In order to know if San Antonio Prep is succeeding in its mission the governing board will review academic and fiscal metrics. The snapshot of these metrics will identify the state and success of the charter in its mission. Also, reviewing family satisfaction and cultural metrics will allow us to set or revise new governing policies or goals for the school.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

A board member's role is to govern the charter school by way of hiring a school leader to manage and delegate to that individual the school's day-to-day operations, and for the board to conduct oversight of academic and fiscal progress, as well as establish policies for all levels of the organization.

2. How will you know if the school is successful at the end of the first year of operation?

Establishing the grounds of success in the first year are crucial to the continuing of success in the following years. The board will do so by analyzing the academic and fiscal metrics as aligned to the goals and metrics we have outlined in the charter application during the first year and monitor student enrollment and staff retention.

3. How will you know at the end of four years if the school is successful?

The board will continue to analyze the aforementioned metrics and revise and create new policies to ensure the success of the charter throughout the first four years.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will govern the charter, continue its own development and growth, continue to closely monitor the academic and fiscal success of the school against specific metrics, and oversee the continuation of policy implementation by the school leader in the day-to-day management of the school and perform annual evaluations of school leadership.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

Each member of the board as well as school leadership are held to a standard defined In bylaws, code of conduct, and the duties of loyalty. A Conflict of Interest policy is in place to ensure board members prioritize and act with the best interest of the charter school. If a member is acting unethically or illegally, I will bring the matter to the board chair, ensure that the board conducts an investigation, and if necessary remove the member from the board.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

• Yes (No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I know Dejah Behnke professionally from previous productions and work with Communities in Schools. IDEA Public Schools and Great Heart Academies.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

> CYes • No, I/we do not know any such employees

TTACHMENT FOG 8

Board Member Biographical Affidavit

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

> CYes No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

Yes No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. CYes No, I/we or my family do not anticipate conducting any such business.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

CineVeliz Media Group, LLC The HighKey Media Group, LLC

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

Secondary Level Educator for Northside Independent School District 2002-2016
9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

(Yes Oces not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, greatgrandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

(Yes • Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

STEPHEN	VILLELA	, certify to the best of my knowledge and
		exas Education Agency as a board member is true
and correct in every resp	ect.	

Signature

	1 1	
Date	1/3/19	
	/ /	

Verification

Bevar

State of Texas

County of

On this day, <u>Stephen Villelg</u> (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before day of	January 2019
(Notary Public) Entrie toplis	(Seal)
My commission expires 04-28-2020	ERNESTINE YVETTE HOPKIN
	Comm. Expires 04-28-202 Notary ID 126500339

Page 266

Name of Proposed Charter S	School: San Antonio Preparatory Charter School	
lame of Sponsoring Entity: San Antonio Preparatory, Inc.		
BACKGROUND		
ull Legal Name:	Khavischal A Tiwari	
lome Mailing Address:	20 Eton Green Cir, San Antonio, TX 78257	
hone Number:	210-417-4167	
-mail Address:		
usiness Name:	Tiwari, PLLC	
usiness Mailing Address:	12002 Bandera Rd Ste 102, Helotes, TX 78023	
usiness Phone Number:	210-417-4167	
-Mail Address:		
ndicate whether you curr chool, a non-public schoo	ently or have previously served on a board of a school district, another charter ol or any not-for-profit corporation.	
If Yes, state the name of	f the entity: Alamo City Chamber of Commerce, Inc.	
	tion to serve on the board of the proposed charter school?	
While there are many factor achieve a better standard of community (such as advanc complete college and then From my work with other nor communities. There are ma believe that a strong foundo deficits. L believe that the So	ucation and in volunteering my time and expertise to community organizations. rs that contribute to success, a well educated student is much better positioned to of living and to make an impact at the local community level or the greater ces in research, inventions, politics, etc.). As the first person in my immediate family to a graduate school, I have personally benefited from an enhanced education. n-profits, I have witnessed a gap in education outcomes for students in low-income inv possible reasons that, taken together, may result in these challenges. However, I ation in early education can help offset or overcome other potential challenges and an Antonio area would benefit from a STEM and college preparatory focused school tudents on the East Side of our community, which San Antonio Preparatory Charter	
	Page <u>267</u>	

2. What is your understanding of the appropriate role of a public charter school board member?

I understand the appropriate role of a public charter school board member is to provide governance input, oversight, and accountability to ensure that San Antonio Prep delivers on its promised goals.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

In addition to prior roles as a Commissioner on the City of San Antonio's Commissioner and Visitor's Commission and as the former Chair of the Alamo City Chamber of Commerce, Inc. (a/k/a Alamo City Black Chamber of Commerce), I currently serve as an advisor to the City of San Antonio's entrepreneur accelerator, Launch SA, and on Visit San Antonio's Finance Committee, where we provide oversight and guidance on a budget of approximately \$30 Million.

4. Describe the specific knowledge and experience that you would bring to the board.

In addition to my prior service with other non-profits, I am a business lawyer and entrepreneur. I routinely counsel clients on complex transactions and challenges. I have strong knowledge of non-profit governance, budgets, and mentorship.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

San Antonio Prep intends to be an academically rigorous, disciplined public charter school serving traditionally under-served students in San Antonio with a focus on college readiness and STEM. San Antonio Prep believes that all students can achieve academic and life success with proper training and without regard for demographic background.

2. What is your understanding of the school's proposed educational program?

I understand that the school will focus on STEM and college readiness while providing mentorship opportunities to hear real world examples of success through education.

3. What do you believe to be the characteristics of a successful school?

A successful school helps students grow as individuals and develop critical thinking skills in addition to scoring well on assessments. Additionally, successful charter schools are characterized by academic and cultural success, fiscal health, family satisfaction, and legal compliance.

4. How will you know that the school is succeeding (or not) in its mission?

As a board member, we will know our school is successful when we meet internal and external benchmarks outlined in the Academic and Financial Performance Indicators section of the charter application. We will also look at if the school growing its budget and programming over time while being fiscally responsible and are we growing its student base and developing a reputation for success.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board will provide oversight and feedback for the school's leadership and develop internal governance and performance measures to determine whether San Antonio Prep and leadership are collectively meeting the school's mission. The board will also help ensure that the school is fiscally sound and monitor compliance with applicable law affecting the school.

2. How will you know if the school is successful at the end of the first year of operation?

The school's success at the end of one year will largely be measured by student performance on assessments, school performance in line with fiscal targets and internal performance targets, and positive feedback from parents and the community.

3. How will you know at the end of four years if the school is successful?

The goals stated for review at the end of one year remain applicable. However, by four years, we should be able to see initial success stories from students who matriculate to high school and I would expect to see increased enrollment overall while still maintaining quality student to teacher ratios.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will not personally be involved in teaching or day to day administration. As such, assistance to school leadership is critical. Initially, as with any startup entity, the board will need to help ensure the school's fiscal health. The board should also develop some guidance and performance measures, which should be monitored on an ongoing basis.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

First, the board should have an internal policy for dealing with both conflicts of interest and improper or unethical behavior. I would expect the policy to include provisions for: the prevention of conflicts; a mechanism for investigation of allegations of impropriety; a mechanism for an interim suspension of board member functions if the allegation is very serious; a mechanism for reviewing the findings of an investigation; and a mechanism for clearing, restoring, or removing the board member, where applicable.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school. C Yes • No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee. CYes

• No, I/we do not know any such employees

ACHMENT FOG 8 — Board Member Biographical Affidavit

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

> CYes • No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

• No, I/we do not know any such persons CYes

If yes, describe the precise nature of your relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. ○ Yes ● No, I/we or my family do not anticipate conducting any such business.

TTACHMENT FOG 8 Board Member Biographica Teav

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

C Yes ● Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

Tiwari, PLLC Port Mourant, LLC [owns interests in WestEast Design Group, LLC and 5422 Arncliffe Dr, LLC] Middle Caicos, LLC

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

none

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school? CYes

• Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, greatgrandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

CYes @ Does not apply to me.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

CYes
 Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

CYes ODoes not apply to me.

TACHMENT FOG 8 — Board Member Biographical Affidavit

If yes, provide information relating to the matter(s).

CERTIFICATION

I, KHAVISCHAL A. Tiwtrei, , certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

	and de la
Jre	all House

Date 01-03-2019

Verification

State of Texas

County of Bexar

On this day, <u>Khavischal Tiwari</u> (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before _	3rd day of_	January	, 20 19.
(Notary Public)	tolus)	(Seal)
My commission expires 04-2	8-2020		ERNESTINE YVETTE HOPKINS Notary Public, State of Texas Comm. Expires 04-28-2020
	Page	272	Notary ID 126500339

Name of Proposed Charter :	School: San Antonio Preparatory Charter School			
Name of Sponsoring Entity:	San Antonio Preparatory, Inc.			
BACKGROUND				
ull Legal Name:	Dejah Mackenzie Behnke			
ome Mailing Address:	3035 Low Oak Street, San Antonio, Texas 78232			
hone Number:	210-882-0842			
-mail Address:				
usiness Name:	Great Heart Academies			
usiness Mailing Address:	824 Broadway St, Suite 101, San Antonio, Texas 78215			
usiness Phone Number:	Great Heart Academies 824 Broadway St, Suite 101, San Antonio, Texas 78215 210-888-9475			
-Mail Address:	Dejah.Behnke@GreatHeartsTX.org			
	ently or have previously served on a board of a school district, another charter ol or any not-for-profit corporation.			
If Yes, state the name of	the entity:			
I. What was your motivati	ion to serve on the board of the proposed charter school?			
across the State of Texas as a growth is necessary if we are selecting their child's public Public Schools and during th has the passion, drive, skillse underrepresented, and under believe that if anyone is quo of San Antonio's school-age a position to support all effor believe it prudent to support lead a Charter Managemer CMO leadership roles and II	d in the charter space for the last five years, serving on teams that led growth efforts well as into Louisiana, I understand the undertaking is challenging but believe charter to provide families with more high-quality options and choice when it comes to school education. Stephanie Hall Powell and I were previously colleagues at IDEA nat time, I witnessed firsthand her dedication to serving students and believe that she t, and grit it takes to address head on the issues of the disenfranchised, erserved youth of the great City of San Antonio. Her goals are ambitious, but I alified to lead this work and can close the achievement gap for the most at-risk subset of youth, it's Mrs. Powell. With that, I confidently stand beside her and believe I am in rts in the start-up years and beyond. Lastly, but equally as important, I personally the men and women of color who have the desire, knowledge, and all that it takes to a successful leader and pioneer for Generation 24, and I believe deeply in the our young people.			

2. What is your understanding of the appropriate role of a public charter school board member?

As a governing board member of San Antonio Prep, my priority is to ensure that the Executive Director and her team are doing right by students and providing the highest quality service and education that our children deserve. The other priorities include (a) identification, recruitment and onboarding of other qualified board members, (b) fundraising, (c) friend-raising / community engagement and (d) advocating for San Antonio Prep ahead of and during the legislative session.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have experience in growth, development, board governance, external affairs, public relations, project management, marketing and communications. I currently serve as Vice President of Advancement for Great Hearts Academies, a K-12 classical liberal arts Charter Management Organization (CMO) in Texas. I previously served as Vice President of Regional Advancement for IDEA Public Schools where I contributed to the successful launch of 20 new public charter schools in Texas in five short years.

4. Describe the specific knowledge and experience that you would bring to the board.

I am a seasoned executive with a proven ability to build, develop, and lead teams, and to create and implement strategic plans. In the last five years, I have gained start-up experience in my role to strengthen and establish new development departments across multiple regions, all while leading fundraising initiatives that raised more than \$100 million. I have been recognized by high level charter advocates, such as Victoria Rico of the George W. Brackenridge Foundation, as a leader in industry start-up.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

San Antonio Preparatory Charter School is based in the belief that all students - no matter their zip code, race, ethnicity or socio-economic status - deserve a high-quality education that prepares them for success in college and in their careers. San Antonio Prep believes that a quality education is about opening doors for all learners and providing the type of education that will prepare them to succeed in college and beyond.

2. What is your understanding of the school's proposed educational program?

San Antonio Prep students will receive a balanced education with an individualized approach by engaged teachers who meet them where they are, while also challenging them each and every day to achieve to the very best of their ability. San Antonio Prep will provide an intentional educational program and focus on planning the types of supports necessary to ensure that all scholars meet or exceed grade level expectations.

3. What do you believe to be the characteristics of a successful school?

A successful school is one with consistent, challenging yet joyful student, teacher, and parent engagement resulting in high achievement by students, all aided by rigorous academics, innovative teaching practices and thoughtful character development. San Antonio Prep shall exhibit the following characteristics in order to be considered successful: academic excellence, strong character, fiscal health, and legal compliance.

4. How will you know that the school is succeeding (or not) in its mission?

With San Antonio Prep's mission of serving the entire student, I will consider the school successful if students are thriving in a safe yet challenging environment and if the entity as a whole is meeting or exceeding both internal and external academic, cultural, fiscal and governance metrics. I will look for evidence of such success by observing school culture on campus, as well as in mid-year assessments and year-end test results, along with survey and interview responses from students, parents, and members of the faculty.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board of directors is the governing body of San Antonio Prep. Individuals who sit on the board are responsible for overseeing the school's financial health, academic success, and overall operational excellence, and members meet monthly to discuss and vote on the affairs of the organization. The board is also responsible for establishing board, fiscal, staff, and student policies.

2. How will you know if the school is successful at the end of the first year of operation?

At the close of the first year of the school's operation, I will consider us successful if: (a) the organization meets enrollment targets, (b) students meet or exceed internal benchmarks that result in achieving a passing grade rating from the TEA, (c) faculty report San Antonio Preparatory as a place they would recommend for others to work, and (d) the organization receives a desirable TEA FIRST rating, proving San Antonio Prep to be financially stable.

3. How will you know at the end of four years if the school is successful?

At the close of year four, I will consider San Antonio Preparatory successful if: (a) the organization meets enrollment targets and reports a 3:1 wait-list ratio of applications to open seats, (b) 85% of students are performing on grade level or showing significant progress in other indices's, resulting in a B or higher rating from the TEA, (c) faculty retention is 85% or higher and would recommend San Antonio Prep as "a great place to work," and (d) the organization receives TEA FIRST rating of B or higher, proving healthy.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Most importantly, the board must maintain a laser focus on student achievement and make decisions that will improve the educational experience and delivery of service to students. The board must also hire and develop the school leader in order to build a strong and sustainable foundation for years to come. The board must also make solid financial decisions to include fundraising and management of public funds, as well as ensure the organization remains in compliance with TEA and DOE rules and regulations.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

Unethical actions or behavior by members of the board would not be tolerated. To act in a most prudent manner, I would first speak directly to the member(s) in question to confirm any suspicions. I would then report my findings to the board chair as well as our legal representation, ask that we immediately launch an investigation and from there, take action to remove the member(s) from the governing board if unethical behavior is proven. I would also expect that the board would remove the member and notify TEA.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

● Yes ⊂ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I know Stephen Villela professionally from previous productions and work with Communities in Schools, IDEA Public Schools and Great Heart Academies. I know Michelle Taylor as a friend of 12 years.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

(Yes No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

(Yes • No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

CYes • No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

C Yes O Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

I am currently employed by CMO Great Hearts Academies of Texas as Vice President of Advancement (November 2017 to present). I was previously employed by CMO IDEA Public Schools, serving in the role of VP of Regional Advancement from 2014 to 2017.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

If yes, state the compensation you expect to receive.

N/A

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, greatgrandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

If yes, describe the precise nature of your relationship.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

(Yes O Does not apply to me.

1 1

If yes, provide information relating to the matter(s).

CERTIFICATION

I, DEJAH M. BEHNKE, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature	4 gth		P2	Date <u>1/3</u>	/2019
Verificatio	on				
State of	Texas				
County of	Bexar				
On this day, Undersigned no statements and and belief.	Ejah Behnk otary public and de answers contained	posed that he/s	(name of affiant) on the executed the a e and correct to the	bove instrum	ent and that the
		Ird	T		0

Subscribed and sworm to before 3rd day of Janua	an , 2019.
(Notary Public) an tal	(Seal)
My commission expires 04-28-20	ERNESTINE YVETTE HOPKINS Notary Public, State of Texas Comm. Expires 04-28-2020 Notary ID 126500339

Provide the Following:

- I. The governing board's proposed Code of Ethics; and
- II. The governing board's proposed Conflict of Interest policy.

III. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discussing specific steps that the Board will take to avoid any actual conflicts and to mitigate perceived conflicts.

PLEASE NOTE: Attachment G5 is referenced on the Board of Directors narrative page of the Finance/Operations/Governance Plans.

Attachment FOG 9: Code of Ethics and Conflict of Interest Policy

The Code of Ethics Policy for San Antonio Preparatory, Inc. was adopted from documents written and provided by the Texas Charter School Association.

The Conflict of Interest Policy for San Antonio Preparatory, Inc. was prepared by the law firm of Schulman, Lopez, Hoffer & Adelstein L.L.P.

SAN ANTONIO PREPARATORY, INC. CONFLICT OF INTEREST POLICY

Article I

Purpose

The purpose of the conflict of interest policy is to protect San Antonio Preparatory, Inc.'s (the "Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II

Definitions

Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,

b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or

c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the

financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V

Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflicts of interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII

Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

As approved by Unanimous Written Consent of the Board of Directors dated ______, 2018, pursuant to the BOC.

SAN ANTONIO PREPARATORY, INC. CONFLICT OF INTEREST POLICY

4

Preamble

This Policy is adopted by the Board of Directors (collectively, the "Board" or the "Directors" and individually a "Director") of San Antonio Preparatory Charter School (the "Charter School"). The Board is committed to maintaining the highest legal and ethical standards in the conduct of the business of the Charter School, and to protecting the integrity and reputation of the Charter School, the Board and all the employees, volunteers and programs of the Charter School.

Under established principles of law and sound business ethics, the Directors and Officers (as defined below) of the Charter School are responsible for exercising their duties honestly, in good faith, and with a high standard of diligence and care. Accordingly, the Directors and Officers have an obligation to keep the welfare of the Charter School at all times paramount in order to ensure that they 1) do not compromise their independence of judgment, 2) preserve confidence and trust in the organization and the Board, and 3) protect and fulfill the mission of the Charter School. Every Director and Officer of the Charter School has a duty of loyalty to the Charter School. Therefore, activities and financial interests must be arranged so as not to interfere with the primacy of that commitment. This Policy will assist Directors and Officers as they identify actual or potential conflicts of interest and will provide the Board with a procedure to address any conflicts. This Policy is intended to supplement but not replace any applicable federal, state or local laws governing conflicts of interest applicable to Charter school and charitable organizations.

I. Ethical Principles

A. Personal and Professional Integrity. Directors and Officers, as well as employees, volunteers, and advisors of the Charter School, must conduct themselves in an honest and ethical manner, including the ethical handling of actual or apparent conflicts of interest, as set forth below.

B. Financial Stewardship. The Charter School manages its funds responsibly and prudently. It oversees the funds entrusted to it consistent with state and federal law and consistent with donor intent to support the purpose and mission of the Charter School and the students and community in which it operates. It ensures that all spending practices and policies are reasonable and appropriate and all financial reports are factually accurate and complete in all material respects. As a tax-exempt public charity, the Charter School uses and expends its funds in a manner that advances the charitable and educational mission and objectives of the Charter School and not the private interests of Directors or Officers.

C. Public Accountability. The Charter School provides comprehensive and timely information in accordance with applicable state and federal law and is responsive to reasonable requests for information about its activities. Basic informational data about the Charter School such as the IRS Form 990, audited financial statements and Annual Financial and Compliance Report shall be made available to the public in accordance with applicable state and federal law.

D. Accuracy and Retention of Records. The Charter School will create and maintain records that satisfy operational and legal requirements including federal, state and local laws.

E. Political Activities. As a 501(c)(3) tax-exempt public charity, the Charter School is prohibited from engaging in political activities and its tax-exempt status is in part dependent upon whether it conducts political activities. Anyone serving as a Director, Officer, employee, volunteer, vendor or contractor must not use their relationship with the Charter School to promote or oppose candidates or parties or to create the appearance that the Charter School endorses or opposes a candidate or party for elected office.

F. Endorsements and Use of the Charter School Name and Affiliation. The Charter School's name, logo, letterhead or other intellectual property may not be used by any person to endorse or gain support for a cause without prior authorization in writing from the Charter School Board.

G. Questions, Concerns or Reports of Violations. Questions or concerns should be directed to one or more of the following: the Chairman of the Board of Directors or the Chief Executive Officer. If a Director, Officer, employee, volunteer or contractor believes a colleague is violating the obligations or expectations of this Policy, or is otherwise acting in an illegal or unethical manner, it is his/her duty to report it. Doing so is not an act of disloyalty, but of loyalty to the Charter School and the principles that it intends to uphold and the type of community it seeks to foster. A report also safeguards the reputation and assets of the Charter School, and can safeguard an individual from criminal, civil or disciplinary action for failure to report a crime or ethical lapse.

H. Staff Obligations. In addition to this Policy, staff members shall also be obliged to conduct themselves in accordance with, among other things, the employee policies of the Charter School.

II. Conflicts of Interest

A. Statement on State Law. The Charter School and its Officers and Directors shall comply with state law governing conflicts of interest among charter school and charter holder board members and officers, as described in Chapter 12 of the Texas Education Code and 19 T.A.C. §§ 100.1131 - 100.1135, including but not limited to the following:

i. Employees Serving on the Board.

(1) A member of the governing body of a charter holder, a member of the governing body of a charter school, and an officer of a charter school shall comply with Local Government Code, Chapter 171, in the manner provided by the conflict of interest provisions described in 19 T.A.C. §§100.1131 - 100.1135.

(2) Except as otherwise provided by law, a person who receives "compensation or remuneration" (as defined by law) from a nonprofit corporation holding an openenrollment charter may not serve on the governing body of the charter holder.

(a) If each charter school operated by a charter holder has received a satisfactory rating, as defined by applicable law, for at least two of the preceding three school years, then charter school employees may serve on the governing body of the charter holder as described below and as provided by law.

(b) An employee of a charter school may serve as a member of the governing body of the charter holder if: (i) only employees of the charter school, and not employees of the charter holder, serve on the governing body of the charter holder; (ii) the only compensation or remuneration received by the board member is salary, bonuses, benefits, or other compensation received pursuant to the employment relationship with the charter school; (iii) charter school employees do not constitute a quorum of the governing body or any committee of the governing body; and (iv) all charter school employees serving on the governing body comply with all applicable conflict of interest provisions required by law.

ii. Conflicts Requiring an Affidavit and Abstention from Voting. The following circumstances shall be deemed a Conflict of Interest (as defined below) and the Director or Officer shall, in addition to the procedures set forth in Section C, take action as described below:

(1) If a Director or Officer has a substantial interest in a business entity or in real property, the official shall file, before a vote, decision, or other action on any matter involving the business entity or the real property, an affidavit stating the nature and extent of the interest (Exhibit A, attached) and shall abstain from further participation in the matter if:

(a) In the case of a substantial interest in a business entity, the vote, decision, or other action on the matter will have a special economic effect on the business entity that is distinguishable from the effect on the public; or

(b) In the case of a substantial interest in real property, it is reasonably foreseeable that a vote, decision, or other action on the matter will have a special economic effect on the value of the property, distinguishable from its effect on the public.

(2) The affidavit described above (Exhibit A) must be filed with the official record keeper of the charter holder. For the Charter School, the affidavit should be filed with the Superintendent/CEO.

(3) If a Director or Officer is required to file and does file an affidavit as required

above, the Director or Officer is not required to abstain from further participation in the matter requiring the affidavit if:

(a) The Director or Officer is a member of the governing body of the charter holder or the charter school, and

(b) A majority of the members of the governing body of which the Director or Officer is a member is composed of persons who are likewise required to file and who do file affidavits of similar interests on the same official action.

iii. Separate Vote on Budget Item. The Board of Directors shall take a separate vote on any budget item specifically dedicated to a contract with a business entity in which a member of the governing body of the charter holder has a substantial interest. Abstention is required except as provided above and in 19 T.A.C. § 100.1133(c), otherwise the affected Director may not participate in that separate vote. The affected Director may vote on a final budget if: (a) the affected Director has complied with this chapter; and (b) the matter in which the affected Director is concerned has been resolved.

iv. Conflict Disclosure Statement. For purposes of Local Government Code chapter 176, a local government officer includes the Charter School's Superintendent/CEO, its agent, and Directors of the Board and their agents. The law proscribes that local government officers shall file the required conflicts disclosure statement (Exhibit B, attached), as adopted by the Texas Ethics Commission, with respect to an applicable vendor if the vendor enters into a contract with the Charter School or if the Charter School is considering entering into a contract with the vendor; and the vendor:

(1) Has an employment or other business relationship with the local government officer or a family member of the officer that results in the officer or family member receiving taxable income, other than investment income, that exceeds \$2,500 during the 12-month period preceding the date that the officer becomes aware that a contract has been executed or the Charter School is considering entering into a contract with the person; or

(2) Has given to the local government officer or a family member of the officer one or more gifts that have an aggregate value of more than \$100 in the 12-month period preceding the date the officer becomes aware that such a contract has been executed or the Charter School is considering entering into a contract with the vendor.

A local government officer is not required to file a conflicts disclosure statement in relation to a gift accepted by the officer or a family member of the officer if the gift is:

- Given by a family member of the person accepting the gift;
- A political contribution as defined by Title 15, Election Code; or
- Food, lodging, transportation, or entertainment accepted as a guest.

A local government officer shall file the conflicts disclosure statement (Exhibit B) with the records administrator (Superintendent/CEO or designee) of the Charter School not later than 5:00 p.m. on the seventh business day after the date on which the officer becomes aware of the facts that require the filing of the statement.

A local government officer commits a Class C misdemeanor if the officer knowingly violates this law. It is an exception to the application of the penalty that the local government officer filed the required conflicts disclosure statement not later than the seventh business day after receiving notice from the Charter School of the alleged violation.

The Charter School must also provide access on its website to the conflicts disclosure statements and questionnaires (from vendors) required to be filed with the records administrator.

B. Statement on Federal Law. In addition to state laws described herein, the Charter School and its Officers and Directors shall comply with the federal regulations regarding private benefit and excess benefit transactions as described in Section §4958 of the Internal Revenue Code and 26 CFR 53.4958 (the "federal tax rules") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Director or Officer or other individual deemed to be a disqualified person under the federal tax rules. A "disqualified person" includes Directors and Officers and any person who is in a position to exercise substantial influence over the affairs of the organization. A "disqualified person" includes Family (as defined below) of the disqualified person. For compliance purpose, where state and federal regulations concerning conflicts of interest vary, the Charter School and its Officer and Directors shall comply with the most restrictive requirement.

i. Interested Person. Any Director or Officer, employee, or member of a committee with powers delegated by the Board who has a direct or indirect Interest, as defined below, is an "Interested Person."

(1) A person has an "Interest" if the person has, directly or indirectly, through business, investment, or Family:

(a) an ownership or investment interest, directly or indirectly, in any entity with which the Charter School has a transaction or arrangement,

(b) a compensation arrangement with the Charter School or with any entity or individual with which the School has a transaction or arrangement, or

(c) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.

(2) "Compensation" is defined to include direct and indirect remuneration as well as gifts or favors that are not insubstantial.

(3) A person has an "Interest" if the person has a substantial interest in a business entity or a substantial interest in real property as described in Section II.A(ii) above.

ii. Interested Person with Conflict of Interest. An Interested Person shall have a Conflict of Interest (as defined below) only if the Board or the appropriate committee determines that a Conflict of Interest exists in accordance with the procedures set forth below.

C. Conflict of Interest Procedures

i. Duty of Prior Disclosure. In connection with any actual or potential conflict of interest, an Interested Person shall disclose the existence of the Interest in writing to the Board as soon as he or she has knowledge of it and the Board shall give such Interested Person the opportunity to disclose all material facts related thereto to the Board or designated committee considering the proposed transaction or arrangement. Such written disclosure shall be made part of and set forth in the Board minutes. In any event, the disclosure of any actual or potential conflict of interest by an Interested Person should occur prior to any consideration of the proposed transaction by the Board.

(1) Transaction Not Subject to Board Action. An Interested Person with any actual or potential conflict of interest with respect to a transaction or arrangement that is not the subject of Board action shall disclose to the Chief Executive Officer/Superintendent or designee. Such disclosure shall be made as soon as the Interest is known to the Interested Person.

(2) Untimely Disclosure. If an Interested Person fails to disclose the Interest before the Board acts on a transaction as to which a Director has an Interest, then the Interested Person shall promptly submit a written statement to the Board setting forth all material facts regarding the Interest, along with an explanation concerning the untimely nature of the notice.

(3) Failure to Disclose. If the Board has reasonable cause to believe that an Interested Person failed to disclose an Interest, the Board shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose. After hearing the Interested Person's explanation and conducting such investigation as may be warranted under the circumstances, the Board may determine that the Interested Person failed to disclose an actual Conflict of Interest. In such event, the Board shall vote on the appropriate corrective action.

ii. Determining Whether a Conflict of Interest Exists. After disclosure of the Interest and all material facts related thereto, the Interested Person shall leave the meeting of the Board or designated committee while a determination is made by disinterested Directors as to whether a conflict of interest ("Conflict of Interest") exists. No Director

shall vote on any matter in which he or she has a Conflict of Interest.

iii. Vote by Disinterested Directors

(1) Nonparticipation of Directors with Conflict. A Director who has a Conflict of Interest shall neither vote nor participate in, nor be permitted to hear the Board's discussion of the matter, except to disclose material facts and to respond to questions. Such Director shall not attempt to exert his or her influence with respect to the matter, either before, during or outside of the Board meeting.

(2) Action by Disinterested Directors. If the Board concludes that a Conflict of Interest exists, the Board shall determine by voting whether the transaction should be authorized, approved or ratified. The vote shall be conducted as follows:

(a) Except as otherwise permitted by law, Directors with a Conflict of Interest shall leave the room in which the meeting is conducted.

(b) Except as otherwise allowed by law and as set forth in Section A(ii)(3), a majority of the disinterested Directors, without regard to any quorum requirement, must vote affirmatively for the transaction to be authorized, approved or ratified. However, a transaction cannot be authorized, approved or ratified by a single Director.

(3) Vote Not Disallowed by Presence of Directors with a Conflict. The presence of, or a vote cast by, a Director with a Conflict of Interest in a transaction does not affect the validity of a vote regarding the transaction if the transaction is otherwise authorized, approved or ratified as prescribed herein.

(4) Circumstances in which Comparability Data is Necessary. If the transaction involves compensation for services of a Director, an Officer, or other individual deemed to be a disqualified person (as defined above) under the federal tax rules, or if the transaction involves the transfer of property or other benefit to a Director, Officer, or other individual deemed to be a disqualified person under the federal tax rules, the disinterested Directors or committee must determine that the value of the economic benefit provided by the Charter School to the Interested Person or persons does not exceed the value of the consideration received in exchange by obtaining and reviewing appropriate comparable data ("Comparability Data").

(a) When considering the comparability of compensation for example, the relevant data which the Board or committee may consider includes, but is not limited to, the following: (1) compensation levels paid by similarly situated schools; (2) the availability of similar services within the same geographic area; (3) current compensation surveys compiled by independent firms; and (4) written offers from similar institutions competing for the same person's services. When the transaction involves the transfer of real property as compensation, the relevant factors include, but are not limited to, (1) current independent appraisals of the property and (2) offers received in a competitive bidding process.

(b) Based on the Comparability Data, the Board or committee shall determine by a majority vote of the disinterested Directors or committee members whether the transaction or arrangement is fair and reasonable to the Charter School. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

(c) If such transaction or arrangement is approved by the Board or committee, the Comparability Data and the approval shall be made part of the Board minutes in accordance with Section (iv) below.

iv. Documentation. The Board Secretary shall keep accurate minutes reporting:

(1) Interest Disclosed; Determination of Conflict of Interest. That the Interested Person(s) disclosed the Interest and the Board determined whether a Conflict of Interest exists. The minutes should include:

(a) The name(s) of the person(s) who disclosed or otherwise were found to have an Interest in connection with an actual or possible conflict of interest, the nature of the Interest, any action taken to determine whether a Conflict of Interest was present, and the Board's or committee's decision as to whether a Conflict of Interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the Conflict of Interest, the content of the discussion including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

(2) Nonparticipation of Directors with Conflict. That the Director or Directors with an Interest or a Conflict of Interest left the room and did not participate in the determination of whether a Conflict of Interest exists or the vote regarding the transaction or arrangement;

(3) Comparability Data. The Comparability Data considered and relied upon by the Board in its consideration of the transaction or arrangement; and

(4) Vote of Disinterested Directors. That the remaining disinterested Directors reviewed the Transaction and voted upon it, and the result of their vote.

D. Compensation. A Director who receives compensation, directly or indirectly, from the Charter School for services is precluded from voting on matters pertaining to that Director's compensation.

i. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Charter School for services is precluded from voting on matters pertaining to that member's compensation.

ii. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Charter School, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

iii. Except with respect to Board decisions regarding a bona fide class or category of employees pursuant to Local Government Code 573.062(b), a voting member of the Board or any committee whose jurisdiction includes compensation matters is precluded from voting on personnel matters (including matters related to compensation) concerning a person related within the third degree by consanguinity or within the second degree by affinity (as defined below and as specified by Section 573.002 of the Local Government Code).

E. Definitions. The following terms shall have the following meaning:

i. Director. A member of the governing body of a charter holder, a member of the governing body of a charter school, or an officer of a charter school or an agent of a board director.

ii. Officer. An officer means a person charged with the duties of, or acting as, a chief executive officer, a central administration officer, a campus administration officer, or a business manager, or an agent of an officer, regardless of whether the person is an employee or contractor of a charter holder, charter school, management company, or any other person; or a volunteer working under the direction of a charter holder, charter school, or management company. A charter holder employee or independent contractor engaged solely in non-charter activities for the charter holder is not an "officer of a charter school." 19 TAC 100.1.011(16).

iii. Business entity. A sole proprietorship, partnership, firm, corporation, holding company, joint-stock company, receivership, trust, agency, political subdivision, or any other entity recognized by law.

iv. Substantial interest in business entity. A person has a substantial interest in a business entity if: (1) the person owns 10% or more of the voting stock or shares of the business entity or owns either 10% or more or \$15,000 or more of the fair market value of the business entity; or (2) funds received by the person from the business entity exceed 10% of the person's gross income for the previous year.

v. Substantial interest in real estate. A person has a substantial interest in real estate if the interest is an equitable or legal ownership with a fair market value of \$2,500 or more.

vi. Substantial interest through a relative or family member. A Director or Officer is considered to have a substantial interest under this section if a person related to the Director or Officer within the third degree by consanguinity or the second degree by affinity, (as defined below) has a substantial interest under this section.

vii. Family. Family means a disqualified person's spouse, siblings, spouses of siblings, ancestors, children, grandchildren, great grandchildren, and spouses of children, grandchildren, and great grandchildren.

III. Nepotism

A. Nepotism Generally Prohibited. Except as provided by Section III.A. above and applicable law, a Director or CEO may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual that is to be directly or indirectly compensated from public funds or fees of office, if:

i. The person is related to the Director or CEO by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree (as defined below); or

ii. The Director or CEO holds the appointment or confirmation authority as a member of a local board and the person is related to another member of the board by blood or marriage within a prohibited degree. *Local Gov't Code 573.002, 573.041*.

B. **Independent Contractors.** The nepotism law governs the hiring of an individual, whether the individual is hired as an employee or as an independent contractor.

C. **Payment to Prohibited Person**. A Director or Officer may not approve an account or draw or authorize the drawing of a warrant or order to pay the compensation of an ineligible person if the Director or Officer knows the person is ineligible. *Local Gov't Code* 573.083;19 T.A.C. § 100.1116.

D. **Relation by Consanguinity.** Two persons are related to each other by consanguinity (blood) if one is a descendant of the other or if they share a common ancestor. An adopted child is considered to be a child of the adoptive parents for this purpose. *Local Gov't Code* 573.022.

E. Third Degree of Consanguinity. An individual's relatives within the third degree by consanguinity are the individual's:

i. Parent or child (first degree);

ii. Brother, sister, grandparent, or grandchild (second degree); and

iii. Great-grandparent, great-grandchild, aunt or uncle (who is sibling of a parent of the person), nephew or niece (who is a child of a brother or sister of the person) (third degree). *Local Gov't Code* 573.023.

Note: There is no distinction under the nepotism statute between half-blood and fullblood relations. Thus, half-blood relationships fall within the same degree as those of the full blood.

F. Relation by Affinity. Two persons are related to each other by affinity (marriage) if they are married to each other or if the spouse of one of the persons is related by consanguinity to the other person. The ending of a marriage by divorce or the death of a spouse ends relationships by affinity created by that marriage unless a child of the marriage is living, in which case the marriage is considered to continue as long as a child of that marriage lives. This provision applies to a Board member or Officer only until the youngest child of the marriage reaches the age of 21 years. *Local Gov't Code 573.024*.

G. **First Degree of Affinity.** A husband and wife are related to each other in the first degree by affinity. For other relationships, the degree of affinity is the same as the degree of the underlying relationship by consanguinity. For example, if two persons are related to each other in the second degree by consanguinity, the spouse of one of the persons is related to the other person in the second degree by affinity.

H. Second Degree of Affinity. A person's relatives within the second degree by affinity are:

i. The person's spouse;

ii. Anyone related by consanguinity to the person's spouse within the first or second degree; and

iii. The spouse of anyone related to the person by consanguinity within the first or second degree. *Local Gov't Code* 573.025.

I. Existing Employees/Continuous Employment. The nepotism prohibitions do not apply to the appointment of a person to a position if the person is employed in the position immediately before the election or appointment of the Director or CEO to whom the person is related in a prohibited degree and that prior employment is continuous for at least:

i. Thirty days, if the Director or CEO is appointed; or

ii. Six months, if the Director or CEO is elected.

iii. One year, if the public official is a member of the governing body of a charter holder. *Local Gov't Code 573.062(a); TAC §100.1115(b)(2)(C).*

J. **Retired Teachers.** A teacher who has retired from a full-time, certified teacher position has broken his or her employment with the Charter School and does not qualify for the continuous-employment exception to the nepotism laws. *Atty. Gen. Op. JC-442 (2001)*.

K. Continuous Employment Exception. For purposes of calculating the appropriate date for the applicability of the continuous-employment exception, a superintendent with final authority to select personnel is an appointed Director or Officer. *Atty. Gen. Op. GA-177 (2004)*. If an employee continues in a position under this exception, the Director or Officer to whom the employee is related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, employment, reemployment,

change in status, compensation, or dismissal of the employee, if the action applies only to the employee and is not taken regarding a bona fide class or category of employees. *Local Gov't Code 573.062(b).* A "change in status" includes a reassignment within an organization, whether or not a change in salary level accompanies the reassignment. *Atty. Gen. Op. JC-193 (2000).* For an action to be "taken with respect to a bona fide category of employees," the officeholder's action must be based on objective criteria, which do not allow for the preference or discretion of the officeholder. *Atty. Gen. Op. DM-46 (1991).* The nepotism prohibitions do not apply to appointment or employment of a substitute teacher. *Local Gov't Code 573.061.*

L. Trading Prohibited. A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual to a charter position in which the individual's services are under the Director or Officer's direction or control if:

i. The person is related to another Director or Officer within the prohibited degree; and

ii. The appointment would be carried out in whole or in partial consideration for the other Director or Officer's hiring, selecting, appointing, confirming, or voting for an individual who is related to the first Director or Officer within a prohibited degree. *Local Gov't Code* 573.044.

M. **Source of Funding Irrelevant.** The rules against nepotism apply to employees paid with public funds, regardless of the source of those funds. Thus, the rules apply in the case of a teacher paid with funds from a federal grant. *Atty. Gen. L.A. No. 80 (1974).*

N. Nepotism Exceptions. The nepotism exceptions described in 19 T.A.C. § 100.1115 also apply. Notwithstanding an exception, a Director or Officer related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, or confirmation of same, employment, reemployment, change in status, compensation, or dismissal of an individual, unless the action is taken regarding a bona fide class or category of employees.

O. Enforcement of Nepotism Prohibitions. In accordance with state law, a Director of Officer who violates the nepotism regulations shall be removed from office by the Board of Directors of the Charter School. A failure to thus remove is a material charter violation.

i. Removal must be in accordance with the Articles and Bylaws of the Charter School and in accordance with the terms of the charter and other state and federal law.

ii. A Director or Officer violating the nepotism laws may also be removed by the Attorney General and may be subject to criminal and other penalties.

IV. Confidentiality

A. No Improper Disclosure. A Director and Officer shall exercise care not to disclose Confidential Information. Confidential Information is information deemed confidential by law, and any information not generally known or publicly available or that the Charter School maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally and any information that the Board or the Charter School otherwise determines or deems as Confidential Information.

B. No Use of Information for Personal Benefit. A Director shall not use the Charter School property, Confidential Information or the status of his or her position to solicit business for others or in any other manner obtain a private financial, social or political benefit.

V. Disclosure and Annual Review

A. New Directors and Officers. Each new Director and Officer shall review a copy of this Policy and shall complete the Annual Statement of Disclosure and Compliance attached hereto.

B. Periodic Review. To ensure that the Charter School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its taxexempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects: (a) whether compensation arrangements and benefits are reasonable based on competent survey information, and are the result of arm's length bargaining; (b) whether partnerships, joint ventures, and arrangements with management organizations conform to the Charter School's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

C. Annual Review. Each Director and Officer shall annually complete the Annual Statement of Disclosure and Compliance. The Board shall treat completed Annual Statements of Disclosure and Compliance as Confidential Information to the extent permitted by law.

Annual Statement of Disclosure and Compliance

Name: _____

Position: _____

□ Please describe below any relationships, positions, or circumstances in which you are involved that you believe could be considered an Interest or that might be perceived as an actual or possible Conflict of Interest as defined in Ethics, Conflict of Interest and Nepotism Policy. Please also describe any familial relationships that would qualify as relationships within the prohibited degree as defined in the Charter School Ethics, Conflict of Interest and Nepotism Nepotism Policy.

□ I am involved in no activity, relationship, position or circumstance that could be considered an Interest or might be perceived as an actual or possible Conflict of Interest as defined in the Charter School's Ethics, Conflict of Interest and Nepotism Policy. I do not have any familial relationships that would qualify as relationships within the prohibited degree as defined in the Charter School Ethics, Conflict of Interest, and Nepotism Policy.

I hereby certify that the information as set forth above is true and complete to the best of my knowledge. I have reviewed and agree to abide by the Ethics, Conflict of Interest and Nepotism Policy of the Charter School that is currently in effect.

Signature:

Date:_____

The following pages contain forms that may be used for compliance with disclosure requirements discussed above.

- Exhibit A-I: Affidavit Disclosing Substantial Interest in a Business Entity or Real Property, as defined in Local Government Code 171.002 and Affidavit of Abstention — 2 pages
- Exhibit A-2: ADDITIONAL DISCLOSURE: The conflicts disclosure statement required of members of the Board and the Superintendent by Local Government Code 176.003–.004 is attached and available on the Texas Ethics Commission Web site at: http://www.ethics.state.tx.us/whatsnew/conflict_forms.htm

EXHIBIT A-1

AFFIDAVIT DISCLOSING SUBSTANTIAL INTEREST IN A BUSINESS ENTITY OR REAL PROPERTY & AFFIDAVIT OF ABSTENTION

STATE OF TEXAS COUNTY OF [_____]

I, ______ (name), as a local public official of A+ Charter school, Inc., make this affidavit and hereby on oath state the following: I, or a person(s) related to me in the first degree, have a substantial interest in:

□ a business entity, as those terms are defined in Local Government Code Sections 171.001–171.002, that would experience a special economic effect distinguishable from its effect on the public by a vote or decision of the Board.

or

real property for which it is reasonably foreseeable that the Board's action or my action will have a special economic effect on the value of the property distinguishable from its effect on the public.

The business entity or real property is (name/address of business or description of property):

("I" or name of relative and relationship) (have)(has) a substantial interest in this business entity or real property as follows: *(check all that apply)*

substantial interest in this business entity of real property as follows. (oneok all that apply)

- Ownership of ten percent or more of the voting stock or shares of the business entity.
- Ownership of ten percent or more of the fair market value of the business entity.
- Ownership of \$15,000 or more of the fair market value of the business entity.
- □ Funds received from the business entity exceed ten percent of _____ (my, her, his) gross income for the previous year.
- □ Real property is involved and _____ (*l, she, he*) (have)(has) an equitable or legal ownership with a fair market value of at least \$2,500.

The statements contained herein are based on my personal knowledge and are true and correct.

Abstention. Upon the filing of this affidavit with the Board's Secretary, I affirm that I shall abstain from participation in any decision involving this business entity or real property, unless permitted according to Local Government Code 171.004(c).

Signed this day of	(month),	(year).
Signature of official		_
Title		
	ACKNOWLEDGEMENT	
STATE OF TEXAS COUNTY OF [1	
Sworn to and subscribed bef (month), (year).	ore me on this day of	
	, Notary Public in and fo	or the State of Texas

EXHIBIT A-2

	LOCAL GOVERNM CONFLICTS DISCL	ENT OFFICER OSURE STATEMENT	FORM CIS
	(Instructions for completing and t	iling this form are provided on the next page.)	
T	his questionnaire reflects changes	made to the law by H.B. 1491, 80th Leg., Regular Session.	OFFICE USE ONLY
g	his is the notice to the approp overnment officer has become a accordance with Chapter 176, 1	riate local governmental entity that the following local ware of facts that require the officer to file this statement local Government Code.	Date Received
1	Name of Local Government O	fficer	
2	Office Held		
3	Name of person described by	Sections 176.002(a) and 176.003(a). Local Government	Code
1	Description of the nature and	extent of employment or other business relationship wi	th person named in item 3
5	176.003(a-1), if aggregate valu period described by Section 1	al government officer and any family member, excludin e of the gifts accepted from person named in item 3 exc 76.003(a)(2)(B) Description of Gift	eed \$250 during the 12-month
		Description of Gift	
		Description of Gift	
		(attach additional forms as necessary)	
	AFFIDAVIT	I swear under penalty of perjury that the above statement is that the disclosure applies to a family member (as define Government Code) of this local government officer - I also a covers the 12-month period described by Section 176.003(a)	d by Section 176.001(2). Local acknowledge that this statement
		Signature of Local G	overnment Officer
	AFFIX NOTARY STAMP / SEAL A	NOVE	
	Sworn to and subscribed before me, b	y the said	this the
		to certify which, witness my hand and seal of office.	uny
	Signature of officer administering or	ath Printed name of officer administering oath Trif	e of officer administering oath

LOCAL GOVERNMENT OFFICER CONFLICTS DISCLOSURE STATEMENT

Section 176.003 of the Local Government Code requires certain local government officers to file this form. A "local government officer" is defined as a member of the governing body of a local governmental entity; a director, superintendent, administrator, president, or other person designated as the executive officer of the local governmental entity; or an employee of a local governmental entity with respect to whom the local governmental entity has, in accordance with Section 176.005, extended the requirements of Sections 176.003 and 176.004. This form is required to be filed with the records administrator of the local governmental entity not later than 5 p.m. on the seventh business day after the date on which the officer becomes aware of the facts that require the filing of this statement.

A local government officer commits an offense if the officer knowingly violates Section 176.003, Local Government Code. An offense under this section is a Class C misdemeanor.

Please refer to chapter 176 of the Local Government Code for detailed information regarding the requirement to file this form.

INSTRUCTIONS FOR COMPLETING THIS FORM

The following numbers correspond to the numbered boxes on the other side.

1. Name of Local Government Officer. Enter the name of the local government officer filing this statement.

2. Office Held. Enter the name of the office held by the local government officer filing this statement.

3. Name of person described by Sections 176.002(a) and 176.003(a), Local Government Code. Enter the name of the person described by Section 176.002, Local Government Code with whom the officer has an employment or other business relationship as described by Section 176.003(a), Local Government Code.

4. Description of the nature and extent of employment or business relationship with person named in item 3. Describe the nature and extent of the employment or other business relationship with the person in item 3 as described by Section 176.003(a), Local Government Code.

5. List gifts accepted, excluding gifts described by Section 176.003(a-1), if aggregate value of the gifts accepted from person named in item 3 exceed \$250. List gifts accepted during the 12-month period (described by Section 176.003(a), Local Government Code) by the local government officer or family member of the officer, excluding gifts described by Section 176.003(a-1), from the person named in item 3 that in the aggregate exceed \$250 in value.

6. Affidavit. Signature of local government officer.

Provide the Following:

Using the template provided at <u>http://tea.texas.gov/charterapp.aspx</u>, complete the Financial Plan Workbook.

Once complete, applicants are instructed to submit this attachment as follows:

Hard Copy — print and provide only the Financial Plan Workbook Summary. This is the RED TAB in the Financial Plan Workbook;

AND

Electronic Submission—The *entire* Financial Plan Workbook, will be submitted electronically as an MS Excel file.

It is important to budget conservatively and to consider that charter schools often have lower than anticipated attendance rates in the first five years of operation.

Therefore, a reasonable planning estimate of \$5,920 per student, which accounts for a daily attendance rate of 80%, should be used when planning and developing the budget.

Note: When using a school district as a baseline for supplemental HR forms, make sure the ISD used has the same or close to anticipated average daily attendance (ADA) that the proposed charter is projecting.

Applicants should be aware that the fiscal year of the charter school should end on August 31. Through a grant application process, federal funds may be available for up to 12 months of post-award planning and up to two years of implementation. However, start-up funds are available for no more than three years.

Actual funding depends on the number of eligible charters, the completion of a successful competitive charter grant application, and the continuation of funds from the United States Department of Education. Start-up funding is NOT to be used for budget purposes and, if awarded, will not be available to the sponsoring entity until the contract for charter has been executed, a county-district number has been assigned, and a grant application has been completed and negotiated.

The federal funds may then only be accessed after a request for reimbursement has been submitted. Generally, the federal funds may not be received until after the charter holder has demonstrated that it has incurred an expenditure that represents an allowable cost pursuant to the requirements of the federal award.

PLEASE NOTE: Attachment F1 is referenced on the Budget narrative page of the Finance/Operations/Governance Plans.

	FI	NANCIAL PL	.AN	WORKBOO)K	SUMMARY						
				0								
	Γ	Year 0 (Start-Up)		Year 1		Year 2		Year 3		Year 4		Year 5
		2020		2021		2022		2023		2024		2025
REVENUE												
Total State Revenue			\$	1,358,597	\$	2,037,896	\$	2,710,401	\$	3,388,002	\$	5,420,803
Total Federal Revenue			\$	150,707	\$	188,384	\$	218,526	\$	244,749	\$	318,173
Total Local and Other Revenue	\$	325,000	\$	100,000	\$	-	\$	-	\$	-	\$	-
TOTAL REVENUE	\$	325,000	\$	1,609,304	\$	2,226,280	\$	2,928,927	\$	3,632,750	\$	5, 7 38,976
EXPENSES												
Total Administrative Staff Personnel Costs	\$	150,000	\$	195,000	\$	229,500	\$	234,090	\$	297,138	\$	681,932
Total Instructional Personnel Costs	\$	-	\$	413,000	\$	634,440	\$	917,633	\$	1,236,307	\$	1,928,894
Total Non-Instructional Personnel Costs	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Total Payroll Taxes and Benefits	\$	20,175	\$	81,776	\$	116,200	\$	154,907	\$	206,248	\$	351,156
TOTAL PERSONNEL, PAYROLL TAXES AND BENEFITS EXPENSES	\$	170,175	\$	689,776	¢	980, <mark>1</mark> 40	\$	1,306,630	¢	1,739,694	\$	2,961,983
Total Contracted Services	\$	32.000	\$	300.652	\$	421.778	\$ \$	541,951	\$	663,240	\$	1,001,679
Total School Operations	\$	41,100	\$	255,164	\$	341,184	\$	416,376	\$	519,233	\$	739,044
Total Facilities Operations and Maintenance	\$	41,563	\$	298,750	\$	401,125	\$	524,331	\$	620,752	•	713,865
Reserves and/or Contingency	\$		\$	32,186	\$,	ŝ	54,394	-	70,713		91,927
TOTAL EXPENSES	Š	284,838	ŝ	1,576,528			ŝ	2,843,682	ŝ	3,613,632		5,508,496
	_	· · · · ·		, , ,	_			, ,				
NET OPERATING INCOME (before depreciation)	\$	40,163	\$	32,776	\$	40,210	\$	85,245	\$	19,119	\$	230,480
STUDENT ENROLLMENT												
Projected Student Enrollment				168		252		336		420		672
Revenue Per Pupil			\$	9,579	\$	8,834	\$	8,717	\$	8,649	\$	8,540
Expenses Per Pupil			\$	9,384	\$	8,675	\$	8,463	\$	8,604	\$	8,197

Provide the Following:

A copy of the most recent **audit report**. Use the format provided in the most recent version of the Financial Accountability System Resource Guide, Special Supplement-Charter Schools (Module 10) found at, <u>http://tea.texas.gov/Finance and Grants/Financial Accountability/Financial Accountability System Resource Guide/</u>.

For organizations less than one year old or established organizations with no financial activity to date: If an audit report is not available, provide an unaudited financial report that includes from inception to date:

- 1. a statement of financial position,
- 2. a statement of activity, and
- 3. a cash flow statement.

PLEASE NOTE: Attachment F2 is referenced on the Budget narrative page of the Finance/Operations/Governance Plans.

San Antonio Preparatory Charter School, Inc. Statement of Financial Position - Unaudited As of January 3, 2019

	2018	2019
Assets		
Current Assets		
Cash and cash equivalents	\$0	\$0
Accounts receivable	\$0	\$0
Prepaid expenses	\$0	\$0
Total current assets	\$0	\$0
Property and Equipment, net	\$0	\$0
Total Assets	\$0	\$0
T · 1 · · · · · · · · · · · · · · · · ·		
Liabilities and Net Assets	*	
Current Liabilities	\$0	\$0
Accounts payable	\$0	\$0
Accrued liabilities	\$0	\$0
Deferred revenue	\$0	\$0
Current portion of long-term debt	\$0	\$0
Total current liabilities	\$0	\$0
Long-Term Debt	\$0	\$0
Total Liabilities	\$0	\$0
Net Assets	\$0	\$0
Unrestricted	\$0	\$0
Temporarily restricted	\$0	\$0
Total Net Assets	\$0	\$0
Total Liabilities and Net Assets	\$0	\$0

San Antonio Preparatory Charter School, Inc. Statement of Activities - Unaudited As of January 3, 2019

		Temporarily	Tota	als
	Unrestricted	Restricted	2018	2019
Revenues				
Local support:				
5740 Other Revenues from Local Sources	\$0	\$0	\$0	\$0
State program revenues				
5810 Foundation School Program Act Revenues		\$0	\$0	\$0
5820 State Program Revenues Distributed by Texas Education Agency		\$0	\$0	\$0
Total state program revenues		\$0	\$0	\$0
Federal program revenues:				
5920 Federal Revenues Distributed by the Texas Education Agency		\$0	\$0	\$0
Net assets released from restrictions:				
Restrictions satisfied by payments	\$0	\$0	\$0	<u>\$0</u>
Total Revenues	\$0	\$0	\$0	\$0
Expenses	\$0	\$0	\$0	\$0
11 Instruction	\$0	\$0	\$0	\$0
12 Instructional Resources and Media Services	\$0	\$0	\$0	\$0
13 Curriculum Development and Instructional Staff Development	\$0	\$0	\$0	\$0
21 Instructional Leadership	\$0	\$0	\$0	\$0
23 School Leadership	\$0	\$0	\$0	\$0
31 Guidance, Counseling and Evaluation Services	\$0	\$0	\$0	\$0
32 Social Work Services	\$0	\$0	\$0	\$0
33 Health Services	\$0	\$0	\$0	\$0
34 Student (Pupil) Transportation	\$0	\$0	\$0	\$0
35 Food Services	\$0	\$0	\$0	\$0
36 Cocurricular/Extracurricular Activities	\$0	\$0	\$0	\$0
41 General Administration	\$0	\$0	\$0	\$0
51 Plant Maintenance and Operations	\$0	\$0	\$0	\$0
52 Security and Monitoring Services	\$0	\$0	\$0	\$0
53 Data Processing Services	<u>\$0</u>	\$0	\$0	\$0
61 Community Services	<u>\$0</u>	\$0	\$0	\$0
81 Fund Raising	\$0	\$0	\$0	\$0
Total Expenses	\$0	\$0	\$0	\$0
Change in Net Assets	\$0	\$0	\$0	\$0
Net Assets, beginning of year	\$0	\$0	\$0	\$0
Net Assets, ending of year	\$0	\$0 _	\$0	\$0

San Antonio Preparatory Charter School, Inc. Statement of Cash Flows - Unaudited As of January 3, 2019

_ ___

Cash flows from operating activities:		
Foundation School Program payments	\$0	\$0
Grant payments	\$0	\$0 \$0
Contributions and fund-raising activities	\$0	\$0
Miscellaneous sources	\$0	\$0
Payments to vendors for goods and services rendered	\$0	\$0
Payments to charter school personnel for services rendered	\$0	\$0
Interest payments	\$0	\$0
Net cash provided by operating activities	\$0	\$0
Cash flows from investing activities:	\$0	\$0
Purchase of land and building	\$0	\$0
Purchase of equipment	\$0 \$0	\$0 \$0
Net cash provided by investing activities	\$0 \$0	\$0 \$0
	¢O	¢O
Cash flows from financing activities:	\$0	\$0
Issuance of long-term debt	\$0	\$0
Principal payments on long-term debt	\$0	\$0
Net cash provided by financing activities	\$0	\$0
Net increase in cash	\$0	\$0
Cash at beginning of year	\$0	\$0
Cash at ending of year	\$0	\$0
	\$0	\$0
Reconciliation of change in net assets to net cash		
provided by operating activities:		
Change in net assets	\$0	\$0
Adjustments to reconcile change in net assets to	\$0	\$0
net cash provided by operating activities:	\$ 0	\$ 0
Depreciation	\$0 \$0	\$0 \$0
(Increase) Decrease in assets:	\$0 \$0	\$0 \$0
Accounts receivable	\$0 \$0	\$0 \$0
Increase (Decrease) in liabilities:	\$0 \$0	\$0 \$0
Accounts payable Accrued liabilities	\$0 \$0	\$0 \$0
	\$0 \$0	\$0 \$0
Net cash provided by operating activities	\$0	\$0

San Antonio Preparatory Charter School, Inc. Schedule of Expenses - Unaudited As of January 3, 2019

	То	tals
	2018	2019
Expenses		
6100 Payroll Costs	\$0	\$0
6200 Professional and Contracted Services	\$0	\$0
6300 Supplies and Materials	\$0	\$0
6400 Other Operating Costs	\$0	\$0
6500 Debt	\$0	\$0
Total Expenses	\$0	\$0

San Antonio Preparatory Charter School, Inc. Schedule of Capital Assets - Unaudited As of January 3, 2019

	Ownership Interest			
	Local	State	Federal	
1110 Cash		\$0		
1510 Land and Improvements:		\$0		
1520 Buildings and Improvements:		\$0		
1531 Vehicles:		\$0	\$0	
1539 Furniture and Equipment:	\$0		<u>\$0</u>	
Total Property and Equipment	\$0	\$0	\$0	

Provide the Following:

A **credit report** of the sponsoring entity. If the entity was incorporated prior to January 1, 2017, but has no credit history, a response from one of the credit rating bureaus (Equifax, Experian, TransUnion) must be attached indicating the entity has no credit history.

If the sponsoring entity was incorporated after January 1, 2016, you are not required to provide a credit report but <u>must</u> instead provide a statement attesting, "No documents are being provided because the sponsoring entity was incorporated after January 1, 2017."

PLEASE NOTE: Attachment F3 is referenced on the Budget narrative page of the Finance/Operations/Governance Plans.

ATTACHMENT FOG 12 – Credit Report

No documents are being provided because the sponsoring entity was incorporated after January 1, 2017.

Provide the Following:

The sponsoring entity's most recently filed (IRS) Form 990, Form 990-N, or Form 990-EZ. For an organization less than one year old, or if a Form 990 is not available, provide a statement that explains why a form 990 is not available.

PLEASE NOTE: Attachment F4 is referenced on the Budget narrative page of the Finance/Operations/Governance Plans.

ATTACHMENT FOG 13 – IRS Form 990

No documents are being provided because the sponsoring entity is less than one year old.

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Provide the Following:

Evidence of financial support from intended community partners such as:

- (i) letters of intent/commitment;
- (ii) memoranda of understanding; and/or
- (iii) contracts.

Applicants having no responsive documents to this attachment shall provide the statement, "The applicant has no documents in response to this attachment."

PLEASE NOTE: Attachment F5 is referenced on the Budget narrative page of the Finance/Operations/Governance Plans.

December 1, 2018

The Texas Education Agency **Generation Twenty-Four** 1701 N. Congress Avenue Austin, TX 78701

Re: Commitment of Start-Up Funds to San Antonio Preparatory Charter School

To Whom It May Concern:

The George W. Brackenridge Foundation is pleased to pledge a one-time grant of \$50,000 to San Antonio Preparatory Charter School to meet the needs of their 2019-2020 start-up year, which precedes the opening of their first campus in San Antonio in August 2020.

Relevant grant restrictions are:

- 1) San Antonio Preparatory Charter School must maintain its 501c3 status;
- 2) This grant is contingent on securing a Texas charter; and
- 3) Funds may not be used for any political campaign purposes, to carry on propaganda or otherwise attempt to influence in any manner legislation of any governmental body, to influence the outcome of any public election, to carry on directly or indirectly, any voter registration drive, or to make any payment or use of grant funds for any purpose other than charitable purposes described in section 170(c)(2)(B).

Thank you for your consideration of San Antonio Preparatory Charter School. We expect it to be a valuable addition to San Antonio's educational options.

Sincerely.

inter Bier

Victoria B. Rico Chairwoman & Trustee

cc: Randy J. Boatright, Trustee David H.O. Roth. Trustee



December 13, 2018

The Texas Education Agency Generation Twenty-Four 1701 N. Congress Avenue Austin, TX 78701

Re: Commitment of Start-Up Funds to San Antonio Preparatory Charter School

To Whom It May Concern:

Choose to Succeed is pleased to commit start up funds in the amount of \$50,000 to San Antonio Preparatory Charter School. These funds will be provided for needs in the start up year 2019-2020 as they work towards opening their first campus in San Antonio in August 2020.

Relevant grant restrictions are:

- 1) SA Prep must maintain its 501c3 status;
- 2) This grant is contingent on securing a Texas charter; and
- 3) Funds may not be used for any political campaign purposes, to carry on propaganda or otherwise attempt to influence in any manner legislation of any governmental body, to influence the outcome of any public election, to carry on directly or indirectly, any voter registration drive, or to make any payment or use of grant funds for any purpose other than charitable purposes described in section 170(c)(2)(B).

Thank you for your consideration of San Antonio Preparatory Charter School. We expect it to be a valuable addition to San Antonio's educational options.

Sincerely,

Chip Haass, CEO

cc: Steve C. Lewis, Chairman



January 01, 2019

Re: Commitment of Start-Up Funds to San Antonio Preparatory Charter School

To Whom It May Concern:

We are pleased to inform you that the Walton Family Foundation, in partnership with Building Excellent Schools and the BES Fellowship, will make available \$325,000 of start-up funds for the planning year (fiscal year 2019-2020) of San Antonio Preparatory Charter School contingent upon its charter authorization. These funds will be characterized as a \$325,000 grant.

Sincerely,

Aasimah Navlakhi Chief Executive Officer





SPECIAL ASSURANCES

OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION Generation Twenty-Four Special Assurances Document

Sponsoring Entity:

San Antonio Preparatory, Inc.

Proposed Charter School Name: San Antonio Preparatory Charter School

The Board Chair of the proposed sponsoring entity shall initial each <u>and</u> all assurances within this document to confirm awareness and understanding of responsibilities established herein.

n Meetings Requirements

The proposed charter holder assures that all meetings in which charter school business is discussed will be posted to provide public notice, held in an open public forum, and any action items voted upon in a public forum as required by the Open Meetings Act in Government Code, Chapter 551.

Furthermore, the proposed charter holder assures that all of the following will be discussed in open meetings and only acted upon with approval of the charter holder board:

- The annual budget and all amendments to the budget,
- Any changes to job descriptions from those submitted in the application for charter, and
- Any changes in compensation from compensation as submitted in the application for charter.

polic information Requirements

The proposed charter holder assures that information, that is considered public, requested by anyone will be provided in accordance with Government Code, Chapter 552.

III. Seminal History Check Requirements

The proposed charter holder assures that criminal history checks will be completed in accordance with law and that no person will serve as a member of the governing body of a charter holder, as a member of the governing body of the charter school, or as an officer or employee of an charter school if the person has been convicted of a misdemeanor involving moral turpitude, a felony, an offense listed in TEC 37.007(a) or an offense listed in Article 62.01(5) Code of Criminal Procedure.



mual Training Requirements

The proposed charter holder assures that all annual training requirements for board members and school administrators will be completed in accordance with law and commissioner rules.



sidential Facilities Monitoring (RFM) System

The proposed charter holder assures that it understands that, pursuant to 19 Texas Administrative Code (TAC) §97.1072, there is a specific system for monitoring school districts and charter schools that serve students with disabilities who reside in RFs. The charter holder further assures that it understands that it will be required to report data related to students with disabilities residing in RFs in TEA's data collection system known as RF Tracker and that it may be subject to RFM intervention activities and on-site visits based upon a review of the data it reports or on random or other means of selection.

V. Sepecial RF 1 The pro-

cial RF Training

The proposed charter holder assures that all personnel involved with serving students with disabilities residing in an RF and personnel involved with reporting data in *RF Tracker* will receive training on the RFM system.



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Sponsoring Entity:

San Antonio Preparatory, Inc.

Proposed Charter School Name: San Antonio Preparatory Charter School



dmission and Enrollment

The proposed charter holder assures that parents or prospective students will not be required to attend an interview or meeting of any kind prior to admitting and/or enrolling a student, or during the time in which the student is enrolled.

The proposed charter holder assures that volunteer hours, or payment in lieu of volunteer hours, will not be required of the parent or guardian as a requirement for student admission or enrollment.

The proposed charter holder assures that there will be no specified days designated for enrollment and/ or admission. If space is available, a student will be enrolled and admitted on any day at any time of day and must be counted as and considered a charter student immediately. State law does not allow for a trial enrollment period at a public school.

The proposed charter holder assures that no student auditions will be required prior to enrollment and admission at the charter school unless the charter is originally approved by the commissioner of education as a performing arts school with an audition component or the charter is amended by the commissioner of education to designate the school a performing arts school with an audition component.

The proposed charter holder understands that a student may be ineligible for enrollment at a charter school based on a history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code (TEC), Chapter 37, Subchapter A, only if the enrollment prohibition is specifically approved by the commissioner of education when the charter is awarded, or if the charter is amended by the commissioner of education to allow this enrollment prohibition. It must be noted that the enrollment prohibition is not allowed for any prior discipline problems, but only those specified in TEC, Chapter 37, Subchapter A.

Public Meeting(s)

The proposed charter holder assures that a public meeting will be held, in accordance with the requirements outlined in Attachment A2 of this application, for each approved campus opened after Year 1, at least 6 months prior to opening that campus. The proposed charter holder further assures that such meetings will be held within the city of the proposed campus address.

Withdrawal and Expulsion

The proposed charter holder assures that it understands that only the parent or guardian may withdraw a student from the charter school, and the only time charter administrators may withdraw a student and use administrative withdrawal as the leaver code is in the rare instances when:

- a student is withdrawn by the charter school because the charter school discovers, when verifying enrollment information, that the student was not a resident of the district at the time of enrollment;
- the charter school discovers that the student has falsified enrollment information;
- proof of identification is not provided; or
- immunization records are not provided within 30 days of enrollment.

The proposed charter holder understands that a student who fails to comply with the charter school's student code of conduct may not be administratively withdrawn. If a student commits an expellable offense, as outlined in the student code of conduct, the charter holder further understands that charter administrators may expel the student only after due process has been afforded the student, and the charter holder board has determined that expulsion is the appropriate consequence.

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Sponsoring Entity:

San Antonio Preparatory, Inc.

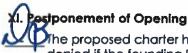
roposed Charter School Name: San Antonio Preparatory Charter School

The proposed charter holder understands that it has an obligation to notify the school district in which the student resides within three business days of any action expelling or withdrawing a student from the charter school. See 19 TAC §100.1211 (c).

The proposed charter holder assures that each campus granted through the initial charter contract and all subsequent renewal, expansion, and re-designations shall establish and maintain gun-free campus policies. The charter shall also expel a student who brings a firearm, as defined by 18 U.S.C. Section 921, to school. See TEC §37.007(e).

eady to Open Check-List

The proposed charter holder understands, upon any subsequent approval and award of charter, that a ready-to-open check list may be required to complete prior to final approval for the opening of any campus.



The proposed charter holder understands that any request for the postponement of opening shall be denied if the founding Board no longer constitutes the governing Board at the time of the request.

Federal and State Funding

The proposed charter holder understands that any request for assistance from the Texas Education Agency that is to be provided from Every Student Succeeds Act funds, as granted by the Every Student Succeeds Act of 2015, must comply with the The Guns-Free Schools Act. See 20 U.S. Code § 7151.

The proposed charter holder understands that any Every Student Succeeds Act funds that are applied towards campus(es) operated on the premises of a public university or college may be effected by new open-carry handgun legislation on public university and college campuses. See Senate Bill 11, as approved by the 84th Legislature, 2015.



The proposed charter holder understands that upon receipt of its first federally funded grant from TEA, "specific conditions" will be imposed upon it, including requirement to participate in training and technical assistance provided by the Department of Grants and Federal Fiscal Compliance. The training and technical assistance is designed to help new charter schools ensure that federal grant funds are used in accordance with applicable statutes, regulations, and requirements. TEA is authorized to impose specific conditions by Title 2 of the Code of Federal Regulations (CFR), 200.331 (c) and 200.207.

Required Disclosure

The proposed charter holder assures that all information subject to a required disclosure of fact(s) has been expressly provided within the Charter School Application to the extent authorized by all controlling law.

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Sponsoring Entity:

San Antonio Preparatory, Inc.

Proposed Charter School Name: San Antonio Preparatory Charter School

I, the undersigned, hereby certify that the governing body of the charter holder has authorized me to provide these assurances as noted by my initials on this and all previous pages.

Dejah M. Behnke	
Printed Name of Spons	oring Entity Board Chair
1) ilm.	D-VI
Signature of Sponsorin	Entity Board Chair

1/4/2019

Date