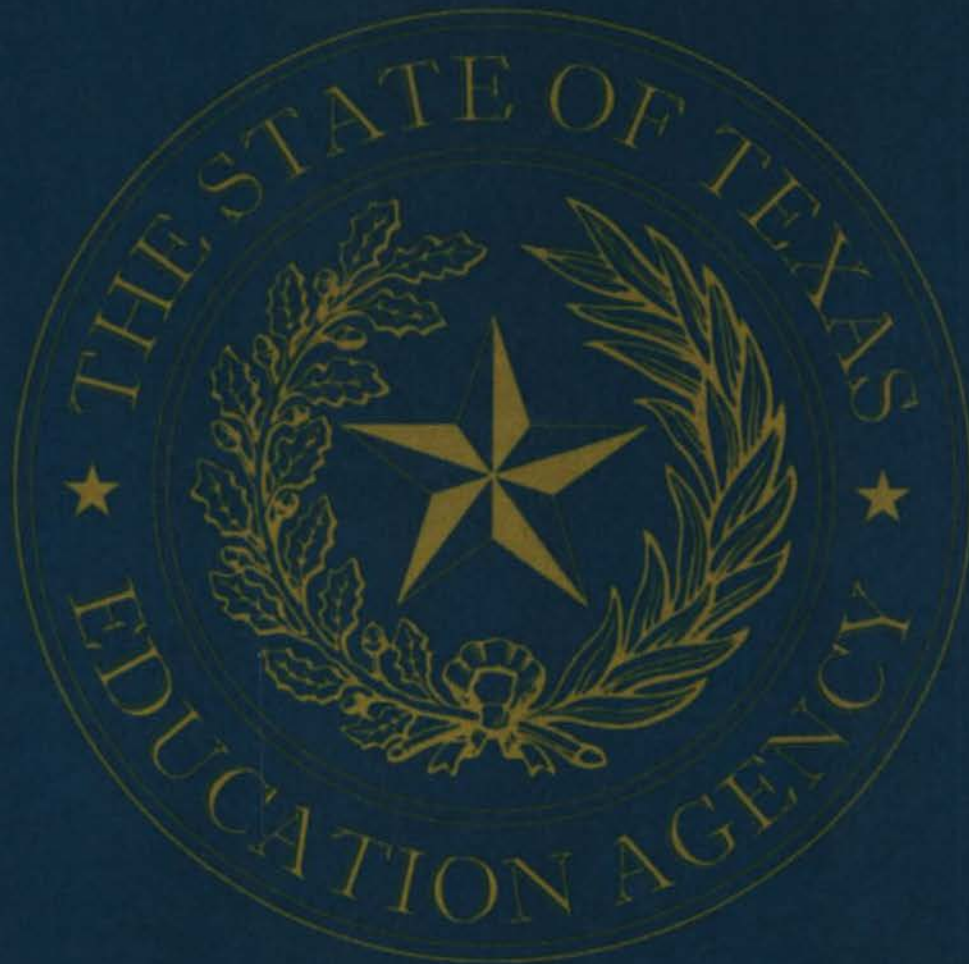


# GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION



## RESPONSES AND ATTACHMENTS

Proposed Charter School Name: Silicon Hill Academy Charter School

Sponsoring Entity: Silicon Hill Academy

RFA: 701-19-113

SAS: 566-19

## Table of Contents

|  |     |
|--|-----|
| Applicant Checklist.....   | 5   |
| Applicant Cover Sheet.....   | 8   |
| Executive Summary.....   | 11  |
| Targeted Community and Anticipated Student Population.....             | 15  |
| Geographic Boundaries.....   | 19  |
| Enrollment Projections.....  | 20  |
| Demographic Projections.....   | 21  |
| Community Engagement.....  | 21  |
| School Design.....   | 25  |
| Mission, Vision, and Overview of School Design.....                    | 25  |
| Curriculum and Instruction.....  | 27  |
| Strategies for Assessment of Learning and Data-Driven Instruction..... | 38  |
| Supports for Special Populations.....                                  | 42  |
| School Culture and Safety.....   | 45  |
| Promotion and Graduation Requirements.....                             | 51  |
| Family and Community Engagement.....                                   | 57  |
| Leadership and Governance.....   | 60  |
| Board Structure and Qualifications.....                                | 60  |
| Proposed Superintendent Qualifications.....                            | 66  |
| Proposed Instructional Leadership Team.....                            | 68  |
| Proposed Financial and Operations Leadership Teams.....                | 69  |
| Performance Management.....  | 70  |
| Talent Management and Development.....                                 | 78  |
| Talent Management.....   | 78  |
| Professional Development and Evaluation.....                           | 81  |
| Retention.....   | 86  |
| Operational and Financial Plans.....                                   | 88  |
| School Calendar and Schedule.....                                      | 88  |
| Student Recruitment and Enrollment.....                                | 89  |
| Facility Acquisition.....  | 92  |
| Facility Identified.....   | 92  |
| Facility Not Identified.....   | 92  |
| Transportation.....  | 96  |
| Start-up Plan.....   | 96  |
| Financial Planning.....  | 101 |



|  |     |
|--|-----|
| Attachments.....   | 108 |
| Attachment 1: Articles of Incorporation.....   | 108 |
| Attachment 2: 501(c)(3) Determination Letter.....  | 119 |
| Attachment 3: Applicant Information Session Documentation.....                                 | 122 |
| Attachment 4: Evidence of Community Demand.....  | 124 |
| Attachment 5: Certified Mail Receipt Cards.....  | 134 |
| Attachment 6: Published Notice(s) of Public Meetings.....                                      | 139 |
| Attachment 7: Sample Course Scope and Sequence.....  | 146 |
| Attachment 8: Proposed Discipline Policy.....  | 153 |
| Attachment 9: Evidence of Community Support.....   | 157 |
| Attachment 10: Bylaws.....   | 179 |
| Attachment 11: Code of Ethics and Conflict of Interest Policy.....                             | 190 |
| Attachment 12: Board Members' Résumés and Biographical Affidavits.....                         | 204 |
| Attachment 13: Organizational Charts for Year 1 and Full Capacity.....                         | 256 |
| Attachment 14: Superintendent Evaluation Tool(s) .....   | 259 |
| Attachment 15: Résumé and Qualifications for Proposed Superintendent.....                      | 277 |
| Attachment 16: Job Description or Qualifications for Superintendent.....                       | 279 |
| Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership<br>Team..... | 283 |
| Attachment 18: Job Descriptions or Qualifications for Instructional Leadership<br>Team.....    | 285 |
| Attachment 19: Leadership Evaluation Tool(s) .....   | 295 |
| Attachment 20: Résumé(s) and/or Qualifications for Proposed Financial Team.....                | 333 |
| Attachment 21: Résumé(s) and/or Qualifications for Proposed Operations Team.....               | 339 |
| Attachment 22: Staffing Chart.....   | 347 |
| Attachment 23: Supplemental Human Resources Information Forms.....                             | 351 |
| Attachment 24: Teacher Evaluation Tool(s) .....  | 413 |
| Attachment 25: Proposed School Calendar (Annual) .....   | 419 |
| Attachment 26: Proposed School Schedules.....  | 421 |
| Attachment 27: Proposed Admissions and Enrollment Policy.....                                  | 430 |
| Attachment 28: Certificate of Occupancy for Facility.....                                      | 434 |
| Attachment 29: Evidence that Facility has been Secured.....                                    | 436 |
| Attachment 30: Detailed Start-up Plan.....   | 438 |
| Attachment 31: Financial Plan Workbook.....  | 443 |
| Attachment 32: Budget Narrative.....   | 445 |
| Attachment 33: Evidence of Other Financial Support.....  | 453 |
| Attachment 34: Audit Report.....   | 459 |

|  |     |
|--|-----|
| Attachment 35: Credit Report.....                            | 461 |
| Attachment 36: IRS Form 990, Form 990-N, or Form 990-EZ..... | 463 |
| Attachment 37: Plan for Insurance Coverage.....              | 465 |
| Special Assurances.....                                      | 467 |

# Applicant Checklist

Use this checklist to ensure the application is complete. In the third column, write “yes” to indicate that each section has been included in the Application Package.

| Sections                          | Required Elements  | Complete (yes/no) |
|-----------------------------------|--|-------------------|
| Applicant Checklist               | Applicant Checklist  | Yes               |
| Applicant Cover Sheet             | Applicant Cover Sheet  | Yes               |
| School Overview                   | Executive Summary  | Yes               |
|                                   | Targeted Community and Anticipated Student Population <ul style="list-style-type: none"> <li>• Geographic Boundaries</li> <li>• Enrollment Projections</li> <li>• Demographic Projections</li> </ul> | Yes               |
|                                   | Community Engagement   | Yes               |
|                                   |  |                   |
| School Design                     | Mission, Vision, and Overview of School Design   | Yes               |
|                                   | Curriculum and Instruction   | Yes               |
|                                   | Strategies for Assessment of Learning and Data-Driven Instruction  | Yes               |
|                                   | Supports for Special Populations   | Yes               |
|                                   | School Culture and Safety  | Yes               |
|                                   | Promotion and Graduation Requirements  | Yes               |
|                                   | Family and Community Engagement  | Yes               |
| Leadership and Governance         | Board Structure and Qualifications   | Yes               |
|                                   | Proposed Superintendent Qualifications   | Yes               |
|                                   | Proposed Instructional Leadership Team   | Yes               |
|                                   | Proposed Financial and Operations Leadership Teams   | Yes               |
|                                   | Performance Management   | Yes               |
| Talent Management and Development | Talent Management  | Yes               |
|                                   | Professional Development and Evaluation  | Yes               |
|                                   | Retention  | Yes               |
| Operational and Financial Plans   | School Calendar and Schedule   | Yes               |
|                                   | Student Recruitment and Enrollment   | Yes               |
|                                   | Facility Acquisition <ul style="list-style-type: none"> <li>• Facility Identified</li> <li>• Facility Not Identified</li> </ul>  | Yes               |

| Sections                        | Required Elements  | Complete (yes/no) |
|---------------------------------|--|-------------------|
| Operational and Financial Plans | Transportation   | Yes               |
|                                 | Start-up Plan  | Yes               |
|                                 | Financial planning   | Yes               |
| Attachments                     | Attachment 1: Articles of Incorporation  | Yes               |
|                                 | Attachment 2: 501(c)(3) Determination Letter   | Yes               |
|                                 | Attachment 3: Applicant Information Session Documentation  | Yes               |
|                                 | Attachment 4: Evidence of Community Demand   | Yes               |
|                                 | Attachment 5: Certified Mail Receipt Cards   | Yes               |
|                                 | Attachment 6: Published Notice(s) of Public Meetings   | Yes               |
|                                 | Attachment 7: Sample Course Scope and Sequence   | Yes               |
|                                 | Attachment 8: Proposed Discipline Policy   | Yes               |
|                                 | Attachment 9: Evidence of Community Support  | Yes               |
|                                 | Attachment 10: Bylaws  | Yes               |
|                                 | Attachment 11: Code of Ethics and Conflict of Interest Policy                                    | Yes               |
|                                 | Attachment 12: Board Member Résumés and Biographical Affidavits                                  | Yes               |
|                                 | Attachment 13: Organizational Charts for Year 1 and Full Capacity                                | Yes               |
|                                 | Attachment 14: Tool(s)/Process to Evaluate Superintendent  | Yes               |
|                                 | Attachment 15: Résumé and Qualifications for Proposed Superintendent OR                          | Yes               |
|                                 | Attachment 16: Job Description or Qualifications for Superintendent                              | Yes               |
|                                 | Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team           | Yes               |
|                                 | Attachment 18: Job Descriptions or Qualifications for School's Instructional Leadership Team     | Yes               |
|                                 | Attachment 19: Tool(s)/Process to Evaluate Members of the School's Instructional Leadership Team | Yes               |
|                                 | Attachment 20: Résumé(s) and/or Qualifications for Proposed Financial Team                       | Yes               |
|                                 | Attachment 21: Résumé(s) and/or Qualifications for Proposed Operations Team                      | Yes               |



| Sections           | Required Elements   | Complete (yes/no) |
|--------------------|---|-------------------|
| Attachments        | Attachment 22: Staffing Chart   | Yes               |
|                    | Attachment 23: Supplemental Human Resources Information Forms for Each Position on the Staffing Chart | Yes               |
|                    | Attachment 24: Teacher Evaluation Tool(s)   | Yes               |
|                    | Attachment 25: Proposed School Calendar (Annual)  | Yes               |
|                    | Attachment 26: Proposed School Schedule for Day and Week: Teacher and Student Versions                | Yes               |
|                    | Attachment 27: Proposed Admissions and Enrollment Policy  | Yes               |
|                    | Attachment 28: Certificate of Occupancy for Facility  | Yes               |
|                    | Attachment 29: Evidence that Facility Has Been Secured  | Yes               |
|                    | Attachment 30: Detailed Start-Up Plan   | Yes               |
|                    | Attachment 31: Financial Plan Workbook  | Yes               |
|                    | Attachment 32: Budget Narrative   | Yes               |
|                    | Attachment 33: Evidence of Other Financial Support  | Yes               |
|                    | Attachment 34: Audit Report   | Yes               |
|                    | Attachment 35: Credit Report  | Yes               |
|                    | Attachment 36: IRS Form 990, Form 990-N, or Form 990-EZ   | Yes               |
|                    | Attachment 37: Plan for Insurance Coverage  | Yes               |
| Special Assurances | Special Assurances  | Yes               |
| CMO Addendum       | CMO Addendum (if applicable)  | N/A               |

# Applicant Cover Sheet

|   |   |
|---|---|
| <b>NAME OF PROPOSED GENERATION TWENTY-FIVE CHARTER SCHOOL</b> |   |
| Silicon Hill Academy Charter School                           |   |
| <b>NAME OF SPONSORING ENTITY</b>                              |   |
| Silicon Hill Academy  |   |
| <b>The sponsoring entity is a:</b>                            | <input checked="" type="checkbox"/> 501(c)(3) Nonprofit Organization <input type="checkbox"/> Governmental Entity<br><input type="checkbox"/> College or University |

1. As **Attachment 1 and 2**, submit Articles of Incorporation for the sponsoring entity and proof of non-profit status and tax-exempt status, as applicable.
2. Does the school intend to contract with a third-party service provider (CMO) to manage the educational program and operations?  
 Yes\* ☐      No ☒      If yes, identify the CMO: \_\_\_\_\_

\* If the answer is yes, the applicant must complete the CMO Addendum.

## I. PRIMARY CONTACTS

|                 | Applicant Team Lead                                     | Proposed Superintendent | Proposed Board Chair               |
|-----------------|---|-------------------------|------------------------------------|
| Name            | Keith Lockwood  | TBD                     | Evan Erdberg                       |
| Mailing address | 600 Congress Ave, 14 <sup>th</sup> Fl, Austin, TX 78701 | TBD                     | 7104 Via Dono Dr. Austin, TX 78749 |
| Email address   | Locutus577@gmail.com                                    | TBD                     | eerdberg@gmail.com                 |
| Phone number    | 973.932.0156  | TBD                     | 956.633.1511                       |

3. As **Attachment 3**, submit the information session registration form to document that at least one governing board member from the sponsoring entity attended the session.

## II. CHARTER SCHOOL INFORMATION

|   |      |
|---|------|
| <b>Grade level(s) served in Year 1</b>                | 6-8  |
| <b>Number of students served in Year 1</b>            | 150  |
| <b>Grade levels served at capacity</b>                | 6-12 |
| <b>Number of students served at capacity</b>          | 700  |
| <b>Number of campuses requested</b>                   | 3    |
| <b>Number of districts within geographic boundary</b> | 2    |

*Note:* The information in this table should align with the data in the Targeted Community and Anticipated Student Population section of the application.

|  |
|--|
| <b>Address of Proposed Administrative Offices (if different from above):</b>   |
| TBD  |
| <b>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:</b> |
| Travis County, Austin, TX – 78741<br>Bexar County, San Antonio, TX - 78201<br>Harris County, Houston, TX - 77045   |

## III. GOVERNANCE/LEADERSHIP

|   |                       |
|---|-----------------------|
| <b>Number of Board Members</b>                          | 5                     |
| <b>Chairperson of the Governing Board</b>               | Evan Erdberg          |
| <b>Chief Executive Officer of the Sponsoring Entity</b> | N/A                   |
| <b>Superintendent of Proposed Charter School</b>        | TBD                   |
| <b>Board Member Who Attended Applicant Conference</b>   | Keith Lockwood, Ph.D. |

*Note:* The information in this table should align with the list of board members in the Board Structure and Qualifications section of the application.

## IV. APPLICATION TEAM MEMBERS

4. For all members of the applicant team, list their names, current position, and position or role in the proposed charter school. (Add additional rows as needed.)

| <b>Full Name</b>      | <b>Current Job Title and Employer</b>                           | <b>Position or Role with Proposed Charter School</b> |
|-----------------------|---|--|
| Evan Erdberg          | CEO, Proximity Learning   | Board Chair  |
| Dr. Tony Jacob        | Founder/CEO, Texas Eye Associates                               | BOD Member   |
| Keith Lockwood, Ph.D. | College Professor, Touro College, NY, Columbia University       | BOD Member   |
| Mary Ellen Mondt      | VP Marketing, North America Transportation, XPO Logistics, Inc. | BOD Member   |

|                     |   |            |
|---------------------|---|------------|
| Kelly Simmons Patel | Finance Operations Director,<br>Simpat Tech | BOD Member |
|---------------------|---|------------|

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


| Name of individual or organization    | Was this individual/organization paid?                              |
|---------------------------------------|---|
| Nicole Terrizzi, Lead Project Manager | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |

**Attachments**

- 1: Articles of Incorporation
- 2: 501(c)(3) determination letter
- 3: Applicant information session documentation

**I certify that I have not made material changes, alterations, or edits to this *Responses and Attachments* document, unless expressly authorized in the specific directions provided.**

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 Texas Education Code §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-Five Open-Enrollment Charter Application Instructions document.

|  |                   |                             |
|--|-------------------|-----------------------------|
| <br>Signature of Chief Executive Officer<br>of Sponsoring Entity (Blue Ink) | 1-20-2020<br>Date | Evan Edberg<br>Printed Name |
|--|-------------------|-----------------------------|



# School Overview

## Executive Summary

### **Silicon Hill Academy: An Innovative Model to Best Meet Student Needs**

The vision for Silicon Hill Academy (SHA) has been years in the making, beginning with an idea to open up an Austin middle/high school focused on offering personalized learning opportunities for every student, while simultaneously empowering students career exploration and college access supports. With our Generation 24 application, we began assembling a team, putting clear stakes in the ground around our school design and operations planning, and fully thinking through what it would mean to take that vision and bring it to reality. Today, our applicant team and Board of Directors (BOD) is thrilled to present a plan to open three charter school campuses in the coming five years, beginning in 2021-2022 school year and first opening our doors as Silicon Hill Academy Austin in the Pleasant Valley/Riverside neighborhoods, a second campus, Silicon Hill Academy San Antonio, in Bexar County, and Silicon Hill Academy Houston, our third campus in Harris County.

Working with and utilizing insights and feedback of current and former Board Members, potential school leadership, teachers, and students, city of Austin and Travis County community and business leaders both within our public meetings and our own canvassing, SHA's BOD saw a great need for a unique school model in the Pleasant Valley and Riverside neighborhoods in Austin: 73% of the community identifies as people of color, more than 30% of households live below the poverty level and more than 40% of community members don't hold a high school diploma. At the same time, the community is growing and changing; with an almost 17% growth in population since 2010, the 2018 addition of the Oracle campus, and the recent City Council approval of the "Domain on Riverside Project," a 97-acre redevelopment which will boast five apartment complexes and a major mixed use development (Austin Monitor, Council Oks Domain on Riverside, Oct 2019). With a model that focuses on individualized learning plans coupled with career experiences and college readiness we believe the anticipated growth and changes in 78741 make the community a prime location for SHA's model.

In collaboration with the community, our Board of Directors (BOD) identified the Austin Riverside and Pleasant Valley communities, San Antonio, and Houston as having both a need and demand for choice and opportunity, and began to build out the mission, vision, and key design elements of SHA's innovative approach to ensuring equity in opportunity for the students we seek to empower.

*Mission: Silicon Hill Academy's mission is to ensure equity in opportunity, empowering our students with 21<sup>st</sup> century, real-world skills and individualized learning opportunities that ensure college and career readiness.*

*Vision: Through impactful experiences both in and out of the classroom, Silicon Hill Academy creates independent, life-long learners and ensures the pathways necessary to students' college graduation, career success and long-term self-sufficiency.*

As detailed further in our application, we believe that successful, modern instructional practice demands individualized supports blended with real world experiences to best meet each unique learner's needs. The individualized education plan is definitively not a new educational tool, though the broad implementation across all student needs is. Further, coupled with the career

and internship experiences SHA seeks to employ, as well as the rigorous college and career supports, we know our model uniquely empowers the communities we seek to work in. The following key design elements will further support the mission and vision of SHA, ensuring success the students we empower are both college and career ready, no matter the pathway they choose. Students will:

- Earn two semesters (30 hours) of college credits by high school graduation
- Learn real-world skills through two years of internships at local businesses
- Engage in multiple, self-directed STEM experiences, including Robotics and Artificial Intelligence
- Have the opportunity for career exploration, including nursing, architecture, hotel management, manufacturing and programming to drive career choices
- Graduate with four years of a world language, with opportunities to study American Sign Language (ASL), Chinese, Spanish, Latin and potentially more
- Engage in leadership opportunities both inside and outside of the classroom
- Participate in extended school day Academic Success Seminars, ensuring providing two additional hours (3-5pm) of academic and exploratory supports daily; with a focus on personalized student learning plans (PSLP), SHA will build on instructional time and utilize small group tutorials to ensure reinforcement of learning across all subjects
- Focus on college readiness, utilizing online coursework and a flexible teaching model to broad access to opportunities and resources that best meet their needs, while ensuring the availability of master teachers to deliver instruction

### **A Proven Approach to Student Success**

Recent studies have shown the implementation of personalized learning, in addition to the career-based exposure and experiences at the high school level are correlated with increased student achievement, and ongoing success in career. A 2017 study by the Rand Corporation and funded by the Bill & Melinda Gates Foundation, found very positive results correlated to personalized learning, improving outcomes for students regardless of the current level of success. Specifically, the 5,500 students across 32 school in the survey who had access to uniquely personalized learning surpassed national norms after two years, while the students who started below national norms approached them by the end of a year. (Pane, Steiner, Baird, Hamilton, and Pane, 2017).

Alternatively, a 2018 study by Shaun M. Dougherty titled “The Effect of Career and Technical Education on Human Capital Accumulation” found students who had access to career and vocational experiences not only had substantially higher high school graduation rates than their peers (21%), but low-income students who had access to these experiences also scored slightly higher on standardized tests as well. Finally, internship programs have been found to promote equity and reduce the experience gap by offering access to settings that are all too often closed to students from less privileged backgrounds. (“Giving Students Meaningful Work” Educational Leadership Eliot Levine September 2010).

As we share further in our application, we believe by utilizing these individualized learning supports in conjunction with career exploration, internship experiences, and college access supports, that we have an opportunity best serve each individual student’s needs. SHA definitively believes this proven model can and will have an immense, positive impact in the diverse communities in Austin, San Antonio, and Houston we seek to empower.

### **A Committed and Experienced Leadership Team**

The idea for SHA began more than four years ago. A single conversation between two of our Board members led to action that has led to this Generation 25 application, and a vision for immense educational impact for more than 1,200 students in the coming six years. SHA's BOD has deep ties within the communities we seek to empower, and will seek Board growth in the coming years to continue to establish our presence within the all three campus locations. We have already established partnerships with students and families, community organizations, businesses, and other key stakeholders.

Our Board members are committed to the mission and vision of SHA, and have an overwhelming desire to scale an innovative and proven program model to empower students and families in the very communities in which they live. Each BOD member brings unique talents and experiences that will support the opening and ongoing operations of the school, while further ensuring the successful implementation of the program model to most importantly, best serve the students and families of the Austin, San Antonio, and Houston communities.

Below, we have detailed the experiences that we believe provide insight into the capacity of our Board Members' ability to operate impactful schools and ultimately empower students with the opportunities they deserve:

***Evan Erdberg, Board President, Finance Committee:*** Evan has lived in Austin for almost seven years, building a family as well as his business, Proximity Learning, Inc, in the community. He has been on the board of The Literacy Coalition of Central Texas for the last two years, which focuses on empowering individuals with resources and support to end illiteracy and the cycle in Austin. Through his experiences in this organization, he has continued to see the need to create an educational system that meets the needs of students before they become adults. Additionally, he also serves on the Board of the Austin Entrepreneurs Organization, working to support business growth locally.

***Dr. Tony Jacob, BOD Member, Finance Committee:*** Dr. Tony Jacob graduated from the University of Alberta in Canada at the young age of 21, first coming to Houston to attend medical school at the University of Houston in 2004. He first started operating his optometry practice in Lockhart, and has built and now operates one of the largest optometry practices in 11 locations across Central Texas. Through his work, he is an expert at building and maintaining facilities as well as working directly with the government through his experience with numerous medical insurances, Medicare and Medicaid. He lives in Austin with his family, including seven children who all (or will) attend area public schools.

***Keith Lockwood, Ph.D., BOD Member, Curriculum and Instruction Committee:*** Dr. Keith Lockwood's deep knowledge, experience, and commitment to ensuring youth, particularly those with individualized educational needs, have access to the educational opportunities they deserve will serve the Board well. Keith earned a Ph.D. from NYU in Special Education, Deaf Education and linguistics, as well as a MS from NYU in Administration Leadership and Technology. A Fulbright scholar and leader in the special education space, Keith is a recent transplant to Austin, but holds numerous teaching and administrative licenses/credentials from the States of New York and New Jersey.

***Mary Ellen Mondt, BOD Member, Operations Committee:*** Mary Ellen was born and raised in Houston, graduating from The Woodlands High School then attended Harvard University to Silicon Hill Academy Charter School

attain both her BA and MBA. She has become one of the most sought-after marketing executives in the nation leading marketing teams at multi-national corporations such as Emerson Electric, Goldman Sachs and The World Bank. She now works as the VP of Marketing of North American Transportation at XPO Logistics, Inc. and lives in East Austin.

***Kelly Simmons Patel, BOD Member, Curriculum and Instruction Committee, Operations Committee:*** Kelly was born and raised in Austin, is a certified teacher, and has worked in charter schools for more than five years. Serving as a highly effective English Language Arts classroom instructor at Harmony Science Academy - Austin for five years, she wove ELA standards into a largely STEM focused academy to ensure student success both in and out of the classroom. Kelly has since gone on to work as the Finance Operations Director at Simpat Tech. Kelly's experience both in and out of the classroom will lend itself well to the operations and educational outcomes at SHA. She resides in East Austin with her two children and husband.

Though we have not yet identified SHA's Superintendent, we are excited to continue our search to ensure the individual we choose to lead our school is fully committed to the mission and vision of the organization, as well as the success of Leverage our BOD networks and the continued conversations within the larger Austin, San Antonio, and Houston communities, we are confident we will find a driven, impactful, and inspiring leader to bring Silicon Hill Academy into reality.

In the following pages, you'll see the SHA BOD and Applicant Team has assembled detailed, and thoughtful plans for the implementation of an innovative and proven school design, a strong and impactful leadership team, thorough governance, operations, and financial plans, and ultimately a strategy that will not only be successful in the communities we seek to empower, but will best serve student needs, offering access to individualized learning opportunities, real-world experiences, and supporting students with resources that will ensure success in high school, college, and beyond.



## Targeted Community and Anticipated Student Population

|   |  |
|---|--|
| <p><b>Optional Priority Point.</b> Does the applicant propose a campus within the boundaries of the attendance zone of a campus assigned an unacceptable performance rating for the past two years?</p> | <p>Yes<br/><input type="checkbox"/></p> <p>No<br/><input type="checkbox"/></p> |
| <p>By checking yes, applicant must cite clear and specific evidence to support this claim.</p>  | <p><input checked="" type="checkbox"/></p>                                     |

### **Silicon Hill Academy: A Five Year, Three Campus Plan**

Silicon Hill Academy is excited to put forward a plan to open three charter school campuses in the coming five years, beginning in 2021-2022 school year and first opening our doors in Austin's Pleasant Valley/Riverside neighborhoods (78741), a second campus in San Antonio (Bexar County 78201), and a third campus in the Houston community (Harris County 77045). Our Board and full SHA team has deep ties within these communities, and collaboratively made the decision to move forward with the proposal for these three campuses for three main reasons:

- Most importantly, our team saw demand from the communities and demonstrated need by students and families for an innovative approach to better meet student learning needs
- As previously mentioned, our team has deep ties within these communities and as demonstrated in the Community Engagement sections, and has established partnerships with families, community organizations, businesses, and other key stakeholders
- An overwhelming desire to scale a program and model that have shown to have great impact with the population and communities we're seeking to empower, combining distinctly individual learning plans with college access and career exploration beginning in middle school and continuing into high school and beyond

At SHA, our ultimate goal is to empower students with equity in opportunity, seeking to drive impact in direct collaboration with the families within the Austin, San Antonio, and Houston communities at scale.

Our Board Members have deep and often unique ties to the community. For example, our Board President, Evan Erdberg has lived in Austin for almost seven years, building a family as well as his business, Proximity Learning, Inc, in the community. Keith Lockwood is a recent transplant to the Austin area, though his deep knowledge and commitment to ensuring youth, particularly those with individualized educational needs, have access to the educational opportunities they deserve, make him an extremely strong and logical choice for a Board member at SHA. Mary Ellen Mondy was born and raised in Houston, graduating from The Woodlands High School; she has lived in Austin for the last three years. Dr. Tony Jacob first came to Texas to attend medical school at the University of Houston in 2004. He owns and operates one of the largest optometry practices in Central Texas. He lives in Austin with his family, including seven children who all (or will) attend area public schools. Kelly Simmons Patel was born and raised in Austin, has worked for charter schools in the city, and resides in Austin with her two children and partner. For additional information and credentials of our current Board Members, please see the Board Structure and Qualifications section.

In year one (as detailed in our enrollment projections table), we aim to work with 50 students each at the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade levels for a total enrollment of 150 students. The rationale for year 1 enrollment of 50 students per grade level aside from the feasibility of working this these

numbers at the middle school level, is the scaffolded growth planned in building out to our high school program. We anticipate growing each grade level by 25 students in the second year, with 75 students per grade level, including beginning our first high school level class of 75 total 9<sup>th</sup> grade students. This will mean in our second year, we will grow our class sizes by 33% and double the size of the entire school for a total of 300 students. While we acknowledge this is an aggressive growth strategy, we believe the need in the Pleasant Valley/Riverside neighborhoods coupled with our unique and targeted model will produce excitement within the community as evidenced by our community engagement work - boasting small class sizes, individualized learning plans, and career exploration opportunities to ensure student success in middle and high school, college, and beyond.

In the subsequent three years moving forward, we have planned for more conservative growth, adding 10 students per grade level, per year, aiming for a total enrollment at SHA Austin in year three of 400, year four of 540, and year five serving 6<sup>th</sup>-12<sup>th</sup> grades (at capacity for the campus) of 700 total students. For additional insight into our growth plan, please see SHA's completed geographic boundaries, enrollment and demographic projections subsections. The first two years of SHA Austin will allow us to build a proven model we will then scale to three campuses within five years. In our third year, in addition to operating SHA Austin grade levels 6<sup>th</sup> – 10<sup>th</sup>, we plan to open SHA San Antonio, beginning with the same growth model of 50 students in grades 6, 7 and 8, aggressive growth in year two, and more conservative growth moving forward. Finally in year five, we anticipate opening SHA Houston, again beginning with 50 students per grade level in 6, 7, and 8, and based on learnings, likely following a similar growth strategy.

#### **Silicon Hill Academy: Austin Campus**

With SHA's first campus in Austin's Pleasant Valley/Riverside neighborhood, we will source students from Austin Independent School District and Del Valle Independent School District. We selected this neighborhood largely because of the growing need for a unique model that best serves student needs and ultimately demand from the local community. We know the Pleasant Valley and Riverside neighborhoods are growing and changing, and SHA seeks to harness those changes to ensure equity in opportunity for these students and families.

According to the 2017 American Community Survey, almost 52,000 people currently live in the 78741 zip code, including almost 7,600 family households that have a median household income of \$31,569. More than 30% of households live below the poverty level, with more than 40% of community members not having graduated from high school, and fewer than 20% of the community holding a bachelor's degree. The Pleasant Valley and Riverside neighborhoods are a very diverse community, with almost 73% of residents identifying as people of color, most notably 55% as Latino, and 11% as Black/African American.

At the same time, the community is growing and changing; with a 16.4% growth in population since 2010, the 2018 addition of the Oracle campus which currently houses 5,000 employees and has the capacity for 10,000, and the recent City Council approval of the "Domain on Riverside Project," a 97-acre redevelopment which will boast five apartment complexes and a major mixed use development (Austin Monitor, Council Oks Domain on Riverside, Oct 2019), the changes and population growth will continue. Silicon Hill Academy seeks to leverage these changes for the community, harnessing and balancing the growth of businesses, housing, and services, while ensuring equity in opportunity as it relates to education for community members.

With these things in mind, we don't anticipate the demographic projections to deviate significantly from the surrounding districts. As shown in our demographic projections table, we anticipate a largely diverse student population, with only 16.5% of students identifying as white. Further, we anticipate a high population of students who are economically disadvantaged (70%), with 62.2% considered at risk, 33% English language learners, and 10.4% identified as needing special education supports.

Acknowledging the anticipated changes and growth in 78741, in the coming years, we understand the population will grow and potentially shift as well. With the Domain on Riverside's commitment to 100 units for homeless individuals, and another 400-565 for affordable housing, we anticipate growth of the student population in the coming years largely to be the similar demographics. With SHA's focus on individualized learning plans, we believe the anticipated growth and changes in 78741 make the community a prime location for SHA's model.

### **Current Choice and Student Need**

Currently, there are three elementary schools and one high school, IDEA Montopolis, in the 78741 zip code, which provides limited options and choice for families within the immediate vicinity. With SHA's focus on serving the 6-12<sup>th</sup> grades, we'll begin our focus on IDEA Montopolis, a school characterized by its college preparation focus with 6-8th grade courses that directly support Advanced Placement preparation and subsequently a focus on Advanced Placement classes in High School. Though IDEA Montopolis is doing many things well, meeting math and reading targets overall, they are not consistently best serving the needs of special education students missing growth targets in both Math and English Language Arts/Reading. Further, the school's TELPAS progress rate was 10 percentage points short of its goal, showing lack of adequate supports for English language learners. Further, though is reflective of many schools across Texas and the nation, the academic achievement and growth African American and Hispanic students largely remain underachieving compared to the general population of the school's students overall, and especially compared to their white peers.

Other high schools in the area include the William B Travis High School and the Alternative Learning Center. William B Travis High School's STAAR performance data shows only 66% of economically disadvantaged students, 47% of current English learners, and only 39% of the current special education student population are on grade level across all subject areas. Further, student success targets overall were mixed, with only 41% of all students at grade level or above. Further, the school's TELPAS progress rate was 26 percentage points short of its, showing lack of adequate supports for English language learners. Only 80% of special education students graduated from high school in 2018 and 84.4% in 2017, a troubling decrease. The Alternative Learning Center offers a unique, second chance option for students in the community, but is not a comparable model to the one SHA seeks to implement.

Middle schools in the vicinity of the 78741 zip code include Lively Middle School and Martin Junior High School. Receiving a "B" Accountability rating in 2019, Lively Middle School is a long-standing middle school that serves approximately 1,000 students – Though detailed data was not available on the TEA school performance website, the 2019 Accountability ratings detailed on the Lively Middle School Austin ISD website show overall promising results: Student Achievement, Accountability and School Progress overall received B ratings, with 2019 STAAR passing rates of 74% in reading and 78% in math. However, we look forward to

earning more about their Closing the Gaps rating of C, once additional data are made available.

Martin Middle School serves 432 students, and received a 2019 Accountability rating of an F, with STAAR performance rates for students that are at grade level or above that produce a picture of a school that definitively is not best meeting student needs.

| <b>Grade/Subject</b> | <b>Overall</b> | <b>African American</b> | <b>Hispanic</b> | <b>Special Education</b> | <b>Economically Disadvantaged</b> | <b>English Learner</b> |
|----------------------|----------------|-------------------------|-----------------|--------------------------|-----------------------------------|------------------------|
| Grade 6 Reading      | 18%            | 9%                      | 14%             | 15%                      | 14%                               | 11%                    |
| Grade 6 Math         | 25%            | 18%                     | 22%             | 17%                      | 22%                               | 25%                    |
| Grade 7 Reading      | 20%            | 20%                     | 21%             | 24%                      | 20%                               | 21%                    |
| Grade 7 Math         | 11%            | 22%                     | 10%             | 28%                      | 12%                               | 9%                     |
| Grade 8 Reading      | 34%            | 40%                     | 31%             | 28%                      | 32%                               | 27%                    |
| Grade 8 Math         | 31%            | 30%                     | 30%             | 41%                      | 30%                               | 41%                    |

In some cases, student scores decreased from the year previous, another troubling trend.

On the whole, the outcomes of the Austin Independent School District are troubling. Serving more than 81,000 students across the metro, only 54% of student meet the grade level standard or above. Putting this into further perspective, just over half of students across the district are meeting the expectations for the grade level in which they currently have been placed. This is an incredible disservice to the students, families, and the communities within Austin.

Even more troubling, this disparity increases for students of color and the under-resourced: only 36% of economically disadvantaged students meet grade level standards or above, only 29% of English learners, and only 26% of special education students. For students of color, only 34% of African American and 41% of Latino students meet or exceed grade level standards.

Though the district has implemented broad, sweeping college and career outcomes focused programs across the district, providing an online tool and Coordinator level position at the district that advises individual schools, the large majority if not all of the college and career access navigation is placed on the student. For those whose parents may not have access to these experiences or resources, the tools themselves can be a labyrinth.

Silicon Hill Academy seeks to change this narrative, providing the students and families across the district with choice – one that ensures individualized learning opportunities that offer real-world experiences and resources that allow for success in high school, college, and beyond.

### **A Unique and Proven Approach to Ensure Student Success**

In reviewing the current middle and high school options for the students and families in the Pleasant Valley and Riverside neighborhoods, there is a clear and demonstrated need for choice that will better meet the needs of the students, families, and greater community of stakeholders. With SHA's unique and individualized model, pairing career exploration and experiences with college readiness and completion supports, the growing Pleasant Valley and Riverside neighborhoods will be afforded a school choice unlike any other available within the community.

Though the individualized educational plan is not a new concept, implementing this personalized learning model for every student is. Early studies of the effectiveness of this work, most recently led by the Rand Corporation in 2017 and funded by the Bill & Melinda Gates Foundation, has found very

Silicon Hill Academy Charter School



positive results for 5,500 students across 32 NGLC schools. Specifically, “personalized learning can improve achievement for students, regardless of their starting level of achievement” and further that students who had access to uniquely personalized learning surpassed national norms after two years, while the students who started below national norms approached them by the end of a year.

Acknowledging the newness of this work, and that personalized learning can look differently in implementation, SHA is thrilled to be leveraging the positive and proven components of the work described: individualized learning plans and pathways, student choice, and flexible learning opportunities dictated by need. We believe that utilizing these individualized learning supports will be compounded in further leveraging career exploration, internship experiences, and college access supports that will best empower each individual student’s needs in the Pleasant Valley and Riverside neighborhoods in Austin, as well as in San Antonio and Houston as we look to Silicon Hill Academy’s future.

### Geographic Boundaries

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 outside of the primary boundary once all eligible applicants who reside within the primary attendance boundary have submitted a timely application and have been enrolled per 19 Texas Administrative Code §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) |
|---|---|
| Austin Independent School District  |   |
| Del Valle Independent School District   |   |
| San Antonio Independent School District   |   |
| Edgewood Independent School District  |   |
| Houston Independent School District   |   |
| Fort Bend Independent School District   |   |
| Number of charter school campuses currently operating within the occupied district: | 100   |

|   |     |
|---|-----|
| Number of traditional school campuses currently operating within the occupied district: | 129 |
| Number of traditional school districts within ten miles of the proposed location:       | 3   |

|   |   |
|---|---|
| Will the proposed school be located in the attendance zone of a campus assigned an unacceptable performance rating under Texas Education Code § 39.054 for the past two school years? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| School Name(s):   |   |

### Enrollment Projections

|   |  |
|---|--|
| 1. Applicant proposes to open only <b>ONE</b> campus by Year 5?   | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |
| 2. Applicant proposes to open <b>MULTIPLE</b> campuses by Year 5? | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> |

**Enrollment Summary Table:** Complete the following table for the charter school (not each campus), marking any grades not to be served with an "x". This table should be aligned with the Financial Plan Workbook.

#### Silicon Hill Academy Charter School

| Grade Level | Projected Number of Students |        |        |        |           |             |
|-------------|------------------------------|--------|--------|--------|-----------|-------------|
|             | Year 1                       | Year 2 | Year 3 | Year 4 | Year 5    | At capacity |
| EE3         | X                            | X      | X      | X      | X         | X           |
| PK 4        | X                            | X      | X      | X      | X         | X           |
| K           | X                            | X      | X      | X      | X         | X           |
| 1           | X                            | X      | X      | X      | X         | X           |
| 2           | X                            | X      | X      | X      | X         | X           |
| 3           | X                            | X      | X      | X      | X         | X           |
| 4           | X                            | X      | X      | X      | X         | X           |
| 5           | X                            | X      | X      | X      | X         | X           |
| 6           | 50                           | 75     | 80/50  | 90/75  | 100/80/50 | 230         |
| 7           | 50                           | 75     | 80/50  | 90/75  | 100/80/50 | 230         |
| 8           | 50                           | 75     | 80/50  | 90/75  | 100/80/50 | 230         |
| 9           | X                            | 75     | 80     | 90/75  | 100/80    | 180         |
| 10          | X                            | X      | 80     | 90     | 100/80    | 180         |
| 11          | X                            | X      | X      | 90     | 100       | 100         |
| 12          | X                            | X      | X      | X      | 100       | 100         |

|  |     |     |       |       |          |       |
|--|-----|-----|-------|-------|----------|-------|
| Total enrollment                             | 150 | 300 | 550   | 840   | 1,250    | 1,250 |
| For the projections below, specify by campus |     |     |       |       |          |       |
| Students per classroom                       | 20  | 15  | 16/20 | 15/15 | 16/16/20 | 16    |
| Number of classrooms                         | 10  | 20  | 25/10 | 36/20 | 44/25/10 | 44    |

### Demographic Projections

Provide the anticipated demographics (as percentages) for the first proposed charter campus as well as current demographics for the Occupied District and two Contiguous Districts.

**NOTE:** The term Occupied District refers to the traditional school district in which the first proposed charter campus will be located. Contiguous District 1 and 2 must be contiguous to the school district in which the first proposed charter campus will be located.

|                                   | <b>First Proposed<br/>Charter<br/>Campus</b> | <b>Occupied<br/>District</b> | <b>Contiguous<br/>District 1</b> | <b>Contiguous<br/>District 2</b> |
|-----------------------------------|--|------------------------------|----------------------------------|----------------------------------|
| <b>Name</b>                       | Silicon Hill Academy                         | Austin ISD                   | De Valle ISD                     | Hays Consolidated ISD            |
| <b>African-American</b>           | 8.2%   | 7.6%                         | 8.8%                             | 2.9%                             |
| <b>Hispanic</b>                   | 70.7%  | 58%                          | 83.4%                            | 63.9%                            |
| <b>White</b>                      | 16.5%  | 27.3%                        | 5.7%                             | 29.8%                            |
| <b>American Indian</b>            | 0.15%  | 0.1%                         | 0.2%                             | 0.2%                             |
| <b>Asian</b>                      | 2.3%   | 4%                           | 0.6%                             | 0.9%                             |
| <b>Pacific Islander</b>           | 0.1%   | 0.1%                         | 0.1%                             | 0.1%                             |
| <b>Two or More Races</b>          | 2%   | 2.9%                         | 1.2%                             | 2.2%                             |
| <b>Economically Disadvantaged</b> | 70.25%                                       | 53.5%                        | 87%                              | 47.6%                            |
| <b>English Learners</b>           | 33.65%                                       | 29.7%                        | 37.6%                            | 15.9%                            |
| <b>At-Risk</b>                    | 62.2%  | 52.2%                        | 72.2%                            | 50%                              |
| <b>Gifted/Talented</b>            | 6.25%  | 8.3%                         | 4.2%                             | 7.4%                             |
| <b>Special Education</b>          | 10.4%  | 10.4%                        | 10.3%                            | 10.3%                            |

### Community Engagement

Silicon Hill Academy Board Members and supporters utilized multiple methods of engagement when assessing demand and seeking feedback on a proposed charter school in the Pleasant Valley/Riverside area of Austin (78741). To ensure a broad spectrum of community members and key stakeholder involvement, Board Members and key charter school application team members:

- Utilized Board member networks to engage in strategic conversations with community and business leaders aimed at building key partnerships for proposed career-experience school model
- Attended a community-based event – the Festival Beach Food Forest community gardening night on November 20<sup>th</sup> to assess demand for a new charter school and seeking to build grassroots engagement and buy-in for SHA
- Made 10 social media posts on both Facebook and Twitter over four weeks to continue to build our engagement and following within the community, including the creation of two events on Facebook and paid social media advertising targeting parents within the local community
- In preparation for our informational meetings, placed flyers (both Spanish and English) at more than 25 locations, largely focused on apartment complexes where families in the area live, and directly connecting with community members as distributing
- Public notices and distribution of event meetings via newspaper ads in the Austin American Statesman and El Mundo, via email and neighborhood groups, and on our website (Please see Attachment 6)

We leveraged these methods of engagement to ensure collaboration with the most diverse subset of the community possible: whether individuals engaged with media outlets (Facebook, Twitter, email, newspaper) or preferred a more grassroots approach (door-to-door flyering, face-to-face meetings and conversations, attendance at community events), our Board and application team sought to ensure all community members had access to share their insights, experiences, and thoughts regarding the potential of SHA becoming part of the Pleasant Valley/Riverside communities. Please see Attachment 4 for insights into the advertising content and engagement tactics executed by the SHA team.

In consideration of the barriers to engagement of parents and families, the SHA application team sought to ensure the ability for all to have an opportunity to provide input at our Informational Sessions by offering:

- Two Informational Session meeting times, Monday, December 2nd from 11:30am-1pm and Tuesday, December 3rd from 6:30-8pm
- Spanish and ASL interpreters and a meeting venue (Ruiz Branch Public Library) near the #20, #350, and #4 bus routes to ensure accessibility
- Food and drink at the meeting to ensure sustenance for those who may not have been able to attend if they had to focus on meals for themselves/family
- A live stream of the meeting via video, a recording of the meeting posted and shared electronically, and the opportunity submit feedback electronically or via phone

As required, email notifications and certified mail with required documentation was sent to all members of the Texas State Board of Education (SBOE), school district leaders and members of both the Texas state and US legislature, as referenced in Attachment 5. Further, SHA mailed Statements of Impact and other required documentation to the Superintendent and Board President of each school district located within the proposed geographic boundaries for the school, including Austin and Del Salle Independent School Districts, as well as KIPP Austin, IDEA Texas, and Wayside - Sci Tech Preparatory, all in the geographic vicinity of the proposed Silicon Hill Academy.

SHA Board Members were prepared to answer questions and engage community members at both Informational Sessions. In attendance at each meeting were:

Monday, December 2<sup>nd</sup> 11:30am-1pm

- Two Board members
- Two community members

Tuesday, December 3<sup>rd</sup> 6:30-8pm

- Two Board members
- Two community members

Although we were disappointed we didn't have more attendees at our formal community meetings, we were happy with the intimate discussions that did take place. We worked diligently to ensure the community was aware of the meetings, utilizing conventional and social media outlets, flyering and direct face-to-face word of mouth engagement, and providing opportunity to live streaming if individuals were unable to come in person. Understanding December is typically a very busy month, on top of seeking to engage already very busy families and parents, we are glad we were able to engage families directly through the canvassing efforts we implemented.

That said, we believe we have engaged parents, students, and families effectively overall in the development of Silicon Hill Academy gaining insight on the creation of Silicon Hill Academy's mission and vision, as well as our core values, that will guide the school's culture and climate. Our team went door-to-door, engaging with more than 25 families, talking through and shaping the goals, mission, vision, and overall culture of SHA through conversations and completion of a survey that ensured written feedback. We had conversations with families at apartment complexes and duplexes, focusing specifically on leveraging feedback from families of color. We asked questions like:

- What do you think is the most important thing to keep in mind as SHA seeks to empower students in the Austin community?
- What do you think are some of the most important core values a school should embody? Why?
- What do you think are 2-3 of the most important responsibilities of a middle school? High school?

The breakdown of community members within the vicinity of the meeting location, including our canvassing efforts included 22 within five miles, three within 10 miles, and one within 20 or more miles.

We are excited to note we have already confirmed partnerships with numerous individuals and organizations. These partners continue to support collaboration, as originally referenced in SHA's Generation 24 application:

- |                       |                      |
|-----------------------|----------------------|
| • American Color Labs | • Reliance Aircraft  |
| • Beatbox Inc         | • School Admin       |
| • Collective Capital  | • Square Root        |
| • Freight in Motion   | • Traverse Legal PLC |
| • Grav                | • Urbanspace LLP     |
| • Jarusco Enterprises | • Vault              |
| • Narrative Edge      | • Vision Source      |
| • Patriot Pools       | • Vista Ridge        |
| • Parent              | • Y&L Consulting     |

As we seek to build out our internship and career exploration opportunities, we also anticipate partnering with Genesys Works, a nonprofit organization founded in Texas that has worked for 17 years to offer high school seniors across the nation with intensive skills training, meaningful and paid internships experiences, and impactful relationships. Understanding SHA schools would begin at the middle school level and build out to serve high school students, we

Silicon Hill Academy Charter School

would seek to ensure our middle school students would begin with career exploration and build to these internship experiences that Genesys Works could offer.

Finally, SHA has also received financial backing for our first year of operations from community leaders including:

- Proximity Learning, Inc., a local, Austin-based company, has committed \$150,000 of capital in support of Silicon Hill Academy
- ESS, a national education staffing company, has committed \$100,000 in financial backing to support the opening of Silicon Hill Academy
- Evan Erdberg, Silicon Hill Academy's Board Chair, who has committed to providing \$50,000 in support of the first campus's opening
- Mooreco, a local, Austin-based furniture company, who has committed to \$25,000 of in-kind donations of school supplies/furniture as we prepare to open our first campus

Further, the BOD has already started recruiting teachers for SHA, getting letters of support from six teachers who are willing to work at SHA Austin. SHA will continue to seek student, family, and community feedback and buy-in as we work through the planning and approval process of our school, seeking to ensure our potential students have access to the career exploration and college access experiences they deserve.

# School Design

## Mission, Vision, and Overview of School Design

The mission and vision of Silicon Hill Academy (SHA) was created over the last two years utilizing insights and feedback of current and former Board Members, potential school leadership, teachers, and students, city of Austin and Travis County community and business leaders both within our public meetings and our own canvassing, and other key stakeholders. The first iteration of the mission and vision of SHA was created during our Generation 24 charter school application. Building upon our work, we sought to more broadly engage the Austin community and key stakeholders to ensure we are not only meeting the expectations and needs of the community, but will provide a unique and innovative educational model that aims to exceed current area student outcomes and ensure high school, college, and career success in a 21<sup>st</sup> century economy.

The mission and vision of Silicon Hill Academy was created on the bedrock belief in educational equity for all students regardless of their cultural, social and/or economic demographic. Further, we believe that successful, modern instructional practice demands individualized supports blended with real world experiences to best meet each unique learner's needs. Recent studies have shown both individual, personalized learning as well as career-based internship experiences have had positive outcomes of student academic outcomes and overarching success in college and career.

Specifically, the Rand Corporation with support from the Bill & Melinda Gates Foundation, found that "personalized learning can improve achievement for students, regardless of their starting level of achievement" and further that students who had access to uniquely personalized learning surpassed national norms after two years, while the students who started below national norms approached them by the end of a year. (Pane, Steiner, Baird, Hamilton, and Pane, 2017). Further, in a September 2010 Educational Leadership article by Eliot Levine, it was shown that internship programs promote equity and reduce the experience gap by providing access to settings that are often closed to students from less privileged backgrounds.

SHA's model will ensure students not only obtain skills that will support their real-world success, but will bolster their intrinsic motivation, connecting the dots between the middle and high school classrooms, and how a college degree can support their long-term personal and professional success. With these collective mindsets and our collaborative community engagement efforts, we established Silicon Hill Academy's mission and vision:

*Mission: Silicon Hill Academy's mission is to ensure equity in opportunity, empowering our students with 21<sup>st</sup> century, real-world skills and individualized learning opportunities that ensure college and career readiness.*

*Vision: Through impactful experiences both in and out of the classroom, Silicon Hill Academy creates independent, life-long learners and ensures the pathways necessary to students' college graduation, career success and long-term self-sufficiency.*

By maintaining a healthy and dynamic relationship with the Austin community and its needs, combined with a curriculum that targets the unique needs of each individual student while simultaneously supporting college and career-based experiences, SHA will cultivate a community of learners that supports the ever-changing needs of a technology-based modern

society. SHA will uniquely prepare its students for success and a life of choice and opportunity, no matter which path they choose post high school graduation. We designed the following differentiators to define how Silicon Hill Academy supports college and career readiness, ensuring each student:

- Graduates high school with at least two semesters (30 hours) of college credit
- Engages in two years of internships at local businesses, learning both hard and soft skills from supervisors and mentors from the local community; SHA has already identified 18 partners to provide these real-world, impactful work experience
- Has multiple, self-directed opportunities to engage in STEM curriculum with a focus on Robotics and Artificial Intelligence
- Explores career focused electives including nursing, architecture, hotel management, manufacturing and programming to drive career choices
- Graduates with four years of a world language, with opportunities to study American Sign Language (ASL), Chinese, Spanish and Latin
- Learns leadership skills and has opportunities to apply them in and out of the classroom
- Will participate in extended school days, providing students with an additional two hours (3-5pm) of academic support daily; this time will focus on personalized student learning plans (PSLP), building on instructional time and utilizing small group tutorials to ensure robust opportunities to reinforce learning across all academic subjects
- Is college ready, utilizing online coursework and a flexible teaching model to ensure master-level, professional teachers and broad access to opportunities and resources

An additional differentiator of SHA will be our staffing model. To ensure our students have access to the most impactful opportunities, experiences, and resources, SHA will allow educators the ability to teach part time. This will provide a flexible schedule for teachers unable or unwilling to join the workforce fulltime, and will allow SHA to leverage seasoned professionals eager to share their expertise to support and mentor our students' personal and professional growth, meeting and exceeding TEKS and readiness standards.

As previously stated, SHA sought a wide variety of feedback from the community, key stakeholders, and of course our Board when creating the mission, vision, values and key differentiators of the school. Moving forward, the school and Board will utilize the outcomes of this collaborative process as not only as the organization's "north star" but will iteratively review this work yearly to ensure ongoing alignment to community feedback and ultimately student needs. It is imperative to the school's and our students' long-term success that our work continue to be a collaborative, iterative process that remains responsive to community at large.

Within the community currently, there are limited opportunities to attend local college readiness focused charter schools and even fewer career readiness focused high schools. There is not currently an option within the Pleasant Valley/Riverside areas, or really the greater Austin metro that provides the unique offerings SHA will empower students with. As previously mentioned, we know that combining self-directed learning with career-based experiences beginning while students are still in middle school will ensure students are not only supporting their ongoing success in high school and college, but will create greater outcomes for career success and social mobility.



*(As mentioned within text of response, components of the mission, vision, and school design were informed by our Silicon Hill Academy Generation 24 application)*

## **Curriculum and Instruction**

### **Curriculum at Silicon Hill Academy Overview**

Curriculum at Silicon Hill Academy (SHA) is thematically developed and cross-curricular/multi-disciplinary in nature. Constructivist methodology is the core instructional philosophy at Silicon Hill Academy and is heavily reliant on scientific hypothesizing and reflective questioning. Since the curriculum is thematically designed i.e. a science class relies on English course content, students are required to apply both skills they have learned from all of their instruction across their learning experiences. Curriculum is culturally and academically relevant at the SHA, cultivating authentic, real-world learning opportunities for students.

Learning at SHA is predicated on an innovative constructivist, inquiry-based, and individualized student program, which cultivates critical and reflective thinking as a natural outcome of this form of instruction. SHA instruction is committed to developing the individual and intrinsic motivation of the student thereby supporting student commitment and ownership of the what, why, and how they are learning for their respective futures.

Instruction at SHA will rely on encouraging student thoughtfulness and a commitment to their individual development. The SHA learning model relies on students feeling unconditionally supported by the entire community of educators, thereby aiding students in feeling comfortable in taking learning risks, which in turn, are dependent on students having the capacity to tolerate learning by making mistakes as a central component of their intellectual growth.

SHA will offer a program sharply focused on student centered programming, individualized to maximize student achievement. SHA curriculum is aligned to the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS), meeting and often exceeding the curriculum requirements to best serve student needs.

Curriculum and instruction will seek to elicit student responses and transactions that foster student inquiry, with student expectations aligned to a student mastery rubric that is numerically based; mastery is demonstrated therein. The curricular breakdown begins with strands aligned to the TEKS in specific content domains. The curriculum at SHA is demanding, requiring each student to develop the best version of themselves aligned to their individualized learning plans and according to the reflective and critical thinking process at the core of the constructivist classroom model.

### **Overview of Planned Curriculum with courses offered at each grade level:**

| <b>Grade Level</b> | <b>Math</b> | <b>English</b> | <b>Science</b>   | <b>Social Studies</b> |
|--------------------|-------------|----------------|------------------|-----------------------|
| <b>6th</b>         | Math 6      | English 6      | Physical Science | World Studies         |
| <b>7th</b>         | Math 7      | English 7      | Life Science     | Texas Studies         |
| <b>8th</b>         | Math 8      | English 8      | Earth Science    | US History to 1877    |
| <b>9th</b>         | Algebra 1   | English 1      | IPC              | World Geography       |

|             |              |           |           |                       |
|-------------|--------------|-----------|-----------|-----------------------|
| <b>10th</b> | Geometry     | English 2 | Biology   | World History         |
| <b>11th</b> | Algebra 2    | English 3 | Chemistry | US History            |
| <b>12th</b> | Pre-Calculus | English 4 | Physics   | Economics/ Government |

In the following pages, we have provided an overview of planned curriculum including the courses to be offered at each grade level, the associated learning goals for each course, and the expectations for students success. Please see Attachment 7 for a sample scope and sequence of SHA's Math 6 class.

### **Learning Goals for 6<sup>th</sup> Grade**

**Math 6** - Students will be taught reasoning as the central thrust of 6<sup>th</sup> grade math instruction, with thinking that incorporates understanding division of fractions, rational numbers, and the application of negative numbers. Students will also understand whole number multiplication and division, and problem solution applying ratio and rate. Equations will be explicitly taught and further how to utilize statistical reasoning to enhance numeracy comprehension. Grade 6 students will explore data and how empirical data sets and their relationships are collected and applied.

**English 6** – Sixth grade English language arts will lead students through development and mastery of the TEKS content standards for ELA, aligning with five major categories of development throughout the course of the year: literature, informational texts, language, speaking and language, and writing. One of the core books 6<sup>th</sup> grade students will study is Where the Red Fern Grows. Students will demonstrate learned concepts and skills, classes and course content, different genres, topics, and grade-level complex material. Upon completion of the course, students will be able to demonstrate mastery of all of the 6<sup>th</sup> grade ELA TEKS standards.

**World Studies** – World Studies is a course combination and application of English language arts and history standards engineered to increase the knowledge of the physical and topographical environs of the world. This course will enhance knowledge growth in open and closed governmental constructs in varied locations worldwide, and further show how these constructs inform the decision making of the day-to-day lives of citizens around the world. Exploring 20<sup>th</sup> and 21<sup>st</sup> century events according to the established history domain, this course is designed to improve real time student understanding of disparate international and national viewpoints.

**Physical Science** – Though interdisciplinary in nature, many of the 6<sup>th</sup> Grade Science topics will focus on physical science. Students will study the earth, the solar system, and the body of space. Building on these learnings, students will learn about the environment, including the rock cycle and plate tectonics, organisms, and the living and non-living components of our ecosystem. Further, students will investigate energy, energy transfer and the components of both potential and kinetic energy. Finally, students will study elements and compounds, and make hypotheses about, observe, and draw conclusions about chemical reactions.

*Students are expected to earn a cumulative average of 70% or higher in each of the core courses for promotion to 7<sup>th</sup> grade.*

### **Learning Goals for 7<sup>th</sup> Grade**

**Math 7** – In 7<sup>th</sup> grade math, the essential areas of exploration are designed to ensure comprehension of linear equations, rational numbers and their operations, and the understanding of relationships of a proportional nature. The course will also include the utilization of multi-dimensional shapes which involve volume, surface, and area while learning how to make corresponding inferences about population samples.

**English 7** - The 7<sup>th</sup> grade ELA course will lead students through development and mastery of the TEKS content standards for ELA, aligning with five major categories of development throughout the course of the year: literature, informational texts, language, speaking and language, and writing aligned with expectations. One of the core books 7<sup>th</sup> grade students will study is Huck Finn. Students will demonstrate learned concepts and skills aligned with classes and course content, different genres, topics, and grade-level complex material. Upon completion of the course, students will be able to demonstrate the mastery of the 7<sup>th</sup> grade ELA TEKS standards.

**Life Science** – Although interdisciplinary in nature, 7<sup>th</sup> grade science in Texas focuses on Life Science Topics, introducing students to scientific inquiry and engineering practices in all living systems. Students will understand how cells contribute to the function of living organisms. Students will study how systems operate to meet the needs of living organisms and their environments. The course covers the complementary nature between structure and function and how living organisms pass traits on from one generation to the next. Further, students will understand how living organisms change over time in response to the environment, and will develop a mastery of the disciplinary core areas of life science through scientific and engineering practice and interdisciplinary concepts in the physical and earth sciences.

**Texas Studies** – Essential areas of exploration in our Texas Studies course will include: Modern Texas, Civil Rights Era, Vietnam War, Korean Conflict, Great Depression, the Age of Oil, Reconstruction in the South post-Civil War, Statehood, Revolution and the Republic, Statehood and the Spanish Colonialism as well as Mexican Nationalism.

*Students are expected to earn a cumulative average of 70% or higher in each of the core courses for promotion to 8<sup>th</sup> grade.*

### **Learning Goals for 8<sup>th</sup> Grade**

**Math 8** – Essential areas of concentration in 8<sup>th</sup> grade math will include: the Pythagorean Theorem and its application to understanding two-and three-dimensional space utilizing congruence, similarity angle and distance. Reasoning in equations and numerical expressions will be emphasized thorough the use and application of bivariate data, linear equations and their systems, including quantitative relationships and the application of functions and their use in describing these associations.

**English 8** - The 8<sup>th</sup> grade ELA course will lead students through development and mastery of the TEKS content standards for ELA, aligning with five major categories of development throughout the course of the year: literature, informational texts, language, speaking and language, and writing aligned with expectations. One of the core books 8<sup>th</sup> grade students will study is Siddhartha. Students will demonstrate learned concepts and skills aligned with classes and course content, different genres, topics, and grade-level complex material. Upon

completion of the course, students will be able to demonstrate the mastery of the 8<sup>th</sup> grade ELA TEKS standards.

**Earth and Space Science** - Although interdisciplinary in nature, many of the topics in 8<sup>th</sup> grade science cover Earth and Space Science, studying the processes that shape the Earth and explain the universe. This course will explore the four main branches of Earth Science: geology, oceanography, meteorology, and astronomy. In this course, students will learn in detail about the Earth's interior and the theory of plate tectonics. Students will learn about Earth's systems and their interactions. Students will also explore theories that describe the formation of Earth, our Solar System, and the universe.

**US History** - A middle school level United States History and Social Studies course, the content is designed to provide the historical background of the United States. Geography, history, government, and economics are interwoven throughout the course material, focusing on United States historical events to ensure appropriate standards are met from pre-colonial history through the 19<sup>th</sup> century. These studies build upon K-5 and early middle school introductions to government, history, and geography, while requiring more analytical, thinking, and writing skills. This course is designed to analyze enduring social studies standards while utilizing ELA standards in order to connect relatively foreign ideas to students' daily lives.

*Students are expected to earn a cumulative average of 70% or higher in each of the core courses for promotion to 9<sup>th</sup> grade.*

#### **Learning Goals for 9<sup>th</sup> Grade**

**Algebra I** - Essential areas of concentration in Algebra I will include: monomial and polynomial expressions, ratio, proportion, functions and rational expressions exponents and inequalities. Students will also explore quadratic equations including an emphasis on solving, writing, and graphing. Further, students will build algebraic skills and problem-solving scenarios through its application in critical content to the study of linear and non-linear functions to at least two unknowns. Further, students will explore functions and relations, real number operations, and non-linear equations and algebraic fractions.

**English I** - In English I, students will experience a broad array of texts to cultivate their skills in writing and analysis as a creative exercise. Texts will span 18<sup>th</sup>-20<sup>th</sup> Centuries, covering both British and American Authors including Dryden, Shakespeare, Salinger, Twain, Kerouac, and Ginsberg exploring the varied points of view and unique experiences of each author. Students will analyze and write from their unique viewpoints, developing the skill sets for a differential ability to analyze authors and varied writing styles. This course will satisfy TEKS requirements for the 9<sup>th</sup> grade.

**Integrated Physics and Chemistry** - Integrated Physics and Chemistry is an introduction to the basic concepts of each. In chemistry, the students will examine the classification of matter, investigate the components of energy, viscosity of a fluid, and make hypotheses about, observe, and draw conclusions about chemical reactions. Physics unites will cover energy change and transfer, including potential and kinetic energy and force. Utilizing observation, data collection and analysis in a laboratory setting, students will examine the properties and effects of simple machines, levers, and pulleys. Finally, students will learn about the different kinds and influences of waves.

**World Geography** – In World Geography, students will explore components of the regional, national, and international world, including the people, places and environments that make these spaces and communities unique. More analytical and impactful than a physical geography course, World Geography holistically examines how geography effects the world through five recursive units: Culture, Economics, Science & Technology, Religion, Politics & Borders, Government & Society, and Citizenship & the Future.

*Students are expected to earn a cumulative average of 70% or higher in each of the core courses for promotion to 10<sup>th</sup> grade.*

#### **Learning Goals for 10<sup>th</sup> Grade**

**Geometry** – In geometry, students will expand on concepts learned in middle school, focused developmentally on Euclidean geometry with and without coordinates. Students will develop analytical reasoning in both congruence and similarity and build further understanding in probability both independent and conditional. Instruction will also include the development of student understanding and proofs in polygons, triangles, angles and lines. Students will solve real-time problems by examining slope, distance and mid-point, utilizing algebra to verify relationships of a geometric nature. This is the second of a three-part SHA math requirement.

**English 2** - Essential components of the English 2 course are designed to cultivate reading, writing, analytical and grammatical skills. Students will continue their instruction by reading works by Hesse, Hansberry, Swift, Ferlinghetti and Joyce. Exposition is the critical component of this course, supporting in the development of student perspectives and learning to critically analyze their viewpoints through a seminar-like atmosphere. This course builds on prior knowledge developed in grade nine English.

**Biology** –Biology course content focuses on understanding and application of the scientific method by exploring the world we live in and the ecosystems that exist within it. Guided practice supported by the instructor ensures student exploration, analysis, and testing and re-testing hypotheses. Laboratory inquiry will be supported by supplemental reading and reinforced through successful study habits.

**World History** – The World History courses will offer students the opportunity to examine the history and patterns of life from ancient history to modern day. The course is separated into units covering the following topic areas: The Beginnings of Civilization, Ancient Government and Early Societies, The Middle Ages in Europe and the Middle East, Empires in Africa and Asia, the Renaissance and Reformation, the Age of Absolutism and Nationalism, the Industrial Revolution and the Revolutions of Europe and Latin America, the Growth of Western Democracy, The Age of Imperialism. The World at War, the Cold War, Globalization and Perspectives on the Present and the world today will end the course. Through e-resources, educational activities, discussions and readings, students will develop historical and geographical skills to analyze and explore the history of the world.

*Students are expected to earn a cumulative average of 70% or higher in each of the core courses for promotion to 11<sup>th</sup> grade.*

#### **Learning Goals for 11<sup>th</sup> Grade**

**Algebra 2** - The essential components Algebra 2, the final course in a three-course sequence for SHA high school students, is designed to develop and enhance skills through guided and independent practice in exponential, linear and quadratic functions by developing advanced



problem solving in rational and radical functions and polynomials. Students will apply methods in probability to draw inferences based on empirical data, and further utilize knowledge in logarithms for developing solutions in exponential equations.

**English 3** - 11th grade English language arts is designed as a continuation of earlier ELA courses at SHA. This course is constructed to higher levels of exposition and analysis by students, deepening student understanding in an effort to develop skills with a goal of higher education options in the future. Students will have access to writing found in historical texts, peer reviewed articles and world literature and scientific texts. Students will polish their skills in analysis and exposition to better understand author motivation and what their target may be.

**Chemistry** - The essential components of the Chemistry course at SHA are focused on the scientific method and examining the chemical properties and how it reacts to stimuli. Topics that will be included are periodic table, gas laws, electron configuration, atomic structure solids, solutions, acids, bases, and chemical reactions. These topics will be examined through the lens of the analysis of data, laboratory techniques in qualitative, quantitative and heuristic procedures.

**United States History** – United States History’s essential components are the chronological analysis and detailed study of significant moments in American History and government commencing in 1877. This course will explore significant 21<sup>st</sup> century moments and will finish with current political, social and historical events in the United States.

*Students are expected to earn a cumulative average of 70% or higher in each of the core courses for promotion to 12<sup>th</sup> grade.*

### **Learning Goals for 12<sup>th</sup> Grade**

**Pre-Calculus**- The pre-calculus course is designed to ensure students foster mathematical skill development to solve real time problems in the use of trigonometric functions, the unit circle and real numbers. Students will utilize and apply skills developed in proofs, derivation and sines and cosines. Students will further apply skills learned to solve problems through the use of matrix operations. Equations and operations utilizing vectors will be examined to expand student understanding in probability in inferencing conclusions about compound events

**English 4** - 12<sup>th</sup> grade English and its essential components are designed to provide an expository exploration that develops skills for college and career. Instruction will include the development of understanding of the legal foundation of America’s founding. Students will explore: William Carlos Williams, Emily Bronte, Thomas Hardy, Herman Melville and others. Students will develop their critical and analytical skills to support their individual growth by enhancing their critical thinking and supporting their ability to tackle college course content.

**Physics** - The essential components of the physics course are the development of a meta utilization of skills learned in previous courses including Geometry and Algebra I. Course topics can include but are not limited to electricity, momentum, nuclear fission and fusion and forces applied in the theory of relativity. This course will utilize guided practice in the form of digital textbook and assigned to students to complete independently. Labs will be assigned for enhanced learning and developed as a differentiated need for students.

**Economics** - The economics course content will introduce students to relevant theories in macro and micro-economics, relying on critical economics theorists in supply side and demand side economics elaborated on by: Friedman, Keynes, and further explored by Galbraith and Silicon Hill Academy Charter School

Marx. Students will gain an understanding of international and national economics and how the U.S. is a piece of international markets. Furthermore, students will develop a better understanding of their own contribution to the economy and how to best maximize their ability to survive within

**US Government** - This senior level class will teach students to critically analyze the structure and processes of American government. In particular, students will become familiar with the Constitution, the political structures and processes, and the current principles and problems of state and national government. Students will become aware of their citizenship duties and the importance of effective involvement in politics. Through e-resources, educational activities, discussions and readings, students will collaboratively develop the mindsets and skills to become contributing members of the larger community.

#### **Alignment and Differentiation to Best Meet Student Needs**

The proposed curriculum will align to the Texas Essential Knowledge and Skills standards, including the English Language Proficiency Standards, while simultaneously ensuring opportunities for student choice and career exploration whenever possible. The Scope and Sequence of each proposed course is based on the Year-at-a-Glance published by the Texas Curriculum Management Program Cooperative, while all courses address their respective Process Standards, Supporting Standards and Readiness Standards as outlined by the TEKS Verification Document.

The proposed curriculum will address the English Language Proficiency Standards within each required subject, ensuring all instruction delivered in English will be linguistically accommodated to the student's proficiency level based on the ELL Progress Measure and identified weaknesses identified for students with disabilities. Students with disabilities and English language learners will utilize language learning strategies to develop metacognition in reading, writing, listening and speaking. English language learners will listen to a variety of speakers to gain an increasing level of comprehension across all content areas. Students with disabilities and English language learners will speak in a variety of models using academic vocabulary in all required courses. Identified students will reach a variety of texts across content areas to develop increasing levels of comprehension. Students with disabilities and English language learners will write in a variety of forms, addressing specific purposes and audiences and working to build their unique student voice across all content areas. SHA's overarching focus of differentiated instruction will ensure all students are learning academic vocabulary, while making linguistic accommodations for students with disabilities and English language learners in reading, writing, listening and speaking. Specific accommodations will include:

- Pre-teaching vocabulary
- Frequent use of visual aides
- Graphic organizers
- Modeling
- Sentence frames
- Peer tutors
- Simplified directions
- Shortened and/or modified texts
- Picture supports
- Paired reading
- Word walls

In addition, teachers will use probing questions, as outlined in the ELPS Instructional Tool, to increase participation and linguistic complexity in reading, writing, listening and speaking by English language learners.

SHA's innovative instructional approach benefits all students, regardless of their status; SHA does not draw a distinction between disabled, non-disabled or English language learners, as the individualized learning plan approach provides the differentiated supports each student needs to succeed. The instructional model is not based a rigid perspective on those who are disabled or, those who deviate from the norm, vs. the able bodied. We do not presume a norm when educating a child, but understand all students are unique individuals who demand the education that best accommodates for their needs.

SHA rethinks the notion of disability as one that encompasses ALL minds and ALL bodies. We don't view disability or ability as the old human pathological/medical model that requires curing of an affliction. Furthermore, we don't seek to adapt the vastness of bodies and minds to the existing cultural constructs, but to adapt the existing constructs to meet the needs of the unique minds and bodies of humanity. We ALL are dependent on technology, supports and our own versions of interventions. The goal of the SHA is to reduce barriers in the learning environment be they for: disabled, Gifted and Talented, English language learners, low SES and all of those on the human continuum. We actively seek to make learning accessible to ALL.

At the core of the proposed SHA are personalized student learning plans (PSLPs), the centerpiece of programming for middle grades 6-8 and high school grades 9-12 programs is a traditional liberal arts curriculum (A Guide for Implementing Personalized Student Learning Programs, 2014). The cultural and scientific aspects of western civilization demonstrate that "what we know is a small island, in a vast ocean, of what we don't." (Lockwood, 2018). SHA curriculum is a program steeped in critical thinking, meaningful learning that offers real-world experiences, reflective thought and choice, and academic achievement, integrating the TEKS standards to develop and sharpen the skills and proficiencies identified therein.

SHA's innovative instructional design commits a substantial component of the teaching and learning to deliberate individualized instruction that supports ALL students regardless of need. The planned programming in PSLP's mirrors that of the team approach in crafting an IEP. A teacher leader, student, parent and school counselor are part of the PSLP team and construct a program that best meets the needs of the student, be they general education, special education or an English Learner. The plan is to identify strengths and areas of growth, and map out a success plan for each year and for graduation.

Programming is designed to maximize student opportunities for growth and how students are best aligned to meeting the promotional and graduation goals for each student. Each learning plan provides a detailed plan of credit hours and scaffolded instructional support for each student of SHA. The plan is designed to offer the student a navigated map to success by meeting assessment benchmarks and promotional landmarks. The plan emphasizes student focus paired with maximal opportunities for academic success in each academic domain.

The innovative instructional model of SHA overlaps with the "Child Find" requirements under IDEA and the regulatory requirements for EL's and students who are Title 1. Students with existing disabilities or unidentified ones are protected under IDEA. The ARD committee is tasked with identifying, determining eligibility for special education services through evaluation and the creation of the IEP's with goals and objectives. This innovative approach complements and fosters identification, planning and execution of programming for students by offering each student of SHA maximal opportunities for the highest academic achievement and success.



SHA will not “track” or homogeneously group students. TEKS mastery is essential to student success and will be judged according to these expectations. Knowledge and skills are overtly taught, and school wide expectations are articulated and re-taught frequently. Strands and headings for students in the middle and high school will be aligned to TEKS. The TEKS standards will be appropriately aligned to SHA curriculum to maximize student outcomes according to the State of Texas’ standards.

Data collection from assessment and used to inform instruction will take many forms including The State of Texas Assessments of Academic Readiness (STAAR) and the Northwest Evaluation Association’s (NWEA) MAP, as well as teacher created formal and informal summative and formative assessments and high-stakes portfolios. The proposed SHA intends to use a variety of such assessments placing a high value on data-informed instruction. These data will be collected in whatever forms deemed most useful; SHA professionals believe all data is of benefit and will be used to triangulate school expectations, state standards and student needs.

### **High-Quality Instruction for All Students**

Silicon Hill Academy is committed to ensuring the highest quality of instruction for the students we serve offering multiple levels of support directed by culturally responsive professionals. SHA is predicated on three critical components: balanced assessment, collaborative practice and exceptional practices. Assessment at Silicon Hill Academy will occur through the process of Response to Intervention (RTI), thereby catching students before they fail. This data-based decision-making process will offer the school a means of establishing baseline data for student needs and interventions. The initial, secondary and tertiary levels of intervention create an educationally sound structure that supports the varying levels of student intervention. RTI is scientifically productive as a step by step process providing meaningful interventions at the appropriate intensity for SHA students.

The central philosophical purpose of SHA educators is to facilitate the individual success of all students, whereby the academic curriculum and focus on restorative justice circles are designed to support students in successful outcomes. The goal of this integrated, multidimensional approach is to focus on the successes of our students, and reteaching expectations as necessary. By focusing on the positive student outcomes, while redirecting the negative ones and reteaching as needed, students feel good about what they have achieved, organically mitigating classroom challenges.

High quality instruction in SHA responds to the objectives of the learning community. Hands on learning and choice ensures student motivation, offering learning experiences that immerse them in real-world experiences whenever possible. Instruction will provides a broad continuum of coaching and direction: whole group, project and problem-based instruction, think-pair-share, guided and shared reading, entry and exit tickets, novel based work, scaffolded individual work, independent learning, differentiated instruction - all engineered around students’ Personalized Student Learning Plan (PSLP). Student needs are met in small, narrowly focused, flexible groups that can accommodate for a broad range of student aptitude and ability complemented by the principle that all students can and will learn at the SHA.

SHA is committed to rigorous, flexible and differentiated instruction that benefits all students. English language learners are empowered with support from a bilingual in class support teacher, adapting to the individual language needs of each student and their language

proficiency. Students who are disabled will receive supports from an in-class support special education teacher as well as the general education teacher. SHA students will receive altered forms of time on assessment such as extended times and altered, modified, means of assessment such as taking assessments verbally instead of writing.

General education, special education, and English language learners all function at varying levels of needs and ability. With this understanding, the overarching institutional goal of SHA is to bend the traditional instructional paradigm to the student. The PSLP, IEPs, and teachers triangulate teachers' efforts by fostering collaboration and success for ALL students. Qualitatively, teachers will be encouraged to execute ongoing informal formative assessment. Classrooms with many teachers in the room affords opportunities for the adults to have many varying perspectives on student needs and how to analyze their ongoing and changing needs. Formal and informal classroom-based assessments inform teachers on how best to alter their instruction per student, and their short, and long term, goals and objectives. Moreover, compliance with needs and identification and determination of eligibility, of students with disabilities, reflected in the disability categories, will be adhered to in the student IEP. SHA will seek to provide a fully inclusive environment and educate students within a Least Restrictive Environment (LRE) and honor the Free and Appropriate Public Education (FAPE) and in accordance and curricular alignment with Texas Essential Knowledge and Skills (TEKS).

As such, the courses at the SHA are differentiated to meet the needs of all learners. Delivery of the content is multi-modal – students will hear the content live in class, have access to a completed copy of the PowerPoint on Canvas (SHA's Learning Management System) and have access to a video recording of each lesson. Each assignment will be graded in Canvas for accuracy, providing immediate formative assessment and feedback on all lessons. Students have three attempts to complete each assignment and the teacher has the choice to accept the highest grade from the three attempts. The language in which the problems are posed has been carefully considered. Key vocabulary is highlighted and introduced at the beginning of each lesson to focus academic language acquisition and fluency.

SHA is committed to all students but the targeted populations of students with disabilities, EL's and students of poverty will benefit from the resources that are readily available on the internet. The available internet based instructional resources are abundant and are easily adaptable in the technology rich SHA. Target populations will use direction from teachers and utilize these resources combined with the benefit of real-world application of these materials and software use during internships, college and future employment. SHA will construct Power Points, projects and group/individually based work that align with TEKS standards and are maximized for effectiveness by teachers creating student instructional resources according to personal creativity and design. SHA will make the following available: digital textbooks, e-novels, G-Suite resources, web based primary and secondary source projects and individual projects.

Each SHA student will be issued a Chromebook to facilitate web-based activities in school and from home. SHA's commitment to the use of technology is essential for student success and poses a valid and reliable pedagogical tool to enhance student achievement and improve door to door experiences for students, parents and teachers. Through the development and construction of a robust school-based network, utilizing advanced broadband features, students will have the opportunity to engage in timely feedback with teachers, and parents will be

afforded expeditious communication with their children's teachers to create a unified instructional matrix. This technology-based communication will reduce communication breakdowns, and cultivates a robust teaching and learning environment with, at its apex, the consequential goal of improving student outcomes and achievement.

Distinguishing curriculum features of SHA illustrates our reform mindedness by thematically organizing the high school program; SHA will be able to authentically, on a cross-curricular level, weave art, music and drama into the academic domains. Silicon Hill Academy is committed to the deliberate intention and emphasis on academics for all students, and to provide all students, irrespective of past academic performance: disability, low SES, English language learning level, a meaningful opportunity for a dynamically challenging and academically supportive learning experience. The curriculum balances TEKS core knowledge skills and students' intrinsically motivated interests, to support mastery, by utilizing the maximum amount of available resources to support visual, auditory and kinesthetic opportunities for individual student growth.

### **Social Emotional Learning**

In seeking to support our students' social and emotional growth, SHA will implement restorative justice circles as a means of managing student behavior. In combination with the restorative justice circle the selection of a peer jury is established, shifting focus in behavior management methodology from rules to relationships. The purpose of the peer jury is not punitive but a process by which to repair harm when behavioral infractions occur.

The restorative justice circles will be encouraged in the classroom to assist students and teachers and how they communicate with each other. Each individual student in these circles shares their story and experiences as they feel comfortable, supporting an open, collaborative, and supportive learning environment that encourages students to discuss the "whys" of the challenges they are experiencing. This approach reduces the number of referrals for discipline and encourages more thoughtful student and teacher interaction which mitigates negative behavior disrupting classroom instruction. Students and teachers are able to speak freely and encounter each other on their own terms without judgement.

### **Program Evaluation**

The strength and scope and breadth of SHA's proposed Liberal Arts curriculum and its uniquely specified content fits nicely with the TEKS standards. The curricular alignments and course of studies forge a rigorous and critically analytical direction that embraces all content domains thematically combined to meet the individual student needs throughout the academic disciplines. In terms of constructing and maintaining a rigorous, standards-based curriculum it is critical that teachers have ample opportunity to revise and enhance subject domain curricular alignments. This curriculum review will occur on an ongoing basis by the academic board but have official completions of the curriculum improvements submitted for Board approval on a 3-year cycle. The BOD and Principal review quarterly reporting and recommendations from the advisory board to improve the curriculum.

*(As mentioned within the text of response, components of the curriculum and instruction section were informed by our Silicon Hill Academy Generation 24 application)*

## **Strategies for Assessment of Learning and Data-Driven Instruction**

Measuring student performance is of utmost importance at Silicon Hill Academy, ensuring our students have comprehended holistic ideas, essential questions, developed proficiency in the curriculum, and ultimately mastery of the TEKS to ensure students are meeting or exceeding expectations. SHA will utilize the Google Classroom, a free learning management system to archive and organize student curriculum, assessment, and learning, with the ultimate goal to track student learning outcomes at a granular and holistic level. The Google Classroom will allow us to both identify how students are learning, as well as what content and standards students are comprehending and mastering at an individual level, further supporting the ability to access empirical data to ensure student success. When course objectives are achieved, there is a meaningful connection between the curriculum and the assessment; data generated through these assessments guide teachers, students and parents as to the success of an activity, project, texts, and more, offering a holistic understanding of student progress towards individual goals.

### **Assessment at Silicon Hill Academy**

Key stakeholders including teachers, parents, and community have outlined in the curriculum alignment and the assessments what is most critical in the education of the student which is the completion of the program. Ultimately, what are students expected to know? And what is the goal? At SHA, our ultimate mission is to ensure college and career readiness, opening doors to choice and equity in opportunity for the students we empower. As such, SHA will utilize a balanced approach to assessment understanding each student has unique learning needs and goals, and in some cases, even measures of success. SHA will administer State of Texas assessments including:

- STAAR
- STAAR Spanish
- STAAR Alternate 2
- TELPAS
- TELPAS Alternate
- TAKS
- Special Education
- English learner (EL)

Moreover, SHA will use both “in house” and teacher-created formative assessments, midterms and end of course assessments, as well as summative assessments constructed to provide a cross-section of diagnostics to best inform instruction. This triangulated approach to assessment, integrated with the use of the Google Classroom provides optimal data in evaluating the needs and curricular options for our student population.

Formative assessment strategies such as activating strategies, think-pair-share, error analysis, and exit tickets will occur in each lesson. Beginning each class with an essential question, that is then revisited at the end of class in the form of an exit ticket will provide daily insight into student progress. Further, each lesson highlights key vocabulary to enhance student understanding with appropriately structured scaffolding to support student mastery at an individual level. Each lesson includes the standard, an essential question, the key vocabulary, and an activating strategy to link the lesson to prior knowledge, concluding with an exit ticket summarizing the lesson essential question. The lessons provide an opportunity to complete assignments in the Google Classroom independently and provide immediate formative assessment for students.

SHA will use the following assessment tools (in addition to those established by law):

- the NWEA MAP (Northwest Evaluation Association: Measures of Academic Performance) in grades 6, 7, 8, 9, 10, 11

- Standardized tests such as the STAAR assessment to measure knowledge, aptitude, and problem areas, particularly in the subjects of mathematics and language arts.
- At the high-school level, SAT or ACT tests and “End of Course Tests” will be taken
- Teacher generated formative and summative assessments for the subject area competence is always a critical assessment device
- Group and individual projects and activities such as critiques of classical works, portfolios, math and science fairs attendance; and projects, and many other tools will be used to assess both knowledge and the ability to apply knowledge to practical problems
- Homework is used to both assess achievement in daily lessons and to develop the self-discipline needed for academic success
- Class participation is employed to assess facility with subject content and to cultivate skills for working within a social environment

### **Data Informed Instruction to Improve Student Learning**

Working collaboratively, the Public Education Information Management System (PEIMS) assessment coordinator, teacher-practitioners and Principal of the school will analyze the relevant data and create useful reporting to aid teachers in enhancing the teaching and learning experience for each student. A teacher based sub-committee will work in collaboration with the Principal and PEIMS coordinator and Special education coordinator to generate useful diagnostic information on students’ strengths and weaknesses to enhance learning objectives. Assessment meetings will occur every three weeks, (or more often as necessary), to optimize current data models to align curriculum and the learning experiences for students.

The proposed rigorous SHA academic program is designed to create opportunities for a balanced student learning plan and an academic and socially progressive program. Assessment in grades six, seven and eight will be diagnostic in nature, seeking to identify areas of student strength and growth, offering data to professionals to not only identify the next steps necessary for student success, but to also to revise and build upon the future High School program based on the identified academic needs of each student and the general population.

As previously explained within the curriculum and instruction section, SHA employs a unique curriculum model, ensuring personalized learning for every student. SHA’s middle and high school programs will include two hours of afterschool, small group instruction (five students maximum), offering ongoing developmental support each week. The school model will ensure opportunities to respond and intervene to identified needs by revealing student strengths and areas for growth through standardized item analysis and teacher created formative and summative assessments, a critical component of the developmental support groups.

### **Assessment as it Relates to TEKS**

All academic assessments are a critical component of authentic growth for the students of SHA. SHA places a profound emphasis on learning subject domain-specific content. The TEKS aligned curriculum course content will be rich in content, enabling the growth of student knowledge to expand, and thereby, provide the students with the requisite knowledge to support meaningful, reflective and critical thinking coupled with subject-specific proficiencies.

Formative assessment and the embedded nature of this alternative to summative assessment promotes accelerated understanding of student needs and teacher opportunities for



instructional guidance. Utilizing a balanced approach to assessment the teacher is able to achieve the mandated rigor of the TEKS through diagnostic, summative, formative and standardized assessment. Furthermore, benchmarking student skills and creating plans to satisfy the rigor of the TEKS adjusts to student needs and scaffolding curricular growth under the TEKS. It is the intention of SHA to have its students, regularly, and at all grade levels, undertake standardized “content” assessment tests.

SHA will utilize the STAAR assessment and the MAP assessment to facilitate student growth mandated under federal and state laws, specifically using the MAP as it can be aligned to the TEKS and can offer invaluable growth data for teachers and students to identify academic progress diagnostics in math, ELA, science, and social studies. We anticipate administering the MAP annually to aid teachers, parents, and administrators as to the academic growth of each student when compared to TEKS and the curriculum alignment of SHA.

It is the intention of Silicon Hill Academy and SHA Board to comply with state law and requirement therein that is concerned with assessment in the State of Texas. SHA will utilize the Google Classroom system, which will work in concert with standardized assessments, our personalized student learning plans (PSLPs), the response to intervention (RTI) process, and formative teacher-created assessments. By facilitating sustained and high academic achievement for all students, the goal is to meet and exceed student’s individualized proficiency goals.

The scheduled 3-week cycle of formative assessments will occur throughout the duration of the school year to extract and then extrapolate data to assist teachers in targeting curricular learning gaps in student achievement. SHA has additional assessment indicators both for student and teacher, will use such assessment vehicles as those offered by NWEA MAP aimed at measuring subject-specific knowledge and proficiency at different school grades.

| Silicon Hill Academy – Assessment Calendar 2021-2022 |                            |
|--|----------------------------|
| August 25 – 26, 2021                                 | School-wide Benchmarking   |
| November 25 – 26, 2021                               | NWEA MAP Test              |
| December 16-17, 2021                                 | Mid-Course Assessments     |
| March 14 - 18, 2022                                  | STAAR Testing              |
| April 4 - 8, 2022                                    | Advanced Placement Testing |
| May 23 – 27, 2022                                    | Final Exams                |

#### **SHA: Ensuring Student Progress**

SHA will utilize the data gleaned from these assessment tools to generate grades, but to also critically identify areas of strength and weakness for individual students and our programs. Standardized STAAR examinations assessing subject domain knowledge and student “proficiency” in specific subjects, is a way for students to meet challenges and an objective tool by which they themselves will measure their own accomplishments. Data collected from these assessment tools will be crucial in adjusting and differentiating both content and student composition of regular classes and small group practice sessions.

SHA is organized on the professional model of law or medical firm and reinforced as a learning laboratory and or demonstration school. As such, decision-making is in the hands of the faculty and school leadership. Each teacher (or groups of teachers of the same subject) is responsible for developing additional formative and summative assessment materials in their

respective disciplines. Assessment and curriculum decisions of individual teachers will be subject to feedback and review by other teachers and by the principal. The selection of external standardized testing material as well as the establishment of general assessment policies will be the responsibility of the entire faculty, subject, of course, to comply with the law.

Subcommittees will be created on an as-needed to evaluate issues and offer guidance recommendations, which will be subject to review by the collective faculty. The BOD will be responsible for managing the process set forth above as well as monitoring decisions to make sure they meet the needs of the school community and are in keeping with the school's philosophy.

### **Meeting the Needs of All Learners**

Ensuring the unique learning needs of all students are met is the backbone of our curriculum, utilizing individualized learning plans for each student based on identified needs, including those who are performing below grade level. One of the most important components to ensuring those needs are met is fully integrated within SHA school day: the small group practice/developmental sessions connect directly to each academic subject. All students benefit from these small group sessions as part of their daily schedules, but these sessions are by design an extra layer of support to ensure all students achieve success. These small group practice sessions can be designed for individual student needs, such as strengthening certain academic areas through intense application and practice, or can offer a forum in which "peer tutoring" occurs in an effective way through the construction of student individual knowledge.

SHA plans to institute a policy whereas each teacher is assigned several students who have demonstrated academic need or are identified as performing below grade level through their results on assessment tools. The innovative design of SHA provides a robust system of curriculum and assessment hyper-focused on student growth. The Response to Intervention (RTI) model promotes the identification of students who are struggling before it is too late to recover. The tiered process of intervention 1-3 provides the scaled intensity of intervention, tertiary, or 3<sup>rd</sup>, as the highest level of intervention to scaffold student success. RTI as a complement to the innovative individual instructional model is dynamic in ensuring student success and mitigating those slip through the organizational cracks. The reflective model and team approach to student success maximizes efforts on student behalf and in particular those who perform below grade level by constantly seeking answers under the RTI process and constructive intervention model. Teacher and student collaboration specific subject domains ensure identification of the area for growth, and through a critically reflective practice as a means to devise a corrective strategy. The use of a wide array of assessment materials will promptly identify areas of need if interventions are unsuccessful and will encourage teachers to seek alternative means in determining successful interventions for amelioration and to meet with parents or guardians in a sufficiently timely manner.

Because of its innovative instructional model and its teacher-practitioner orientation, flexibility, and small class sizes, SHA positions itself to almost immediately accommodate the identified academic needs of each SHA student. The proposed SHA charter school firmly believes, given all the structural innovations it will implement, the proper incentives for teacher excellence, its teacher-practitioner philosophy and orientation, and the strength of its

curriculum will all contribute to the operational success of our rigorous college and career preparatory program.

*(As mentioned within text of response, components of the Strategies for Assessment of Learning and Data Driven Instruction were informed by our Silicon Hill Academy Generation 24 application)*

### **Supports for Special Populations**

As has been established in our school design section and woven through the entirety of our application, a core tenet of Silicon Hill Academy is the innovative, individualized, and personalized learning program we will employ to best serve student needs. Support Structures such as the process of Response to Intervention (RTI) and Personalized Student Learning Plans (PSLP) are designed to support individual students at SHA. Thereby, SHA ultimately anticipates empowering special populations - special education, English language learners (ELL), at-risk students, and gifted students, in addition to the general student population.

As previously mentioned, SHA's programming is conventionally viewed as the "special education" program model, offering individualized plans that personalize learning based on identified needs. The design of SHA is to hyper-focus teachers on individualized teaching and learning built around a plan analogous to a special education supported intervention model. All students at SHA will have a PSLP and those who are further in an identified group of special need, such as a student with a disability, will also utilize an Individual Education Program (IEP). These PSLPs and IEPs are committee-based structures designed to utilize the RTI process by preventing students from slipping through the programming cracks of any institution and offer interventions predicated on a spiraling upward trajectory of need.

In terms of meeting the needs of students with mild, moderate and severe disabilities, SHA will employ a special education educator who will establish an Admission, Review, and Dismissal (ARD) committee to assist the Principal, teachers, and parents in The Child Find screening, eligibility, accommodations, instruction and placement. Instructional implementation requirements set forth in IDEA as well as programmatic supports established in Section 504 of the Rehabilitation Act of 1973 will be adhered to at all times. This screening/IEP committee will support students and determine their needs using established professional techniques in the identification of students eligible for services. Staffing for SHA and students with disabilities is based on IDEA, disability categories and established professional protocol.

Identifying and implementing the correct accommodations and modifications are critical to meeting students' identified IEP goals, but ultimately to the success of the school and the greater community. Accommodations are the interventions constructed to assist a student in how they access information and participate in the functions of the modern school, while modifications alter the curriculum, and change how and what we teach and what a student must demonstrate in their proficiencies. Accommodations for students at SHA who are in the mild or moderate can include: changing the assessment, giving extended time, more 1:1 assistance, providing questions orally instead of written form.

Students who are determined eligible for special education services will receive accommodations that include previously mentioned accommodations with higher levels of intervention and a higher degree of intensity. Students with more severe disabilities may also



have a 1:1 aide and have a significant modification or alternative curriculum to meet their individual needs according to their IEP's and the individualized mandate of SHA. The modifications of the curriculum at SHA will be determined by the IEP team and executed in accordance with the RTI process whereby teachers are able to analyze data on a granular level to meet students' needs and adjust or tweak their program according to this hyper intensive individualized focus.

SHA is committed to the immediate identification of students with special needs and provide accommodation and differentiation through their IEP's as well as related services that support the educational growth of special needs students. SHA under IDEA will seek to provide a full continuum of programs and services ranging from Mainstream, Inclusion, Resource, Replacement and any combination of this full continuum of services established by the IEP team stipulated under IDEA. Staffing will be coordinated with students IEPs according to disability categories stipulated under IDEA. Staffing will likely deploy faculty through a co-teaching model dependent on teacher-student ratios established under IDEA.

Special education programming at SHA will be constructed around scaffolding and differentiated intervention for students. To this end, SHA will be responsive to the needs of the authentically learning-disabled, but this responsiveness is focused on inclusion and mainstream instruction. For example, special projects can be assigned to provide alternative methods of learning and assessing, while at the same time allowing for as much inclusion with the rest of the school community as possible. Also, a student may be asked to build a model of the Greek Parthenon rather than write a report about it. Students with difficulty recalling or applying knowledge may be allowed to take tests using their notes, or orally, so they can develop skills of recording and locating information instead of memorizing it.

In each case of learning disabled/special education students, the plan adopted must meet the learning and emotional needs of the student and provide for valid assessment. In cases of physical disability, SHA will provide ramps and make other adjustments and additions to the school's facility in order to allow easy physical access as required by ADA.

The strategies and structures employed by SHA to best meet student needs are designed to afford our students the individual attention they require based on their respective assets and deficits. The program at SHA is created to prevent students from having a lack of access to the general curriculum under Least Restrictive Environment (LRE) and cultivates a discerning process whereby students are correctly identified, determined eligible and where necessary, re-diagnosed if errors are made in the original identification of need. And according to Free and Appropriate Public Education (FAPE) students at SHA and more importantly, those identified as the target population, will receive routine and annual assessments of diagnostic nature to determine how we can continue to increase the effectiveness of our supports to best meet individualized needs.

The research-based programming SHA anticipates implementing for students with disabilities may include: Communication Boards, Smart Boards, Individual computer work stations, programs that rely on adaptive technology, abridged anthologies, captioned video programming, Guiding Reading, Guided practice, Everyday Mathematics, Singapore Math, Reading Recovery, Reader's Writer's Workshop, and any of a myriad of scientifically based educational programs that are adapted to the individual needs of all our students at SHA. These programs will be vetted by our ARD and teacher curriculum committees on an annual

basis and recommendations will be made according to the current SHA population sample to best suit their academic programming.

Finally, SHA is excited by the prospect of supporting students with disabilities through graduation and transition to a successful life of choice and opportunity after high school. SHA will provide resources through the IEP team (ARD) but upon graduation, these services end. Since students with disabilities have lower graduation rates than non-disabled peers it is critical to support students when they exit High School. For example, SHA will have an established relationship with vocational rehabilitation services, a federal program that provides adults with college and career training and provides job coaching for adults with disabilities to help people transition successfully in work or in post-secondary training. Prior to graduation students will have through SHA establishing a relationship with a Vocation Rehabilitation Case manager who can help them navigate the federal systems of supporting adults with disabilities.

Another program with whom SHA will cultivate a relationship is the Texas Office of Health and Human Services. Students will have access to professionals who can offer assistance in finding a job, locating housing, accessing training and finding federally supported healthcare through their services. Finally, SHA will seek to partner with local nonprofit organizations that will be able to offer alternative pathways support, including the Austin Opportunity Youth Collaborative. The overwhelming underemployment and unemployment of disabled Americans cannot be overstated. SHA takes its responsibility to students with disabilities with the utmost gravitas.

### **English Language Learners**

We know that English Language Learners (ELLs) will be a core student population at SHA, and as such will work diligently to ensure we're identifying and appropriately placing these students to support their success. The goal of SHA is to provide a bilingual-bicultural program where and when necessary for ELLs. Home language surveys will be administered if a family is known or indicates another language is spoken in the home. Building upon our innovative programming focused on personalized learning, in conjunction with providing instructors specifically focused on this population will ensure the success of SHA's ELL student population. Our program is engineered to meet their needs and provide access to curriculum in either native or target language of English. Staff at SHA will be bilingual and provide supports to access enrichment or extra-curricular activities, but most importantly SHA's core academic program.

The constructs in place at SHA to place students who are ELL mirrors that of students with disabilities. A team of professionals will assess the student and determine a best-fit program, combined with the RTI process and professional diagnostic protocol, to construct an efficient and meaningful program to satisfy graduation and promotion requirements at SHA.

Scaffolding learning for ELLs at SHA is geared towards providing scientifically based programming and curriculum to meet their needs. SHA's singular design of personalized learning empowers ELLs at SHA by providing curriculum and native language training for students who may arrive at the doorstep of SHA with little or no formal language or education from a native country. The goal is to develop robust bilingual supports to aid students in transitioning to professional employment or higher education when they have completed their programming at SHA. As is with all students at SHA, ELL students will have a professional team of teachers and supports to execute a program of learning that meets the individualized

Silicon Hill Academy Charter School

needs of students, state and federal requirements, and most importantly achieves outcomes that promote student success in a 21st century economy.

According to the Texas English Language Proficiency Assessment System (TELPAS) a federally required assessment program and ELPS federally required instructional standards created to ensure English language learning for ELLs. Utilizing the TELPAS holistic scoring and working in alignment with the ELPS, SHA will support ELLs in their acquisition and proficiency levels in English. TELPAS and ELPS are utilized to support student growth and enhance and enrich the curriculum to assist students in the mastery of English at SHA.

While it is true no one can learn well when instructed in a language that is not fully understood, it is also true that proficiency in any language is best learned through immersion. To achieve our goals, SHA may find it necessary to provide special classes for such students when they first come to the school. SHA's period 10 Academic Success Seminar, a building block of the school's innovative program, is an ideal support structure and vehicle for language immersions for ELL Students.

Transitional bilingual programming is the core ELL program structure of SHA, providing students a basic English language proficiency as quickly and effectively as possible and to integrate them into the general program while still providing support and extra help with both English language acquisition and academic coursework.

#### **Gifted and Talented Supports**

Though SHA will not provide a separate and specific gifted and talented program for students, our ultimate goal is to meet the learning needs of all students, offering Advanced Placement and Dual Credit coursework to ensure all students remained challenged and inspired by their schoolwork. We view all students as uniquely able and capable of high-quality achievement and success. This is further reflected in our innovative design cultivating each student as gifted and talented as well as differently-abled. Our program at SHA is a high-quality program that supports students to transition to the best possible learner they can be.

*(As mentioned within text of response, components of the Supports for Special Populations were informed by our Silicon Hill Academy Generation 24 application)*

### **School Culture and Safety**

#### **Silicon Hill Academy: A School Culture Focused on Individual Exploration and Experience**

In identifying and building the planned culture at Silicon Hill Academy, the Board sought to engage the Riverside and Pleasant Valley communities, including families, businesses, and students, through an inquiry cycle, asking and answering questions that led not only to the creation of our mission and vision, but also to the identification of our school's core values. Based on conversations we had in the community, we first distilled these values to a list of 10 we then brought back to the community to gain feedback on those they deemed most important. Ultimately, the work led to the following five core values as to being the most important as we seek to establish Silicon Hill Academy:

- Kindness
- Innovation
- Leadership
- Respect

- **Authenticity**

In partnership with SHA's mission and vision, these core values will remain at the forefront of our work organizationally, from leadership and decision making, to interactions with students, staff, leadership, and community. Our core values will dictate our norms and agreed-upon expectations for how SHA will operate. For example:

- Students and teachers alike will show **kindness** in their interactions with one another, assuming positive intent, being generous with their time and energies, and showing consideration of one another's feelings.
- SHA will be a place of **innovation** in encouraging students to explore and take risks, normalizing failure, and ensuring students and teachers have the space to develop creativity and problem-solving skills
- **Leadership** at SHA will ensure ownership of student learning, offering choice in student experience and empowering students with real responsibility
- **Respect** ensures a positive and trusting learning environment, while simultaneously supporting self and others through words and actions
- SHA will not only provide a space for **authentic** learning, but will also support authenticity in all interactions with one another and the concept of being true to one's self

The importance of the beginning of a school year is not lost on any educator, and with the establishment of a new school, even more so. The mission, vision and core values of SHA were driven by the community, and as such, we will relay this as we roll out these components of our school culture. That said, we will remain open to how our norms, values, and expectations will be by our guiding mission, vision and core values. The first week will be heavily guided by the need to establish culture and norms, and the five weeks thereafter will continue to have team and culture building activities, informed by our mission, vision, and core values.

We plan to have our core values baked into every aspect of our culture community, from prominently posting them in our offices, common spaces, and every classroom, to utilizing them as the very way we speak about behavior, expectations, and our day-to-day learning experiences. We further plan to implement a "core value" campaign every other month, whereby students, staff, and community members will explore and learn about one of our core values, make a pledge and individually identify ways they will be kind/innovative/a leader/respectful/authentic in the coming months. Each month, one exemplary student from each grade level will be recognized for their kindness/innovation/leadership/respect/authenticity by school leadership.

We will also seek to place leadership and responsibility on students themselves, seeking establish and lead a student government and intentionally seeing them as active contributors and leaders of our school culture. As such, we'll seek to further leverage their ideas into further shaping our school into a place they're proud to call their community.

New students that join the school mid-year will be coupled with a mentor-student, who will assist the new student in acclimating to SHA's culture, programmatic expectations and their integration into the rigorous academic experience. This mentor-student will provide the social, academic, and cultural introduction to SHA and help build a foundation of acceptance for the new student (Hattie, 2008).

Further, we'll seek to engage parents and the local community to ensure we take feedback from all stakeholders into consideration, making a commitment to review and synthesize that data, and ultimately to identify and implement learnings to continuously increase effectiveness. School culture will be measured by a two-fold means qualitative feedback collected by the school faculty, parents and students as to the day to day functioning of the school and its relative performance towards creating a positive and supportive environment conducive to student learning. Moreover, quantitatively, we plan to collect data utilizing web-based services such as a satisfaction survey, google forms, and others to secure pertinent information as to the successful sustainability of a positive learning environment. These surveys will be sent on a quarterly basis and combined with parent/teacher conferences, back to school nights and varied meetings involving parents and students the professional committee on culture can secure data for making informed choices as to how to measure school cultural success and plan for future goals to this end and apply the numerous metrics to aid in improving the cultural environment of SHA.

Finally, it's important to note that we will also depend on our leadership and staff to live into our mission, vision, and core values, as we know what our students, parents, and greater community sees will dictate how they subscribe to our school mission, vision and culture, and will ultimately affect our students' success.

## **Behavior and Uniform Policies at Silicon Hill Academy**

### ***Restorative Justice***

Silicon Hill Academy will utilize restorative justice practices in creating a collaborative and supportive community focused on relationship building, contributing to the betterment of the school, and ultimately ensuring the success of all students. As is described in Payne and Welch's Restorative Justice in Schools: The Influence of Race on Restorative Discipline,

*"Within the restorative justice model, student misbehavior is viewed as a violation of a relationship, either one between the offender and victim or one between the offender and the overall school community (Drewey, 2004; Morrison, 2003). In order to restore the harm caused, the offending student and those individuals whose trust was violated must reconcile, thereby mending this relationship. The importance of building and maintaining positive relationships among members of the school community is continually stressed in this type of disciplinary model, to encourage all members to adhere to school rules and norms so as to avoid violating these relationships (Cameron & Thorsborne, 2001; Hendry, 2009; Morrison, 2007; Riestenberg, 2012).*

Leveraging SHA's core values of respect, kindness, and authenticity will be important with the implementation of restorative justice circles. First implemented in schools in Australia in 1994, Restorative justice circles bring together a small group of stakeholders involved in the negative behavior, providing a venue for the community to come together, understand why decisions were made, provide space for everyone to process experiences, and ultimately come to a common understanding that ensures amends are made. The action items, or "restitution", from these circles will vary greatly based on infraction, but will seek to take the group's recommendations into consideration. Examples could include:

- Two students who were caught verbally fighting would come together with their families, the teacher who stopped the fight, the Principal (or other restorative justice facilitator), and others who may have been involved in the situation that led to the fight. Upon discussion, the group learns that two students had a disagreement during a basketball game that carried into class time. and after talking it out, after apologizing,



will make agreements about how they will speak to one another moving forward, as well as create norms for how to interact with one another on the basketball court.

- A student who was caught coming to school under the influence of marijuana would come together with a family member, their counselor or advisor, and the Principal (or other restorative justice facilitator), and to discuss the effects of coming to school under the influence, the risks of habitual use, and their personal use. Depending on the outcomes of those conversation, the student may write a restorative report, and may have ongoing check ins with staff members, and if a repeating offender, may have to agree to random searches.

Facilitation of restorative justice circles takes preparation of expectations with students, families, and participants before coming together, and ultimately practice on the part of the facilitator, but is fruitful in building the type of community SHA seeks to offer students and families, while working to ensure the number and severity of negative behaviors remains low. SHA will seek to provide training to 2-3 staff members interested in facilitating this incredibly important work for the school and SHA community.

Aside from leveraging Restorative Justice Circles, SHA will also utilize a few incentives for positive student behavior including free dress days, a monthly celebration during student lunches allowing students to listen to music and participate in on-campus activities and providing special lunches when possible, and as we grow to empower high school students, the opportunity to earn off-campus lunch.

### ***Policies and Procedures Related to Poor Behavior***

Our goal is to provide the supports necessary to empower teachers to lead their classrooms both instructionally and culturally. This requires alignment of expectations with all members of the SHA community – leaders, teachers, and students alike. However, we understand there are times when a student may violate the trust of the community and must lead to immediate action to ensure community safety. Below, we have detailed the non-discretionary and discretionary offenses SHA will utilize in our decision-making processes, specifically related to Texas School Discipline Laws and Regulations: § 37.005. Suspension, § 37.0052.

Placement or expulsion of students who have engaged in certain bullying behavior, § 37.007. Expulsion for serious offenses, § 37.0081. Expulsion and placement of certain students in alternative settings, and

§ 37.019. Emergency placement or expulsion.

| <b>Non-Discretionary Offenses</b>    | <b>Discretionary Offenses</b>   |
|--------------------------------------|---|
| Student bringing firearm onto campus | Terroristic threat  |
| Violent offense and/or assault       | Sells, gives, delivers, or is under the influence of a dangerous drug, marijuana and/or alcohol |
| Sexual Assault                       | Breach of computer security   |
| Arson                                | Serious misbehavior with/and/or long-term documentation of such                                 |
| Murder, manslaughter                 | Deliberate violent behavior   |
| Indecency with a Child               | Extortion or coercion   |
| Kidnapping                           | Criminal mischief   |
| Robbery                              | Hazing, bullying, and/or inciting violence  |
|                                      | Sharing of intimate visual materials  |
|                                      | Behavior that affects the health and safety of others   |

It is important that SHA ensure a safe and positive learning environment for all students, while acknowledging that any restitution and/or discipline assigned be both fair and reasonable. SHA will follow all of the associated federal and state laws as it relates to student rights during the due process, as well as any appeals that may take place.

#### ***Notice and Appeal Process for Suspension***

- (1) Informal meeting with student: before issuing a suspension, the Principal will meet with the student, inform them of the behavioral violation, and will make a concerted effort to reach and connect with the student's family or guardian
- (2) Written Notice: Within one business day, the student and family will receive written notice describing the behavioral infraction, the length of suspension with beginning and end date, information regarding ongoing access to educational supports, and the opportunity to conference further with the Principal and/or appeal the decision
- (3) Appeals: A parent/guardian or student can request a repeal verbally or in writing, but it must be done so within five business days of receiving written notice; the Principal, student and parent/guardian will then conference within three business days, and the Principal will provide a final decision within 24 hours.
- (4) Reengagement Meeting: Upon coming back from a suspension, the student and parent will meet with the Principal for a reengagement meeting to discuss any needs and potentially create a plan to ensure the student's successful return to school.

#### ***Notice and Appeal Process for Expulsion***

Only non-discretionary behaviors are eligible for expulsion, and it is required that the Principal will discuss any possibility of expulsion with the Superintendent. It is expected the Principal and team will think through other possible means of supporting the student before having the actions taken resulting in expulsion.

- (1) Informal meeting with student: before issuing an expulsion, the Principal will meet with the student, inform them of the behavioral violation, and will make a concerted effort to reach and connect with the student's family or guardian to explain said behavioral violation.
- (2) Written Notice: Within one business day, the student and family will receive written notice describing the behavioral infraction, the length of expulsion with beginning and end date, information regarding ongoing access to educational supports, and the opportunity to conference further with the Principal and/or appeal the decision
- (3) Additional Meeting with Family: If desired, the student and family can have an additional informal meeting with the school principal in an attempt to come to a mutual understanding; this meeting must be requested within one business day, and the meeting must take place within three business days of the incident.
- (4) Appeals: A parent/guardian or student can request a repeal verbally or in writing, but it must be done so within five business days of receipt of written notice (or conference); the Principal, student and parent/guardian will then conference within three business days, and the Principal will provide a final decision within 24 hours.
- (5) Reengagement Meeting: Upon coming back from an expulsion (as applicable), the student and parent will meet with the Principal for a reengagement meeting to discuss any needs and potentially create a plan to ensure the student's successful return to school.

We remain committed to all SHA students' success; for those students who are expelled or out of school for more than 10 days, SHA will ensure ongoing access and supports to their coursework online through our Learning Management System, Canva. Further, the student's

counselor or advisor can be an in-person point of contact and support to ensure the student's ongoing success.

### ***Discipline for Special Needs and Students with Disabilities***

When working through the decisions around discipline as it relates to students with special needs, it is definitively important to take into consideration the rights of students with disabilities. If and when students with special needs and/or disabilities have exhibited unacceptable behavior(s), in addition to the typical restorative justice participants (those involved, family members, leader) we will also work to include the student's case manager, a member of the SPED team, or another advocate. When a student with special needs and/or a disability exhibits unacceptable behavior, it's important to ensure all needs are being met and as necessary, think through additional support services that may ultimately benefit the student's success. The implementation of IDEA ensures students are not arbitrarily removed from class, but it is also important that SHA address behaviors that may limit the student's own individual access to an appropriate education.

### ***School Uniforms***

To aid in the creation of a culture focused on community and academics and further utilizing our core value of respect, SHA will employ a school uniform policy, requiring students to wear the following uniform components from a (to be determined) supplier:

- Bottoms are tan or khaki in color:
  - Pants are hemmed and are worn at or below the ankle
  - Shorts must be at knee level
  - If there are belt loops on the pants, a belt must be worn
- Tops are navy blue:
  - Can be short or long-sleeved, but must be a collared polo
  - No logos, brand names, pictures, or insignia
- No open toed shoes or sandals
- Hats or scarves are not allowed, except those that are part of a religious practice

If students or families have difficulty accessing the school uniform, SHA will offer support, providing vouchers for the purchase of these items. Further, SHA will establish a Uniform Committee, with parents, students, teachers, and an administrator to weigh in on the policies and adoption of the mandatory uniform.

### ***Communication***

All of these policies will be shared with SHA staff at an early professional development and team building experience, offering an opportunity to provide feedback and further shape the details and implementation when possible. Further, these policies will be provided to students and families before school starts via email and in writing via the USPS. These policies will also be made available in the school office, posted in classrooms, on our website and within our Google Classroom, to ensure 24-hour access to students, families, and staff alike. SHA will also comply with all policies as it relates to the Texas Compilation of School Discipline Laws and Regulations. For further detail on SHA's proposed discipline and behavior policy, please see Attachment 8.

### ***Campus Security***

Silicon Hill Academy acknowledges the immeasurable importance of safety on a school campus in today's community, family and student experience. As such, SHA is currently working on finalizing our written handbook of school safety, policies and procedures for



approval by our Board upon charter approval. This safety guide will be reviewed by staff and further be supported with professional development for effective implementation. SHA also wants to acknowledge that preparation and prevention can play a significant role in ensuring a student and staff before an incident occurs.

SHA will utilize a combination of the National Incident Management System (NIMS) and school emergency operations recommendations from FEMA to manage safety and any incidents that may occur, taking into account the size and structure of SHA and its overarching needs. At a high level, SHA intends on utilizing the following personnel, technology, policies and procedures in ensure a safe and secure learning environment that will best meet student needs:

### ***Campus***

- Principal will conduct a grounds check both before and after every school day, and will serve as the lead contact for the safety and security of the school
- Implementation of access control, ensuring all doors are locked throughout school day, that visitors check in at the front desk, providing ID, signing in, and providing badges to be worn during the visit to denote permission to be on campus
- Alarm system to ensure school security both during and outside of school hours

### ***Preparation***

- Emergency planning and training, utilizing our written and Board approved safety manual
- Training for staff and ongoing announced and unannounced drills
  - Fire drills
  - Extreme Weather (Flood, Tornado, Hurricane, Severe Storm)
  - Bomb or Terrorist Threats
  - Lock Down - Active Threat or Intruder
  - Evacuation
- Communication plan – internally and externally

### ***Response Teams and Chain of Command***

- Identification of decision-making, roles and responsibilities through establishment of a:
  - Emergency Management Team
  - Safety Management Team
  - Crisis Intervention Team
- Keeping a log of incidents, responses, and reviewing and discussing as a whole team quarterly

*(As mentioned within text of response, components of the School Culture and Safety were informed by our Silicon Hill Academy Generation 24 application)*

## **Promotion and Graduation Requirements**

Silicon Hill Academy seeks to create an environment where every student has the skills, resources, and opportunities necessary to their success. Ensuring student-centered, individualized instruction, paired with career exploration through internships and college access supports will support every student's ability to graduate high school ready for college and career.

To that end, SHA seeks to offer both a rigorous and differentiated curriculum that meets the needs of all learners, and further that meets and often exceeds the TEKS and the state of Texas high school graduation requirements. This includes the requirements of the Foundation High School Program, all testing requirements as specified, and demonstrated proficiency in communication skills, both verbal and non-verbal. SHA will implement a curriculum that seeks to ultimately empower our students with choice, ensuring the ability to matriculate into college, enter a career training program, and most importantly to succeed in the 21<sup>st</sup> century economy. In alignment with Texas high school graduation requirements and federal and state curricular mandates, SHA will ensure all student's individualized needs are met, no matter their learning style. Our curriculum methodology and program of studies will ensure academic and personal growth, in the least restrictive and ultimately encouraging and supportive school environment.

### **Promotion Requirements**

SHA will utilize a variety of standards and indicators to determine a student's readiness for promotion, specifically:

- The STAAR state tests, ensuring students have the knowledge and skills necessary at each grade level to move on to the next
- The outcomes of formative and summative assessments, school-based content performance indicators, and ultimately student grades, as determined by course instructors
- The NWEA MAP tests to determine content mastery and academic readiness for promotion

This promotional policy will triangulate with student personalized student learning plans (PSLPs), IEPs, 504 plans and will correspond to annually created goals and objectives. Prerequisites will be established for students in the High School grades in higher level courses in an effort to build foundational skills for the best possible performance. The ultimate goal for SHA is producing high school graduates that have the 21<sup>st</sup> century academic, social, and readiness for college, career or military training.

**Timely Completion of Coursework** Due dates are enforced in SHA courses in order to ensure timely course completion and to encourage students to progress through courses at an optimal pace. High school students will receive a zero for any assignments more than three days overdue. Middle school students will receive a zero for any assignments more than five days overdue. Students are allowed and encouraged to complete and submit overdue work, and when they do so the assignment score will replace the zero in the gradebook. PLI teachers are given discretion in implementing their own additional policies and penalties for late coursework.

**SHA Course Completion Requirements** embraces differentiated learning and acknowledges that individual students and classes will move through course materials at different paces. SHA teachers are permitted discretion in adjusting pacing and may extend or reduce the number of units and lessons completed in a course during the academic year. However, in order to ensure that students are adequately prepared for subsequent courses and to promote consistency in educational quality across classes, SHA maintains institution-wide course completion requirements. Students and classes must complete at least 2/3rds of all units and lessons in the standard curriculum and materials for a given course. Teachers must adhere to this requirement when customizing pacing. Teachers may contact the Superintendent to request exceptions for special circumstances. Students must complete at least 3/4ths of all

Silicon Hill Academy Charter School

assigned coursework and assessments in order to pass a class, regardless of their overall grade. Students must achieve a minimum of 120 instructional hours (60 per semester) in order to pass a class, regardless of their overall grade. Instructional hours include time spent in live class sessions, as well as time spent logged in and actively working on course content in the LMS. Students must achieve an overall grade of at least 70% to pass a SHA course.

The innovative model and curricular methodology and structure SHA will employ is in and of itself supportive of those students who may be at risk of dropping out or who may not meet the proposed promotion or graduation requirements. Utilizing individualized learning plans for each student, in concert with the additional required structures designed to identify supports needed through the Child Find under IDEA and RTI process, SHA will ensure students who are disabled, 504 or At-Risk have the additional supports needed to ensure success. The intensity of the assessment cycle and identification of students who are finding it challenging to meet the standards of SHA is the professional staff's highest priority. Furthermore, the academic contract or IEP and PSLP requires all students have every academic and instructional accommodation to ensure completion of the end of course, promotional and graduation requirement.

#### **Promotion to the next course**

In order to be eligible to proceed to the next course in a course sequence, a student must meet all of the completion requirements for the previous level. If students have completed equivalent prerequisite courses outside of Silicon Hill Academy, they may enroll in SHA courses that match their current level. In such cases, SHA may request to review materials, and scope & sequence from previously completed courses, and may require a placement test. Students may request to test into more advanced level classes. Placement tests are conducted at the discretion of SHA, and students will not be permitted to enroll in an advanced course without the approval of the faculty member who conducts the placement test.

#### **Attendance & Class Participation**

Students are expected to attend all courses, as well as to log into canvas and zoom meeting rooms on scheduled class days (as applicable). They are also expected to be in class on time and to remain in class at all times. Participation will be evaluated at end of the class. If a student is absent, please communicate the absence with your teacher to avoid low participation grade. In class participation is mandatory for participation grade. It is going to be evaluated based on level of engagement in class; listening skills; behavior; and preparation.

#### **High School Graduation Requirements**

Silicon Hill Academy's Board of Directors (BOD) have established the policy that in order to be eligible for high school graduation, students must accrue 140 credits, enrolling in a minimum of 35 credits per year, with a maximum of 41 credits per year. Those 140 credits will be distributed among the specific areas of study below:

| Subject Area  | Number of Credits |
|---------------|-------------------|
| English       | 20 credits        |
| Mathematics   | 20 credits        |
| Science       | 15 credits        |
| US History    | 10 credits        |
| World History | 5 credits         |

|                                  |                    |
|----------------------------------|--------------------|
| Sr. Year Social Studies          | 5 credits          |
| World Language                   | 5 credits          |
| Physical Education/Health        | 20 credits         |
| Visual/Performing/Practical Arts | 10 credits         |
| Computer/Technology              | 5 credits          |
| Service Learning                 | 2.5 credits        |
| Financial Literacy               | 2.5 credits        |
| Additional Elective Courses      | 20 credits         |
| <b>TOTAL</b>                     | <b>140 credits</b> |

### **Program of Studies Policies**

#### **Dropping and Adding Courses**

Students at SHA are able to drop add courses as per the drop add deadline and with the approval of their teacher and principal. Students will be restricted from dropping classes after the deadline passes. This will occur early on in the course to prevent a potential failing grade and giving a student access to alternative courses. Students need to heed the firm deadline dates for drop add and there will be no exceptions barring an extreme circumstance.

#### **Endorsements**

The State of Texas Foundation High School requirements and endorsements will be offered at SHA, providing a demanding and innovative program that will meet and exceed standards under the TEA. SHA's programming and course content will offer students who have varied interests the foundational course work and corresponding endorsements under the following themes: STEM, Business and Industry, Public Services, Arts and Humanities and Multidisciplinary Studies. SHA's programming offers opportunities for students within a spectrum – from high achieving to students to those who experience academic challenges. The Foundation High School program can also empower high achieving students, offering the Distinguished Level of Achievement endorsement and the Performance Acknowledgements endorsement. Students who may be experiencing challenges can complete the foundation high school requirements and a single endorsement.

#### **Course Failures/Credit Retrieval**

SHA is committed to the education of each student and in turn expects students to work collaboratively to advance their own education through good study skills, self-discipline and personal motivation. Students who fail a course must complete a make-up course by the following semester; students who fail are able to take online courses designated by or offered by SHA as a means to recover credit and satisfy graduation requirements.

#### **Advanced Placement Courses**

Students who enroll in an Advanced Placement Course must take the AP End of Course Exam given by the College Board in order to have the **AP class title on their transcript**.

#### **Concurrent Courses**

SHA plans to enter into partnerships with local colleges to offer juniors and seniors an opportunity to earn college credits while still in high school, gaining both college and high school credits concurrently. We will seek to have SHA teachers teach the concurrent course content when possible, and will seek to gain approval by the college partner to do so.



### **Elective Courses**

SHA is excited to offer elective course programming that will both align with student interests and passions while simultaneously offering opportunities to build marketable skills. We anticipate offering courses like: Introduction to Robotics, Computer Aided Design (CAD), Cooking for a Healthy Lifestyle, Dramatics Seminar, Film Studies, Journalism, Race and Gender, Film and Short Story, Myth in the Modern World, E-Commerce, Web Design, Video Game Design and Development, Digital Photography and many others.

**College Prep** courses require students to approach the coursework with strong critical thinking skills, which means students begin to build specific strategies for developing, revising, and expanding their engagement with the content from multiple perspectives. The CP program meets all State of Texas Education Standards and provides a vigorous curriculum where students can feel safe to take risks, to grow their content knowledge, skills sets, and analytic thinking in order to graduate with the social-emotional, cognitive abilities necessary to develop their own course of life through college based or career-based education and/or training.

In order to implement this grouping change with a no-harm policy toward students, the weighted GPA scale has been revised and aligned with the most competitive schools in Texas.

### **Academic Requirements for College Entrance**

To ensure college and career readiness, SHA has put forward the following recommendations for course patterns, aligned to the requirements of many colleges, and as expected as students transition to career.

| <b>Subject Area</b> | <b>Recommended Number of Years</b>  |
|---------------------|---|
| English             | Four years  |
| Mathematics         | Four years<br><i>Additional course content recommended for those who anticipate math or science majors</i>  |
| World Languages     | Three years<br><i>Study of the same language</i>  |
| Science             | Three years<br><i>Additional course content recommended for those who anticipate math or science majors</i> |
| Social Studies      | Four years  |
| Electives           | Student choice<br><i>Can be aligned to academic disciplines based on anticipated majors</i>                 |

Admission to college is the central component of SHA's curriculum. This outcome manifests for students through programming and planning by professionals and student PSLPs. In coordination with professionals, students must take into consideration university and college expectations determining admission to their anticipated schools of choice. Students must realize the following: their academic record, GPA is examined by admission counselors and is utilized as one piece in determining qualification for admission to an institution of higher education. Students should be aware their participation in extra-curricular activities, community-based organizations, and SAT/ACT scores are also crucial in this effort. SHA is committed to providing an education that best affords students access to a higher education opportunity. Students should also take into consideration that maintaining a GPA of 3.0 or

better is usually required to gain admittance to college. Lastly, students need to develop self-discipline skills, and good study habits to translate into college success.

### Grading

|                                      |     |            |
|--------------------------------------|-----|------------|
| Discussion Participation             | 20% |            |
| Transactional Learning               | 20% |            |
| Analytical Learning (receptive)      | 20% |            |
| Kinesthetic (Project based learning) | 20% |            |
| Unit Tests, tests, mid-terms, finals | 20% | Total 100% |

- **Cultural:** Participating & interacting with cultural competence and understanding
- **Transactional:** decoding communication be it written, oral or signed to convey information including formed opinions, reactions or feelings
- **Analytical:** comprehending topics understood by what is seen, heard, or read
- **Kinesthetic:** sharing ideas dynamically through visual and auditory presentations, activating present knowledge and adapting to different audiences
- **Exams**

### Class Rank

Class rank is a measurement of how a student's academic performance compares to his or her peers. At SHA, we will calculate and record a student's class rank at the end of each school year, utilizing all of the grades earned by the student across all of their courses. Below, we have provided the standardized and college prep weighted scores that will be utilized to make calculations and determine a student's ranking. All senior students will receive their class ranking in the 3<sup>rd</sup> marking period, as to determine the status of the valedictorian and salutatorian.

### Grade Reporting System

| Grading Scale | College Prep | Standardized/<br>Non-Weighted |
|---------------|--------------|-------------------------------|
| 98-100 = A+   | 5.0          | 4.0                           |
| 95-97 = A     | 4.7          | 3.7                           |
| 91-94 = A-    | 4.3          | 3.4                           |
| 88-90 = B+    | 4.0          | 3.1                           |
| 85-87 = B     | 3.7          | 2.9                           |
| 81-84 = B-    | 3.3          | 2.5                           |
| 78-80 = C+    | 3.0          | 2.2                           |
| 75-77 = C     | 2.7          | 1.9                           |
| 71-74 = C-    | 2.3          | 1.6                           |
| 68-70 = D+    | 2.0          | 1.3                           |
| 65-67 = D     | 1.7          | 1.0                           |
| 0-64 = F      | -            | -                             |

#### HONOR ROLL

Distinguished Scholar....A's & 1 B  
 High Honors.....A's & 2 B's  
 Honors.....A's, B's & 1 C

### Communication with Students and Families

Understanding the importance of frequent and ongoing communication with students and families, including as it relates to graduation and promotion requirements, SHA will utilize multiple modes to ensure all key stakeholders in a student's success are kept informed of progress. This will include:



- the sharing of promotion and graduation criteria at the beginning of the school year, on our website, and at parent teacher conferences.
- 24/7 access for students and parents to our learning management system, Google Classroom, which will allow for real-time insight into student progress
- Opportunity for formal insight into student progress through cycle 1-4 reporting, quarterly report cards, which will be available and sent home in hard copy and digitally

Utilizing these processes and procedures, SHA will ensure all our kept informed of a student's successes and areas for growth throughout the school year, making sure there will be no surprises for parents or students as to where the student stands academically.

Student transcripts can and will be provided as needed. As is typical with high school transcripts, SHA will include student and school demographic information (name, date of birth, school counselor, student and school ID, school address and contact information), as well as a record of all classes taken, grades earned, and dates of completion. Further, student GPA, class ranking, test scores (ACT/SAT/STAAR), attendance, and graduation date and year will also be included.

*(As mentioned within text of response, components of the Promotion and Graduation Requirements section were informed by our Silicon Hill Academy Generation 24 application)*

## **Family and Community Engagement**

**Parent and Community Engagement in Preparation for Silicon Hill Academy's Opening**  
Understanding parental engagement and involvement is imperative to student success, Silicon Hill Academy school leaders and staff has aimed to collaborate with students, families, and the community from the school's very inception. To ensure ongoing engagement through planning and approval, SHA will implement a strategic communication plan from the time of application approval through the opening of the school. As discussed in our Generation 24 application, the ultimate goal of SHA is to create and foster a meaningful communication alliance between parents and guardians, school staff and leadership, and the overarching community.

As such, SHA will leverage numerous methods of communication and engagement – from canvassing and flyering the local community, to utilizing both conventional and social media outlets – to ensure potential students, parents, and the larger community remain engaged from the planning phase to brick and mortar reality. Specifically, SHA leadership will ensure:

- The community, including parents, key stakeholders, or interested parties, are aware of and invited to attend SHA Board of Director meetings, which are open to public
- School website and social media outlets (Facebook, Twitter, Instagram) updates on progress and key decisions
- Email updates for those who have opted in to a quarterly newsletter with insights on key outcomes and deliverables (email correspondence will be created more often as needed)
- We establish parent committees based on school needs, including before school opening

All of these engagement and collaboration tactics will continue through the opening and ultimately the life of the school.



### **The Family-School Partnership at Silicon Hill Academy**

To ensure the success of SHA and the students the school will empower, the Board understands a partnership between the school, the family and community is not only necessary, it is essential. With this in mind, the Board is committed to providing numerous ways for families to engage within SHA, to provide feedback, and to ultimately be involved in their student's learning.

SHA recommends parents or legal guardians aim to dedicate a minimum of 10 hours per month to the school and their student whenever possible. Accordingly, SHA will provide multiple opportunities for students and families to engage, including:

- Providing opportunities for a wide variety of engagement – from “drop-in” volunteer hours, class fieldtrip chaperoning, and flexible ways to support students, classrooms, and teachers from home, ensuring parents/guardians the means to volunteer their expertise, labor and time for the ongoing improvement of the school
- The ability for parents to further offer their talents and skills to instruct SHA students in arts, drama, music, or other exploratory activities and experiences; these valued learning opportunities can be offered on campus after school or on weekends
- Offering culturally relevant activities that allow students and family to share their experiences and build meaningful interactions and school community
- Continuing to build out parental committees based on school needs, including opportunities for feedback and areas for improvement, and establishing programs and activities that are important to achieving SHA's mission and goals
- Monthly parent nights to ensure opportunity to engage with SHA staff and leadership and student success in the classroom
- Offering opportunities for parents/guardians to evaluate and provide feedback to teachers and administrators, school programs and curriculum, and policies in both formal and informal ways
- When possible, ensure family and student involvement in hiring of staff and teachers and creation of new programming

SHA will seek to hire bilingual teachers and staff when possible to ensure all families are able to engage and communicate their family and students needs with the school. When necessary, SHA will work with interpreters to ensure all have a voice.

### **Communicating Student Progress**

To ensure families and guardians stay informed of student progress throughout the year, SHA will initiate frequent and timely communications between school and home utilizing multiple methods, including those identified by the families to be the most effective. This will be achieved in multiple ways:

- Through communications directly from classroom instructors, including daily or weekly emails from teacher to parent,
- SHA website and social media pages, including Facebook, Twitter, and Instagram
- As previously mentioned, identifying the preferred method of engagement and collaboration for each family to best meet needs: emails, phone calls, text messages, written notes home, in-person meetings (flexible schedule), letters, progress reports, and formal reports cards
- Ensuring positive phone calls and correspondence, utilizing the restorative justice model and circles when necessary

- The ability for families/guardians to monitor progress of students and send correspondence to teachers and school leadership 24/7 through the Google Classroom

To ensure families are informed of the professional qualifications of staff as required by TEC §12.1111(a)(9), SHA will ensure staff credentials and information is on our website, that staff information is sent home with students within the first week of school, and further that families have the opportunity to meet and learn more about staff through a “Back to School” night within the first eight weeks of school.

### **Community Partnerships**

At SHA, we acknowledge empowering students with the skills, resources, and opportunities necessary to their success is a collaborative effort. As such, we have worked diligently to build relationships with the community, many of whom have already committed to ongoing collaboration in support of SHA. Numerous companies and local businesses have already voiced interest in partnering to host interns as part of the SHA career exploration model. From SHA’s first application in Generation 24, we have continued to build partnerships with the local community and have received confirmation of support from:

- |                       |                      |
|-----------------------|----------------------|
| • American Color Labs | • Reliance Aircraft  |
| • Beatbox Inc         | • School Admin       |
| • Collective Capital  | • Square Root        |
| • Freight in Motion   | • Traverse Legal PLC |
| • Grav                | • Urbanspace LLP     |
| • Jarusco Enterprises | • Vault              |
| • Narrative Edge      | • Vision Source      |
| • Patriot Pools       | • Vista Ridge        |
| • Parent              | • Y&L Consulting     |

Please see Attachment 9 for existing evidence of support from our intended community partners, six teachers who intend to teach at SHA, and is letter of support from US Senator, John Cornyn.

As we seek to build out our internship and career exploration opportunities, we anticipate collaborating with Genesys Works, both as a thought partner and potential direct strategic relationship. Genesys Works is a nonprofit organization founded in Houston, Texas, that has worked for 18 years to offer high school seniors across the nation with intensive skills training, meaningful and paid internships experiences, and impactful relationships. Understanding SHA schools would begin at the middle school level and build out to serve high school students, we would seek to ensure our middle school students would begin with career exploration and build to these internship experiences that Genesys Works could offer.

Finally, SHA has also received financial backing for our first year of operations from community leaders including:

- Proximity Learning, Inc., a local, Austin-based company, has committed \$150,000 of capital in support of Silicon Hill Academy
- ESS, a national education staffing company, has committed \$100,000 in financial backing to support the opening of Silicon Hill Academy
- Evan Erdberg, Silicon Hill Academy’s Board Chair, who has committed to providing \$50,000 in support of the first campus’s opening
- Mooreco, a local, Austin-based company, who has committed to \$25,000 of in-kind donations of school supplies/furniture as we prepare to open our first campus

SHA will continue to foster relationships within the community and seek support and involvement from organizations and partners that will benefit SHA students, families, and the greater community.

*(As mentioned within text of response, components of the Family and Community Engagement section were informed by our Silicon Hill Academy Generation 24 application)*

## **Leadership and Governance**

### **Board Structure and Qualifications**

The Silicon Hill Academy (SHA) Board of Directors (BOD) will consist of five committed and experienced individuals, excited to support the implementation of a unique and proven school model focused on personalized learning, paired with college and career supports to best meet the needs of students in Austin, San Antonio, and Houston.

#### **Silicon Hill Academy's Founding Board of Directors**

| <b>Proposed board member</b> | <b>Area of expertise</b>  | <b>Brief description of experience in this area</b>  |
|------------------------------|---|--|
| Evan Erdberg                 | Finance, Management, Education, Business Partnerships             | Evan has more than 17 years' experience managing and and/or operating three multi-million-dollar companies and divisions in the educational space successfully while overseeing the management of more than 400 employees  |
| Dr. Tony Jacob               | Facilities and Operations, Finance, Management,                   | Dr. Tony Jacob operates one of the largest optometry practices in Central Texas ensuring the infrastructure and management necessary to scaling to grow to 11 locations over 7years  |
| Dr. Keith Lockwood, Ph.D.    | Curriculum and Instruction, School Law                            | Dr. Keith Lockwood is a recognized expert in the field of special education, earning a Ph.D. from NYU in Special Education, Deaf Education and linguistics and an MS from NYU in Administration Leadership and Technology; he holds numerous teaching and administrative credentials from New York and New Jersey and has worked at the state department level |
| Mary Ellen Mondì             | Marketing, Operations   | Mary Ellen is considered a marketing communications expert with a demonstrated history of working in the industrial automation industry, market research and strategy, management, financial and competitive analysis.   |
| Kelly Simmons Patel          | Curriculum and Instruction, Operations, Charter School Management | Kelly has deep roots in Austin being born in the area. She has many years' experience as a highly effective charter classroom teacher and her current role as a technical writer affirms her eye for detail and operations.  |

As previously mentioned, SHA's BODs have deep and often unique ties to the community, and all are residents of the state of Texas. Evan Erdberg has lived in Austin for almost seven years, building a

family as well as his business, Proximity Learning, Inc, in the community. He has been on the board of The Literacy Coalition of Central Texas for the last two years, which focuses on empowering individuals with resources and support to end illiteracy and the cycle of poverty in Austin. Through his experiences in this organization, he has continued to see the need to create an educational system that meets the needs of students before they become adults. Additionally, he also serves on the Board of the Austin Entrepreneurs Organization, working to support business growth locally.

Dr. Tony Jacob graduated from the University of Alberta in Canada at the age of 21, shortly thereafter moving to Houston to attend the University of Houston's medical school. He started his first optometry practice in Lockhart and has expanded to 11 locations over the past seven years. He now lives in the Austin area with his family, including seven children who all (or will) attend local public schools. Now managing the largest optometry practice in Central Texas, he is an expert at building and maintaining facilities as well as working directly with the government through his experience with numerous medical insurances, Medicare and Medicaid.

Dr. Keith Lockwood's deep knowledge, experience, and commitment to ensuring youth, particularly those with individualized educational needs, have access to the educational opportunities they deserve will serve the Board well. Keith earned a Ph.D. from NYU in Special Education, Deaf Education and linguistics, as well as a MS from NYU in Administration Leadership and Technology. A Fulbright scholar and leader in the special education space, Keith is a recent transplant to Austin, but holds numerous teaching and administrative licenses/credentials from the States of New York and New Jersey.

Mary Ellen Mondt was born and raised in Houston and graduated from The Woodlands High School; she still maintains strong ties to the community there. She went to Harvard University where she earned her AB in environmental science and public policy, magna cum laude; she then went on to Harvard Business School and graduated with her MBA. She's lived in Austin for more than three years, where she now works as the VP of Marketing, North American Transportation at XPO Logistics, Inc. She has led marketing teams at multi-national corporations such as Emerson Electric, Goldman Sachs and The World Bank.

Kelly Simmons Patel was born and raised in Austin, Texas, and is a former charter school educator and current technical writer. Serving as a highly effective English Language Arts classroom instructor at Harmony Science Academy - Austin for five years, she wove ELA standards into a largely STEM focused academy to ensure student success both in and out of the classroom. Kelly has since gone on to work as a technical writer at National Instruments, a corporation at the forefront of new engineering trends and technologies. Kelly's experience both in and out of the classroom will lend itself well to the operations and educational outcomes at SHA. Kelly resides in Austin with her two children and partner. As is required, we have included all Board Member resumes and signed/notarized biographical affidavits in Attachment 12.

The following are the qualifications utilized in identifying SHA's current Board of Directors:

- 1: Must have a deep commitment to public education, and an equally profound belief in the need for meaningful education reform that seeks to best meet student needs
- 2: Possess expertise and experience in areas which are requisite for the success of Silicon Hill Academy, including business, accounting, management, law, fundraising and most importantly curriculum and instruction in support of student outcomes
- 3: Share the vision, mission and core values of SHA, understanding and supporting the unique educational innovations adopted by SHA and working diligently to ensure success

4: American Citizenship, appropriate resident alien status or, other, legal immigrant status is required. Legal residency in the local community or state is preferred, though exceptions will be made as deemed to benefit the school and Board makeup and aligning with state requirements

5: Must adhere to all ethical behavior stipulated under the code of ethics regulations

Acknowledging this is a small group currently with a great deal of work in front of them, we anticipate adding additional Board members who have additional experiences not reflected by current Board Members and ties to the Houston and San Antonio communities in the coming years, with an ideal size of seven total voting members.

### **Board Roles, Structure and Governance**

The role of the SHA BOD will be governing the school, ensuring the mission and vision remain the primary focus as we navigate the execution of the school's academic, financial and operations work and ultimately best serve the students of Austin, San Antonio, and Houston. In a site-based managed school in which administration and teachers have considerable responsibilities, the role of the BOD is one of oversight and monitoring. The development of school policies and practices contribute to the successful actualization of the mission, goals and objectives, while successful implementation of the policies is ensured by SHA's experience staff.

It will be important SHA's BOD is thoroughly informed of all school policies and practices, understands the rationale behind their formulation, and to approve what the policies and procedures are designed to accomplish and the manner in which they are executed. Providing sustained oversight of all school operations, the responsibilities of the Board will focus on ensuring the ultimate success of the school. When the implemented policies and practices are not producing the desired result, after due public hearings and input from teachers, parents and students, the BOD may vote to repeal or modify such policies and practices. Some specific areas of school operations the BOD will have unilateral authority to enact policy are the:

- Establishment of individual teacher salary and guidelines pay scale moving forward
- Development of a scheme for salary bonuses for teachers based on educational outcomes and individual/collective merit
- Creation of a system of promotions based on board- established rubrics
- Recruitment and hiring of teachers and staff for SHA
- Approval through voting for SHA's annual budget required to finance SHA's programs and operations
- Determination, development and implementation procedures which are consistent with the benefits of a site-managed-administrator/teacher managed school, while ensuring primary responsibility of oversight and monitoring

The BOD shall consult with, confer and encourage feedback of all teachers and the community regarding the exercise of the BOD in the above-mentioned areas, as well as in all other challenges relative to school policy and practices which occasionally manifest. For additional details regarding the rules and powers pertaining to the SHA BOD, please see Attachment 10.

The BOD is ultimately the accountable public body that will oversee and monitor all school operations and outcomes. In their oversight responsibilities, the board will rely on quantitative and qualitative data as well as professional opinions and experiences of parents, students and other interested parties. It must, too, rely heavily on the professional judgement and direction of the Principal and teacher-mentors. In relation to the identification and implementation of

new policy, the BOD process will include: (a) Discussing need for policy, (b) determine ownership for drafting new policy, (c) determine any research required or additional personal to develop policy, (d) approve policy with a vote of the full board in alignment with Bylaws.

The Board anticipates meeting monthly, though will meet at least 10 times per year for a minimum of 90 minutes, holding additional special meetings as necessary as we work through Year 0 and our Year 1 with students. As with any typical Board meeting, notes will be kept and filed along with minutes. These will be filed electronically and made available for any new board members or a request from the public. To ensure sustainability, Directors are committed to three-year terms, which can be renewed.

### ***Committees and Officer Roles***

SHA anticipates establishing the following Committees led by Board Members who have the knowledge and experience necessary to ensure success in their respective area:

- **Advisory Committee:** An Advisory Committee will consist of a parent, a teacher, and a local community business leader that will have non-voting status but can make recommendations to the BOD and will participate in monthly board meetings as needed
- **Academic Committee:** In collaboration with the Superintendent, the Academic Committee will be made up of three total individuals, with one role with anticipated voting status. This Committee will be chaired by one BOD member and include the Principal and include one teacher employed by SHA. They will be responsible for all curriculum decisions and will participate in the monthly BOD meetings if required .
- **Finance Committee:** Will be Chaired by a BOD member and will be responsible for ongoing oversight of financial performance indicators as well as budgeting to ensure a healthy balance sheet. This committee will have direct access to the current budget, the accounting team, and will develop a report for the monthly BOD meetings.
- **Operations Committee:** Will be Chaired by a BOD and will be responsible for the ongoing oversight of the operations performance indicators as referenced in the Performance Management section. This committee will have direct responsibility for ensure the policies that effectively support the Central Office operations team.

The board may decide to add a committee at any time to enhance operations and effectiveness as the school enrollment and the board membership grows.

Of the five voting members of the SHA BOD, three individuals will be identified as Officers, including a Chairman, Vice Chairman and treasurer/secretary and any other officers the Board may establish and designate by resolution adopted by a majority of vote of the whole Board.

### ***Ethics, Conflict of Interest, and Community Objections***

SHA has adopted the “Six Pillars of Character” from the Josephson Institute as a core component of our Code of Ethics. These six ethical values of trustworthiness, respect, responsibility, fairness, caring, and citizenship, combined with Silicon Hill Academy’s five core values of kindness, innovation, leadership, respect and authenticity, will ensure our BOD will have a shared set of principles that will guide their collaborative work.

Further, Board Members will abide by a set of expectations aligned with the following core topics, and currently successfully utilized by the Washington State Board for Community and Technical Colleges: “Common Good; Advocate and Support Silicon Hill Academy; Student/Education Focus; Board as a Unit; Create a Positive Climate; Decision-Making;

Policy Role and Delegation; Board Relations and Communication; Confidentiality; Commitment; Relationships with School Leadership, Staff, and Community; Involving Staff and Community Members; and Fiduciary Responsibility.” (Washington State Board for Community and Technical Colleges, James Shipman) )Please see Attachment 11 for additional detail around our ethical values and expectations. Further, the Governing Board will comply with 19 TAC §100.1113 and Texas Government Code §573.021-573 .025.

SHA’s Conflict of Interest Policy was created to ensure protection of the entity when thinking through the opportunity to partner or do business in a way that may benefit the private interest an officer or staff member of SHA. This policy is intended to support and further an applicable state or federal laws. To support in the identification of a conflict of interest, the potential conflict must be brought to the BOD with all material facts. The SHA Board will, in the absence of the potential holder of conflict, will discuss, vote, and ultimately determine if a conflict of interest exists. As further detailed in Attachment 11 – Conflict of Interest Policy, if the BOD believes the individual has not disclosed the potential conflict, there will be an opportunity for the member to explain the alleged failure. If the BOD deems the individual has indeed failed to disclose the conflict or potential conflict of interest, appropriate disciplinary action can be voted upon and implemented. Please see Attachment 11 for a detailed version of SHA’s Code of Ethics and Conflict of Interest policies.

The SHA BOD will work diligently to ensure all voices are heard when contemplating and ultimately implementing a decision and/or policy, but should a parent, student, or community member object to a policy decision, administrative procedure, or practice, the policy will be utilize due process to file a formal complaint and hearing. At SHA, we want to ensure all of our decisions are fair and justice, and welcome open and honest dialogue to ensure the work is collaborative, and ultimately that we’re best serving the students and the community.

#### ***Board Relationship with Superintendent***

As shown in our organizational charts in Attachment 13, the Superintendent will report directly to the BOD, with the Board Chair being the primary focus of communication, though collaboration among all will take place. We understand that an effective relationship between the BOD and the Superintendent necessitates a few key expectations:

- A clear definition of the roles and responsibilities of BOD members and Superintendent
- Ongoing, frequent, and focused communication among members and Superintendent, both formal and informal
- Professional development supports for Superintendent and BOD members alike
- An ongoing and primary focus of student achievement as the ultimate decision-making focus

A successful working relationship is one of trust, transparency and collaboration. SHA’s BOD will seek to hire a Superintendent that shares the commitment and vision of Silicon Hill Academy’s unique model, in ensuring all students have access to the equity in opportunity and choice that an excellent education can afford.

#### **Board Development and Evaluation**

The BOD will invest in Board training and work with Region 13 to ensure each member of the founding Board or future Board members are able to access professional development opportunities that support their ongoing growth as an efficient and effective Board Member at SHA. As per training requirements outlined in TEC section 12.123 and TAC Chapter 100 §



100.1102.-100.1105, all full Board members will be required to complete 12 hours of training in year one and six hours of training annually, and will ensure training covering basic school law, including finance, health and safety issues, accountability requirements related to the use of public funds, and other requirements related to the Board's accountability to the public.

The SHA BOD anticipates utilizing the following timetable/topics for professional development:

| Timeline | Anticipated Topics  |
|----------|---|
| Q1       | Board Retreat/Orientation: Robert's Rules of Order, Required training (basic school law, accountability requirements, public accountability, health and safety) |
| Q2       | Effective Communication   |
| Q3       | Budgets and Fundraising/Grant Writing   |
| Q4       | Succession Planning and Strategy  |

The BOD will perform regular Self-Evaluations to ensure school leadership and teaching staff are aligning to our mission and vision to ensure academic achievement. In accordance to the Lone Star Governance Self Evaluation recommendation, the BOD will conduct self-evaluations quarterly and an annual summative self-evaluation at least 45 days prior to conducting the Superintendent/Principal leadership evaluation. The BOD will use the most current version of the Lone Star Governance self-evaluation tool, focusing on vision, accountability, structure, advocacy and unity. Further, the Board will utilize the performance of SHA overall in relation to their assigned committee work as a method of evaluating their success as a Board member.

### **Superintendent Professional Development and Evaluation**

The Superintendent at SHA is one of the most important roles at the school, leading the staff to implement the BOD's policies and procedures, serving as a collaborative member of the community focused on student outcomes, and ultimately being responsible for all students' successful growth and development. As such, clear expectations around how and when the Superintendent will be evaluated, and what measures will be utilized to gauge success, paired with supports for their ongoing professional development will be of utmost importance.

SHA has chosen to utilize the Texas Association of School Board (TASB) commissioner's recommended appraisal process and associated performance criteria. The instrument utilizes three parts to measure the effectiveness of the Superintendent; before implementing the evaluation, the BOD and Superintendent will agree upon the weight of each of the three components.

1. **Student performance report:** The Superintendent will utilize the Commissioner-Recommended Student Performance Domain worksheet to detail the most recent Texas Academic Performance Reports (TAPR) student performance data, as well as required by Texas Education Code §39.306, the campus performance objectives, district's accreditation status, special education compliance status, statement of violent or criminal incidents, information on school violence and intervention policies and procedures, evaluative finding under the Safe and Drug-Free School and Communities Act, information on student performance in post-secondary institutions, the number of school counselors providing counseling services, and the financial section of the TAPR.
2. **SHA's Key Performance Indicators:** In collaboration with the Superintendent once on board and aligned to SHA's mission and vision, the Superintendent will create job

targets that are SMART – Specific, Measurable, Attainable, Results-Oriented, and Time-Bound – that will be reviewed and ultimately confirmed by the BOD.

3. **Management Responsibilities:** Utilizing the Commissioner’s recommendation, SHA will evaluate the Superintendent’s success in their ongoing responsibilities including “instructional management, student services management, staff development and professional growth, facilities and operations management, fiscal management, human resources management, Board relations, and community relations.”

As is recommended by the TASB Commissioner, SHA will utilize the following rating scale:

|   |                   |  |
|---|-------------------|--|
| E | Exceptional       | Progress exceed expectation and criteria noted in the instrument             |
| P | Proficient        | Progress meets the expectation and criteria noted in the instrument          |
| N | Needs Improvement | Progress does not meet the expectations and criteria noted in the instrument |

For additional detail and SHA’s Leadership Evaluation tool, please see Attachment 14, where we have included the TASB Commissioner’s Superintendent Evaluation Instrument.

*(As mentioned within text of response, components of the Board Structure and Qualifications section were informed by our Silicon Hill Academy Generation 24 application)*

### **Proposed Superintendent Qualifications**

The Silicon Hill Academy Board is thrilled to have put together a comprehensive job description, qualifications, and performance expectations for the Superintendent role. As is detailed in Attachment 16, SHA seeks to identify a dynamic, experienced, and thoughtful leader that is passionate about equity in opportunity and ensuring the outcomes our students deserve. (We have not included additional details in Attachment 15, as the candidate for the SHA Superintendent roles has not been identified).

SHA’s Superintendent will be required to hold a Master’s Degree in Education Leadership from an accredited university recognized by the Texas Higher Education Coordinator Board, though a PhD will be preferred. A valid Principal’s Certification and Superintendent’s certification is required. Further, the Superintendent will have a at least 10 years of successful classroom teaching experience and/or as a supervisor, a proven track record as an effective and inspirational educational leader, and experience as a principal or district-level administrator. SHA is open to utilizing a recruiter for the role as necessary, understanding the importance of identifying the right leader for the school in the early years of its existence.

Though our starting salary range of \$85,000 - \$100,000 is lower than other Superintendent salaries at more established public school districts in the area, we are confident that there will be opportunity for continued growth. This salary range was determined utilizing a few insights, including the Bureau of Labor Statistic reporting charter school executives statistically earning annual salaries at less than their much larger school district counterparts. Further, indeed.com provides insight that the average Charter School Executive salary as of December 2019 was \$75,097 per year. Finally, these figures were also determined by the financial capability of the school in its launch year. SHA provides a unique opportunity for a seasoned professional to truly shape an individualized and progressive model for student success that has potential for aggressive scale and impact.

Duties of the CEO/Superintendent, as detailed in the Attachment 16 job description, include:



- To serve as the Chief Executive Officer (CEO) of the Silicon Hill Academy District, to administer and implement the decisions and policies of the board and ensure enforcement of all rules and regulations of the state and the Texas Education Agency
- Developing and administering a curriculum and educational program that meets and exceeds the needs of the students, families and community, including the ongoing maintenance and revisions to ensure ongoing supports of changing needs
- Being responsible for recruitment and identification of the most qualified candidates for all staff roles, including leadership across all campuses
- Maintaining responsibility for the financial planning and budgeting for the district and campuses, ensuring ongoing alignment with the Board approved budget
- Collaboratively working with Board, staff, and other key stakeholders to create and implement the long-term strategic plans and outcomes for the district and schools
- Developing the internal policies and procedures to ensure services are effectively provided and to achieve organizational objectives
- Representing the school publicly, maintaining relationships with students, parents, and the greater community and serving as a spokesperson as needed; also ensuring adequate funding through development of relationships and fundraising
- Ensuring effective teacher and staff evaluation, including offering formative and summative feedback, and supporting professional growth of all staff, furthering the implementation of improvement plans and termination as needed
- Responding to feedback from the students, families, and the community, investigating as necessary to ensure student needs are being best served by staff and school
- Measuring attainment of organizational objectives, identifying areas of strength and weakness, and supporting action plans that ensure the increasing effectiveness of school and student outcomes

The SHA Board is excited to identify the leader who offers a proven track record of supporting organizational and academic success.

### **Timeline and Selection Process**

The SHA Board plans to utilize the following timeline, recruiting, and selection process to ensure the correct educator is identified to lead the district in its founding year and moving forward:

| <b>Timeline</b> | <b>Action</b>   |
|-----------------|---|
| May 2020        | Job posted  |
| May 2020        | Identification and initial vetting of candidates      |
| June 2020       | Pre-screening of candidates                           |
| July 2020       | Interviews with Board Members                         |
| July 2020       | Final candidates identified                           |
| August 2020     | Final interviews with community and/or student panels |
| August 2020     | Offer extended  |
| September 2020  | Candidate hired                                       |

### **Leadership Succession Plan**

SHA acknowledges the challenge transition can cause, particularly as it relates to a change of leadership within a school setting. With this in mind, one of the reasons the Board has continued to build upon our Superintendent search is to ensure we've not only identified a great Superintendent for Silicon Hill Academy Schools, but the right Superintendent to lead SHA's innovative model.

Leveraging a 2014 study by Hanover Research aptly titled “Best Practices in Succession Planning,” SHA will ensure the creation of a written succession plan and that key steps are in place for a seamless transition in leadership, but further the development and maintenance of a robust leadership pipeline to ensure that if and when a leadership transition does happen, we have leaders already within the organization who are committed to the work, the mission and culture, and most importantly our students.

The Board and SHA leadership will ensure stability in our leadership through a written succession plan with measurable objectives aligned to a year-long implementation, that:

- Anticipates district needs, seeking to put into place proactive versus reactive hiring practices within the school
- Offers clear career pathways and additional incremental responsibilities, professional development, and coaching and/or mentorship opportunities to ensure staff members remain engaged, challenged, and excited about the roles they play at SHA and in our students’ success
- Clear vision into how leadership and team members will be evaluated with tangible feedback and support in ongoing professional growth
- Annual review of the plan, to review current state of affairs and continue to anticipate future needs

### **Proposed Instructional Leadership Team**

Understanding the incredible importance of the instruction that will take place at SHA, our BOD has provided well thought out roles, responsibilities, and qualifications for our schools’ instructional leadership teams, including our Principal, Assistant Principal, and Director of Curriculum and Instruction. Collaborating with the BOD, these roles will ensure the academic success of the students we empower. As we continue to add campuses, staff members, and each site builds to full capacity, we anticipate adding lead teachers in each core academic area including Special Education. While each member of the three core members of the Instructional Leadership team will have varying levels of ownership of the following roles and responsibilities, ultimately each member will be expected to ensure:

- The overall effective leadership, administration and governance of SHA’s curriculum and instruction to ensure student growth and outcome expectations are met or exceeded
- Creation and implementation of SHA’s curriculum, instructional strategies, and effective assessment to ensure student learning outcomes
- All students, including special populations like English language learners and those with disabilities and/or special needs, have access to the tools and resources necessary to their ongoing success
- Individualized professional development opportunities for SHA staff to support their ongoing growth and ultimately positive student outcomes
- The formal evaluation of all staff members and providing ongoing feedback to manage performance across the school
- A commitment personally and across the staff to the community empowered, including fostering relationships with families and students

We know SHA’s Instructional Leadership Team will also hold a Master’s degree from an accredited college or university and classroom teaching experience at various levels (depending on specific role). For more specific details on the roles, responsibilities, and

requirements of our Instructional Leadership team roles, please see Attachment 23, pages 285-294.

At this time, SHA anticipates utilizing the Texas Principal Evaluation and Support System (TPESS) for our leadership goal setting and evaluation system. We anticipate modifying the goals, standards and indicators to better align with individual roles as needed, likely ultimately building upon the system to align with SHA's unique mission and vision. Please see Attachment 19 for the goal setting forms, appraiser rubric, and evaluation forms.

In relation to the professional growth of SHA's Instructional Leadership Team, we anticipate partnering with ESC 13 to offer supports through the Thompson Executive Leadership Institute and other regional leadership services, conferences, online, individualized supports, and collaboration among other local school leaders to share best practices and supports.

As we have not identified the individuals best fit for the instructional leadership team roles at this time, we have not completed Attachment 17, but have provided the descriptions, qualifications, and performance expectations through our supplemental HR forms (See Attachments 18 & 23).

### **Proposed Financial and Operations Leadership Teams**

The ultimate outcomes a school seeks focus on best supporting students' academic success, but the importance of operational effectiveness and financial sustainability of a district and school cannot be understated. As such, our BOD has put together detailed and thorough roles, responsibilities, and qualifications for the following roles on our Financial and Operations Leadership Teams: Director of Finance, Business Manager, Director of Operations, Director of Human Resources, and PEIMS Clerk. In partnership with our BOD, these roles will ensure the operational and financial success of the organization as a whole, ultimately best serving our students' ongoing success as well.

Together, SHA's Director of Finance and Business Manager will ensure the budget development, financial management and responsibility, accounting policies and procedures, internal controls, and an understanding of the policies and procedures related to fundraising and development management that will best serve SHA's financial success. As shared in our role descriptions, the Director of Finance and the Business Manager will:

- Develop long-term financial plans with attainable goals
  - Create quality principles and guidelines for the department to standardize best practices
  - Coordinate and assist the BOD, Superintendent, and Principal with policy and budgetary decision-making
  - Manage day to day accounts payable/receivable, federal and state funding, and donations
  - Ensure fiscal responsibility of the Superintendent and Principals across three campuses
- We anticipate both members of SHA's Financial Leadership Team will also hold a Master's degree from an accredited college or university and have some experience working in a school finance capacity. Though we have not yet identified the key members of our financial team, in Attachment 20 (and through our supplemental HR forms) we have provided the detailed descriptions and qualifications of the individuals who will fill the Director of Finance and Business Manager roles.

In conjunction with the Financial Leadership Team, the Operations Leadership Team, comprised of the Director of Operations and the Director of Human Resources, will ensure an effective structure, adequate policies and procedures, and support for staff to provide access to a quality learning environment and maximize instructional time for the students at SHA.

Together, the Director of Operations and Director of Human Resources will:

- Manage the general operations and all non-instructional services and functions at the school
- Lead facilities acquisition and management, including renovations and ongoing maintenance as needed
- Create a talent management strategy to ensure effective recruitment, hiring, persistence, and development of staff
- Develop and implement policies and procedures that maximize student learning time
- Manage external contract with vendors to ensure organizational needs are met
- Ensure accurate and timely data reporting in PEIMS
- Lead student recruitment and enrollment efforts to ensure school operates at capacity
- Be ultimately responsible for the safety of students through establishment of policies, procedures, and building maintenance

We anticipate both the Director of Operations and the Director of Human Resources will have Master's degrees (though only required for the Director of Operations), and a minimum of five years' experience in their respective areas of expertise. Though final candidates for the Operations Leadership Team members have not yet been identified, in Attachment 21 (and through our supplemental HR forms) we have provided the descriptions and qualifications of the individuals who will fill the Director of Operations and Director of Human Resources.

### ***PEIMS Clerk***

With the knowledge that data driven instruction is of tantamount importance to ensure student success, paired with the understanding that PEIMS data is of critical importance in measuring the success at SHA, we are committed to ensuring data accuracy and timeliness of submission to TEA. As such, we anticipate hiring a PEIMS Clerk in our first year upon opening our first campus. To ensure their successful preparation to execute on their important role, we plan to partner with Region 13 Education Service Center to ensure our PEIMS employees are properly trained. We expect our employee to attend the Aug 2021 introduction to PEIMS workshop as well as the Fall and Midyear workshop. The costs associated are \$400 per workshop, so we have allotted \$1200 which will start in the first year of operation with students. As requested in Attachment 21 (and through our Supplemental HR Forms), SHA has included our PEIMS Clerk education and experience requirements, as well as the individual's starting salary.

### **Performance Management**

Silicon Hill Academy Board and the school leadership team will work collaboratively to plan, set aggressive goals, and track growth both throughout and at the end of the academic year, as well as through the length of the charter contract. SHA will utilize multiple methods of tracking performance growth and outcomes, including:

- Academic, financial, and operational performance indicators included in the Charter School Performance Framework (CSPF)
- Board identified metrics and indicators including thresholds to determine success or failure by grade level and timelines for doing so

As is highlighted in SHA's Generation 24 Charter School application, SHA will be guided from its inception from the academic indicators established by the Board of Directors (BOD)

in an attempt to formalize and enhance student academic success, and will further leverage the CSPF Manual and associated metrics to ensure SHA meets and whenever possible, exceeds the metrics for financial and operational performance indicators as well.

### **Academic Performance Indicators**

As previously mentioned, SHA will utilize the academic indicators detailed in the CSPF, including:

- School accountability rating
- Closing the Gaps data to measure achievement status for student groups and ELLs
- Campus status

Further, SHA's Board, instructional leaders, and teachers will all have access to robust data sets to measure organizational success, with the ability to drill down to an individual classroom, teacher and student as desired. As such, SHA will utilize multiple avenues of ongoing data collection to measure progress including:

- Teacher created quarterly exams to evaluate the content proficiency or mastery in the content domains stipulated under the TEKS standards
- NWEA's MAP Growth Assessment, offering insights into student performance at beginning, middle, and end stages of the school year, providing a baseline for student learning plans and growth monitoring throughout the school year
- STAAR assessment data, administered at the end of each school year will provide summative school and classroom insights

SHA's quarterly assessments, coupled with the ongoing MAP Growth Assessments and STAAR assessment data will provide real-time, robust, and ongoing data the Board can utilize to objectively measure student and organizational success. Board meetings will take place monthly, and will include an update on progress towards student academic achievement via the indicators TEA utilizes in their evaluation of all schools across the state. The Board will work with the Academic Committee, chaired by the Superintendent in the first year, and SHA Austin's school Principal in subsequent years, to review and analyze data and identified indicators that reflect academic success and/or a need for remediation or alternative methods to ensure student achievement. Upon identification of performance gaps, the Board will create additional policies to improve pedagogy as recommended by the Academic Committee. In doing so, the Board will comply with all State of Texas laws governing student assessment and charter school operations.

As previously mentioned, one source of data utilized by the Board will be the STAAR assessment. SHA and the Board will specifically use these data at the 7<sup>th</sup> grade level as an indicator of proficiency as well as an early indicator of supports needed for rising 8<sup>th</sup> graders. With SHA's innovative after school Academic Success Seminar, students at both the middle and high school levels will have access to small group instruction and supports outside of the conventional school day; interventions based on individualized student needs can easily be mandated by the Board to both streamline instructional methodology and to enhance the learning outcomes for individual students and classrooms.

The following STAAR benchmarks will be determined to ultimately measure academic performance for SHA in year one of operation. We expect to increase the number of students annual that meet or master grade level content by 5% year over year until we have fewer than 5% approaching grade level. Below are our baseline assumptions:



| STAAR Growth Indicators           |  |  |                                      |
|-----------------------------------|--|--|--------------------------------------|
| Grade Level/Subject               | Approach Grade Level                   | Meet Grade Level                               | Master Grade Level                   |
| <b>Mathematics</b>                |  |  |                                      |
| Grade 6                           | 20% approach grade level score of 1536 | 65% meet grade level score at 1653             | 15% master grade level score at 1798 |
| Grade 7                           | 20% approach grade level score at 1575 | 65% meet grade level score at 1688             | 15% master grade level score at 1798 |
| Grade 8                           | 20% approach grade level score at 1595 | 65% meet grade level score at 1700             | 15% master grade level score at 1854 |
| <b>Reading</b>                    |  |  |                                      |
| Grade 6                           | 20% approach grade level score at 1517 | 65% meet grade level score at 1629             | 15% master grade level score at 1718 |
| Grade 7                           | 20% approach grade level score at 1567 | 65% meet grade level score at 1674             | 15% master grade level score at 1753 |
| Grade 8                           | 20% approach grade level score at 1587 | 65% meet grade level score at 1700             | 15% master grade level score at 1783 |
| <b>Additional Tested Subjects</b> |  |  |                                      |
| Grade 7 Writing                   | 20% approach grade level score at 1567 | 65% meet grade level score at 1674             | 15% master grade level score at 1753 |
| Grade 8 Science                   | 20% approach grade level score at 3550 | 65% meet grade level score at 4000             | 15% master grade level score at 4406 |
| Grade 8 Social Studies            | 20% approach grade level score at 3550 | 65% meet grade level score at 4000             | 15% master grade level score at 4406 |
| Algebra I                         | 20% approach grade level score at 3550 | 65% meet grade level score at 4000             | 15% master grade level score at 4333 |
| Algebra II                        | 20% approach grade level score at 3550 | 65% meet grade level score at 4000             | 15% master grade level score at 4411 |
| Biology                           | 20% approach grade level score at 3550 | 65% meet grade level score at 4000             | 15% master grade level score at 4576 |
| English I                         | 20% approach grade level score of 3775 | 65% meet grade level score at 4000             | 15% master grade level score at 4691 |
| English II                        | 20% approach grade level score of 3775 | 65% meet grade level score at 4000             | 15% master grade level score at 4831 |
| English III                       | 20% approach grade level score at 3536 | 65% meet grade level score at 4000             | 15% master grade level score at 4831 |
| US History                        | 20% approach grade level score at 3550 | 65% meet grade level performance score at 4000 | 15% master grade level score at 4440 |

In utilizing MAP interim assessments from the Northwest Evaluation Association (NWEA), the SHA BOD, leadership and educators will have access to data that provides insight on overall academic achievement of the school, with the ability to analyze achievement at an individual level. Further, by comparing data from test to test, and at comparable stages in the school year, the SHA BOD, leadership, and educators will be able to make strategic decisions that will best serve student needs.



| NWEA MAP Student Growth Score Indicators |                                |   |                             |
|--|--------------------------------|---|-----------------------------|
| Grade Level/Subject                      | Below                          | Between                                 | Above                       |
| Mathematics                              |                                |   |                             |
| Grade 6                                  | 15% will score below<br>208.59 | 70% will score between<br>208.59-242.01 | 15% will score above 242.01 |
| Grade 7                                  | 15% will score below<br>210.88 | 70% will score between<br>210.88-246.32 | 15% will score above 246.32 |
| Grade 8                                  | 15% will score below<br>211.79 | 70% will score between<br>211.79-250.01 | 15% will score above 250.01 |
| Grade 9                                  | 15% will score below<br>213.88 | 70% will score between<br>213.88-252.92 | 15% will score above 252.92 |
| Grade 10                                 | 15% will score below<br>211.44 | 70% will score between<br>211.44-253.35 | 15% will score above 253.36 |
| Grade 11                                 | 15% will score below<br>213.70 | 70% will score between<br>213.70-256.30 | 15% will score above 256.30 |
| Reading                                  |                                |   |                             |
| Grade 6                                  | 15% will score below<br>201.14 | 70% will score between<br>201.14-230.46 | 15% will score above 230.46 |
| Grade 7                                  | 15% will score below<br>203.06 | 70% will score between<br>203.06-233.34 | 15% will score above 233.34 |
| Grade 8                                  | 15% will score below<br>204.37 | 70% will score between<br>204.37-235.83 | 15% will score above 235.83 |
| Grade 9                                  | 15% will score below<br>204.89 | 70% will score between<br>204.89-237.31 | 15% will score above 237.31 |
| Grade 10                                 | 15% will score below<br>203.72 | 70% will score between<br>203.72-238.68 | 15% will score above 238.68 |
| Grade 11                                 | 15% will score below<br>204.62 | 70% will score between<br>204.62-239.98 | 15% will score above 239.98 |
| NWEA MAP Student Growth Score Indicators |                                |   |                             |
| Grade Level/Subject                      | Below                          | Between                                 | Above                       |
| Language Usage                           |                                |   |                             |
| Grade 6                                  | 15% will score below<br>201.92 | 70% will score between<br>201.92-228.68 | 15% will score above 228.68 |
| Grade 7                                  | 15% will score below<br>203.9  | 70% will score between<br>203.9-217.6   | 15% will score above 217.6  |
| Grade 8                                  | 15% will score below<br>204.74 | 70% will score between<br>204.74-233.26 | 15% will score above 233.26 |
| Grade 9                                  | 15% will score below<br>205.9  | 70% will score between<br>205.9-220.4   | 15% will score above 220.4  |
| Grade 10                                 | 15% will score below<br>204.36 | 70% will score between<br>204.36-235.84 | 15% will score above 235.84 |
| Grade 11                                 | 15% will score below<br>206.3  | 70% will score between<br>206.3-222.1   | 15% will score above 222.1  |
| General Science                          |                                |   |                             |
| Grade 6                                  | 15% will score below<br>196.87 | 70% will score between<br>196.87-220.33 | 15% will score above 220.33 |



|         |                                |   |                             |
|---------|--------------------------------|---|-----------------------------|
| Grade 7 | 15% will score below<br>198.67 | 70% will score between<br>198.67-223.13 | 15% will score above 223.13 |
| Grade 8 | 15% will score below<br>200.87 | 70% will score between<br>200.87-226.13 | 15% will score above 226.13 |

Under the direction of SHA's Board of Directors, the Academic Committee will be responsible for managing the processes set-forth above, as well as driving decisions to ensure the success of the overarching SHA academic community, that the work remains aligned with SHA's philosophy, and ultimately that SHA is best meeting student needs while remaining in compliance with the law. The BOD will offer feedback and participate in colloquy with teacher and educator professionals to ensure development of a review of assessment procedures occurs at frequent intervals to make the process both valid reliable. Two of our Board members will be key in ensuring the quality of SHA's academic performance indicators.

- **Dr. Keith Lockwood:** Dr. Keith Lockwood has almost 30 years of experience in the education space, working as a classroom teacher, college professor, and administrator to best serve a variety of student needs in numerous settings. He holds a Ph.D. from New York University in Special Education, Deaf Education and linguistics, and a Master's degree from New York University in Administration Leadership and Technology, and is considered an expert in special needs education because of his experiences working with students with such a variety of learning disabilities. Keith holds numerous teaching and administrative credentials from both New York and New Jersey.
- **Kelly Patel:** Serving as a highly effective English Language Arts classroom instructor at Harmony Science Academy - Austin for five years, she wove ELA standards into a largely STEM focused academy to ensure student success in and out of the classroom. Her experience as a classroom teacher will serve the Academic Committee well
- **Superintendent (TBD)**

### Financial Performance Indicators

In seeking to measure the success of SHA's financials, SHA will again align our financial performance indicators with the CSPF, specifically utilizing the Charter School Financial Integrity Rating System of Texas (Charter FIRST). As described in 19 TAC §109.1001, we will work to ensure the quality of their financial management practices, specifically utilizing the following key metrics of success:

- Short-term solvency: cash on hand and ratio of current assets to current liabilities
- Long-term solvency: revenues equal/exceed expenses and the debt service coverage ratio
- Overall score on Charter FIRST

The BOD also plans to utilize the financial performance indicators detailed below to further measure success.

| SHA BOD Financial Performance Indicators   |                                   |
|--|-----------------------------------|
| Metric   | Threshold                         |
| <b>Indicator 1: Year-to-Date Revenue and Expense vs. Budget (Monthly Board Evaluation)</b> |                                   |
| Revenue over expenditure variance  | Revenue should exceed expenditure |
| <b>Indicator 2: Fund Balance (Monthly Board Evaluation)</b>                                |                                   |
| Current assets divided by current liabilities  | Ratio should be larger than 1     |

|   |  |
|---|--|
| Reserve should cover one month of operation with the reserve growing monthly to eventually cover six months   | <ul style="list-style-type: none"> <li>Reserves ratio (ratio = operating reserves divided by operating expenses)</li> </ul> At least one month of operating costs in the bank account as a reserve |
| <b>Indicator 3: Direct classroom costs (Quarterly Board Evaluation)</b>   |  |
| Direct classroom costs is the total of all non-faculty/staff expenses   | Direct classroom cost should not exceed \$10,000   |
| <b>Indicator 4: Percentage of revenue spend on personnel costs (Quarterly Board Evaluation)</b>   |  |
| Total Personnel costs divided by Total Revenue  | Labor Expenditures should be at 60-70%   |
| <b>Indicator 5: Revenue spent on basic instruction (Quarterly Board Evaluation)</b>   |  |
| Costs include instructional personnel, supplies, assessments, curriculum, staff development, average spending per pupil, technology<br>Percentage spent is equal to the total basic instructional costs divided by total revenues | Percentage should be above 50%   |
| <b>Indicator 6: Average spending per pupil (Bi-Annual Board Evaluation)</b>   |  |
| Average spending per pupil  | Average spending per pupil should be less than the average revenue per pupil   |
| <b>Indicator 7: Percentage of Expenditures on Facility (Quarterly Board Evaluation)</b>   |  |
| Percentage of expenditure on facility is equal to the total facility costs divided by revenue   | Percentage of facility costs should be less than 20%   |
| <b>Indicator 8: Percentage of Expenditures on Central Services (Quarterly Board Evaluation)</b>   |  |
| Central services will include Business Manager, Principal, PEIMS Clerk, Secretary, and Office Manager/Registrar roles   | Percentage of central services costs should be less than 20%   |
| <b>Indicator 9: Technology Spending per Student (Bi-Annual Board Evaluation)</b>  |  |
| Costs of Chromebook and headphones per student  | Costs remain within the budgeted \$250 per Chromebook and \$25 per headphones per student  |
| <b>Indicator 10: IT Spending as a Percentage of the Budget (Bi-Annual Board Evaluation)</b>   |  |
| Total IT spend (including computers, TVs, projectors, internet, phone, wiring)  | Should remain below 2% of total budget   |
| <b>Indicator 11: Relationship Between Priority Areas (Annual Board Evaluation)</b>  |  |
| Highly qualified and certified teachers, internship opportunities, curriculum options, and college credit opportunities for students  | Fully staffed with certified teachers, surplus of internship opportunities, TBD percentage of students taking elective courses and dual credit classes (as applicable at the HS level)             |
| <b>Indicator 12: Internal Accounting Control (Monthly Board Evaluation)</b>   |  |
| Supporting documentation for every purchase along with explanation and approval process   | 100% of transactions follow requirements and expected processes  |
| Number of reconciliations and recorded balances   | Occur monthly  |
| Number of reconciliations between subsidiary ledgers and control ledger   | Occur monthly  |
| Annual Auditing   |  |



|  |  |
|--|--|
|  | Hire a licensed, independent CPA to execute annual Financial and Compliance report approved by the BOD no later than May 1st |
| <b>Indicator 13: Enrollment (Monthly Board Evaluation)</b> |  |
| Student monthly enrollment vs. original enrollment         | Student enrollment should not drop below 95% of original enrollment  |

Managing a multi-million-dollar budget requires an attention to detail, understanding of the complex financial obligations, reporting responsibilities to the state, facilities management, as well as experience negotiating and managing employee salaries and benefits. As such, we have sought Board Members with the knowledge, skills, and real-world experience necessary to track the indicators set forth above with fidelity, ensuring SHA's long term financial success.

To execute on the ongoing analysis and evaluation of the indicators highlighted above, the SHA BOD Finance Committee will be led by Board Chair, Evan Erdberg and will also include Dr. Tony Jacob. Evan Erdberg has more than 17 years' experience managing and and/or operating three multi-million dollar companies and divisions in the educational space successfully, while simultaneously overseeing the management of more than 200 employees. Alternatively, Dr. Tony Jacob is an entrepreneur who has scaled his optometry business from a single location to 11 across Central Texas. Together, their extensive experience will enable SHA to provide a quality education within budget and aligned to K-12 standards.

The members of the finance committee will receive monthly reports as it pertains to financial performance of SHA, offering direct vision into the progress of the school and the long-term financial sustainability of the district as a whole. Weekly reports will be sent by the business manager to the finance committee to ensure ongoing fiscal responsibility. Further, the Finance Committee will present to the full BOD monthly, ensuring clarity and updates into the financial standing, short and long-term predictions, large expenditures outside of normal order of business that exceed \$15,000, cashflow, and balancing of the budget. They will also present any items that need to be approved that are new in the budget.

### **Operational Performance Indicators**

SHA will again align our operational performance indicators largely with the CSPF seeking to ensure we comply with all federal and state laws, and all rules and regulations associated at the federal, state, and charter contract level. As detailed in the CSPF, SHA will specifically measure:

| <b>SHA BOD Operational Performance Indicators</b>   |   |
|---|---|
| <b>Metric</b>   | <b>Threshold</b>  |
| <b>Indicator 1: Percentage of Expenditures on Central Services (Quarterly Board Evaluation)</b>                       |   |
| Central services will include Business Manager, Principal, PEIMS Clerk, Secretary, and Office Manager/Registrar roles | Percentage of central services costs should be less than 20%                          |
| <b>Indicator 2: Teacher Qualifications (Annual Board Evaluation)</b>  |   |
| Percentage of staff certified and deemed as highly qualified  | 100% certified staff, 90% deemed highly qualified                                     |
| <b>Indicator 3: Meeting/Exceeding Programming Requirements (Bi-Annual Board Evaluation)</b>                           |   |
| Meeting and exceeding state and federal programming requirements for special  | 100% of state and federal programming requirements for special populations, bilingual |

|   |  |
|---|--|
| populations, bilingual education/ESL populations, and career technical populations                        | education/ESL populations, and career technical populations are met  |
| <b>Indicator 4: Completion and Filing of Reports (Bi-Annual Board Evaluation)</b>                         |  |
| Timely completion and filing of governance reporting forms, including maintenance of 501(c)(3) status     | 100% timely completion and filing of governance reporting forms, including maintenance of 501(c)(3) status |
| <b>Indicator 5: Training requirements for Board Members (Annual Board Evaluation)</b>                     |  |
| All Board Members and Charter School Officials will complete all training requirements                    | 100% of Board Members and Charter School Officials will complete all training requirements                 |
| <b>Indicator 6: Criminal Record Employment Requirements (Annual Board Evaluation)</b>                     |  |
| SHA will ensure all criminal record employment requirements have been completed                           | All 100% of criminal record employment requirements will be completed                                      |
| <b>Indicator 7: Filing of PEIMS data &amp; Handling of Assessment Materials (Annual Board Evaluation)</b> |  |
| Timely filing of PEIMS data and appropriate handling of secure assessment materials                       | Filing 100% of PEIMS data on time, and handling secure assessment materials with fidelity                  |
| <b>Indicator 8: TREx Usage Requirements (Annual Board Evaluation)</b>                                     |  |
| TREx (Texas Records Exchange System) usage requirements   | Utilizing the TREx as required 100% of the time  |
| <b>Indicator 9: Certificate of Occupancy (Annual Board Evaluation)</b>                                    |  |
| Facility certificate of occupancy requirements  | Meet or exceed all occupancy requirements to assure attainment of a facility certificate                   |
| <b>Indicator 10: Students in Tested Grades (Annual Board Evaluation)</b>                                  |  |
| Percentage of students served in tested grades  | Maintain 50% of students served in tested grades   |
| <b>Indicator 11: Child Nutrition Program (Annual Board Evaluation)</b>                                    |  |
| Eligibility to participate in Child Nutrition Programs  | Maintain eligibility to participate in Child Nutrition Programs  |

SHA will also collect internal data points seeking to measure our success and opportunities for growth operationally, creating benchmarks once we have a full staff to identify the key indicators based on the needs of SHA. This could include, but is not limited to:

- Human Resources (staff retention and satisfaction, recruitment and number of applicants)
- Safety (tracking of incidents, responses,
- Facility Maintenance (survey, tracking length of time until fixes, etc)
- Communications (staff, students, parent, and community satisfaction)

Our Board Members, Mary Ellen Mondt and Kelly Simmons Patel, will be instrumental to ensuring the ongoing success of SHA's Operational Performance. Mary Ellen has managed large teams to ensure the effective outcomes associated with long term projects, while Kelly Simmons Patel's experience working within a Charter School system and her attention to detail as a Finance Operations Director will serve SHA's operational planning and analysis well.

### **Corrective Actions**

The SHA BOD and school leadership are committed to continuously analyzing the information and data gathered to ensure SHA's ongoing effectiveness. Should performance fall short of the identified indicators in academics, finances, or operations, the team will identify clear next steps to ensure the desired results, create a strict timeline and assign ownership for each step in the process to ensure the increasing in effectiveness in the area of

need and for the district as a whole. Each of the BOD members plays a role in the execution of the school's work associated with an area of proven expertise; we will leverage their experience to ensure SHA is able to take corrective action when needed to best empower our students and the community.

*(As mentioned within text of response, components of the Performance Management section were largely built upon and informed by our Silicon Hill Academy Generation 24 application)*

## **Talent Management and Development**

### **Talent Management**

Silicon Hill Academy seeks to be a collaboratively managed school, providing opportunity for leadership for the Principal and teachers alike, seeking to professionalize the teaching profession and provide ownership for all stakeholders. SHA will seek to differentiate itself from other schools in the way it plans to offer its teachers ongoing professional development and career growth opportunities: from promotions and financial bonuses based on student outcomes, to management responsibilities and individualized growth opportunities.

As such, the basic qualifications and expectations for employment as an academic classroom teacher at SHA can be higher than typical qualifications. Qualifications will include:

1. A minimum of a Bachelor's degree, but a Master's degree preferred in the subject area the teacher will be providing instruction. Degrees must be in subject domains for the academic subject the teacher plans to teach.
2. State of Texas certification as a teacher in the subject area is preferred. This stands separate from the State of Texas requirements where Special Education, Bilingual and ESL teachers must be certified by the State of Texas.
3. Teaching experience is preferred and highly desirable, including varied experience as a teaching assistant, teaching internship, or other field experience.
4. An understanding and commitment to the differentiators of the SHA model, why particular innovations and reforms were adopted by SHA and the ultimate intended outcomes. Candidates must support the mission, believe in our core values and goals of the school to contribute in every way possible to their fruition.
5. A willingness and ability to work tirelessly to meet challenges, and accept the risks inherent in being part of a start-up charter school such as SHA. Teaching at SHA is by no means an 8-3 job, but with risks come significant professional rewards, both for the individual and for SHA's successes.

### **SHA Teacher and Staff Recruitment**

The educators who lead in SHA's classrooms and support the school's operations are some of the most important roles in the success of the school and ultimately our students. SHA will employ several methods to recruit staff:

- Advertisements at regular and ongoing intervals in multiple mediums, including local newspapers, and web-based job boards including Indeed, the Chronicle of Higher Education, LinkedIn, and other social media outlets linked to teacher recruitment
- Direct recruitment from college and graduate education programs, leveraging relationships with Department Chairs to identify soon to graduate students who would be interested and committed to SHA's model
- Word of mouth and referrals, utilizing the BOD and advocate networks and connections to make introductions and share opportunities to collaborate



- Engagement with educators from surrounding states where teacher salaries and benefits are below our forecasted teacher compensation, including New Mexico, Oklahoma, and Arizona, where the starting salary is as low as \$38,000 (\$12,000 less than what SHA offers) in addition to having bonus opportunities at SHA
- Utilize a system called TalentEd Teacher Recruitment system to ensure our process is streamlined and efficient

SHA's team will utilize all of these recruitment methods to ensure a diverse candidate pool that will best serve student needs. To ensure we identify and hire staff who will best serve English learners, students with disabilities, and other student groups, we will leverage relationships with Department Chairs at local colleges, engage educators from surrounding states, as well as employ a hiring model that allows for flexibility in schedule (part time roles, etc.)

Recruitment will be led by a SHA recruitment and hiring committee, consisting of the Superintendent (in the future the campus Principal), a member of the BOD, a teacher, a parent, and a student representative. This group will review and identify candidates, analyze resumes/curriculum vitae, and conduct interviews in collaboration with the Superintendent to make teacher candidate recommendations to the BOD. SHA's recruitment focus will be to identify and hire teachers and staff who share our mission, demonstrate our core values, and who are willing to commit themselves to the extensive hours required to make the vision of SHA a reality, particularly in the first years of opening a charter school.

### ***Hiring and Dismissal***

Upon reviewing resumes and determining which applicants meet and/or exceed requirements, an online full application link will be sent to prospective candidates for completion. The online application packet will contain a:

1. Brief form requesting further employment information and biographical profile
2. Request official transcripts be forwarded to SHA (as needed)
3. Cover letter requesting responses regarding their interest in SHA and its mission
4. Statement that anyone hired by SHA must submit to a background check;
5. Statement that SHA does not discriminate based on race, religion, age, disability, sexual orientation, immigration status and gender identity and that SHA abides by all Federal and State anti-discrimination laws.

The applicant will also receive SHA's prospectus, which will offer a comprehensive overview of the school's model. An online virtual prospectus for teachers will be prepared to further inform interested candidates about SHA, unique challenges, expectations, risks, and rewards about advancement opportunities and potential bonuses.

| <b>Teacher Recruitment and Hiring Timeline</b>  |                   |                 |
|---|-------------------|-----------------|
| <i>Activities</i>   | <b>Start Date</b> | <b>End Date</b> |
| Prepare teacher candidate application packet and materials/detail application procedure   | 8/2020            | 9/2020          |
| Recruit teachers (advertise, contact graduate departments directly, utilize referrals); review candidate materials, interview promising candidates, make final selections; BOD hires/offers contracts** | In progress       | 6/2021          |
| Hire faculty support paraprofessionals, administrative office manager, and PIEMS Clerk school staff   | 01/2021           | 07/2021         |
| Arrange for school nursing services   | 05/2021           | 07/2021         |

|  |         |         |
|--|---------|---------|
| Explore partnership/relationship with the University of Texas regarding “teacher internship” program; ESL expertise/advice | 03/2021 | 07/2021 |
|--|---------|---------|

Upon receipt of the full application materials, the Superintendent/Principal supported by the committee, will utilize a rubric to identify the top 3-5 candidates, who will then be invited to a personal interview which may include designated parents, teachers, and student(s). Upon completion of the interview, the Superintendent/Principal and teachers on the committee will rank ordered list of preferred choices. This ranked list along with any annotations on the committee’s experience, will be presented to the BOD who will make the final selection. The BOD may or may not follow the committee’s ultimate recommendations, but in all cases, the BOD will not select someone who does not appear on the ranked list of those judged most worthy by SHA teachers to join SHA ranks.

An offer letter will be generated based on the BOD’s selection, contingent upon the successful completion of fingerprinting and a background check. SHA anticipates providing a list of approved vendors to support our candidates in completing their fingerprinting and background check requirements, as well as subscribing to the fingerprint-based Applicant Clearinghouse of Texas (FACT) to monitor our employees’ status moving forward.

The nature of the SHA model depends largely on the qualities, talents and collaboration of its teachers; as such, SHA will establish rubrics and standards in hiring that ensure its recruitment of educators and staff that will lead to organizational success. Moreover, paraprofessionals will be recruited to support instruction and further meet the needs our anticipated special education student population, keeping the adult to student ratio low and ensuring the direct instruction needs of students are met under IDEA. “SHA’s teacher-employment rubric and standards are meant to elicit evidence that objectively measure distinction and promise but qualitatively indicates a strong character, love of teaching, and willingness to expend energy and effort in contributing to Silicon Hill Academy’s success.” (SHA’s Generation 24 Application)

SHA will seek to support all educators and staff in their professional growth, offering opportunities to explain any issues as they arise and implementing supports and personal improvement plans as necessary. However, we will document all cases of incompetency. In relation to teacher dismissal, whether termination or non-renewal of contract, SHA will follow all federal and state laws, due process and including but not limited to providing the teacher with notice, communication of reasoning for termination or non-renewal, and the ability of the teacher to respond to any planned action through due process.

As required, SHA has provided a complete staffing chart for the school in Attachment 22, offering detail insight into the administrative, instructional, and non-instructional positions that we plan to staff in Year 0 through Year 5 of operations, as well as anticipated full capacity. Further, we have provided the teacher-student ratio for each year of operation. In Attachment 23, SHA has provided supplemental human resources information forms for each position on our staffing charts.

### **Talent Plan Evaluation and Responding to Staff Shortages**

In assessing the effectiveness of SHA’s talent plan, we will collect and leverage data points both during the recruitment process and moving forward to identify successes and areas for growth:

- Tracking the numbers of applications for the number of roles

- Cost per hire - Adding all recruiting expenses and dividing by the number of hires made)
- Time to filling a role – Total number of calendar days a role was open
- Quality of hire – measuring student outcomes
- Staff retention and turnover – length of tenure of the teacher and overall rate of teacher/staff retention at SHA
- Staff Satisfaction – SHA will implement a staff satisfaction survey, curating data to measure staff culture and the health of the organization overall

It is well known that schools across Texas and the United States are having difficulty filling teaching roles, from an acknowledged teacher shortage to fewer and fewer college students pursuing the teaching profession. It is most important for SHA to hire and retain staff. With this in mind, SHA will seek to be innovative in our hiring model, while providing additional professional development supporting and growth opportunities other schools do not. If SHA encounters problems filling vacant roles, SHA will seek to:

- Offer a flexible teaching schedule when possible, offering part time roles for master teachers who have retired, recent mothers, working professionals, etc.
- Provide incentives for joining the SHA team through a financial bonus structure based on student outcomes and further incentives for those who take on specialized roles or responsibilities
- Ensure access to the teaching resources and materials necessary to teacher, classroom, and school success
- Adopt policies that include teachers in decision making, supporting ownership of the curriculum and autonomy in the classroom
- As we continue to grow, building out our benefits package further
- Ensure unique professional development opportunities and clear pathways for individual growth through mentorship and management
- Support pathways to certification for our lower level staff

*(As mentioned within text of response, components of the Talent Management and Development section were informed by our Silicon Hill Academy Generation 24 application)*

## **Professional Development and Evaluation**

### **Professional Development at SHA**

Understanding the instructional staff at SHA are central to our students' and our school's success, we plan to utilize multiple methods of evaluation, data collection, and associated professional development and supports to ensure the increasing effectiveness of instruction. We anticipate offering professional development with multiple modalities: both on-demand and planned, face-to-face and virtual, on- and off-site, large group and individual, the core components being the offerings are relevant, timely and data-driven. SHA's professional development plan is aligned with the organizational vision, creating targeted sessions that cultivate student driven instruction guided by highly qualified teachers. All professional development will be developed from student survey feedback, teacher observation data, and school leadership suggestions (The Future of Education and Skills 2018)

To ensure teacher buy-in, alignment with expectations, and ultimately the ongoing increasing of effectiveness of our teachers, SHA will establish a professional development committee comprised of the Superintendent/Principal and three+ teachers to lead the work in identifying and implementing professional development opportunities based on a needs assessments and



student feedback, that best meet teacher needs and ultimately bolster student outcomes. We anticipate much of the work will be based on Robert Marzano's "What Works in Schools", and will utilize a holistic approach to ensure the ongoing professional learning of our educators.

We anticipate school leaders and teachers utilizing comprehensive workshops to initiate themes that will be continued from weekly, structured collaboration time among educators who are teaching similar subject matter and grade levels. The following are potential examples of professional development activities:

| Date              | Potential Topics  | Hours  |
|-------------------|---|--------|
| August 9-13, 2021 | "Teaching strategies Bootcamp,"(Workshops on ELA, Math, Understanding by Design)  | 35 hrs |
| October 8, 2021   | Faculty Retreat (Develop professional learning community)   | 7 hrs  |
| October 15, 2021  | Data Collection and Analysis (Data Collection and Analysis for SHA #1)  | 7 hrs  |
| December 16, 2021 | Departmental Workshops (Math Science Lesson planning and Spiraling; Literacy/ History lesson planning; Spanish Standards Scope and Sequence)  | 7 hrs  |
| January 14, 2022  | Data -Driven Differentiated Instruction (Analyze results on SHA #2; develop differentiated techniques for "re-teach" weeks)                   | 7 hrs  |
| February 11, 2022 | Standardized Assessments & Technology Integration (Review Test Preparation techniques; integrate technology with Google Classroom Discussion) | 7 hrs  |
| May 27, 2022      | Final Performance Tasks & School Culture (Design performance tasks, rubrics and lesson plans; build school culture)                           | 7 hrs  |
| Summer 2022       | New Teacher Professional Development Seminars (Workshops on management/culture, lesson planning, expectations, etc.)                          | 7 hrs  |

We anticipate offering 84 formal hours of in-person professional development supports, while ensuring staff have many additional hours for built-in grade-level and subject collaboration, informal classroom walkthroughs, mentorship, and individualized online and in-person professional development opportunities.

We also anticipate establishing professional learning communities at SHA, fostering a holistic approach to supporting professional growth adopted from the research of Barth and Marzano (Restructuring Schools, 1991; What works in schools, 2013). This method will include professional development sessions that are approximately 2 hours each, and will focus on topics like: building a collaborative culture for students, commitment to school improvement, eliminating barriers to success and a commitment to results. As shared in our Generation 24 application, "these principles are critical in a 21st Century instructional paradigm. The SHA framework will build consensus and establish cultures of collaboration, follow-through on planning, and data driven decision-making for student centered instruction." During the school year, when possible teachers will be provided two preparation periods to support vertical and horizontal departmental planning and weekly professional learning community meetings.



SHA also understands that educators can absolutely support the growth of one another, and will seek to create beneficial mentorship relationships at SHA. We will also encourage high-performing teachers to create workshops they can record and disseminate to support the growth of their peers. Further, SHA's school leadership team will build relationships with high-achieving schools in Austin, and subsequently San Antonio and Houston, seeking to support collaboration among educators, providing opportunities for school visits to view and analyze highly effective teaching. With this in mind, the goal is to have at least 75% of faculty visit a high performing local school, after which teachers would analyze what they've seen, and prepare a report with opportunities to implement any techniques, systems, methods seen directly at SHA.

In order to assess the effectiveness of our professional development opportunities, Committee members will analyze and report on the activities and educational experiences.

### **Preparation for SHA's Opening: Professional Development Plan**

SHA anticipates utilizing the following timeline for teacher induction before classes start:

| <b>Teacher Summer Professional Development</b> |   |
|--|---|
| <b>Date</b>                                    | <b>Anticipated Topics</b>   |
| Monday,<br>August 9 2021                       | Teaching Strategies Bootcamp<br>Creating "Understanding by Design" Curriculum Units <ul style="list-style-type: none"> <li>• Understanding and applying the back-ward design model for curriculum development</li> <li>• Creating essential questions and long-term goals</li> <li>• Reviewing and analyzing content standards</li> </ul> |
| Tuesday,<br>August 10, 2021                    | Teaching Strategies Bootcamp<br>Creating "Understanding by Design" Curriculum Units <ul style="list-style-type: none"> <li>• Curriculum mapping, ensuring vertical alignment</li> <li>• Work time to collaborate with grade-level and subject teams</li> </ul>  |
| Wednesday,<br>August 11, 2021                  | Technology at SHA <ul style="list-style-type: none"> <li>• Setting expectations for technology use in the classroom</li> <li>• Integrating and implementing technology into the classroom</li> <li>• Online curriculum building and assessment</li> <li>• Best practices for technology in the classroom</li> </ul>                       |
| Thursday,<br>August 12, 2021                   | Teaching Strategies Bootcamp<br>Creating "Understanding by Design" Curriculum Units <ul style="list-style-type: none"> <li>• Designing authentic performance tasks</li> <li>• Assessing student outcomes on performance tasks</li> <li>• Providing authentic and supportive feedback</li> </ul>   |
| Friday,<br>August 13, 2021                     | Teaching Strategies Bootcamp<br>Creating "Understanding by Design" Curriculum Units <ul style="list-style-type: none"> <li>• Creating and analyzing assessments with aligned rubrics</li> <li>• Independent or collaborative work time to implement learnings and prepare classrooms</li> </ul>   |

SHA plans to utilize Jay McTighe and Grant Wiggins' "Understanding by Design" as core to our educator's curriculum development, instruction, and assessment. Over the week-long induction period, we anticipate covering the core themes of backwards planning, curriculum mapping, performance tasks, and assessment, while still ensuring time for staff to authentically

Silicon Hill Academy Charter School

connect with and get to know one another, collaborate across grade and subject levels, and have time to set up their classrooms.

Further, as the use of instructional technology is woven into the fabric of the SHA curriculum, in-coming staff will be trained both in the necessary strategies to integrate technology into their lesson plans as well as how to best utilize technology within the classroom. All staff will be expected to utilize technology to design their lessons – from Microsoft or Google suite, Google forms and Docs, and shared project-based presentations requesting feedback on how best to present to students. Further, with all students and staff making use of Chromebooks, we will ensure all staff are comfortable with implementing the expectations around technology use, as well as monitoring students through the use the local network and assessing how students are performing in real-time to offer more immediate feedback and enhance achievement and learning outcomes for students.

At this time, we do not plan to compensate teachers for their summer learning professional development – this will be part of the requirements for their contracted roles and salary.

### **Teacher Evaluation**

At SHA, educators will be formally observed three times each year utilizing Charlotte Danielson’s Framework for Teaching. Several large studies, including the Measures of Effective Teaching Project (MET) funded by the Bill & Melinda Gates Foundation in Chicago, have proven its validity as an instrument for defining effective teaching. Specifically, those teachers who score high levels of proficiency on the Framework for Teaching have correlated positive levels of student outcomes in the classroom. Offering detailed elements and indicators of success aligned to each domain and component, educators will have a clear vision into what success in the classroom both looks and feels like as it relates to their formal evaluation.

The domains and components of evaluation include:

| <b>Charlotte Danielson Framework for Teaching</b>   |
|---|
| <b>Domain 1: Planning and Preparation</b>           |
| 1a: Demonstrating Knowledge of Content and Pedagogy |
| 1b: Demonstrating Knowledge of Students             |
| 1c: Setting Instructional Outcomes                  |
| 1d: Demonstrating Knowledge of Resources            |
| 1e: Designing Coherent Instruction                  |
| 1f: Designing Student Assessments                   |
| <b>Domain 2: The Classroom Environment</b>          |
| 2a: Creating an Environment of Respect and Rapport  |
| 2b: Establishing a Culture for Learning             |
| 2c: Managing Classroom Procedures                   |
| 2d: Managing Student Behavior                       |
| 2e: Organizing Physical Space                       |
| <b>Domain 3: Instruction</b>                        |
| 3a: Communicating with Students                     |
| 3b: Using Questioning and Discussion Techniques     |
| 3c: Engaging Students in Learning                   |
| 3d: Using Assessment in Instruction                 |
| 3e: Demonstrating Flexibility and Responsiveness    |
| <b>Domain 4: Professional Responsibilities</b>      |



- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4c: Communicating with Families
- 4d: Participating in the Professional Community
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

Please see Attachment 24 for the full Danielson Framework for Teaching.

These formal evaluations will be completed by the Superintendent in the first year, with campus Principals executing on them moving forward. Teachers will have both pre- and post-observation meetings for all formal evaluations, providing an opportunity to both provide context to the lesson being presented as well as to debrief what took place in the classroom.

With SHA's financial incentive program for student performance, as well as the opportunity for promotional advancement, meaningful teacher evaluation and professional development supports are critical to our staff's and our school's success. Student learning and achievement is the ultimate measure of an educator's success, and at SHA, will correspond to their attainment of promotion or financial bonus. Financial incentives will be based on valid, reliable and measurable student outcomes on standardized testing, teacher evaluation outcomes, and student survey data.

The teacher evaluation process is not formality, but is ongoing and holistic, supporting incorporation of peer assessment and feedback. As we discussed in our Generation 24 application, as well as in this application "Every profession has an expansive and in-depth peer review system predicated on a scientifically based, and codified, criteria as to what constitutes best practices. SHA will develop a formal system of peer review, whereby, master teachers assess and mentor less experienced ones. The goal is to construct a "PLC" that cultivates good teaching practice and a journeyman/apprentice support model. A Professional Learning Community is defined by Richard DuFour in his book, "What is a Professional Learning Community," is the professional core mission of focusing learning rather than teaching (DuFour and Eaker, 1999)."

Finally, to foster collaboration and teamwork, SHA will also implement informal weekly classroom walkthroughs, allowing the Superintendent, Principal, fellow teachers and other professionals to share positive areas of instruction while offering supports for areas of growth. SHA will focus on embedded professional development and support, whereby teachers work collaborative to offer feedback and assist one another in achieving meaningful instructional and professional methodologies (Vislocky, 2013)." SHA will finalize these informal walkthrough forms utilizing teacher and staff input, but anticipates creating a "checklist" of observations, with a short area for notes.

#### ***Unsatisfactory performance***

Should an SHA educator self-identify, or score at the unsatisfactory level overall at any of the domains of the Framework for Teaching, the teacher will collaboratively assemble a performance improvement plan (PIP) to ensure they are working and supporting students' growth at their fullest potential. Upon receiving an ineffective rating overall or upon request, the teacher will meet with the Superintendent/Campus Principal within five business days to:

- Identify the specific areas needed for improvement
- Create specific action steps and resources necessary to their improvement

- Implement a timeline with clear, associated metrics of success

Based on the timeline created, the teacher and Superintendent/Campus Principal will continue to collaborate with one another to make shifts to the plan or celebrate successes moving forward.

*(As mentioned within text of response, components of the Professional Development and Evaluation section were informed by our Silicon Hill Academy Generation 24 application)*

## **Retention**

### **Retention Strategy, Plans and Timeline**

At SHA, we understand one of the most important drivers to staff retention is school culture, and as such, we will work diligently to ensure our staff know and feel they are valued, that we create a community of shared alignment, trust, and flexibility, and are working collaboratively toward a shared purpose. According to WorkHuman's "Science of Happiness," the core to creating a positive organizational culture is focused on alignment, positivity, and progress. As such, SHA will work towards the following:

#### **Alignment**

- Ensuring we have identified the correct people for the correct roles – those who ultimately align to SHA's unique mission and vision for our students and community
- Creating ongoing opportunities to share "mission moments" to ensure student success remains at the forefront of all of our work and decisions

#### **Positivity**

- Time set aside in each staff meeting to celebrate and recognize team and individual wins
- Monthly optional staff outings to encourage relationship building and collaboration

#### **Progress**

- Creating shared goals with clear timelines and deliverables to ensure staff know and understand we're collectively moving forward
- Career pathways and aligned professional development opportunities to ensure personal and professional growth
- Implementation of an incentive program to reward positive outcomes

This strategy will be implemented immediately, and will be core to the Superintendent's plans in Year 0 into Year 1. We anticipate him/her to continue to build on this work and implement action items aligned to a strategic timeline, understanding organizational culture will be key to our students' success.

### **Proposed School Salary Ranges**

We anticipate SHA's staff salary ranges to be the following:

| <b>Role</b>              | <b>Salary Range</b> | <b>Role</b>              | <b>Salary Range</b> |
|--------------------------|---------------------|--------------------------|---------------------|
| Assistant/Vice-Principal | \$60,000 - \$75,000 | Latin Teacher            | \$50,000 - \$60,000 |
| ASL Teacher              | \$50,000 - \$60,000 | Math Teacher             | \$50,000 - \$60,000 |
| Bilingual/ESL Teacher    | \$50,000 - \$65,000 | Office Manager/Registrar | \$35,000 - \$45,000 |
| Business Manager         | \$65,000 - \$75,000 | Paraprofessional         | \$27,000 - \$35,000 |
| Computer Science Teacher | \$50,000 - \$65,000 | PEIMS Clerk              | \$35,000 - \$45,000 |

|  |                     |                             |                      |
|--|---------------------|-----------------------------|----------------------|
| Counselor                              | \$60,000 - \$70,000 | Principal/Head of School    | \$70,000 - \$85,000  |
| Director of Curriculum and Instruction | \$75,000 - \$90,000 | Science Teacher             | \$50,000 - \$60,000  |
| Director of Finance                    | \$75,000 - \$85,000 | Secretary                   | \$35,000 - \$45,000  |
| Director of Human Resources            | \$75,000 - \$85,000 | Spanish Teacher             | \$50,000 - \$60,000  |
| Director of Operations                 | \$75,000 - \$85,000 | SPED Teacher                | \$55,000 - \$65,000  |
| English Language Arts Teacher          | \$50,000 - \$60,000 | Speech Language Pathologist | \$75,000 - \$85,000  |
| Elective Teacher                       | \$50,000 - \$60,000 | Substitute Teacher          | \$15,300 - \$23,000  |
| Health/PE Teacher                      | \$50,000 - \$60,000 | Superintendent              | \$85,000 - \$100,000 |
| History Teacher                        | \$50,000 - \$60,000 |                             |                      |

### **Employee Benefits and Incentive Structure**

SHA will seek to implement a competitive benefits and incentive structure to further support employee retention, including a benefits package that includes healthcare, dental, and vision coverage, as well as payments into state retirement accounts. SHA educators will also have access to additional compensation based on performance, including earning bonuses tied to improvements in students' performance measured by standardized tests, formal observation ratings, and student survey data. Bonuses at SHA will follow the structure detailed below:

#### **Level I: Academic Achievement**

- All Students in a class Meet Grade Level academic expectations: \$300 per class
- All Students Exceed Grade Level academic expectations \$700 per class

#### **Level II: Formal Observations and Student Survey**

- Teacher is rated Effective and 80% of students rate them as favorable: \$500 total bonus
- Teacher is Highly Effective and 95% of students rate them as favorable: \$1000 total bonus

*\*\*Bonuses are not culminative*

Keeping budgetary considerations in mind:

- Year 1: We have budgeted \$3,882 to support teacher bonuses, as we anticipate Year 1 being a significant challenge as it will be the first year these students and teachers alike will utilize/experience our instructional model.
- Year 2: With the increase in student and teacher population in Year 2, we have increased the teacher bonus budget to \$6,845. We expect students and teachers will have adopted our instructional model and will be excelling within it; we have increased the expected performance pay budget to match.
- Year 3: Year 3 will see continued growth in staffing and students, and as such we have increased to a budget of \$14,660 for performance pay. With many students being in their second and third year of SHA's model, we anticipate more and more of them to be performing at or exceeding grade level expectations.
- Year 4: With continued growth in staffing and student populations in year 4, \$21,301 has been budgeted to cover teacher bonuses. This will also be the second, third and fourth year for the majority of our students and we expect them to be performing at or exceeding grade level expectations.

- Year 5: Teacher and student populations will continue to grow in Year 5 as well, and as such \$29,212 has been budgeted to cover teacher bonuses. This will also be the second, third, fourth and fifth year for the majority of our students and we expect them to be performing at or exceeding grade level expectations. We have increased the expected performance pay budget to match our expected bonus.

*(As mentioned within text of response, components of the Retention section, particularly the employee incentive structure, were informed by our Silicon Hill Academy Generation 24 application)*

## **Operational and Financial Plans**

### **School Calendar and Schedule**

Silicon Hill Academy's school year and schedule will support our innovative and individualized student experience, offering courses, experiences, and choice often not available in a traditional public school setting.

#### **Silicon Hill Academy School Calendar 2021-2022**

SHA's school year begins on August 16<sup>th</sup> and ends June 17<sup>th</sup>, offering 192 instructional days and 94,848 instructional minutes annually. SHA will recognize the typical holidays and breaks:

- Labor Day: September 6, 2021
- Columbus Day: October 11, 2021
- Veteran's Day: November 11, 2021
- Thanksgiving Holiday: November 25-26, 2021
- Winter Break: December 24-31, 2021
- Martin Luther King Jr. Day: January 17, 2022
- Presidents' Day: February 21, 2022
- Memorial Day: May 30, 2022
- Spring Break March 14-18, 2022

SHA also recognizes the importance of the ongoing growth and professional development of our instructional leaders – staff development days will include: October 8 and 15-2021, December 16 2021, January 14, 2022, February 12, 2022, and May 27, 2022. SHA will also offer summer learning supports June 20, 2022-July 25, 2022. Please see Attachment 25 for Silicon Hill Academy's school calendar for the 2021-2022 school year.

#### **The School Day at Silicon Hill Academy**

SHA's school day begins promptly at 7:40 am and lasts until 3:05pm, with an optional Academic Success Seminar session from 3:15-5:00pm daily.

It's worth noting that SHA will offer:

- 10 class periods daily, typically last 43 minutes each with a 105 Academic Success Seminar, for a total of 494 minutes daily
- 192 instructional days for a total of 94,848 instructional minutes per year
- A minimum of 389 minutes per day, and 1,945 minutes per week of academic instruction in each grade-level
- At least 172 instructional minutes in core subjects such as English language arts, mathematics, science and social studies

SHA's extended school day and 10 class periods provide students with flexibility and opportunity. Implementing personalized student learning plans for each student that take into their unique needs for each course, students will further be supported during their Academic Success Seminar, meeting from 3:15-5:00 pm daily. This time will allow students an opportunity to explore areas of individual interests, bolster growth in areas of needed support, and ensure access to career exploration and college preparation supports. As students transition from a middle to high school level, course content offerings will continue to be expanded, with opportunities for internships directly within the community.

The daily consistency of SHA's school day schedule will ensure stability and structure in our students lives, supporting students' efficacy and efficiency, reducing their need to plan, and ultimately saving time. The frequency of course content, as opposed to block scheduling, allows better understanding and retention, as the exposure to the content is on a more frequent, daily basis. Please see Attachment 26, a sample daily and weekly schedule for a student and a teacher.

*(As mentioned within text of response, components of the School Calendar and Schedule section were informed by our Silicon Hill Academy Generation 24 application)*

### **Student Recruitment and Enrollment**

As we enter Year 0 of planning, the primary individual responsible for student recruitment and enrollment will be the Superintendent, with the assistance of the SHA Board of Directors. We are thrilled to be offering the students and families of the Pleasant Valley and Riverside communities with school choice, empowering them with opportunities that may better serve their educational needs.

We know that SHA's model will offer a mission, vision, and core values that differentiate us from other current school options in the area. We anticipate utilizing multiple methods to ensure successful student recruitment and marketing efforts, leveraging multiple modalities to ensure equitable access and ultimately that we reach a diverse student population including those who are low-income, English learners, academically low-achieving, at-risk, and/or are disabled or have special learning needs.

As we shared in our Generation 24 application, according to the Texas Charter Schools Association, the Charter School waitlist in Austin boasted 8,913 applications in the 2017-2018 school year, submitted by families hoping to find a seat at Austin Achieve Public Schools, KIPP Austin Public Schools, or IDEA Public Schools. This year that number has grown to nearly 10,000 students, showing there is ample desire for choice and a need to more schools to better meet Austin-area student needs.

SHA's unique model provides an opportunity for families and students to participate in what we deem to be a "pre-lottery," as they self-select into the individualized learning plans, career exploration and internships, and college access and completion offerings our model necessitates. Utilizing the modalities described above, SHA will share our mission and vision with prospective students and families in Year 0 and Year 1. In subsequent years, we look forward to offering group tours and school visit nights where current students and families can share their experiences, distributing SHA's annual report and other independent reports as we're able to leverage outside research, and the State of Texas' performance report.



During the enrollment and admittance process, we will encourage students and families to ask and answer a few fundamental questions to ensure alignment with our organizational mission and vision: “Will the student thrive? Does the school match the student's interests and plans?” For example, a student who is interested in excelling in sports in hopes of playing Division I football may not be a good fit at SHA. Though we will offer leadership skills that would empower a student athlete, we do not plan to offer organized sports in our initial years of operation.

With an open admissions policy governed by a blind lottery, the SHA team’s outreach and engagement efforts will largely drive the applicant pool. As we work through year 0, we plan to adapt our outreach efforts to ensure we meet our goals. We also acknowledge our timeline of aggressive enrollment growth in year 2, but believe that our students and families will become our greatest advocates, sharing their experiences in experiences in Year 1 and the associated outcomes, which in conjunction with our own on the ground recruitment efforts, will mean greater growth. Our admissions policy will leverage Austin and Del Valle Independent School Districts to reach a diverse and cross section of students.

***Recruitment Timeline:***

| <b>Timeline</b>            | <b>Activity</b>  |
|----------------------------|--|
| August - September 2020    | The Superintendent and BOD will collaboratively develop a plan to execute community meetings and informational sessions, online engagement, canvassing and flyers, aligned to budget considerations. We also plan to join charter waitlist organizations in Austin, Texas.   |
| October 2020- January 2021 | The Superintendent, BOD, and volunteer team will execute on the plan, including weekly community meetings at apartment complexes, local churches, and other community-based events. When possible, we will identify local events in which we can host a table to share SHA’s mission and work.   |
| February-April 2021        | Open enrollment ends, providing the opportunity to assess student registrations and begin year 1 planning and implementation.  |
| May-July 2021              | Student lottery selections will be communicated, and the Superintendent will engage in weekly communication with students and families moving forward utilizing a variety of methods including emails and SHA website update, live and recorded webinars, and video updates sharing the school’s progress, building excitement as we all prepare for opening day. We will also plan monthly community-building events, ensuring students and families not only remained engaged, but begin fostering and building relationships among themselves and with SHA staff. |

***Marketing and Engagement Methods:***

As previously mentioned, we will utilize multiple engagement methods to ensure successful student recruitment and marketing efforts, leveraging multiple modalities to ensure equitable access and ultimately that we reach a diverse student population including those who are low-income, English learners, academically low-achieving, at-risk, and/or are disabled or have special learning needs. Utilizing a budget of \$8,640, we plan to:

- Build an email list that provides subscribers with weekly emails updates
- Leverage and continue to build our following on our social media accounts including Facebook, Twitter, and Instagram, connecting with our students and families



- Utilizing monthly social events to build community among our students, families, staff and leadership
- Post weekly video updates Youtube videos sharing progress in the build/setup of the school and introducing faculty members to build excitement as we progress to opening day as well as SHA's recognition within the community
- Have the Superintendent and BOD members participate in home visits to welcome them to the community and engage with them before opening day
- Provide real-time updates on our website, where students will be able to register for courses and further engage with the progress of the school as we prepare for opening day

***Metrics of Success and Accountability:***

The SHA team will aim to bring in four applications for each available seat per grade, and as such, anticipate a minimum of 200 applications per grade level for the first year. We hope to make our recruitment efforts ongoing and year-round, leading to the creation of a waitlist for the following year. Detailed below is SHA's Year 0 and Year 1 Goals:

**Year 0**

| Month         | Number of Applications |
|---------------|------------------------|
| October 2020  | 60 per grade level     |
| November 2020 | 100 per grade level    |
| December 2020 | 150 per grade level    |
| January 2021  | 200 per grade level    |
| February 2021 | 220 per grade level    |

**Year 1**

| Month         | Number of Applications |
|---------------|------------------------|
| October 2021  | 60 per grade level     |
| November 2021 | 100 per grade level    |
| December 2021 | 150 per grade level    |
| January 2022  | 200 per grade level    |
| February 2022 | 220 per grade level    |

The BOD will monitor application number and associated data points with each, including the application origin and timing, student address, and academic interests. This will allow us to refine our recruitment strategy as needed. We anticipate a substantial waitlist in our first year based on demand for charter schools and the community need we identified in choosing the Pleasant Valley and Riverside neighborhoods. However, if we anticipate being under-enrolled, the BOD will:

- Determine the outreach strategies that had the best outcomes
- Collaborate with other local charter schools to potentially identify students from their waitlists that may be a fit for SHA's model
- Leverage additional targeted outreach at local churches, apartment complexes, and community-based events to ensure knowledge that there are still openings available
- Empower our greatest advocates, our current students and families, to reach out to their networks to help recruit additional students

We have included SHA's admission and enrollment policy as Attachment 27, which further details our policies as they relate to non-discrimination, enrollment, and admission.

*(As mentioned within text of response, components of the Student Recruitment and Enrollment section were informed by our Silicon Hill Academy Generation 24 application)*

### Facility Acquisition

|  |  |
|--|--|
| 1. Has the applicant identified a specific location for at least one campus in Year 1? | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |
|--|--|

**IF THE RESPONSE TO THE QUESTION ABOVE WAS “NO,” SKIP TO THE NEXT SECTION, “FACILITY NOT IDENTIFIED.”**

### Facility Identified

1. If the response to the question above was “yes,” enter the physical address of the identified campus facility to be used during Year 1 in the box below.

|                                      |     |
|--------------------------------------|-----|
| <b>Physical Address of Facility:</b> | N/A |
|--------------------------------------|-----|

|   |                                   |                                |
|---|-----------------------------------|--------------------------------|
| 2. Does the applicant currently own the property, plan to purchase it, or plan to lease it? |                                   |                                |
| Currently Own <input type="checkbox"/>  | Purchase <input type="checkbox"/> | Lease <input type="checkbox"/> |

|   |   |
|---|---|
| 3. Has the building been issued a certificate of occupancy for educational use? | Yes <input type="checkbox"/><br>No <input type="checkbox"/> |
|---|---|

### Facility Not Identified

|   |                                   |
|---|-----------------------------------|
| 1. Does the applicant intend to lease or purchase a property? |                                   |
| Lease <input checked="" type="checkbox"/>                     | Purchase <input type="checkbox"/> |

*Enter narrative response to the prompts in this section of the application (if applicable).*

Silicon Hill Academy understands the importance of a school facility and its support of collaboration, engagement, and ultimately student outcomes. At this time, Silicon Hill Academy is still working to identify a facility in the Pleasant Valley or Riverside neighborhoods (78741) that will best meet Silicon Hill Academy’s needs.

#### Silicon Hill Academy’s Ideal Facility

Silicon Hill Academy Austin seeks a space that allows for the establishment of a safe, collaborative, and personal success and growth focused environment. Working to identify a facility that not only meets immediate needs but also allows for growth in support of our ongoing vision of empowering up to 700 6<sup>th</sup>-12<sup>th</sup> grade students in the great Austin community. With these things in mind, SHA’s leadership team seeks a facility that ideally offers:

- A fully internet/wired school, including the outdoors, to provide streamlined access SHA’s network and the ability to view, share, and collaboratively work together anywhere on campus



- Projectors, screens, and sound systems both in classrooms and common spaces including hallways, cafeterias, stairwells, and study spaces
- A location physically near a bus stop with space for 30 cars in parking lot
- A safe space with locked doors, but accessible to students via student ID
- A kitchen available to students, where snacks and water will be available for free
- An open environment via glass walls separating classrooms with larger areas for more engaged, collaborative learning opportunities
- An outdoor campus with picnic tables, offering space to engage and work collaboratively with one another

The ideal facility will also provide the following physical spaces each year:

|               |  |
|---------------|--|
| <b>Year 1</b> | <ul style="list-style-type: none"> <li>• 10 classrooms around 250 sq ft each</li> <li>• One common area around 350-400 sq ft for students to collaborate</li> <li>• One women's and one men's bathroom, and a single unisex bathroom</li> <li>• Outdoor section with five picnic tables</li> </ul> |
| <b>Year 2</b> | <ul style="list-style-type: none"> <li>• 15 classrooms around 250 sq ft each</li> <li>• One common area around 350-400 sq ft for students to collaborate</li> <li>• One women's and one men's bathroom, and a single unisex bathroom</li> <li>• Outdoor section with nine picnic tables</li> </ul> |
| <b>Year 3</b> | <ul style="list-style-type: none"> <li>• 21 classrooms around 250 sq feet each</li> <li>• Two common areas around 350-400 sq ft for students to collaborate</li> <li>• One women's and one men's bathroom and a single unisex bathroom</li> <li>• Outdoor section with 13 picnic tables</li> </ul> |
| <b>Year 4</b> | <ul style="list-style-type: none"> <li>• 29 classrooms around 250 sq ft each</li> <li>• Two common areas around 350-400 sq ft for students to collaborate</li> <li>• One women's and one men's bathroom and a single unisex bathroom</li> <li>• Outdoor section with 13 picnic tables</li> </ul>   |
| <b>Year 5</b> | <ul style="list-style-type: none"> <li>• 37 classrooms around 250 sq ft each</li> <li>• Three common areas around 350-400 sq ft for students to collaborate</li> <li>• One women's and one men's bathroom and a single unisex bathroom</li> <li>• Outdoor section with 13 picnic tables</li> </ul> |

#### **Minimum Needs of Silicon Hill Academy Facility**

Acknowledging that ideals are not always reality, Silicon Hill Academy Austin seeks a facility that offers at minimum:

- An internet/wired school, with the ability to collaborate, view and share work on Chromebooks
- Projectors in all classrooms
- A location physically near a bus stop with a parking lot that can house 20 cars
- A safe space with locked doors, but accessible to students via student ID

The facility will also minimally support the following physical spaces each year:

|               |   |
|---------------|---|
| <b>Year 1</b> | <ul style="list-style-type: none"> <li>• 7 classrooms around 250 sq ft each</li> <li>• One common area around 350-400 sq ft for students to collaborate</li> <li>• One women's and one men's bathroom, and a single unisex bathroom</li> </ul>    |
| <b>Year 2</b> | <ul style="list-style-type: none"> <li>• 10 classrooms around 250 sq ft each</li> <li>• One common area around 350-400 sq ft for students to collaborate</li> <li>• One women's and one men's bathroom, and a single unisex bathroom</li> </ul>   |
| <b>Year 3</b> | <ul style="list-style-type: none"> <li>• 14 classrooms around 250 sq feet each</li> <li>• Two common areas around 350-400 sq ft for students to collaborate</li> <li>• One women's and one men's bathroom and a single unisex bathroom</li> </ul> |
| <b>Year 4</b> | <ul style="list-style-type: none"> <li>• 20 classrooms around 250 sq ft each</li> <li>• Two common areas around 350-400 sq ft for students to collaborate</li> <li>• One women's and one men's bathroom and a single unisex bathroom</li> </ul>   |
| <b>Year 5</b> | <ul style="list-style-type: none"> <li>• 25 classrooms around 250 sq ft each</li> <li>• Three common areas around 350-400 sq ft for students to collaborate</li> <li>• One women's and one men's bathroom and a single unisex bathroom</li> </ul> |

### **Facility Acquisition: Moving Forward**

SHA will be working with Lead Commercial, an Austin-based real-estate broker, who is not only familiar with the Austin area, but also understands the requirements of the facility SHA seeks. This process will be led and managed by Board Member, Evan Erdberg, with all Board members weighing in utilizing the selection criteria detailed below.

In executing research to identify minimum facility with 5,000 sq.ft. that would best meet the needs of SHA Austin, we have found that the 78741 zip code has an average sq. ft. rate costs of \$19. With anticipated growth in Year 3 to San Antonio and Year 5 to Houston, we have also found that these costs are \$12 per sq.ft. in San Antonio and \$14 per sq.ft. in Houston.

Selection criteria will largely be focused on the following, scored utilizing a 1-5 scale (1 being does not meet expectations and 5 being exceeds expectations):

- Environment – zoned for school use (or has the ability to be zoned as such), but also is safe/secure and creates a space conducive to learning
- Accessibility - easily accessible by public transit, safe walkways, away from heavy traffic, near neighborhood
- Alignment with Mission/Vision – physical space supports the collaborative mission and vision created by the school, a comfortable and pleasing space to work
- Technical requirements – physical space meets classroom and common space needs, adequate utilities and facilities

SHA will work with our agent to utilize the following timeline for securing an adequate facility for our needs in the 2020-2021 school year:

| <b>Timeline</b> | <b>Outcomes</b>   |
|-----------------|---|
| July 2020       | Identify and score final facility options   |
| September 2020  | Prepare lease/rental arrangement from facility's owners, including terms and payment schedule |
| October 2020    | Create detailed breakdown and cost estimate of facility renovations and payment schedule      |



|                          |  |
|--------------------------|--|
| November - February 2021 | Arrange for and employ contractors for major renovations to be completed by February 2021                                    |
| February - April 2021    | Order and install school furnishings (desks, tables, smart boards, utilizing surplus or used school supplies when possible). |
| March – May 2021         | Begin minor/cosmetic renovations (interior painting, etc).   |

As Silicon Hill Academy anticipates leasing the property, we want to state explicitly that we will not be within the third degree of consanguinity or affinity to the lessor. Further, the facility will meet all safety, health and building codes requirements

### **Costs, Renovations and Financing**

Understandably, no financial commitment can be made on a mortgage/lease agreement until the announcement of the charter award. However, with the agreement of the facility's owners and agreement to lease terms of a lease/rental agreement can be signed by August 2020 assuming a suitable facility has been found.

Market research completed by a broker showed the average facilities rent per square foot in is between \$12-\$25. We have budgeted \$20 per square foot for rent and renovation. We are looking for 5000 sq ft, and as such the cost would come to \$100,000, first year would expect an additional 3 months' rent upfront for down payment for the location and renovations adding and additional \$25,000. Though since we do not expect to move in until January 2020, we have budgeted half, \$50,000 in our startup budget along with the down payment for a total of \$75,000.

We are budgeting \$1 per square foot per year for maintenance and repair costs. Since we will have a 5,000-square-foot location our budget is \$5,000 a year for maintenance and repairs, and as we'll be renting the facility in the first two years, we plan to depend on the landlord to cover most of the repairs and maintenance.

Financing plans for the facility acquisition are not finalized, and cannot be until a suitable, affordable facility is located, and SHA is chartered. Furthermore, SHA's plans for financing a facility are in no small way determined by the willingness of the facility's owner flexibility.

However, it can be presently stated that building acquisition and renovation costs will be shouldered by the capital outlay expenditures incorporated into SHA's first year budget. If SHA is awarded its charter, donations of \$325,000 will be granted to the school and will be available to fund the acquisition and renovation of our school location. If needed, commercial banks do offer financial advice and special programs for non-profit organizations; and commercial real-estate agents offer ongoing resources in providing SHA with valuable advice on financing. SHA will continue to take advantage of these sources of financial expertise.

It is understood that commercial buildings in the Riverside and Pleasant Valley communities in Austin will require renovations. The extent and type of renovation required for health and safety reasons, as well as for operating a quality education program, will determine SHA's facility choice. Renovation needs will include: dividing space with partitions for the required number of classrooms now and in the future; increasing the number of bathrooms; installing smart boards or, preferably washable color-white boards; updating electricity for computer networking and Wi-Fi capacity and ramps and other renovations to make the facility compliant with the Americans with Disabilities Act under the accessibility provision. Renovation work,

as part of the start-up costs of Silicon Hill Academy's first year of operation, will come from the "per-pupil" revenue source, and have been calculated as budgetary expenditures in the first year.

Although all renovation work must and shall be done according to code and by licensed professionals and will be inspected for quality and safety upon completion, Silicon Hill Academy, to help reduce the cost of renovation may use the services of qualified volunteers. It certainly will use the services of generous volunteers, some of whom are founders and other supporters of SHA, in completing renovation work such as basic carpentry and painting.

As the facility has not been identified, we have not completed Attachments 28-29.

*(As mentioned within text of response, components of the Facility research section were informed by our Silicon Hill Academy Generation 24 application)*

### **Transportation**

Silicon Hill Academy understands the importance of reliable transportation for students in ensuring their success in school. We plan to choose a location for SHA that has ample public transportation options, so that students and families would easily be able to access the school. With five Metro Bus lines (310, 228, 300, 7, and 20), including three high frequency routes (the 300, 7, and 20) in the Pleasant Valley and Riverside neighborhoods, we are confident students will be able to access reliable transportation.

As such, at this time, SHA plans to provide transportation for those students that have an IEP with transportation as a requirement only. SHA has already identified a few potential providers (R&R Limousine & Bus and Star Shuttle & Charter) who are insured and bonded, ensuring they not only have the experience and licenses to transport students, but that they also have a track record of safety, timeliness, and the ability to submit to and pass a background check. We have allocated \$7,800 in the first year for transportation needs, including those needed for field trips and athletic events, and will increase the budget line item annually as our student population continues to grow. We will finalize our transportation provider no later than April 2021 to ensure ample time for agreements to be signed and all needs to be met.

The decision not to offer bus transportation to all students was twofold – largely because of relatively easy access to transportation alternatives, as well as budgetary concerns. As funding allows, SHA will seek to provide transportation vouchers/bus passes for our students.

### **Start-up Plan**

#### **Start Up Funding and Associated Costs**

Silicon Hill Academy is thrilled to have engaged and excited the community around the implementation of the school's unique model. As such, SHA has secured funding in its first year from a variety of stakeholders, including:

- \$150,000 in support from local Austin-based company Proximity Learning Inc.
- \$100,000 in support from ESS, a K-12 Education Human Capital Management company
- \$50,000 from founding Board Member Evan Erdberg
- \$25,000 in-kind donation of furniture from Mooreco



These donations total \$325,000, allowing our start up budget for SHA to cover almost 90% of our expenses, with \$54,645 remaining. We plan to cover this additional amount with additional fundraising efforts, working with volunteer supports to identify grants an/or potential interested donors. Further, we plan to continue to foster relationships with the local business community, soliciting their support and encouraging them to provide services and financing for the charter school moving forward. Commitment letters from Proximity Learning, Evan Erdberg, ESS, and Mooreco can be found in Attachment 33: Evidence of Additional Financial Supports. In addition, we plan to apply for the CSP Start up Grant (\$600,000-\$800,000) during our start-up year but have not chosen to include it in our budget since it has not been awarded

| Start Up Year Costs                          | Value            |
|--|------------------|
| Personnel                                    | \$95,982         |
| Contracted Services                          | \$15,540         |
| School Operations                            | \$179,003        |
| Facility Acquisition, Operation, Maintenance | \$89,120         |
| <b>TOTAL</b>                                 | <b>\$379,645</b> |

### **Start-up Plan Implementation**

From the SHA's original vision, to writing the application, and the anticipation of a favorable application review and recommendation, the plans for SHA began many years ago. And yet, a successful school start up process requires a great deal of preparation, with many of the tasks taking place even before year 0 to ensure a successful first year of operations. The SHA Board and team has already begun to address and manage several crucial areas of planning and preparation, primarily working towards securing a facility, as well as identifying faculty and operations staff to satisfactorily construct a program that can efficaciously meet the needs of students and operate the facility.

The BOD will work collaboratively with the Superintendent and full BOD officers to implement an academically, operationally, and financially viable start-up plan. Further, the BOD will meet on an as needed basis to execute resolutions and decisions regarding plan viability and emergent challenges. Under the State of Texas', FASRG, we will establish accounting standards that reduce waste, fraud and abuse, and will further resolve by adopting auditing standards that are compliant with governmental accounting standards and thereby establish best practices in the accounting and reporting procedures implemented by the BOD at SHA. It is expected that Superintendent will work at a full-time capacity, but heavy support from the BOD to ensure a successful Start Up Year 0 of SHA.

We have identified five primary areas within which numerous tasks and activities that will required to be executed upon, before the proposed SHA becomes a reality. These primary areas include: 1) Facility 2) Student Recruitment and Enrollment, 3) Teacher Recruitment and Hiring 4) Granting of the charter (BOD/governance), and 5) Community Involvement.

Together, these activities and deliverables form the nucleus of a fully developed "Start- Up Planning Document, representing a well-thought out itinerary of tasks contributing to SHA's long-term success. Contingent on the granting of the charter, the team will utilize the following timeline to drive key actions and deliverables:



| Tasks - Owners  | Start Date  | End Date |
|---|-------------|----------|
| 1) Facility – <i>Superintendent, BOD</i>  |             |          |
| Conduct search for suitable, affordable physical location/enlist the aid of commercial real estate firm(s), resulting in a best fit facility to house the school  | In progress | 11/2020  |
| Building renovations; required certificate, and all health/fire/safety/disability access requirements are met   | 11/2020     | 2/2021   |
| Volunteer efforts to renovate, decorate building and build school culture; painting, basic carpentry, etc   | 3/2021      | 5/2021   |
| Installation of school office equipment   | 4/2021      | 7/2021   |
| 2) Student Recruitment and Enrollment – <i>Superintendent, BOD</i>  |             |          |
| Recruitment of students (newspaper ads, informational meetings, distribution of descriptive material/school prospectus)   | 8/2020      | 3/2021   |
| Prepare student application packet and related materials  | 10/2020     | 11/2020  |
| Prepare lottery admissions procedures/contact and make arrangements for neutral third party to supervise/draw lottery names   | 12/2020     | 2/2021   |
| Write and finalize curriculum guide/course details for all courses utilizing TEKS standards for course development as to academic skills and knowledge outcomes   | 10/2020     | 3/2021   |
| Select and order all primary and secondary textbooks and ancillary student materials  | 11/2020     | 6/2021   |
| Select and order school uniforms  | 11/2020     | 2/2021   |
| Finalize and publish student handbook   | 9/2020      | 2/2021   |
| 3) Teacher Recruitment and Hiring – <i>Superintendent, BOD</i>  |             |          |
| Prepare teacher candidate application packet and materials/detail application procedure   | 8/2020      | 9/2020   |
| Recruit teachers (advertise, contact graduate departments directly, utilize referrals); review candidate materials, interview promising candidates, make final selections; BOD hires/offers contracts** | In progress | 6/2021   |
| Hire faculty support paraprofessionals, administrative office manager, and PIEMS Clerk school staff   | 01/2021     | 07/2021  |
| Arrange for school nursing services   | 05/2021     | 07/2021  |
| Explore partnership/relationship with the University of Texas regarding “teacher internship” program; ESL expertise/advice  | 03/2021     | 07/2021  |
| 4) Governance – <i>Superintendent, BOD</i>  |             |          |
| Approval of BOD by-laws and develop annual BOD meeting schedule   | 8/2020      | 10/2020  |
| Creation and confirmation of BOD academic, financial, and operations oversight committees   | 9/2020      | 5/2021   |
| Develop clear statements of the management responsibilities and prerogatives of teacher-managers, and the oversight/monitoring powers of the BOD  | 10/2020     | 5/2021   |

|  |         |         |
|--|---------|---------|
| Grant writing and solicitation from philanthropic organizations  | 10/2020 | 12/2021 |
| Open checking account under Silicon Hill Academy name/establish bank relationship for financial counsel  | 10/2020 | Ongoing |
| Contract CPA/auditor knowledgeable in professional auditing (3-4 times per year) for school financial accounts and the keeping of financial records; also to serve as the school's financial advisor | 11/2020 | Ongoing |
| Establish relationship with lawyer experienced in school law to act in or advise school on legal matters   | 11/2020 | Ongoing |
| Initiate an ongoing MOU with other approved charter schools for common welfare, and the offering of advice and solutions to common challenges  | 1/2021  | Ongoing |
| BOD to complete required TEA trainings   | 2/2021  | 5/2021  |
| 5) Community Involvement – <i>Superintendent, BOD, SHA Staff</i>   |         |         |
| Choose and implement enrollment management system  | 2/2021  | 06/2021 |
| Develop marketing and introduction materials in English and Spanish  | 3/2021  | 7/2021  |
| Hold monthly meet and greet for students, families and the faculty of school to start community building   | 4/2021  | 8/2021  |
| Application published and open enrollment begins   | 8/2020  | 3/2021  |
| Participate in fairs, festivals, and local 78741 community events  | 8/2020  | 8/2021  |
| Hold two parent information sessions monthly   | 8/2020  | 3/2021  |
| Host two community fundraising events for the school   | 8/2020  | 8/2021  |

Please see Attachment 9 for six letters of commitment from teachers who have stated their intent to join SHA upon charter approval. Further, we plan to utilize a system called TalentEd Teacher Recruitment system: \$4650, targeted LinkedIn ads for PEIMS Clerk and business administration role: \$495 on average a posting (2 positions) =  $4650 + 495 + 495 = \$5640$ . We plan to interview potential teachers in the areas of the public domain. We have added an additional \$3000 to cover these costs for a total budget of \$8640. To ensure adequate staff development and supports, we have allocated \$1500 the first year for training of the initial staff of the school.

### **Faculty Operation and Maintenance**

**Rent:** Market research completed by a broker showed the average facilities rent per square foot in is between \$12-\$25. We have budgeted \$20 per square foot for rent and renovation. We are looking for 5000 sq. ft. at a total cost of \$100,000. In the first year we would expect an additional three months' rent upfront for down payment for the location and renovations \$25,000. As we do not expect to move in until January 2020, we have budgeted half, \$50,000 in our startup budget along with the down payment for a total of \$75,000.

**Maintenance:** As is typical, we've budgeted \$1 per square foot per year for maintenance and repair costs. Since we will have a 5,000-square-foot location our budget is \$5,000 a year for maintenance and repairs. Since we are renting our location, we plan to depend on the landlord to cover the majority of the repairs and maintenance.

**Liability Insurance:** We have contacted General Liability Insure out of New York to request coverage for our school that will include Abuse & Molestation, Directors & Officers Liability, Silicon Hill Academy Charter School



Professional Liability (E&O), Employment Practices Liability, Employee Benefits Liability, Commercial Property, Workers Compensation, General Liability, and Automobile Liability. The anticipated cost for annual coverage is \$5,000 per location. For the start-up year we have allocated half \$2500.

**Utilities:** General expectation for utilities cost in Austin, TX is \$2 per square foot per year. We expect to only be in the location for six months of the year so we allocated \$5000 (half of the \$10,000 we expect it would cost 5000\*2). We have added a 10% increase each year due to the expected increase in usage and typical county price increase.

**Security System:** Working with Nest Security system we plan to purchase the starter pack with multiple cameras, digital lock system and sensors for windows for a total of \$1,400. We will utilize ongoing monitoring that will cost \$59 per month. We do not plan to implement this until July in the first school year. Our cost for this in the first year we budgeted \$1400 + (59\*12) = \$2108. Each year after this we budgeted \$717 for the following year and then increased 10% each year to account for fee increases and expanded service.

**Internet:** After working with the local provider ATT we found that it costs \$90 per 1000mbs. We anticipate a 1000mbs connection would be adequate for every 25 students; as such, 6000mbs = \$540 a month or \$6480 for the year. As our enrollment continues to grow, we have built in additional cost to ensure students have quality bandwidth for accessing their computer.

**Telephone:** We expect zero costs since we will use VIOP through the internet which is free.

**Technology:** The total budget for the first year for technology is estimated to be approximately \$53,496; however to ensure we can execute on any unforeseen expenses, we added another \$13,604 for a total budget of \$67,100.

| Item   | Cost  | Total           |
|--|---|-----------------|
| Chromebooks for each student                         | \$250 per Chromebook, 150 students  | \$37,500        |
| Chromebooks for each staff members                   | \$250 per Chromebook, 12 staff members  | \$3,000         |
| TVs  | \$500 per TV, 10 TVs  | \$5,000         |
| Projectors   | \$300 per projector, 10 projectors  | \$3,000         |
| Headphones for students and staff                    | \$25 per headphone, 172 students/staff  | \$4,300         |
| Student Information System – Amp Educator SIS System | \$149 base, \$1 per student additional (\$299, accounting for 4 month startup budget) | \$1,196         |
| Risk mitigation to cover unforeseen expenses         |   | \$13,104        |
| <b>TOTAL</b>   |   | <b>\$67,100</b> |

### Contingencies

Funding: If we are not able to provide enough funds to cover our expenses:

- The Superintendent will choose to delay their salary until we have funds
- We will delay hiring the PEIMS Clerk and/or Business Manager
- We will work with vendors to delay payments
- We will increase fundraising efforts and appeals to targeted partnerships
- We will work with a bank to secure a line of credit
- We will delay the purchase of Chromebooks



### **Mitigate Fraud, Waste and Abuse**

- We plan to utilize an independent, outside accounting firm to audit, manage books and comply with the General Accepted Accounting Principles (GAAP); as such, we have allocated \$10,000 in associated costs
- When revenue from student enrollment exceeds \$500,000 we will ensure an audit set up
- We will issue Requests for Proposal (RFP) when possible and require multiple bids for purchases over \$25,000, including BOD approval
- The BOD Finance Committee will review all monthly spending
- We will ensure financial transparency within the community

For additional details around SHA's startup plan, please see Attachment 30.

*(As mentioned within text of response, components of the Start-up Plan section were informed by our Silicon Hill Academy Generation 24 application)*

### **Financial Planning**

|  |  |
|--|--|
| 1. Identify the fiscal year for the <b>sponsoring entity</b> .       |  |
| July 1-June 30 <input checked="" type="checkbox"/>                   | September 1-August 31 <input type="checkbox"/> |
| 2. Identify the fiscal year for the proposed <b>charter school</b> . |  |
| July 1-June 30 <input checked="" type="checkbox"/>                   | September 1-August 31 <input type="checkbox"/> |

### **Finances at SHA: Systems, Policies, Processes, and Transparency**

Silicon Hill Academy's finances will be led by our Board of Directors (BOD), specifically by Board Chair Evan Erdberg and Board Member Tony Jacob as part of our finance committee. Mr. Erdberg will provide ongoing analysis and evaluation of the financial indicators set-forth in in our Performance Management section to measure and ultimately ensure our ongoing success. We acknowledge it is critical that the BOD comprehends all relevant financial goals and objectives for SHA to maintain financial sustainability and ultimately best serve our students.

Evan Erdberg has over 16 years' experience managing and or running three multi-million dollar companies in the educational space successfully and managing more than 400 employees at a time. His extensive experience in managing multiple campus locations, hiring personnel, raising money, making payroll, working with banks, providing benefits, and managing a large budget successfully will enable SHA to provide a quality education within budget and aligned to K-12 standards. Dr. Tony Jacob has over 10 years' experience building the largest optometry practice in central Texas with 11 locations and 150 employees. He understands facility management in multiple locations, billing the federal government, recruitment, and ensuring the budget is met while maintaining high standards of service.

Managing a multi-million-dollar budget requires attention to detail, and understanding of complex financial obligations, reporting responsibilities to the state, facilities management, and experience negotiating and managing employee salaries and benefits. Therefore we will only seek to engage community members with this experience and more importantly success

in managing complex, large scale budgets to both ensure fiscal responsibility and the long term health of the charter school. We plan to invite one additional local business owner to the committee that has extensive experience running businesses and maintaining budgets in excess of a million dollars to join the finance sub-committee.

### ***Planning and Accounting***

SHA plans to utilize the US Securities and Exchange Commission's Generally Accepted Accounting Principles (GAAP) as the foundation for our accounting systems, policies, and processes. As previously stated, under the State of Texas', FASRG, we will establish accounting standards that reduce waste, fraud and abuse, and will further resolve by adopting auditing standards that are compliant with governmental accounting standards and thereby establish best practices in the accounting and reporting procedures implemented by the BOD. We will utilize an independent, outside accounting firm to audit, manage books and comply with the GAAP.

The finance committee will receive monthly reports as it pertains to financial performance for SHA to aid in financial planning and to ensure our long-term financial sustainability. Weekly reports will be sent by the Business Manager to the Finance Committee Chair to ensure ongoing fiscal responsibility and management. Further, the finance committee will present to the full BOD Board monthly, offering formal reports of financial standing, short and long-term predictions, large expenditures outside of normal order of business that exceed \$15,000, cashflow, and balancing of the budget. They will also present any items that need to be approved that are new in the budget.

### ***Payroll Policies and Procedures***

Pay Periods will be on the 15th and last day of the month, providing paychecks via direct deposit into checking or savings accounts. As required by law, payroll deductions will be made for Federal and State Income taxes, FICA, and health and other benefits. New employees will provide completed W-4 and I-9 forms; hourly employees will complete individual time sheets. All paycheck stubs will be made available for download via our online system.

### ***Purchasing, Accounts Receivable, and Check Policies and Procedures***

When an employee is seeking to purchase an item, they must fill out a purchase request form and have it approved by the Principal. The form will ask for the following information:

- Requestor name and date
- Description of items being requested and reasoning for purchase
- Purchase value
- Date needed
- Vendor name and address

Checks will be prepared by the Business Manager weekly, every Thursday. As such, all Account Payables must be provided by Wednesday to receive approval from the Principal and/or Business Manager in order to be paid in a timely manner. If the correct information is not received by end of day Wednesday, the check will be moved to the following week. Once checks have been signed by the Business Manager they will be scanned along with the receipt and electronically filed before mailing to appropriate vendors or placed in staff mailboxes. At the discretion of the Business Manager, checks may be prepared at alternate times if

emergencies arise. All checks must be signed by the Business Manager, who will serve as the final executor of the process.

For those purchases of equipment or services in excess of \$25,000 will be put forward for competitive bidding to ensure the best price and value. All bids will need to be secured from a minimum of three vendors with at least 15 business days' notice, which can be extended at the discretion of the BOD and/or SHA leadership team. Bids will be reviewed by the BOD.

When money and/or checks are received, they must be delivered to SHA's Business Manager. The Business Manager will log into our Accounting system. Scans or photos of the check will be taken to add to our files, as well as a detailed explanation of the origin and date received.

SHA will seek to provide full transparency to the community through the sharing of our full financial report via our website each month, including but not limited to a profit and loss statement, all purchasing, payroll, and cash flow analysis. The full report provided to the BOD will be published on the school website within five business days of the BOD meeting. This will allow the community to hold the BOD accountable for their decisions. We will also provide a comment area for the local community to provide suggestions and comments on the budget.

To ensure compliance with submission of data to the state, SHA has budgeted to hire a PEIMS Clerk for each campus. We anticipate these individuals being specialists in their role, and being responsible for submitting all required data to TEA including SHA's student demographics, academic performance, personnel information, financial information and organizational data. Each October, we will capture SHA's student count and Full-Time Equivalents (FTEs), and will utilize the indicators from in our Performance Management section to measure our progress.

Each year, SHA will host a community meeting in June to approve the budget for the following school year. The Director of Finance will explain in detail the budget for the community in attendance, as well as be available to answer any questions. In addition, we will record this event and place it on our website for any community member who is not able to attend. Finally, SHA will have our financial and compliance report audited annually by an independent auditor and then will submit it to TEA for review. This report will be presented to the BOD at a meeting, and be made available for the community to review and comment.

### **SHA Administration and Governing Board: Roles and Responsibilities**

Below, SHA has provided detailed roles and responsibilities of our administration and our Board of Directors, creating a clear delineation of expectations to ensure success.

#### ***SHA Board of Directors Responsibilities***

- Approve annual Budget
- Approve long term contingency budgets
- Benchmark budget to local schools
- Ensure funding streams are largely from state and federal funding
- Implement regular audits
- Approve purchase of any items over \$15,000
- Secure line of credit and build relationship with bank
- Fundraising strategy and execution
- Negotiate large contracts over \$50,000

- Approve new hires and appointed salaries
- Monitor monthly adherence to budget

#### ***Superintendent***

- Monitor each campus's day-to-day budgeting
- Approves purchases
- Negotiates for leases or property purchases
- Involved in strategic planning of all budgets
- Monitor monthly reports of income and expenditures for each campus
- Present budgets to the local community

#### ***Director of Finance***

- Manage fiscal operations of SHA campuses and assure alignment with BOD expectations
- Ensure auditing of all accounts and managing financial demands against BOD
- Maintain records of SHA's financial transactions including record of expenditures
- Monthly reporting to the BOD on total appropriations and cash receipts for each campus, the amounts drawn against each account, and any other fiscal obligations
- Fiscal year reporting and closing of books with accountant
- Support auditors in preparing summary of annual audit with recommendations
- Oversee the preparation of central office payroll and approves campus payroll to ensure adherence to tax laws and employee benefits
- Establish in-school accounting procedures
- Approve Central Office purchases
- Make payments and sign all checks
- Manages school campuses insurance/risk management program
- Act as the agent of the board on any sale of land or leases
- Manage investment of board funds in accordance with BOD and statute policy

#### ***Principal***

- Fundraise on behalf of their specific campus
- Assist in development of school/campus budget
- Ensure alignment with budget projections
- Negotiate employee salaries aligned to budget
- Approve purchases under \$15,000

#### ***Business Administrator***

- Manage overall fiscal operations of their individual campus
- Develop and implement long-range and other fiscal plans approved by the BOD
- Support in preparation of annual budget for BOD approval
- Set up accounts to collect any money due to the school
- Send notification to any entities that owe money to the school
- Maintain account of all school financial transactions which include detailed accounting of all expenditures
- Support in reporting to the BOD at each meeting on budget health
- Provide the BOD a detailed report of all campus financial transactions at the close of each fiscal year



- Sign all school warrants and send approved payroll to the Director of Finance.
- Makes payment and signs all check (as assigned by Director of Finance)

#### **Contracted Services:**

As described and originally confirmed in our Generation 24 application, SHA has decided to contract for highly specialized services, as it is cost effective to outsource, specifically:

**Legal Work:** We plan to hire a local law firm that has experience working with charter schools. We have allocated \$5000 to this effort.

**Accounting:** We plan to hire a local accounting team that has experience working with non-profits to ensure we meet regulations. We have allotted \$10,000 for this work.

**Payroll:** We plan to adopt Gusto which will cost \$39/month plus \$6 per user per month.

**Transportation:** We plan to offer transportation only for students who require an accommodation. We will hire a firm that has experience and proper licenses and insurance to transfer students, and will pay per student for this service. We have allotted \$7,800 for this starting the first year we have students and have the cost increase as our population increases.

**Janitorial services:** We will outsource janitorial services to a local firm that has experience with schools, proper insurance and bonding, and the ability to manage hazardous waste. Typical cost of services is \$50-\$80 per visit per 2000 square feet. Utilizing \$70 per sq ft to be conservative, costs will be \$210 a day for 180 days. Since we will have a 5000-6000-sq ft location we have allotted \$37,800 for this service starting the first year we have students. We have also incorporated a 10% increase each year to account for typical expense increases from vendor and any additional assistance we might require from the provider. In year three this will double due to opening a second location and triple in year five with the opening of our third location.

**Nurse Services:** We have decided to outsource this to a local firm that has experience with schools, proper insurance and bonding and the ability to complete the ear and eye test examinations. We have allotted \$3750 for this starting the first year we have students.

**Special Education Services:** We plan to outsource our special education services to a company that specializes in Speech Language Pathology for K-12 schools until year 5. We have allocated \$7940 for this service and budgeted an increase each year until we hire a full-time position.

**Counselor:** We plan to outsource our counselor services at an estimated \$65 per hour, allotting two hours per student for a total of \$130 per student. With 150 students, this program will cost \$19,500 for the first year. We plan to hire a full time FTE for this in year two.

**Broker:** We will hire a broker to ensure we find the right school location; we expect this cost to be shared with the seller's broker and not come out of our pocket.

**Construction:** If the location we choose for the school needs renovation, we plan to hire a local construction company that is properly insured and bonded to complete the work we need in a timely manner. This cost has been included in our expected cost per sq. ft.

The criteria utilized in selecting all specialized services may vary, but will ultimately come down to the following components in relation to all the services we seek to outsource:

- Track record of success
- Reputation; we will seek to hear from references regarding the level/outcomes of service
- Competitive pricing

We will seek to gain insight on all of the criteria above, and the partnership that is deemed to be most beneficial by the BOD and staff (as applicable) will move forward with an agreement.

### **SHA Financial Projections, Contingency Plan, and Financial Status**

As detailed in Attachment 31, SHA has provided our financial plans from Year 0 through 5, that in addition to enrollment, personnel, and revenue and expense assumptions overall, details our projected budget and operating plan, an overarching financial plan, and an estimate of state aid entitlement. Further, we have provided a detailed budget narrative in Attachment 32, describing the assumptions behind revenue projections, staffing levels, and costs.

Below, SHA has provided the funds committed, contingent upon the award of a charter. Please see Attachment 33 for letters of commitment from our generous donors. SHA is currently engaging with local banks to identify a best fit partnership. We do not anticipate any issues gaining access to the additional funding we may need to open in year one. Further, we will continue with our fundraising efforts, utilizing the plans detailed below.

| <b>Funding Source</b>   | <b>Amount</b>    | <b>Status</b>                                     |
|-------------------------|------------------|---|
| Proximity Learning, Inc | \$150,000        | Committed: Donation contingent upon charter award |
| ESS                     | \$100,000        | Committed: Donation contingent upon charter award |
| Evan Erdberg            | \$50,000         | Committed: Donation contingent upon charter award |
| Mooreco                 | \$25,000         | Committed: Donation contingent upon charter award |
| <b>TOTAL</b>            | <b>\$325,000</b> |   |

As previously mentioned, though a school's ultimate outcomes focus on student success, the importance of fiscal responsibility and positive budget margins cannot be understated. Should our revenue projections not be on target as we open our doors in Year 1, we'll plan to implement a contingency plan 3-6 months in advance of opening instituting the following initiatives.

- Implement new and innovative methods to increase attendance
- Increase recruiting options to fill vacant seats
- Increase efforts to get grants
- Postpone any large expense items
- Discontinue hiring of new positions
- Reduce all non-instructional expenses
- Work with a bank to secure a line of credit
- Reduce non-instructional staff
- The Principal and Superintendent will choose to defer their salary
- Work with vendors to delay payments

Further, SHA plans to allocate 3% of revenue into a rainy day fund each year to ensure we can weather any type of unexpected issue that may arise. This will be \$42,653 in Year 1, and will

increase according to enrollment each year. We want to build a cushion of at least a three months operating cash-flow in reserve. To do so, we have also used an estimated 80% attendance expectation in our projections for Year 1 with planned increases until we achieve 91%.

SHA has not conducted business in the 2019-20 school year, and there has not been any revenue or expenses. As such, we have not included an audit (Attachment 34), credit report (Attachment 35), and have not filed an IRS 990 (Attachment 36). As a sign of good faith, we have provided SHA's Franchise tax submissions to the State, and have included them in Attachment 36.

### **Fundraising Efforts**

SHA will work diligently to utilize a multi-faceted fundraising plan to ensure the \$54,645 gap in Year 0, and any funding gap moving forward is closed/exceeded. Specifically, we will:

- Execute prospect research to identify key foundations, corporations, and individuals in the Austin, Houston, San Antonio, and state of Texas who are interested in funding innovative education models
- Identify strategic grant applications to submit, utilizing a volunteer grant writer (already identified); offer professional development for our BOD in assembling grant proposals
- Provide fundraising professional development supports to our BOD, Superintendent, and in the long-term, interested staff, to ensure all are comfortable serving as ambassadors
- Leverage our BOD to make strategic introductions and asks of their network to support our work in the Pleasant Valley and Riverside communities
- Host a community-based fundraiser (a signature yearly event) to engage the students and families at SHA and ensure the buy-in and support of the greater community

Fundraising efforts at SHA will be led by our BOD who will collectively serve as key ambassadors and champions for our work.

### **Insurance**

As required by the state of Texas, SHA plans to attain the following types of insurance coverage at the following levels: Sexual Misconduct and Abuse/Molestation (\$1,000,000/\$2,000,000 ); Directors and Officers Coverage (\$1,000,000); Professional Liability Insurance (\$1,000,000/ \$2,000,000 ); Employment Practices Liability (\$1,000,000); Employee Benefits Liability (\$1,000,000); Property Insurance (dependent upon value of property ); Workers Compensation Insurance: Statutory/Employer's Liability (\$1,000,000/\$1,000,000 /\$1,000,000); General Liability Insurance (\$1,000,000/\$2,000,000); Automobile Liability Insurance (\$1,000,000). For additional information about SHA's plans for purchasing insurance, please Attachment 37.

*(As mentioned within text of response, components of the Financial Planning section were informed by our Silicon Hill Academy Generation 24 application)*

# **Attachments**

## **Attachment 1: Articles of Incorporation**





DEPARTMENT OF THE TREASURY  
INTERNAL REVENUE SERVICE  
CINCINNATI OH 45999-0023

002825.890870.236671.28103 1 MB 0.424 914



SILICON HILL ACADEMY  
7104 VIA DONO DR  
AUSTIN TX 78749

002825

Date of this notice: 09-26-2018

Employer Identification Number:  
83-1980686

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 OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 83-1980686. 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 1120

09/15/2019

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.



002825

Keep this part for your records.

CP 575 A (Rev. 1-2013)

Return this part with any correspondence  
so we may identify your account. Please  
correct any errors in your name or address.

CP 575 A

0509906330

Your Telephone Number Best Time to Call  
( ) -

DATE OF THIS NOTICE: 09-26-2018  
EMPLOYER IDENTIFICATION NUMBER: 83-1980686  
FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE  
CINCINNATI OH 45999-0023

SILICON HILL ACADEMY  
7104 VIA DONO DR  
AUSTIN TX 78749





## TEXAS COMPTROLLER OF PUBLIC ACCOUNTS

Comptroller.Texas.Gov

September 28, 2018

SILICON HILL ACADEMY  
7104 VIA DONO DR  
AUSTIN TX 78749-2764

|                 |             |
|-----------------|-------------|
| Taxpayer number | 32068419251 |
| File number     | 0803122680  |
| WebFile number  | FQ525191    |

Dear Taxpayer:

Congratulations on registering your business with the Texas Secretary of State. In addition to being the state's chief financial officer and tax collector, I am a strong advocate for growth in our economy, and my office plays an important role in ensuring businesses like yours continue to thrive in the state of Texas. Part of that responsibility is to be a resource when your business needs assistance.

Customer service is my top priority, and my staff is ready to help you with questions related to your business' state tax responsibilities. The agency website, [www.comptroller.texas.gov](http://www.comptroller.texas.gov), contains a wealth of resources about the various taxes we administer. There you can find publications, answers to frequently asked questions, tax rules, electronic reporting options and more. In the right hand corner of each page, there is a link to "contact us," where you will find information on how to reach us if you do not find your answer online.

The Secretary of State notified us that your company was recently registered with their office. The company you registered is subject to the franchise tax, which my office administers. Accordingly, we have created a franchise tax account based on the information you provided at the time of registration.

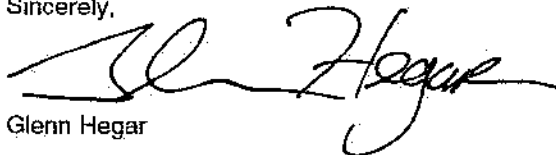
Please review and update your account information at your earliest convenience. Most important is to ensure the address we have on file is the address where your company wants to receive tax mailings from us.

To view and correct your account information, go to [www.comptroller.texas.gov/taxes/file-pay/](http://www.comptroller.texas.gov/taxes/file-pay/). If you have not used WebFile before, you will register as a new user, and there is a video to assist you with that process. When you are ready to get started, select the Franchise Tax Accountability Questionnaire under Other Electronic Reporting Tools. Select "continue to log in" at the bottom of the page to sign in. You will need the WebFile number located at the top of this letter.

The company's first franchise tax report is due on 05/15/2019. We will send you a reminder letter with filing instructions well before the due date. You can contact our office for assistance at 1-800-252-1381.

I appreciate the work you do and the contributions you make to Texas. I wish you the best of luck in all your business endeavors.

Sincerely,

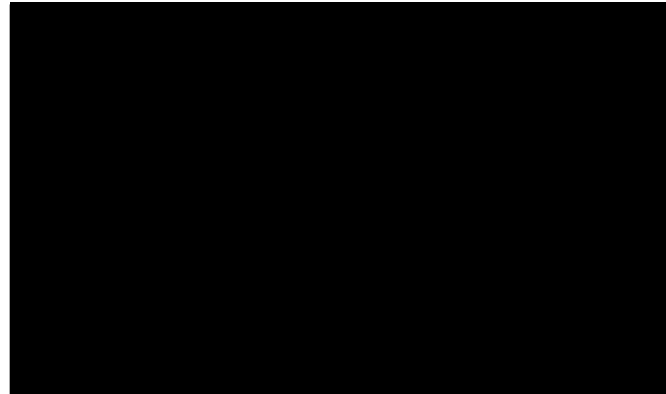


Glenn Hegar



9/24/2018

P: 14 T: 76 10000899 PP1B-000022500  
SILICON HILL ACADEMY  
7104 VIA DONO DR  
AUSTIN TX 78749-2764



Dear Silicon Hill Academy,

As a new business with a likely federal tax deposit obligation, you were enrolled in the Electronic Federal Tax Payment System (EFTPS), a free service of the U.S. Department of the Treasury.

To start making payments via EFTPS, follow these steps:

1. **Call 1.800.555.3453.** Enter your EIN and the four-digit PIN that appears in the box above. If you're calling from outside the U.S., please call 1.303.967.5916.
2. **Enter your financial institution information,** including account number, bank routing number, and account type (savings or checking) when instructed. The voice response system will repeat the number you entered so you can either confirm or correct the number.
3. **Re-enter your PIN.**
4. **Enter the phone number** of the person to contact if we have questions about your EFTPS enrollment. This could be you or a member of your staff.
5. **Record the enrollment number** and keep for future reference.

After you've completed your enrollment, you can make payments at **EFTPS.gov** or via the phone by following the steps listed on reverse side of this letter.

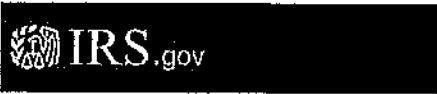
**Please note: While you can schedule a payment as soon as you activate your enrollment, payments must be scheduled by 8 p.m. ET the day before the due date to be timely.** The funds will move out of your bank account on the payment settlement date you select. Payments can be scheduled up to 365 days in advance.

If a payroll company, accountant, or other third party makes any federal tax payments for you, be sure to review this information with that entity.

If you need further assistance, please call customer service 24 hours a day, 7 days a week at 1.800.555.4477. If you are calling from outside the U.S., call 1.303.967.5916.







## EIN Assistant

Your Progress: 1. Identity 2. Authenticate 3. Addresses 4. Details 5. EIN Confirmation

**Congratulations! The EIN has been successfully assigned.**

EIN Assigned: **83-190688**

Legal Name: **SILICON HILL ACADEMY**

The confirmation letter will be mailed to the applicant. This letter will be the applicant's official IRS notice and will contain important information regarding the EIN. Allow up to 4 weeks for the letter to arrive by mail.

We strongly recommend you print this page for your records.

Click "Continue" to get additional information about using the new EIN.

[Continue >>](#)

### Help Topics

[Can the EIN be used before the confirmation letter is received?](#)

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

Silicon Hill Academy  
File Number: 803122680

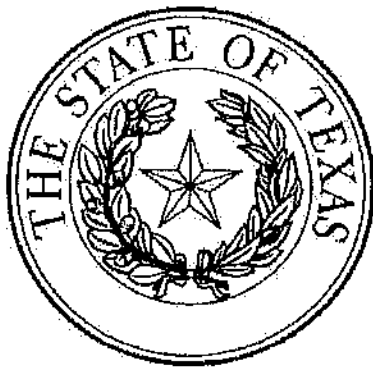
The undersigned, as Secretary of State of Texas, hereby certifies that a Certificate of Formation for the above named Domestic Nonprofit Corporation has been received in this office and has been found to conform to the applicable provisions of law.

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.

The issuance of this certificate does not authorize the use of a name in this state in violation of the rights of another under the federal Trademark Act of 1946, the Texas trademark law, the Assumed Business or Professional Name Act, or the common law.

Dated: 09/19/2018

Effective: 09/19/2018



A handwritten signature in black ink, appearing to read "R. Pablos".

Rolando B. Pablos  
Secretary of State

Phone: (512) 463-5555  
Prepared by: William Johnson

Come visit us on the Internet at <http://www.sos.state.tx.us/>  
Fax: (512) 463-5709  
TID: 10306

Dial: 7-1-1 for Relay Services  
Document: 838111000002

**CERTIFICATE OF FORMATION  
OF  
SILICON HILL ACADEMY**

The undersigned natural person, of the age of eighteen (18) years or more, acting as organizer of a Corporation under the Texas Business Organizations Code, adopts the following Certificate of Formation.

**ARTICLE I**

The name of the corporation is Silicon Hill Academy. 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 7104 Via Dono Drive, Austin, Texas 78749 and the name of its registered agent at such address is Evan Erdberg.

**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 names and address of the current Directors are:

Evan Erdberg  
7104 Via Dono Drive  
Austin, Texas 78749

Keith Lockwood  
600 Congress Ave Fl 14  
Austin, Texas 78701

Tony Jacob  
466 Clear Springs Hollow  
Buda, Texas 78610

Mary Mondt  
3903 Vaughan Street  
Austin, Texas 78723

Kelly Patel  
1411 Westover Rd  
Austin, Texas 78702

#### 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 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**

The name and street address of the organizer is Joseph E. Hoffer, 845 Proton Road, San Antonio, Texas 78258.

#### **ARTICLE VIII**

This Certificate shall be effective on the date filed with the Secretary of State of Texas.

#### **ARTICLE IX**

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 the Board of Directors.

#### **ARTICLE X**

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 XI**

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.

## ARTICLE XII

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: September \_\_, 2018

Silicon Hill Academy

By: /s/ Joseph E. Hoffer  
Joseph E. Hoffer, Organizer

## **Attachment 2: 501(c)(3) Determination Letter**

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date:

MAR 06 2019

SILICON HILL ACADEMY  
C/O JOSEPH E HOFFER  
845 PROTON RD  
SAN ANTONIO, TX 78258

Employer Identification Number:  
83-1980686  
DLN:  
17053284309018  
Contact Person:  
FAITH E CUMMINS ID# 31534  
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:  
September 19, 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

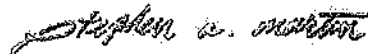
Letter 947

SILICON HILL ACADEMY

organization, go to [www.irs.gov/charities](http://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,



Director, Exempt Organizations  
Rulings and Agreements

Letter 947



### **Attachment 3: Applicant Information Session Documentation**

GEN25 APP INFO SESSION  
NOV 1 '19 AM 9:27

Texas Education Agency  
Division of Charter School Administration

**Generation Twenty-Five 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 [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov) 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 3 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 Name: Silicon Hill Academy

Sponsoring Entity Name as reflected on the 501(c)(3) form: Silicon Hill Academy 501(c)3

Application Contact Name: Nicole Terrizzi 

Title/Role: Lead Project Manager

Email: nterrizzi@proxlearn.com Phone: 415.837.8388

Board Member Attending: Keith Lockwood 

Board Member Attending: \_\_\_\_\_

Board Member Attending: \_\_\_\_\_

Board Member Attending: \_\_\_\_\_

Board Member Attending: \_\_\_\_\_

Date of Session: ☐ Friday, October 18, 2019, 8:00 a.m. - 4:30 p.m.

☒ Friday, November 1, 2019, 8:00 a.m. - 4:30 p.m.

Submit the completed form at least 24 hours prior to the session indicated above to  
[charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov).

If you have any questions about the sessions or registration, please contact:  
John Garland at 512-463-3533 or [John.Garland@tea.texas.gov](mailto:John.Garland@tea.texas.gov)  
Drue Ann Wise at 512-463-3419 or [DrueAnn.Wise@tea.texas.gov](mailto:DrueAnn.Wise@tea.texas.gov)

## Attachment 4: Evidence of Community Demand

Provide the following:

- ***Evidence of support.*** Provide documentation of any of the following outreach strategies and related results: (1) advertising content; (2) community outreach surveys; (3) social media campaigns; and (4) any additional documentation that demonstrates community demand for the proposed charter school.
- ***Meeting Agenda.*** The formal agenda that was followed during each public meeting.
- ***Public meeting protocol.*** This is the script or list of questions that were prepared and presented at the public meeting. Do **NOT** provide petitions, meeting sign-in sheets, or other materials that violate the public disclosure policy.
- ***Letter(s) of support.*** Provide (if any) non-financial letters of support from individuals, organizations, officials, etc.



### **Potential Questions from Community Members**

1. You are a white & male dominated board of directors. How can we trust that you will provide admission to this school to our children of color in this community as opposed to providing preference to students of communities from higher incomes?
2. Does embracing all perspectives include incorporating diversity and inclusion practices into the classroom and having teachers representative of the student population?
3. Do any of your kids go to AISD schools and if so, would you send them to this school yourself?
4. Keith is from New Jersey, how is he going to be an effective superintendent if he will be so far up north and far-removed from the local community?
5. How will students get college credit? Will college credit be aligned with College Board?
6. Where will students have internships? Who do you have partnerships with already?
7. What do you mean 'excel in STEM'?
8. And what about STEAM (science, technology, engineering, ART, math) this is a newer concept now.
9. What electives are you going to offer and how?
10. What languages will you offer? And how will you require 4 years if this is starting out as a middle school?
11. How will students learn leadership skills and where will they apply them if they are in a classroom at a computer all day not communication with their peers?
12. Will it be lottery or first come first serve basis?
13. If more students apply than there are spaces at the school, will those students be added to a waiting list in the order in which they applied?
14. Will the enrollment system recognize sibling preference?
15. If one sibling is enrolled, will all other siblings move to the top of the waiting lists of their respective grades?
16. Will you provide transportation by bus to the school? If not, then what other options will there be?
17. What will the school calendar look like?
18. What will the attendance policy be?
19. Will there be a school uniform?
20. What kind of school culture will you facilitate?
21. Will you have STAAR testing?
22. Will the school offer competitive sports and plan to join the Texas Charter School Academic & Athletic League (TCSAAL)?



23. Do you really think requiring students to learn Latin will get them prepared for real life?
24. Will all your teachers be trained as ELL instructors?
25. What sex education curriculum will you offer and will you teach abstinence as an option?
26. Will you be part of a SHAC (student health advisory committee)?

### **Questions Posed from Community Members**

1. Why are you choosing this area to open a school in when there are already schools here?
2. Have you considered that gentrification will change the population of this area heavily by the time your school would open?
3. How will you service special needs kids?
4. Will you provide transportation services?
5. Why will you not provide transportation services?
6. Will you have policies in place that ensure kids with disciplinary history are enrolled in your school?
7. Will the board members be representative of the population?

### **Formal Agendas**

| Monday, December 2nd  | Tuesday, December 3rd  |
|---|--|
| 11:30 - 11:40am Board and Community Member Introductions<br>11:40 - 12:30pm Community Member Discussion/Questions<br>12:30 - 1:00pm Community Members fill out input form | 6:30 - 6:40pm Board and Community Member Introductions<br>6:40 - 7:30pm Community Member Discussion/Questions<br>7:30 - 8:00pm Community Members fill out input form |



## Facebook Page & Posts:



**Silicon Hill Academy**  
Published by Hootsuite 12:15 - December 2 at 7:15 PM

The 2nd public meeting for Silicon Hill Academy #charterschool is tomorrow from 6:30-8pm at Ruiz Branch Public Library! RSVP at <http://ow.ly/pAEM50xmQF> #edtech #CharterSchools #txcharterswork #txed

ACCOUNTS.GOOGLE.COM

**Google Forms - create and analyze surveys, for free.**

Create a new survey on your own or with others at the same time. Choose from a variety of survey types and analyze results in Google Forms. Free...

1 People Reached 0 Engagements **Boost Post**

Like Comment Share

**Silicon Hill Academy**  
Published by Hootsuite 12:15 - December 2 at 7:15 AM

The first public meeting for Silicon Hill Academy #charterschool is today from 11:30-1 at Ruiz Branch Public Library! 2nd mtg tomorrow at 7pm RSVP at <http://ow.ly/pAEM50xmQF> #edtech #CharterSchools #txcharterswork #txed

ACCOUNTS.GOOGLE.COM

**Google Forms - create and analyze surveys, for free.**

Create a new survey on your own or with others at the same time. Choose from a variety of survey types and analyze results in Google Forms. Free...

1 People Reached 1 Engagement **Boost Post**

Like Comment Share

**Silicon Hill Academy**  
Published by [redacted] December 2 at 7:15 PM

The 2nd public meeting for Silicon Hill Academy #charterschool is tomorrow from 6:30-8pm at Ruiz Branch Public Library! RSVP at <http://ow.ly/pAEM50xmQZF> #edtech #CharterSchools #txcharterswork #txed

ACCOUNTS GOOGLE.COM

**Google Forms - create and analyze surveys, for free.**  
Create a new survey on your own or with others at the same time. Choose from a variety of survey types and analyze results in Google Forms. Free

1 People Reached 0 Engagements [Boost Post](#)

[Like](#) [Comment](#) [Share](#)

**Silicon Hill Academy**  
Published by [redacted] December 2 at 7:15 AM

The first public meeting for Silicon Hill Academy #charterschool is today from 11:30-1 at Ruiz Branch Public Library! 2nd mtg tomorrow at 7pm RSVP at <http://ow.ly/pAEM50xmQZF> #edtech #CharterSchools #txcharterswork #txed

ACCOUNTS GOOGLE.COM

**Google Forms - create and analyze surveys, for free.**  
Create a new survey on your own or with others at the same time. Choose from a variety of survey types and analyze results in Google Forms. Free

1 People Reached 1 Engagement [Boost Post](#)

[Like](#) [Comment](#) [Share](#)

**Silicon Hill Academy**  
Published by [redacted] November 30 at 8:30 PM

Hope you're enjoying the fall weather in Central Texas! Come to a public meeting on a new proposed #charterschool Mon 12/2 or Tues 12/3! RSVP at <http://ow.ly/pAEM50xmQZF> #edtech #CharterSchools #txcharterswork #txed

ACCOUNTS GOOGLE.COM

**Google Forms - create and analyze surveys, for free.**  
Create a new survey on your own or with others at the same time. Choose from a variety of survey types and analyze results in Google Forms. Free

1 People Reached 0 Engagements [Boost Post](#)

[Like](#) [Comment](#) [Share](#)

**Silicon Hill Academy**  
Published by [redacted] November 30 at 8:30 AM

Hope you're enjoying the fall weather in Central Texas! Come to a public meeting on a new proposed #charterschool Mon 12/2 or Tues 12/3! RSVP at <http://ow.ly/pAEM50xmQZF> #edtech #CharterSchools #txcharterswork #txed

ACCOUNTS GOOGLE.COM

**Google Forms - create and analyze surveys, for free.**  
Create a new survey on your own or with others at the same time. Choose from a variety of survey types and analyze results in Google Forms. Free

1 People Reached 0 Engagements [Boost Post](#)

[Like](#) [Comment](#) [Share](#)

**Silicon Hill Academy**  
Published by [redacted] December 1 at 6:37 PM

Happy Sunday! The 1st public meeting for new proposed #charterschool Silicon Hill Academy is tomorrow from 11:30-1pm at Ruiz Branch Public Library! RSVP at <http://ow.ly/pAEM50xmQZF> #edtech #CharterSchools #txcharterswork #txed

ACCOUNTS GOOGLE.COM

**Google Forms - create and analyze surveys, for free.**  
Create a new survey on your own or with others at the same time. Choose from a variety of survey types and analyze results in Google Forms. Free

1 People Reached 1 Engagement [Boost Post](#)

[Like](#) [Comment](#) [Share](#)

**Silicon Hill Academy**  
Published by [redacted] December 1 at 6:39 AM

Happy Sunday! The 1st public meeting for new proposed #charterschool Silicon Hill Academy is tomorrow from 11:30-1pm at Ruiz Branch Public Library! RSVP at <http://ow.ly/pAEM50xmQZF> #edtech #CharterSchools #txcharterswork #txed

ACCOUNTS GOOGLE.COM

**Google Forms - create and analyze surveys, for free.**  
Create a new survey on your own or with others at the same time. Choose from a variety of survey types and analyze results in Google Forms. Free

1 People Reached 0 Engagements [Boost Post](#)

[Like](#) [Comment](#) [Share](#)

**Silicon Hill Academy** is at Ruiz Branch, Austin Public Library  
Published by [redacted] November 29 at 9:18 AM Austin

Enjoying leftovers today? Join us at a public meeting on a new proposed #charterschool Mon 12/2 or Tues 12/3 Ruiz Branch, Austin Public Library! RSVP at <http://ow.ly/pAEM50xmQZF> #edtech #CharterSchools #txcharterswork #txed

ACCOUNTS GOOGLE.COM

**Google Forms - create and analyze surveys, for free.**  
Create a new survey on your own or with others at the same time. Choose from a variety of survey types and analyze results in Google Forms. Free

2 People Reached 0 Engagements [Boost Post](#)

[Like](#) [Comment](#) [Share](#)

**Silicon Hill Academy**  
Published by [redacted] November 27 at 5:36 PM

Voice your opinion at the public meeting on a new proposed #charterschool Mon 12/2 or Tues 12/3 Ruiz Branch, Austin Public Library! RSVP at <http://ow.ly/pG1S50xmQZF> #edtech #CharterSchools #txcharterswork #txed

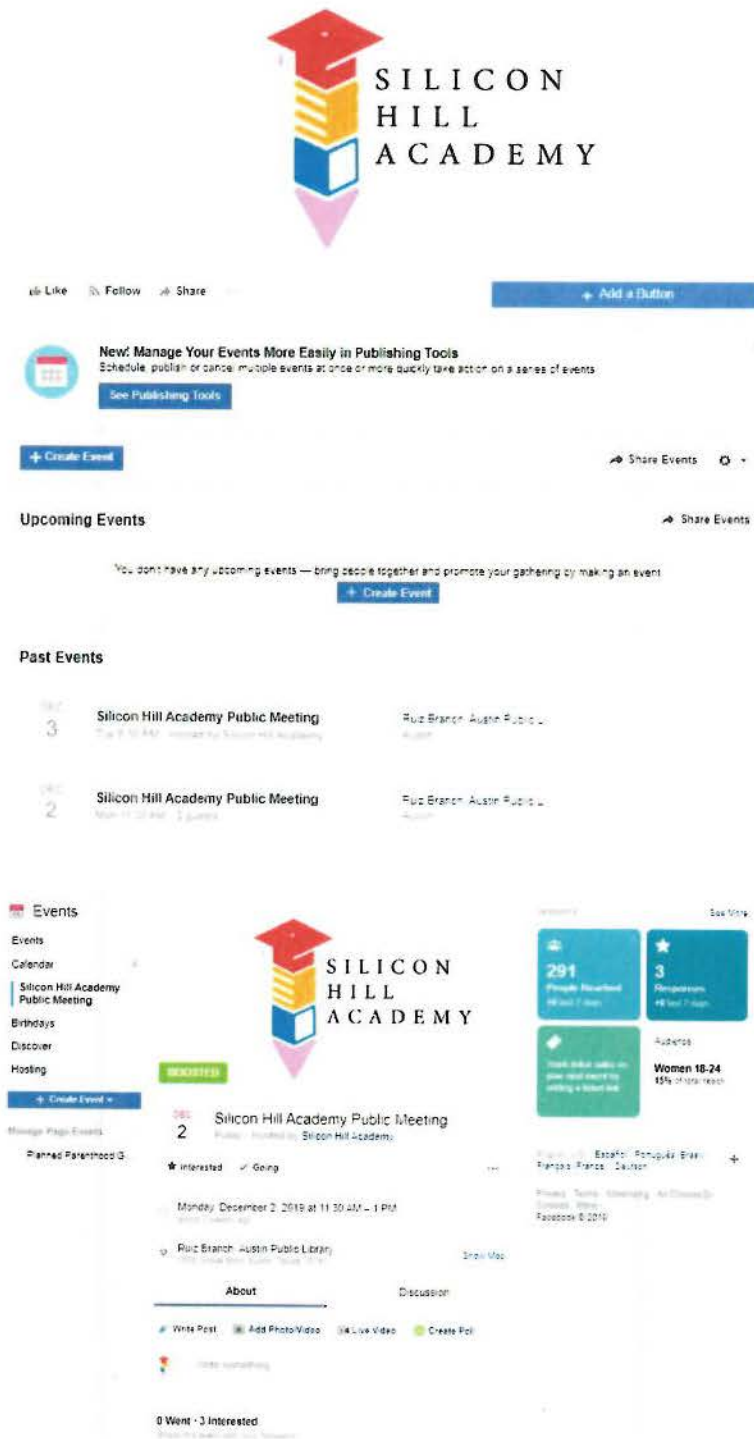
ACCOUNTS GOOGLE.COM

**Google Forms - create and analyze surveys, for free.**  
Create a new survey on your own or with others at the same time. Choose from a variety of survey types and analyze results in Google Forms. Free

2 People Reached 0 Engagements [Boost Post](#)

[Like](#) [Comment](#) [Share](#)

## Facebook Events:



The screenshot displays the Facebook interface for Silicon Hill Academy. At the top, the profile picture shows the academy's logo, which consists of a stylized building with red, yellow, and blue sections, and the text "SILICON HILL ACADEMY". Below the profile picture are buttons for "Like", "Follow", "Share", and "Add a Button".

A notification banner reads: "New! Manage Your Events More Easily in Publishing Tools. Schedule, publish or cancel multiple events at once or more quickly take action on a series of events. See Publishing Tools".

Below the notification, there are buttons for "+ Create Event", "Share Events", and a settings gear icon.

The "Upcoming Events" section shows a message: "You don't have any upcoming events — bring people together and promote your gathering by making an event." with a "+ Create Event" button.

The "Past Events" section lists two events:

- Silicon Hill Academy Public Meeting** (DEC 3)
  - Time: 10:00 AM - 11:00 AM
  - Location: Silicon Hill Academy
  - Host: Ruiz Branch Austin Public Library
- Silicon Hill Academy Public Meeting** (DEC 2)
  - Time: 11:00 AM - 12:00 PM
  - Location: Silicon Hill Academy
  - Host: Ruiz Branch Austin Public Library

Below the event list, there is a detailed view of the "Silicon Hill Academy Public Meeting" event (DEC 2). The event is hosted by Silicon Hill Academy and is scheduled for Monday, December 2, 2019, at 11:00 AM - 1 PM. The location is Ruiz Branch Austin Public Library. The event is categorized as "Planned Parenthood".

On the right side of the event details, there are statistics:

- 291 People Reached (Week 7 days)
- 3 Responses (48 Post 7 days)
- Women 18-24 (15% of your reach)

At the bottom, there are buttons for "Write Post", "Add Photo/Video", "Live Video", and "Create Poll".

## Details

Silicon Hill Academy is hosting a public meeting requesting insights and support as we seek to open a public charter school in the Pleasant Valley Area (78741) in Austin in the 2021-2022 school year. This meeting will ensure community members and stakeholders have opportunity to:

- Provide input on the mission and vision of Silicon Hill Academy
- Offer insights on the core values of the school and share community needs
- Ask questions or share any concerns about a charter school in the community
- Meet our Board Members and sponsoring entity leadership - Silicon Hill Academy

Evan Erdberg, CEO, Proximity Learning  
Keith Lockwood, Ph.D. College Professor, Columbia University  
Dr. Tony Jacob, Founder/CEO, Texas Eye Associates  
Mary Ellen Mondt, Vice President of Marketing, XPO Logistics, Inc.  
Holly Tachovsky, Chief Innovation Officer, ISO

Spanish/English and ASL interpreters and snacks will be provided.  
Bus routes #20, #350, #4

RSVP at <https://forms.gle/cgSM8XrzSvsa9wxy5>

Can't join us in person? Join via video:  
<https://proxlearn.zoom.us/j/5021594417>

---

Silicon Hill Academy está organizando una reunión pública solicitando información y apoyo mientras buscamos abrir una escuela pública charter en el área de Pleasant Valley (78741) en Austin en el año escolar 2021-2022. Esta reunión garantizará que los miembros de la comunidad y las partes interesadas tengan la oportunidad de:

- Dar su opinión acerca de la misión y visión de silicon valley
- Ofrecer ideas acerca de los valores de la escuela y compartir necesidades de la comunidad
- Puedes preguntar o compartir cualquier opinión que tengas acerca de la escuela en la comunidad
- Conocer los miembros del consejo y líderes patrocinadores- Academia Silicon Hill

Evan Erdberg, CEO, Proximity Learning  
Keith Lockwood, Ph.D. College Professor, Columbia University  
Dr. Tony Jacob, Founder/CEO, Texas Eye Associates  
Mary Ellen Mondt, Vice President of Marketing, XPO Logistics, Inc.  
Holly Tachovsky, Chief Innovation Officer, ISO

Interpretadores de español/inglés ASL y refrigerios disponibles  
rutas de autobuses #20, #350, #4

RSVP <https://forms.gle/cgSM8XrzSvsa9wxy5>

No puedes unirte a nosotros en persona? Únete por video.  
<https://proxlearn.zoom.us/j/5021594417>

See Less +

## Facebook Advertising:


Promote

Overview

All Ads

Audiences

Recent Ads on Silicon Hill Academy



Event Responses

Silicon Hill Academy Public Meeting

Completed

291

Event Responses

4

Event Responses

\$11.20

Spent in 1 day

View Results

Show more details in Ads Manager

View Results

Overview

Edit

Performance

You've spent \$11.20 over 6 days

Event Responses

4

People Reached

291

Cost per Event Response

\$2.80

Activity

Activity on Facebook

Like Clicks

7

Event Responses

4

Reach More People

This ad can reach more people in your audience when you add budget and duration

Add \$2 for 1 day

Add \$14 over 3 days

Add \$60 over 5 days

Add \$200 over 7 days

Add \$1,000 over 9 days

Select custom budget and duration

Next budget: \$14

Over 3 days, add \$14 over 3 days

Add Budget

Details

Status

Completed

Objective

Event Responses

Total budget


\$14.00 USD

Amount spent

\$11.20 USD

Show all

Preview



Silicon Hill Academy is hosting a public meeting as we seek to open a public charter school in 76741 Austin in the 2021-2022 school year. -Provide input on the mission and vision -Offer insights on the

Are you satisfied with this ad?

No

Yes

Audience

This ad reached 291 people in your audience

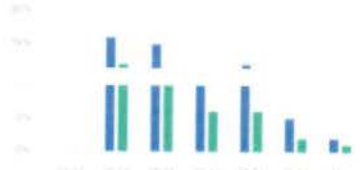
People

Placements

Locations

60.4% Women

39.6% Men



Audience Name

United States - Austin (+25 mi) Texas - 1

Location - Living in

United States - Austin (+25 mi) Texas

Age

18 - 65+

People Who Match

Interests: School Charter

See More

By clicking Add Budget, you agree to Facebook's Terms & Conditions | Help Center

Close

131



## Silicon Hill Academy Input

Thanks for coming to our community meeting! We're excited to see what kind of input and feedback you have provided us.

\* Required

What is your current address? \*

Your answer:

What do you think is the most important thing to keep in mind as we seek to empower students in the Austin community? \*

Your answer:

What do you think are 2-3 of the most important responsibilities for a high school? \*

Your answer:

Of the following core values, which three do you think are the most important to a school and why? \*

- ☐ Innovation
- ☐ Independent
- ☐ Perseverance
- ☐ Authenticity
- ☐ Joy
- ☐ Collaboration
- ☐ Kindness
- ☐ Curiosity
- ☐ Respect
- ☐ Leadership

Why did you choose the three options above? \*

Your answer:

SUBMIT

We'll email you a link to your responses through Google Forms.

*United States Senate*

WASHINGTON, DC 20510-4305

January 2, 2020

The Honorable Betsy DeVos  
Secretary  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, DC 20202

Dear Secretary DeVos:

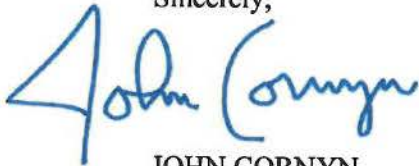
I am writing to express my support for Silicon Hill Academy Charter School's application submitted to the Department of Education for OESE: Expanding Opportunity Through Quality Charter Schools Program (CSP): Grants to Charter Management Organizations for the replication and Expansion of High-quality Charter Schools (CMO Grants).

As you and your staff review the proposal, I trust you will give full consideration to the many strengths of this application. As you know, Silicon Hill Academy focuses on empowering youth and underserved communities with equity in opportunity and choice. Their program ensures students have access to the quality education that they deserve. If awarded this grant, Silicon Hill Academy will offer a uniquely individualized instruction, paired with meaningful learning and a career-based experience to be expanded through Austin, San Antonio, and Houston.

I would appreciate your efforts to ensure that I am kept informed of the progress of this application. Please contact Holten Stringer ([Holten\\_Stringer@cornyn.senate.gov](mailto:Holten_Stringer@cornyn.senate.gov)), my Grants Coordinator, with any developments regarding this proposal as soon as they are available.

Thank you for your assistance and consideration.

Sincerely,



JOHN CORNYN  
United States Senator

## **Attachment 5: Certified Mail Receipt Cards**

Provide certified mail return receipt cards (green cards) showing the dates the Statement of Impact forms and Application Coversheets were received by:

- **Each Superintendent and President of the Board of Trustees** of each traditional school district from which the proposed charter school intends to draw students;
- **Each member of the Texas Legislature** who represents the geographic area(s) to be served by the proposed charter school; and
- **Each Texas State Board of Education member** who represents the geographic area(s) to be served by the proposed charter school.

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

Mailing address **must** 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.**



7019 2970 0002 1305 0534

U.S. Postal Service™  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

OFFICIAL USE

Certified Mail Fee

Extra Services & Fees (check box, add fee as appropriate)

- ☐ Return Receipt (hardcopy)  
☐ Return Receipt (electronic)  
☐ Certified Mail Restricted Delivery  
☐ Adult Signature Required  
☐ Adult Signature Restricted Delivery

FEB 14 2020  
 Postmark Here

Postage

Total Postage and Fees

Sent To Lawrence Allen  
 Street and Apt. No., or PO Box No. 1761 N. Congress Ave  
 City, State, ZIP+4® Austin, TX 78701

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 2970 0002 1305 0268

U.S. Postal Service™  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

OFFICIAL USE

Certified Mail Fee

Extra Services & Fees (check box, add fee as appropriate)

- ☐ Return Receipt (hardcopy)  
☐ Return Receipt (electronic)  
☐ Certified Mail Restricted Delivery  
☐ Adult Signature Required  
☐ Adult Signature Restricted Delivery

FEB 14 2020  
 Postmark Here

Postage

Total Postage and Fees

Sent To Amy Allen  
 Street and Apt. No., or PO Box No. P.O. Box 7910  
 City, State, ZIP+4® Austin, TX 78708

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 2970 0002 1305 0138

U.S. Postal Service™  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

OFFICIAL USE

Certified Mail Fee

Extra Services & Fees (check box, add fee as appropriate)

- ☐ Return Receipt (hardcopy)  
☐ Return Receipt (electronic)  
☐ Certified Mail Restricted Delivery  
☐ Adult Signature Required  
☐ Adult Signature Restricted Delivery

FEB 14 2020  
 Postmark Here

Postage

Total Postage and Fees

Sent To Steve Alison  
 Street and Apt. No., or PO Box No. P.O. Box 7910  
 City, State, ZIP+4® Austin, TX 78708

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 2970 0002 1309 9939

U.S. Postal Service™  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

OFFICIAL USE

Certified Mail Fee

Extra Services & Fees (check box, add fee as appropriate)

- ☐ Return Receipt (hardcopy)  
☐ Return Receipt (electronic)  
☐ Certified Mail Restricted Delivery  
☐ Adult Signature Required  
☐ Adult Signature Restricted Delivery

FEB 14 2020  
 Postmark Here

Postage

Total Postage and Fees

Sent To Carol Alvarado  
 Street and Apt. No., or PO Box No. P.O. Box 12068  
 City, State, ZIP+4® Austin, TX 78711

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 2970 0002 1305 0183

U.S. Postal Service™  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

OFFICIAL USE

Certified Mail Fee

Extra Services & Fees (check box, add fee as appropriate)

- ☐ Return Receipt (hardcopy)  
☐ Return Receipt (electronic)  
☐ Certified Mail Restricted Delivery  
☐ Adult Signature Required  
☐ Adult Signature Restricted Delivery

FEB 14 2020  
 Postmark Here

Postage

Total Postage and Fees

Sent To Danya Bahorich  
 Street and Apt. No., or PO Box No. 1761 N. Congress Ave  
 City, State, ZIP+4® Austin, TX 78701

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 2970 0002 1305 0282

U.S. Postal Service™  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

OFFICIAL USE

Certified Mail Fee

Extra Services & Fees (check box, add fee as appropriate)

- ☐ Return Receipt (hardcopy)  
☐ Return Receipt (electronic)  
☐ Certified Mail Restricted Delivery  
☐ Adult Signature Required  
☐ Adult Signature Restricted Delivery

FEB 14 2020  
 Postmark Here

Postage

Total Postage and Fees

Sent To Diego Bernal  
 Street and Apt. No., or PO Box No. P.O. Box 7910  
 City, State, ZIP+4® Austin, TX 78708

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions



7019 2970 0002 1305 0121

**U.S. Postal Service™**  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

**OFFICIAL USE**

Certified Mail Fee

Extra Services & Fees (check box, add fee as appropriate)

- ☐ Return Receipt (hardcopy) \$  
☐ Return Receipt (electronic) \$  
☐ Certified Mail Restricted Delivery \$  
☐ Adult Signature Required \$  
☐ Adult Signature Restricted Delivery \$

Postage

\$

Total Postage and Fees

\$

Sent To

Paul Bottan Court  
 Street and Apt. No., or PO Box No.  
 P.O. Box 12068  
 City, State, ZIP+4®  
 Austin, TX 78711

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

7019 2970 0002 1305 0084

**U.S. Postal Service™**  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

**OFFICIAL USE**

Certified Mail Fee

Extra Services & Fees (check box, add fee as appropriate)

- ☐ Return Receipt (hardcopy) \$  
☐ Return Receipt (electronic) \$  
☐ Certified Mail Restricted Delivery \$  
☐ Adult Signature Required \$  
☐ Adult Signature Restricted Delivery \$

Postage

\$

Total Postage and Fees

\$

Sent To

Dwayne B. B. B.  
 Street and Apt. No., or PO Box No.  
 P.O. Box 2910  
 City, State, ZIP+4®  
 Austin, TX 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

7019 2970 0002 1305 0411

**U.S. Postal Service™**  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

**OFFICIAL USE**

Certified Mail Fee

Extra Services & Fees (check box, add fee as appropriate)

- ☐ Return Receipt (hardcopy) \$  
☐ Return Receipt (electronic) \$  
☐ Certified Mail Restricted Delivery \$  
☐ Adult Signature Required \$  
☐ Adult Signature Restricted Delivery \$

Postage

\$

Total Postage and Fees

\$

Sent To

Senator Devin Buckner  
 Street and Apt. No., or PO Box No.  
 P.O. Box 12068  
 City, State, ZIP+4®  
 Austin, TX 78711

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

7019 2970 0002 1305 0091

**U.S. Postal Service™**  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

**OFFICIAL USE**

Certified Mail Fee

Extra Services & Fees (check box, add fee as appropriate)

- ☐ Return Receipt (hardcopy) \$  
☐ Return Receipt (electronic) \$  
☐ Certified Mail Restricted Delivery \$  
☐ Adult Signature Required \$  
☐ Adult Signature Restricted Delivery \$

Postage

\$

Total Postage and Fees

\$

Sent To

Jason Burdine  
 Street and Apt. No., or PO Box No.  
 10431 Lexington Blvd  
 City, State, ZIP+4®  
 Sugar Land, TX 77479

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

7019 2970 0002 1305 0343

**U.S. Postal Service™**  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

**OFFICIAL USE**

Certified Mail Fee

Extra Services & Fees (check box, add fee as appropriate)

- ☐ Return Receipt (hardcopy) \$  
☐ Return Receipt (electronic) \$  
☐ Certified Mail Restricted Delivery \$  
☐ Adult Signature Required \$  
☐ Adult Signature Restricted Delivery \$

Postage

\$

Total Postage and Fees

\$

Sent To

Senator Dana Campbell  
 Street and Apt. No., or PO Box No.  
 P.O. Box 12068  
 City, State, ZIP+4®  
 Austin, TX 78711

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

7019 2970 0002 1305 0404

**U.S. Postal Service™**  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

**OFFICIAL USE**

Certified Mail Fee

Extra Services & Fees (check box, add fee as appropriate)

- ☐ Return Receipt (hardcopy) \$  
☐ Return Receipt (electronic) \$  
☐ Certified Mail Restricted Delivery \$  
☐ Adult Signature Required \$  
☐ Adult Signature Restricted Delivery \$

Postage

\$

Total Postage and Fees

\$

Sent To

Sheryl Cole  
 Street and Apt. No., or PO Box No.  
 P.O. Box 2910  
 City, State, ZIP+4®  
 Austin, TX 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7019 2970 0002 1304 7503

U.S. Postal Service™  
CERTIFIED MAIL® RECEIPT  
Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

OFFICIAL USE

Certified Mail Fee

Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$  
☐ Return Receipt (electronic) \$  
☐ Certified Mail Restricted Delivery \$  
☐ Adult Signature Required \$  
☐ Adult Signature Restricted Delivery \$

Postage

Total Postage and Fees

Sent To

Garrett Coleman  
P.O. Box 7910  
Austin, TX 78708

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

U.S. Postal Service™  
CERTIFIED MAIL® RECEIPT  
Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

OFFICIAL USE

Certified Mail Fee

Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$  
☐ Return Receipt (electronic) \$  
☐ Certified Mail Restricted Delivery \$  
☐ Adult Signature Required \$  
☐ Adult Signature Restricted Delivery \$

Postage

Total Postage and Fees

Sent To

Philip Catez  
P.O. Box 7910  
Austin, TX 78708

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

7019 2970 0002 1305 0244

U.S. Postal Service™  
CERTIFIED MAIL® RECEIPT  
Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

OFFICIAL USE

Certified Mail Fee

Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$  
☐ Return Receipt (electronic) \$  
☐ Certified Mail Restricted Delivery \$  
☐ Adult Signature Required \$  
☐ Adult Signature Restricted Delivery \$

Postage

Total Postage and Fees

Sent To

Sarah Davis  
P.O. Box 7910  
Austin, TX 78708

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

U.S. Postal Service™  
CERTIFIED MAIL® RECEIPT  
Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

OFFICIAL USE

Certified Mail Fee

Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$  
☐ Return Receipt (electronic) \$  
☐ Certified Mail Restricted Delivery \$  
☐ Adult Signature Required \$  
☐ Adult Signature Restricted Delivery \$

Postage

Total Postage and Fees

Sent To

Sue Deigard  
4400 West 18th Street  
Houston, TX 77092

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

7019 2970 0002 1305 0060

U.S. Postal Service™  
CERTIFIED MAIL® RECEIPT  
Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

OFFICIAL USE

Certified Mail Fee

Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$  
☐ Return Receipt (electronic) \$  
☐ Certified Mail Restricted Delivery \$  
☐ Adult Signature Required \$  
☐ Adult Signature Restricted Delivery \$

Postage

Total Postage and Fees

Sent To

Charles Durre  
6431 Lexington Blvd  
Sugar Land, TX 77479

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

U.S. Postal Service™  
CERTIFIED MAIL® RECEIPT  
Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

OFFICIAL USE

Certified Mail Fee

Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$  
☐ Return Receipt (electronic) \$  
☐ Certified Mail Restricted Delivery \$  
☐ Adult Signature Required \$  
☐ Adult Signature Restricted Delivery \$

Postage

Total Postage and Fees

Sent To

Harold Duffan  
P.O. Box 7910  
Austin, TX 78708

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



U.S. Postal Service™  
CERTIFIED MAIL® RECEIPT  
Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)

OFFICIAL USE

Certified Mail Fee

Extra Services & Fees (check box, add fee as appropriate)

|  |    |
|--|----|
| <input type="checkbox"/> Return Receipt (hardcopy)           | \$ |
| <input type="checkbox"/> Return Receipt (electronic)         | \$ |
| <input type="checkbox"/> Certified Mail Restricted Delivery  | \$ |
| <input type="checkbox"/> Adult Signature Required            | \$ |
| <input type="checkbox"/> Adult Signature Restricted Delivery | \$ |

Postage

Total Postage and Fees

Sent To

Kevin Ellis  
1701 W. Carrasco Ave.  
Austin, TX 78701

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

U.S. Postal Service™  
CERTIFIED MAIL® RECEIPT  
Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)

OFFICIAL USE

Certified Mail Fee

Extra Services & Fees (check box, add fee as appropriate)

|  |    |
|--|----|
| <input type="checkbox"/> Return Receipt (hardcopy)           | \$ |
| <input type="checkbox"/> Return Receipt (electronic)         | \$ |
| <input type="checkbox"/> Certified Mail Restricted Delivery  | \$ |
| <input type="checkbox"/> Adult Signature Required            | \$ |
| <input type="checkbox"/> Adult Signature Restricted Delivery | \$ |

Postage

Total Postage and Fees

Sent To

Jessica Farrar  
P.O. Box 7910  
Austin, TX 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

U.S. Postal Service™  
CERTIFIED MAIL® RECEIPT  
Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)

OFFICIAL USE

Certified Mail Fee

Extra Services & Fees (check box, add fee as appropriate)

|  |    |
|--|----|
| <input type="checkbox"/> Return Receipt (hardcopy)           | \$ |
| <input type="checkbox"/> Return Receipt (electronic)         | \$ |
| <input type="checkbox"/> Certified Mail Restricted Delivery  | \$ |
| <input type="checkbox"/> Adult Signature Required            | \$ |
| <input type="checkbox"/> Adult Signature Restricted Delivery | \$ |

Postage

Total Postage and Fees

Sent To

Pete Flores  
P.O. Box 12068  
Austin, TX 78711

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

U.S. Postal Service™  
CERTIFIED MAIL® RECEIPT  
Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)

OFFICIAL USE

Certified Mail Fee

Extra Services & Fees (check box, add fee as appropriate)

|  |    |
|--|----|
| <input type="checkbox"/> Return Receipt (hardcopy)           | \$ |
| <input type="checkbox"/> Return Receipt (electronic)         | \$ |
| <input type="checkbox"/> Certified Mail Restricted Delivery  | \$ |
| <input type="checkbox"/> Adult Signature Required            | \$ |
| <input type="checkbox"/> Adult Signature Restricted Delivery | \$ |

Postage

Total Postage and Fees

Sent To

Barbara Gerwin-Hawkins  
P.O. Box 7910  
Austin, TX 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

U.S. Postal Service™  
CERTIFIED MAIL® RECEIPT  
Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)

OFFICIAL USE

Certified Mail Fee

Extra Services & Fees (check box, add fee as appropriate)

|  |    |
|--|----|
| <input type="checkbox"/> Return Receipt (hardcopy)           | \$ |
| <input type="checkbox"/> Return Receipt (electronic)         | \$ |
| <input type="checkbox"/> Certified Mail Restricted Delivery  | \$ |
| <input type="checkbox"/> Adult Signature Required            | \$ |
| <input type="checkbox"/> Adult Signature Restricted Delivery | \$ |

Postage

Total Postage and Fees

Sent To

Likki Goodwin  
P.O. Box 7910  
Austin, TX 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

U.S. Postal Service™  
CERTIFIED MAIL® RECEIPT  
Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)

OFFICIAL USE

Certified Mail Fee

Extra Services & Fees (check box, add fee as appropriate)

|  |    |
|--|----|
| <input type="checkbox"/> Return Receipt (hardcopy)           | \$ |
| <input type="checkbox"/> Return Receipt (electronic)         | \$ |
| <input type="checkbox"/> Certified Mail Restricted Delivery  | \$ |
| <input type="checkbox"/> Adult Signature Required            | \$ |
| <input type="checkbox"/> Adult Signature Restricted Delivery | \$ |

Postage

Total Postage and Fees

Sent To

Roland Gutierrez  
P.O. Box 7910  
Austin, TX 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7019 2970 0002 1305 0022

U.S. Postal Service™  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

OFFICIAL USE

Certified Mail Fee

\$

Extra Services & Fees (check box, add fees as appropriate)

- ☐ Return Receipt (hardcopy) \$  
☐ Return Receipt (electronic) \$  
☐ Certified Mail Restricted Delivery \$  
☐ Adult Signature Required \$  
☐ Adult Signature Restricted Delivery \$

Postage

\$

Total Postage and Fees

\$

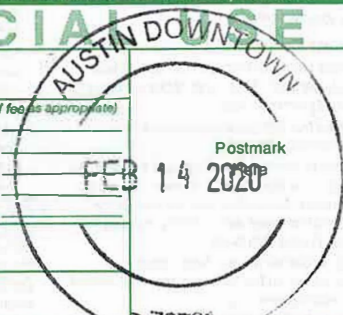
Sent To

Street and Apt. No., or PO Box No.

City, State, ZIP+4®

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7019 2970 0002 1305 0077

U.S. Postal Service™  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

OFFICIAL USE

Certified Mail Fee

\$

Extra Services & Fees (check box, add fees as appropriate)

- ☐ Return Receipt (hardcopy) \$  
☐ Return Receipt (electronic) \$  
☐ Certified Mail Restricted Delivery \$  
☐ Adult Signature Required \$  
☐ Adult Signature Restricted Delivery \$

Postage

\$

Total Postage and Fees

\$

Sent To

Street and Apt. No., or PO Box No.

City, State, ZIP+4®

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7019 2970 0002 1305 0381

U.S. Postal Service™  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

OFFICIAL USE

Certified Mail Fee

\$

Extra Services & Fees (check box, add fees as appropriate)

- ☐ Return Receipt (hardcopy) \$  
☐ Return Receipt (electronic) \$  
☐ Certified Mail Restricted Delivery \$  
☐ Adult Signature Required \$  
☐ Adult Signature Restricted Delivery \$

Postage

\$

Total Postage and Fees

\$

Sent To

Street and Apt. No., or PO Box No.

City, State, ZIP+4®

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7019 2970 0002 1305 0398

U.S. Postal Service™  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

OFFICIAL USE

Certified Mail Fee

\$

Extra Services & Fees (check box, add fees as appropriate)

- ☐ Return Receipt (hardcopy) \$  
☐ Return Receipt (electronic) \$  
☐ Certified Mail Restricted Delivery \$  
☐ Adult Signature Required \$  
☐ Adult Signature Restricted Delivery \$

Postage

\$

Total Postage and Fees

\$

Sent To

Street and Apt. No., or PO Box No.

City, State, ZIP+4®

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7019 2970 0002 1309 9991

U.S. Postal Service™  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

OFFICIAL USE

Certified Mail Fee

\$

Extra Services & Fees (check box, add fees as appropriate)

- ☐ Return Receipt (hardcopy) \$  
☐ Return Receipt (electronic) \$  
☐ Certified Mail Restricted Delivery \$  
☐ Adult Signature Required \$  
☐ Adult Signature Restricted Delivery \$

Postage

\$

Total Postage and Fees

\$

Sent To

Street and Apt. No., or PO Box No.

City, State, ZIP+4®

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7019 2970 0002 1305 0350

U.S. Postal Service™  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

OFFICIAL USE

Certified Mail Fee

\$

Extra Services & Fees (check box, add fees as appropriate)

- ☐ Return Receipt (hardcopy) \$  
☐ Return Receipt (electronic) \$  
☐ Certified Mail Restricted Delivery \$  
☐ Adult Signature Required \$  
☐ Adult Signature Restricted Delivery \$

Postage

\$

Total Postage and Fees

\$

Sent To

Street and Apt. No., or PO Box No.

City, State, ZIP+4®

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions





7019 2970 0002 1309 9878

**U.S. Postal Service™**  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

**OFFICIAL USE**

Certified Mail Fee \$

Extra Services & Fees (check box, add fee as appropriate)

|  |    |
|--|----|
| <input type="checkbox"/> Return Receipt (hardcopy)           | \$ |
| <input type="checkbox"/> Return Receipt (electronic)         | \$ |
| <input type="checkbox"/> Certified Mail Restricted Delivery  | \$ |
| <input type="checkbox"/> Adult Signature Required            | \$ |
| <input type="checkbox"/> Adult Signature Restricted Delivery | \$ |

Postage \$

Total Postage and Fees \$

Sent To **Jarvis Johnson**

Street and Apt. No., or PO Box No. **P.O. Box 2910**

City, State, ZIP+4® **Austin, TX 78768**

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 2970 0002 1309 9960

**U.S. Postal Service™**  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

**OFFICIAL USE**

Certified Mail Fee \$

Extra Services & Fees (check box, add fee as appropriate)

|  |    |
|--|----|
| <input type="checkbox"/> Return Receipt (hardcopy)           | \$ |
| <input type="checkbox"/> Return Receipt (electronic)         | \$ |
| <input type="checkbox"/> Certified Mail Restricted Delivery  | \$ |
| <input type="checkbox"/> Adult Signature Required            | \$ |
| <input type="checkbox"/> Adult Signature Restricted Delivery | \$ |

Postage \$

Total Postage and Fees \$

Sent To **Lars Ralkhorst**

Street and Apt. No., or PO Box No. **P.O. Box 12068**

City, State, ZIP+4® **Austin, TX 78711**

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 2970 0002 1305 0237

**U.S. Postal Service™**  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

**OFFICIAL USE**

Certified Mail Fee \$

Extra Services & Fees (check box, add fee as appropriate)

|  |    |
|--|----|
| <input type="checkbox"/> Return Receipt (hardcopy)           | \$ |
| <input type="checkbox"/> Return Receipt (electronic)         | \$ |
| <input type="checkbox"/> Certified Mail Restricted Delivery  | \$ |
| <input type="checkbox"/> Adult Signature Required            | \$ |
| <input type="checkbox"/> Adult Signature Restricted Delivery | \$ |

Postage \$

Total Postage and Fees \$

Sent To **Dr. Grenita Latham**

Street and Apt. No., or PO Box No. **4400 West 18th Street**

City, State, ZIP+4® **Houston, TX 77092**

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 2970 0002 1305 0312

**U.S. Postal Service™**  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

**OFFICIAL USE**

Certified Mail Fee \$

Extra Services & Fees (check box, add fee as appropriate)

|  |    |
|--|----|
| <input type="checkbox"/> Return Receipt (hardcopy)           | \$ |
| <input type="checkbox"/> Return Receipt (electronic)         | \$ |
| <input type="checkbox"/> Certified Mail Restricted Delivery  | \$ |
| <input type="checkbox"/> Adult Signature Required            | \$ |
| <input type="checkbox"/> Adult Signature Restricted Delivery | \$ |

Postage \$

Total Postage and Fees \$

Sent To **Ray Lopez**

Street and Apt. No., or PO Box No. **P.O. Box 2910**

City, State, ZIP+4® **Austin, TX 78768**

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 2970 0002 1309 9946

**U.S. Postal Service™**  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

**OFFICIAL USE**

Certified Mail Fee \$

Extra Services & Fees (check box, add fee as appropriate)

|  |    |
|--|----|
| <input type="checkbox"/> Return Receipt (hardcopy)           | \$ |
| <input type="checkbox"/> Return Receipt (electronic)         | \$ |
| <input type="checkbox"/> Certified Mail Restricted Delivery  | \$ |
| <input type="checkbox"/> Adult Signature Required            | \$ |
| <input type="checkbox"/> Adult Signature Restricted Delivery | \$ |

Postage \$

Total Postage and Fees \$

Sent To **Pedro Martinez**

Street and Apt. No., or PO Box No. **141 Lavaca St**

City, State, ZIP+4® **San Antonio, TX 78200**

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 2970 0002 1305 0435

**U.S. Postal Service™**  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

**OFFICIAL USE**

Certified Mail Fee \$

Extra Services & Fees (check box, add fee as appropriate)

|  |    |
|--|----|
| <input type="checkbox"/> Return Receipt (hardcopy)           | \$ |
| <input type="checkbox"/> Return Receipt (electronic)         | \$ |
| <input type="checkbox"/> Certified Mail Restricted Delivery  | \$ |
| <input type="checkbox"/> Adult Signature Required            | \$ |
| <input type="checkbox"/> Adult Signature Restricted Delivery | \$ |

Postage \$

Total Postage and Fees \$

Sent To **Trey Martinez Fischer**

Street and Apt. No., or PO Box No. **P.O. Box 2910**

City, State, ZIP+4® **Austin, TX 78768**

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions



7019 2970 0002 1305 0190

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

OFFICIAL USE

Certified Mail Fee

Extra Services &amp; Fees (check box, add fee as appropriate)

- ☐ Return Receipt (hardcopy) \$  
☐ Return Receipt (electronic) \$  
☐ Certified Mail Restricted Delivery \$  
☐ Adult Signature Required \$  
☐ Adult Signature Restricted Delivery \$

Postage

Total Postage and Fees

Sent To

Street and Apt. No., or PO Box No.

City, State, ZIP+4®

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7019 2970 0002 1305 0329

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

OFFICIAL USE

Certified Mail Fee

Extra Services &amp; Fees (check box, add fee as appropriate)

- ☐ Return Receipt (hardcopy) \$  
☐ Return Receipt (electronic) \$  
☐ Certified Mail Restricted Delivery \$  
☐ Adult Signature Required \$  
☐ Adult Signature Restricted Delivery \$

Postage

Total Postage and Fees

Sent To

Street and Apt. No., or PO Box No.

City, State, ZIP+4®

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7019 2970 0002 1310 0000

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

OFFICIAL USE

Certified Mail Fee

Extra Services &amp; Fees (check box, add fee as appropriate)

- ☐ Return Receipt (hardcopy) \$  
☐ Return Receipt (electronic) \$  
☐ Certified Mail Restricted Delivery \$  
☐ Adult Signature Required \$  
☐ Adult Signature Restricted Delivery \$

Postage

Total Postage and Fees

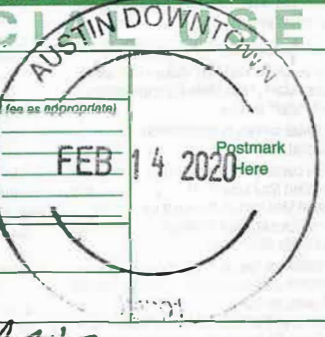
Sent To

Street and Apt. No., or PO Box No.

City, State, ZIP+4®

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7019 2970 0002 1309 9984

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

OFFICIAL USE

Certified Mail Fee

Extra Services &amp; Fees (check box, add fee as appropriate)

- ☐ Return Receipt (hardcopy) \$  
☐ Return Receipt (electronic) \$  
☐ Certified Mail Restricted Delivery \$  
☐ Adult Signature Required \$  
☐ Adult Signature Restricted Delivery \$

Postage

Total Postage and Fees

Sent To

Street and Apt. No., or PO Box No.

City, State, ZIP+4®

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7019 2970 0002 1309 9915

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

OFFICIAL USE

Certified Mail Fee

Extra Services &amp; Fees (check box, add fee as appropriate)

- ☐ Return Receipt (hardcopy) \$  
☐ Return Receipt (electronic) \$  
☐ Certified Mail Restricted Delivery \$  
☐ Adult Signature Required \$  
☐ Adult Signature Restricted Delivery \$

Postage

Total Postage and Fees

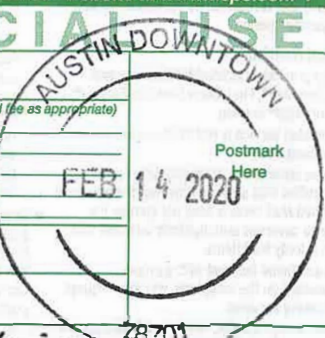
Sent To

Street and Apt. No., or PO Box No.

City, State, ZIP+4®

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7019 2970 0002 1305 0015

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

OFFICIAL USE

Certified Mail Fee

Extra Services &amp; Fees (check box, add fee as appropriate)

- ☐ Return Receipt (hardcopy) \$  
☐ Return Receipt (electronic) \$  
☐ Certified Mail Restricted Delivery \$  
☐ Adult Signature Required \$  
☐ Adult Signature Restricted Delivery \$

Postage

Total Postage and Fees

Sent To

Street and Apt. No., or PO Box No.

City, State, ZIP+4®

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions





7019 2970 0002 1305 0275

**U.S. Postal Service™**  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

**OFFICIAL USE**

Certified Mail Fee

Extra Services & Fees (check box, add fee as appropriate)

- ☐ Return Receipt (hardcopy) \$  
☐ Return Receipt (electronic) \$  
☐ Certified Mail Restricted Delivery \$  
☐ Adult Signature Required \$  
☐ Adult Signature Restricted Delivery \$

Postage

Total Postage and Fees

Sent To

Street and Apt. No., or PO Box No.

City, State, ZIP+4®

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

7019 2970 0002 1305 0428

**U.S. Postal Service™**  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

**OFFICIAL USE**

Certified Mail Fee

Extra Services & Fees (check box, add fee as appropriate)

- ☐ Return Receipt (hardcopy) \$  
☐ Return Receipt (electronic) \$  
☐ Certified Mail Restricted Delivery \$  
☐ Adult Signature Required \$  
☐ Adult Signature Restricted Delivery \$

Postage

Total Postage and Fees

Sent To

Street and Apt. No., or PO Box No.

City, State, ZIP+4®

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

7019 2970 0002 1305 0145

**U.S. Postal Service™**  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

**OFFICIAL USE**

Certified Mail Fee

Extra Services & Fees (check box, add fee as appropriate)

- ☐ Return Receipt (hardcopy) \$  
☐ Return Receipt (electronic) \$  
☐ Certified Mail Restricted Delivery \$  
☐ Adult Signature Required \$  
☐ Adult Signature Restricted Delivery \$

Postage

Total Postage and Fees

Sent To

Street and Apt. No., or PO Box No.

City, State, ZIP+4®

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

7019 2970 0002 1305 0114

**U.S. Postal Service™**  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

**OFFICIAL USE**

Certified Mail Fee

Extra Services & Fees (check box, add fee as appropriate)

- ☐ Return Receipt (hardcopy) \$  
☐ Return Receipt (electronic) \$  
☐ Certified Mail Restricted Delivery \$  
☐ Adult Signature Required \$  
☐ Adult Signature Restricted Delivery \$

Postage

Total Postage and Fees

Sent To

Street and Apt. No., or PO Box No.

City, State, ZIP+4®

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

7019 2970 0002 1309 9861

**U.S. Postal Service™**  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

**OFFICIAL USE**

Certified Mail Fee

Extra Services & Fees (check box, add fee as appropriate)

- ☐ Return Receipt (hardcopy) \$  
☐ Return Receipt (electronic) \$  
☐ Certified Mail Restricted Delivery \$  
☐ Adult Signature Required \$  
☐ Adult Signature Restricted Delivery \$

Postage

Total Postage and Fees

Sent To

Street and Apt. No., or PO Box No.

City, State, ZIP+4®

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

7019 2970 0002 1305 0053

**U.S. Postal Service™**  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

**OFFICIAL USE**

Certified Mail Fee

Extra Services & Fees (check box, add fee as appropriate)

- ☐ Return Receipt (hardcopy) \$  
☐ Return Receipt (electronic) \$  
☐ Certified Mail Restricted Delivery \$  
☐ Adult Signature Required \$  
☐ Adult Signature Restricted Delivery \$

Postage

Total Postage and Fees

Sent To

Street and Apt. No., or PO Box No.

City, State, ZIP+4®

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7019 2970 0002 1305 0107

| U.S. Postal Service™<br>CERTIFIED MAIL® RECEIPT<br>Domestic Mail Only                            |    |
|--|----|
| For delivery information, visit our website at <a href="http://www.usps.com">www.usps.com</a> ®. |    |
| OFFICIAL USE   |    |
| Certified Mail Fee   | \$ |
| Extra Services & Fees (check box, add fee as appropriate)  |    |
| <input type="checkbox"/> Return Receipt (hardcopy)   | \$ |
| <input type="checkbox"/> Return Receipt (electronic)   | \$ |
| <input type="checkbox"/> Certified Mail Restricted Delivery                                      | \$ |
| <input type="checkbox"/> Adult Signature Required  | \$ |
| <input type="checkbox"/> Adult Signature Restricted Delivery                                     | \$ |
| Postage  | \$ |
| Total Postage and Fees   | \$ |
| Sent To <u>Matt Johnson</u>  |    |
| Street and Apt. No., or PO Box No. <u>1701 W. Commerce Ave</u>                                   |    |
| City, State, ZIP+4® <u>Austin, TX 78701</u>  |    |
| PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions                       |    |

7019 2970 0002 1309 9922

| U.S. Postal Service™<br>CERTIFIED MAIL® RECEIPT<br>Domestic Mail Only                            |    |
|--|----|
| For delivery information, visit our website at <a href="http://www.usps.com">www.usps.com</a> ®. |    |
| OFFICIAL USE   |    |
| Certified Mail Fee   | \$ |
| Extra Services & Fees (check box, add fee as appropriate)  |    |
| <input type="checkbox"/> Return Receipt (hardcopy)   | \$ |
| <input type="checkbox"/> Return Receipt (electronic)   | \$ |
| <input type="checkbox"/> Certified Mail Restricted Delivery                                      | \$ |
| <input type="checkbox"/> Adult Signature Required  | \$ |
| <input type="checkbox"/> Adult Signature Restricted Delivery                                     | \$ |
| Postage  | \$ |
| Total Postage and Fees   | \$ |
| Sent To <u>Ray Ricardo Soto, Sr.</u>   |    |
| Street and Apt. No., or PO Box No. <u>5358 W. Commerce</u>                                       |    |
| City, State, ZIP+4® <u>San Antonio, TX 78237</u>   |    |
| PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions                       |    |

7019 2970 0002 1309 9953

| U.S. Postal Service™<br>CERTIFIED MAIL® RECEIPT<br>Domestic Mail Only                            |    |
|--|----|
| For delivery information, visit our website at <a href="http://www.usps.com">www.usps.com</a> ®. |    |
| OFFICIAL USE   |    |
| Certified Mail Fee   | \$ |
| Extra Services & Fees (check box, add fee as appropriate)  |    |
| <input type="checkbox"/> Return Receipt (hardcopy)   | \$ |
| <input type="checkbox"/> Return Receipt (electronic)   | \$ |
| <input type="checkbox"/> Certified Mail Restricted Delivery                                      | \$ |
| <input type="checkbox"/> Adult Signature Required  | \$ |
| <input type="checkbox"/> Adult Signature Restricted Delivery                                     | \$ |
| Postage  | \$ |
| Total Postage and Fees   | \$ |
| Sent To <u>Phil Stephenson</u>   |    |
| Street and Apt. No., or PO Box No. <u>P.O. Box 7910</u>  |    |
| City, State, ZIP+4® <u>Austin, TX 78768</u>  |    |
| PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions                       |    |

7019 2970 0002 1305 0220

| U.S. Postal Service™<br>CERTIFIED MAIL® RECEIPT<br>Domestic Mail Only                            |    |
|--|----|
| For delivery information, visit our website at <a href="http://www.usps.com">www.usps.com</a> ®. |    |
| OFFICIAL USE   |    |
| Certified Mail Fee   | \$ |
| Extra Services & Fees (check box, add fee as appropriate)  |    |
| <input type="checkbox"/> Return Receipt (hardcopy)   | \$ |
| <input type="checkbox"/> Return Receipt (electronic)   | \$ |
| <input type="checkbox"/> Certified Mail Restricted Delivery                                      | \$ |
| <input type="checkbox"/> Adult Signature Required  | \$ |
| <input type="checkbox"/> Adult Signature Restricted Delivery                                     | \$ |
| Postage  | \$ |
| Total Postage and Fees   | \$ |
| Sent To <u>Sharon Thierry</u>  |    |
| Street and Apt. No., or PO Box No. <u>P.O. Box 7910</u>  |    |
| City, State, ZIP+4® <u>Austin, TX 78768</u>  |    |
| PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions                       |    |

7019 2970 0002 1305 0046

| U.S. Postal Service™<br>CERTIFIED MAIL® RECEIPT<br>Domestic Mail Only                            |    |
|--|----|
| For delivery information, visit our website at <a href="http://www.usps.com">www.usps.com</a> ®. |    |
| OFFICIAL USE   |    |
| Certified Mail Fee   | \$ |
| Extra Services & Fees (check box, add fee as appropriate)  |    |
| <input type="checkbox"/> Return Receipt (hardcopy)   | \$ |
| <input type="checkbox"/> Return Receipt (electronic)   | \$ |
| <input type="checkbox"/> Certified Mail Restricted Delivery                                      | \$ |
| <input type="checkbox"/> Adult Signature Required  | \$ |
| <input type="checkbox"/> Adult Signature Restricted Delivery                                     | \$ |
| Postage  | \$ |
| Total Postage and Fees   | \$ |
| Sent To <u>Sabrina Thompson</u>  |    |
| Street and Apt. No., or PO Box No. <u>P.O. Box 7910</u>  |    |
| City, State, ZIP+4® <u>Austin, TX 78768</u>  |    |
| PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions                       |    |

7019 2970 0002 1305 0169

| U.S. Postal Service™<br>CERTIFIED MAIL® RECEIPT<br>Domestic Mail Only                            |    |
|--|----|
| For delivery information, visit our website at <a href="http://www.usps.com">www.usps.com</a> ®. |    |
| OFFICIAL USE   |    |
| Certified Mail Fee   | \$ |
| Extra Services & Fees (check box, add fee as appropriate)  |    |
| <input type="checkbox"/> Return Receipt (hardcopy)   | \$ |
| <input type="checkbox"/> Return Receipt (electronic)   | \$ |
| <input type="checkbox"/> Certified Mail Restricted Delivery                                      | \$ |
| <input type="checkbox"/> Adult Signature Required  | \$ |
| <input type="checkbox"/> Adult Signature Restricted Delivery                                     | \$ |
| Postage  | \$ |
| Total Postage and Fees   | \$ |
| Sent To <u>Armando L. Walle</u>  |    |
| Street and Apt. No., or PO Box No. <u>P.O. Box 7910</u>  |    |
| City, State, ZIP+4® <u>Austin, TX 78768</u>  |    |
| PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions                       |    |



7019 2970 0002 1305 0336

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

OFFICIAL USE

Certified Mail Fee

\$

Extra Services &amp; Fees (check box, add fee as appropriate)

- ☐ Return Receipt (hardcopy) \$
- ☐ Return Receipt (electronic) \$
- ☐ Certified Mail Restricted Delivery \$
- ☐ Adult Signature Required \$
- ☐ Adult Signature Restricted Delivery \$

Postage

\$

Total Postage and Fees

\$

Sent To

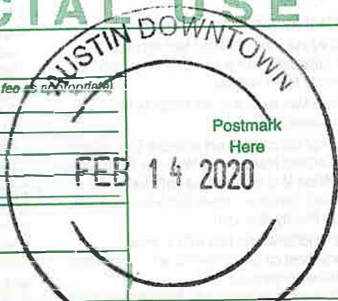
Street and Apt. No., or PO Box No.

City, State, ZIP+4®

Austin, TX 78701

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7019 2970 0002 1305 0305

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

OFFICIAL USE

Certified Mail Fee

\$

Extra Services &amp; Fees (check box, add fee as appropriate)

- ☐ Return Receipt (hardcopy) \$
- ☐ Return Receipt (electronic) \$
- ☐ Certified Mail Restricted Delivery \$
- ☐ Adult Signature Required \$
- ☐ Adult Signature Restricted Delivery \$

Postage

\$

Total Postage and Fees

\$

Sent To

Street and Apt. No., or PO Box No.

City, State, ZIP+4®

Austin, TX 78701

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7019 2970 0002 1305 0213

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

OFFICIAL USE

Certified Mail Fee

\$

Extra Services &amp; Fees (check box, add fee as appropriate)

- ☐ Return Receipt (hardcopy) \$
- ☐ Return Receipt (electronic) \$
- ☐ Certified Mail Restricted Delivery \$
- ☐ Adult Signature Required \$
- ☐ Adult Signature Restricted Delivery \$

Postage

\$

Total Postage and Fees

\$

Sent To

Street and Apt. No., or PO Box No.

City, State, ZIP+4®

Austin, TX 78701

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7019 2970 0002 1309 9977

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

OFFICIAL USE

Certified Mail Fee

\$

Extra Services &amp; Fees (check box, add fee as appropriate)

- ☐ Return Receipt (hardcopy) \$
- ☐ Return Receipt (electronic) \$
- ☐ Certified Mail Restricted Delivery \$
- ☐ Adult Signature Required \$
- ☐ Adult Signature Restricted Delivery \$

Postage

\$

Total Postage and Fees

\$

Sent To

Street and Apt. No., or PO Box No.

City, State, ZIP+4®

Austin, TX 78701

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions





7019 1120 0000 0774 8674

**U.S. Postal Service™**  
**CERTIFIED MAIL® RECEIPT**  
Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

**WASHINGTON, DC 20510**

**OFFICIAL USE**

|  |        |      |
|--|--------|------|
| Certified Mail Fee   | \$3.50 | 0130 |
| Extra Services & Fees (check box, add fee as appropriate)    | \$0.00 | 13   |
| <input type="checkbox"/> Return Receipt (hardcopy)           | \$0.00 |      |
| <input type="checkbox"/> Return Receipt (electronic)         | \$0.00 |      |
| <input type="checkbox"/> Certified Mail Restricted Delivery  | \$0.00 |      |
| <input type="checkbox"/> Adult Signature Required            | \$0.00 |      |
| <input type="checkbox"/> Adult Signature Restricted Delivery | \$0.00 |      |
| Postage  | \$1.15 |      |
| Total Postage and Fees                                       | \$4.65 |      |

Postmark Here  
NOV 25 2019

Sent To  
Senator John Cornyn  
U.S. Senate  
517 Hart Senate Office Bldg.  
Washington D.C. 20510

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 1120 0000 0774 8711

**U.S. Postal Service™**  
**CERTIFIED MAIL® RECEIPT**  
Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

**AUSTIN, TX 78701**

**OFFICIAL USE**

|  |        |      |
|--|--------|------|
| Certified Mail Fee   | \$3.50 | 0130 |
| Extra Services & Fees (check box, add fee as appropriate)    | \$0.00 | 13   |
| <input type="checkbox"/> Return Receipt (hardcopy)           | \$0.00 |      |
| <input type="checkbox"/> Return Receipt (electronic)         | \$0.00 |      |
| <input type="checkbox"/> Certified Mail Restricted Delivery  | \$0.00 |      |
| <input type="checkbox"/> Adult Signature Required            | \$0.00 |      |
| <input type="checkbox"/> Adult Signature Restricted Delivery | \$0.00 |      |
| Postage  | \$1.15 |      |
| Total Postage and Fees                                       | \$4.65 |      |

Postmark Here  
NOV 25 2019

Sent To  
Senator Ted Cruz  
U.S. Senate  
300 E 8th Suite 961  
Austin Texas 78701

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 1120 0000 0774 8667

**U.S. Postal Service™**  
**CERTIFIED MAIL® RECEIPT**  
Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

**WASHINGTON, DC 20510**

**OFFICIAL USE**

|  |        |      |
|--|--------|------|
| Certified Mail Fee   | \$3.50 | 0130 |
| Extra Services & Fees (check box, add fee as appropriate)    | \$0.00 | 13   |
| <input type="checkbox"/> Return Receipt (hardcopy)           | \$0.00 |      |
| <input type="checkbox"/> Return Receipt (electronic)         | \$0.00 |      |
| <input type="checkbox"/> Certified Mail Restricted Delivery  | \$0.00 |      |
| <input type="checkbox"/> Adult Signature Required            | \$0.00 |      |
| <input type="checkbox"/> Adult Signature Restricted Delivery | \$0.00 |      |
| Postage  | \$1.15 |      |
| Total Postage and Fees                                       | \$4.65 |      |

Postmark Here  
NOV 25 2019

Sent To  
Senator Ted Cruz  
U.S. Senate  
127A Russell  
Washington D.C. 20510

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 1120 0000 0774 8704

**U.S. Postal Service™**  
**CERTIFIED MAIL® RECEIPT**  
Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

**AUSTIN, TX 78701**

**OFFICIAL USE**

|  |        |      |
|--|--------|------|
| Certified Mail Fee   | \$3.50 | 0130 |
| Extra Services & Fees (check box, add fee as appropriate)    | \$0.00 | 13   |
| <input type="checkbox"/> Return Receipt (hardcopy)           | \$0.00 |      |
| <input type="checkbox"/> Return Receipt (electronic)         | \$0.00 |      |
| <input type="checkbox"/> Certified Mail Restricted Delivery  | \$0.00 |      |
| <input type="checkbox"/> Adult Signature Required            | \$0.00 |      |
| <input type="checkbox"/> Adult Signature Restricted Delivery | \$0.00 |      |
| Postage  | \$1.15 |      |
| Total Postage and Fees                                       | \$4.65 |      |

Postmark Here  
NOV 25 2019

Sent To  
Congressman Lloyd Doggett  
U.S. Congressional District 35  
300 East 8th St 7th Floor  
Austin Texas 78701

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 1120 0000 0774 9428

**U.S. Postal Service™**  
**CERTIFIED MAIL® RECEIPT**  
Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

**SAN ANTONIO, TX 78205**

**OFFICIAL USE**

|  |        |      |
|--|--------|------|
| Certified Mail Fee   | \$3.50 | 0130 |
| Extra Services & Fees (check box, add fee as appropriate)    | \$0.00 | 13   |
| <input type="checkbox"/> Return Receipt (hardcopy)           | \$0.00 |      |
| <input type="checkbox"/> Return Receipt (electronic)         | \$0.00 |      |
| <input type="checkbox"/> Certified Mail Restricted Delivery  | \$0.00 |      |
| <input type="checkbox"/> Adult Signature Required            | \$0.00 |      |
| <input type="checkbox"/> Adult Signature Restricted Delivery | \$0.00 |      |
| Postage  | \$1.15 |      |
| Total Postage and Fees                                       | \$4.65 |      |

Postmark Here  
NOV 25 2019

Sent To  
Congressman Lloyd Doggett  
U.S. Congressional District 35  
217 W. Travis St.  
San Antonio Texas 78205

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 1120 0000 0774 9435

**U.S. Postal Service™**  
**CERTIFIED MAIL® RECEIPT**  
Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

**WASHINGTON, DC 20515**

**OFFICIAL USE**

|  |        |      |
|--|--------|------|
| Certified Mail Fee   | \$3.50 | 0130 |
| Extra Services & Fees (check box, add fee as appropriate)    | \$0.00 | 13   |
| <input type="checkbox"/> Return Receipt (hardcopy)           | \$0.00 |      |
| <input type="checkbox"/> Return Receipt (electronic)         | \$0.00 |      |
| <input type="checkbox"/> Certified Mail Restricted Delivery  | \$0.00 |      |
| <input type="checkbox"/> Adult Signature Required            | \$0.00 |      |
| <input type="checkbox"/> Adult Signature Restricted Delivery | \$0.00 |      |
| Postage  | \$1.15 |      |
| Total Postage and Fees                                       | \$4.65 |      |

Postmark Here  
NOV 25 2019

Sent To  
Congressman Lloyd Doggett  
U.S. Congressional District 35  
2307 Rayburn House Office Building  
Washington D.C. 20515

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions



7019 1120 0000 0774 8735

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

AUSTIN, TX 78767

**Official Use**

Certified Mail Fee \$3.50

Extra Services & Fees (check box, add fee as appropriate)

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.15

Total Postage and Fees \$4.65

Sent To Austin City Council Member Sabino "Pio" Renteria

Street and Apt. No., or PO Box No. District 3

City, State, ZIP+4® P.O. Box 1088 Austin Texas 78767

Postmark Here NOV 25 2019 78701

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 1120 0000 0774 8742

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

AUSTIN, TX 78701

**Official Use**

Certified Mail Fee \$3.50

Extra Services & Fees (check box, add fee as appropriate)

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.15

Total Postage and Fees \$4.65

Sent To Austin City Council Member Kathie Tovo

Street and Apt. No., or PO Box No. District 9

City, State, ZIP+4® 301 W 2nd St Austin Texas 78701

Postmark Here NOV 25 2019 78701

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 1120 0000 0774 8728

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

AUSTIN, TX 78701

**Official Use**

Certified Mail Fee \$3.50

Extra Services & Fees (check box, add fee as appropriate)

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.15

Total Postage and Fees \$4.65

Sent To Representative Eddie Rodriguez

Street and Apt. No., or PO Box No. Texas House District 51

City, State, ZIP+4® P.O. Box 2910 Room 45.5 Austin Texas 78768

Postmark Here NOV 25 2019 78701

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 1120 0000 0774 8698

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

LAREDO, TX 78040

**Official Use**

Certified Mail Fee \$3.50

Extra Services & Fees (check box, add fee as appropriate)

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.15

Total Postage and Fees \$4.65

Sent To Senator Judith Zaffirini

Street and Apt. No., or PO Box No. Texas Senate District 21

City, State, ZIP+4® 1407 Washington Street Laredo Texas

Postmark Here NOV 25 2019 78701

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 1120 0000 0774 8681

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

SAN ANTONIO, TX 78278

**Official Use**

Certified Mail Fee \$3.50

Extra Services & Fees (check box, add fee as appropriate)

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.15

Total Postage and Fees \$4.65

Sent To Mr. Ken Mercer

Street and Apt. No., or PO Box No. State Board of Education District 5

City, State, ZIP+4® P.O. Box 781301 San Antonio Texas 78278-1301

Postmark Here NOV 25 2019 78701

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 1120 0000 0774 9442

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

AUSTIN, TX 78704

**Official Use**

Certified Mail Fee \$3.50

Extra Services & Fees (check box, add fee as appropriate)

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.15

Total Postage and Fees \$4.65

Sent To Superintendent Dr. Dr. Cruz

Street and Apt. No., or PO Box No. AISD

City, State, ZIP+4® 4000 S-I-H 35 Frontage Rd Austin Texas 78704

Postmark Here NOV 25 2019 78701

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions



7019 1120 0000 0774 8650

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

AUSTIN, TX 78703

Certified Mail Fee \$3.50  
\$0.00  
Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$0.00  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.15  
Total Postage and Fees \$4.65

Sent To

Street and Apt. No., or PO Box No.

City, State, ZIP+4®

Board President Geronimo M. Rodriguez  
AISD Board of Trustees  
1111 W. Sixth St.  
Austin Texas 78703

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

7019 1120 0000 0774 8643

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

DEL VALLE, TX 78617

Certified Mail Fee \$3.50  
\$0.00  
Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$0.00  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.15  
Total Postage and Fees \$4.65

Sent To

Street and Apt. No., or PO Box No.

City, State, ZIP+4®

Board President Rebecca Birch  
Del Valle ISD Board of Trustees  
Board Members c/o Del Valle ISD Board of Trustees  
5301 Ross Road  
Del Valle Texas 78617

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

7019 1120 0000 0774 9459

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

DEL VALLE, TX 78617

Certified Mail Fee \$3.50  
\$0.00  
Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$0.00  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.15  
Total Postage and Fees \$4.65

Sent To

Street and Apt. No., or PO Box No.

City, State, ZIP+4®

Superintendent Dr. Annette Tielle Villero  
Del Valle ISD  
5301 Ross Rd.  
Del Valle Texas 78617

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

7019 1120 0000 0774 8636

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

AUSTIN, TX 78744

Certified Mail Fee \$3.50  
\$0.00  
Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$0.00  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.15  
Total Postage and Fees \$4.65

Sent To

Street and Apt. No., or PO Box No.

City, State, ZIP+4®

Superintendent Gultekin Kaya  
Harmony School of Excellence  
2124 East St. Elmo Rd.  
Austin Texas 78744

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

7019 1120 0000 0774 8612

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

AUSTIN, TX 78741

Certified Mail Fee \$3.50  
\$0.00  
Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$0.00  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.15  
Total Postage and Fees \$4.65

Sent To

Street and Apt. No., or PO Box No.

City, State, ZIP+4®

Principal Disha Jain  
IDEA Montopolis  
1701 Vargas Rd  
Austin Texas 78741

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

7019 1120 0000 0774 8629

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

WESLACO, TX 78596

Certified Mail Fee \$3.50  
\$0.00  
Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$0.00  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.15  
Total Postage and Fees \$4.65

Sent To

Street and Apt. No., or PO Box No.

City, State, ZIP+4®

Director Tricia Noyola  
IDEA Texas  
2115 W. PIKE BLVD  
Weslaco Texas 78596

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7019 1120 0000 0774 8605

**U.S. Postal Service™**  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

AUSTIN, TX 78724

**OFFICIAL USE**

Certified Mail Fee \$3.50

Extra Services & Fees (check box, add fee as appropriate)

|  |        |
|--|--------|
| <input type="checkbox"/> Return Receipt (hardcopy)           | \$0.00 |
| <input type="checkbox"/> Return Receipt (electronic)         | \$0.00 |
| <input type="checkbox"/> Certified Mail Restricted Delivery  | \$0.00 |
| <input type="checkbox"/> Adult Signature Required            | \$0.00 |
| <input type="checkbox"/> Adult Signature Restricted Delivery | \$0.00 |

Postage \$1.15

Total Postage and Fees \$4.65

Sent To Superintendent Justin Scott

Street and Apt. No., or PO Box No. KIPP Austin

City, State, ZIP+4® 8509 FM 969 Bldg. 513  
Austin Texas 78724

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

Postmark Here  
NOV 25 2019  
11/25/2019

7019 1120 0000 0774 8599

**U.S. Postal Service™**  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

AUSTIN, TX 78744

**OFFICIAL USE**

Certified Mail Fee \$3.50

Extra Services & Fees (check box, add fee as appropriate)

|  |        |
|--|--------|
| <input type="checkbox"/> Return Receipt (hardcopy)           | \$0.00 |
| <input type="checkbox"/> Return Receipt (electronic)         | \$0.00 |
| <input type="checkbox"/> Certified Mail Restricted Delivery  | \$0.00 |
| <input type="checkbox"/> Adult Signature Required            | \$0.00 |
| <input type="checkbox"/> Adult Signature Restricted Delivery | \$0.00 |

Postage \$1.15

Total Postage and Fees \$4.65

Sent To Principal Stephanie Burns

Street and Apt. No., or PO Box No. Kipp Austin Brave

City, State, ZIP+4® 5107 I-35 South Suite A  
Austin Texas 78744

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

Postmark Here  
NOV 25 2019  
11/25/2019

7019 1120 0000 0774 8582

**U.S. Postal Service™**  
**CERTIFIED MAIL® RECEIPT**  
 Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

AUSTIN, TX 78744

**OFFICIAL USE**

Certified Mail Fee \$3.50

Extra Services & Fees (check box, add fee as appropriate)

|  |        |
|--|--------|
| <input type="checkbox"/> Return Receipt (hardcopy)           | \$0.00 |
| <input type="checkbox"/> Return Receipt (electronic)         | \$0.00 |
| <input type="checkbox"/> Certified Mail Restricted Delivery  | \$0.00 |
| <input type="checkbox"/> Adult Signature Required            | \$0.00 |
| <input type="checkbox"/> Adult Signature Restricted Delivery | \$0.00 |

Postage \$1.15

Total Postage and Fees \$4.65

Sent To Principal Brian Clason

Street and Apt. No., or PO Box No. Wayside - Sci Tech Preparatory

City, State, ZIP+4® 6405 S. IH-35 Frontage Road  
Austin Texas 78744

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

Postmark Here  
NOV 25 2019  
11/25/2019

## **Attachment 6: Published Notice(s) of Public Meetings**

At a minimum, applicants must hold one public meeting within the charter school's proposed geographic boundary to discuss the application for the proposed Generation 25 open-enrollment charter school.

This meeting must take place no earlier than **18 months** before the charter application submission date. Consequently, any public meetings that were held before **July 21, 2018** are not eligible for consideration.

Anyone may attend and participate in the public meeting.

**ATTENTION:** All submitted notices must be dated prior to **January 21, 2020**.

Provide a scanned/photocopy of the official public notice/advertisement that was printed in the newspaper. The copy of the notice that is provided in this application **must** include the name of the publication and the publication date. Each public notice must include:

- Name of the proposed school/campus;
- Name of the sponsoring entity;
- Date, time, and place of public meeting; and
- Names of all board members from the sponsoring entity.

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 format. Newspapers available only in digital format are not acceptable.

**ADDITIONAL REQUIREMENT:** Applicants must notify, via their government email, all members of the [Texas State Board of Education](#) (SBOE) and the [Texas state legislature](#) who represent the geographic area to be served by the proposed school. *Applicants must include [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov) in the CC line of the email.* Each email must include:

- Name of the proposed school/campus;
- Name of the sponsoring entity;
- Date, time, and place of public meeting; and
- Names of all board members from the sponsoring entity.



El Mundo Newspaper  
PO BOX 6519  
Austin, TX 78762  
(512) 476-8636  
accounting@elmundonewspaper.com  
http://www.elmundonewspaper.com



# INVOICE

INVOICE # 56403  
DATE 11/21/2019  
DUE DATE 11/21/2019  
TERMS Due on receipt

**BILL TO**  
Silicon Hill Academy  
Taisia Sturza  
Office Manager

PLEASE DETACH TOP PORTION AND RETURN WITH YOUR PAYMENT.

**SALES REP**  
Angela

|            | DESCRIPTION                | QTY | RATE   | AMOUNT |
|------------|----------------------------|-----|--------|--------|
| 11/21/2019 | Public Notice Ad 3col x 2" | 1   | 100.00 | 100.00 |

BALANCE DUE **\$100.00**

**EMPLEOS**

**SOLICITO PERSONAL**

**• MESERAS**  
**• BARTENDER**  
**• EDECANES**  
**• SUPERVISORES DE PISO**

PARA MÁS INFORMACIÓN FAVOR  
**LLAMAR AL (713) 385-3666**

**SERVICIOS**

**GRAN ESPECIAL**  
 de \$99  
 Incluye: 1 Trámite  
 24 Sillas, 4 mesas  
 con entrega a  
 domicilio en Austin  
 (512) 859-1728

**RENTA - VENTA**

**Calgary Square - First Oak**

**1 y 2 Recámaras**

**¡Múdense con nosotros!**

Con hermosa alberca  
 conserjería de lavadora y secadora,  
 ascensores de techo en todas las unidades,  
 cable y agua gratis, estacionamiento cubierto.

**¡Lláme a Elizabeth!** (512) 407-9163

**ofreciendo Especiales**

**HUESERO Y SOBANDERO**  
 Dolor de espalda, cintura abierta, torceduras,  
 golpes, dolor de cabeza, Migraña, miedo,  
 empujo, sacro, matriz caída y ovarios caídos.  
 Aplicación de ventosas (512) 552-4517

**Mariachi México Lindo**  
 Para toda  
 Ocasión Especial  
**(512) 699-2224**

**RENTA - VENTA**

**MARIACHI**  
 Especial desde \$150  
 y **SALÓN DE FIESTAS**  
 en North Lamar  
 Canciones Especiales para  
 Quinceaños, Bodas y mucho más  
**Humberto Paz**  
**(512) 608-6584**

**Rento cuarto**  
 para una persona  
 al Sur de Austin  
 \$500 por mes y  
 \$150 de depósito  
 (512) 577-4685

**SE RENTA CUARTO**  
 en área de  
 280 & 103  
 a persona sola  
 (512) 965-1908

**Casa móvil en renta**  
 con opción a compra  
 de 2 recámaras y  
 2 baños, Área de  
 Riveridge y 153.  
 Informes al  
 (512) 586-5517

**TERRENOS EN VENTA**  
 11 lotes residenciales  
 entre 2 a 8 acres  
 Ubicados sobre la  
 FM 154 - FLORINA, TX.  
 Financiamiento de  
 dueño a dueño,  
 Separe el suyo con solo  
 \$500 de enganche.  
**(512) 203-8338**  
 Tareas realizadas:  
 Sub-división, Easements,  
 Creek Locking.

**El Condado de Travis está contratando trabajadores de Limpieza**  
 de edificios en el centro de Austin. Interesados ingresar a  
 la página [www.traviscountytx.gov/human-resources/jobs](http://www.traviscountytx.gov/human-resources/jobs)  
 o llamar al 512-854-6409 para más información.  
 El pago comienza a \$15.00 por hora más diferencial de turno.  
 Horario de Lunes a Viernes de 3:00 PM-11:30 PM.

**¡Dios tiene buenas noticias para ti, ven con toda tu familia!**

**IGLESIA CRISTIANA DE BASTROP**

**Servicio Dominical • 1pm**  
**Servicio de Oración**  
**Miércoles 7:30pm**  
**Estudio Bíblico**  
**Viernes 7:30pm**

**¡Los esperamos!**  
 308 Union Chapel Road  
 Cedar Creek, TX 78612  
**PASTORES:**  
 José y Luisa Lemus  
**(512) 369-9446**

**T Morales Company Electric & Controls Ltd.**  
 we're electricians, solar installers, perfomance amentors  
 y mejoras para el siguiente proyecto de la Ciudad de Austin:  
 Residuos del Sur de Austin (Sustainable Electric)  
 No. 1 Proyecto de Reemplazo CP ID No. 3333 032  
 Fecha de Inicio: 12 de diciembre de 2019  
 antes de las 10:00 a.m.

Los ofertas de la oferta deben recibirse antes  
 de las 3:00 p.m., 11 de diciembre de 2019.  
 Los planes están disponibles en las salas de planeo  
 del área de Austin, en nuestra oficina, GDMB, AGC  
 y la Cámara de Comercio Regional.

El trabajo consiste en electricidad, excavación,  
 concreto, control de erosión y otros.  
 Plaqueo en concreto con Trench & Protect II  
 (254) 484-4444 (fax) (512) 793-3444 (web)  
 (512) 670-0300

**T Morales Company Electric & Controls Ltd.**  
 we're electricians, solar installers, perfomance amentors  
 y mejoras para el siguiente proyecto de la Ciudad de Austin:  
 South Austin Regional Wastewater Treatment Plant  
 Electrical Substation No. 1 Reemplazo Project CP  
 ID No. 3333 032  
 Bid Date: DEC 12th, 2019 prior to 6:00 a.m.  
 Bids must be received no later than 3:00pm,  
 Dec 11th, 2019.

Plans are available at Austin area plan rooms, our  
 office, GDMB, AGC & Regional Chamber Commerce.  
 The work consists of Electrical, Excavation, Concrete,  
 erosion control.

Phone call: 254 793 3444

**CAPITOL VILLA**

**Cómodos Apartamentos de 1 y 2 Recámaras**

**1008 Reinli Street**

Estamos en la esquina de 290 y 35, al sur de Target

**Agua, Gas y Cable Gratis**

**¡TENEMOS ESPECIALES!**  
**(512) 453-9793**  
**1 y 2 Recámaras**  
**\$300 de depósito**  
 Puntuo de subletados y fondos muy cerca.

**CAPITOL VILLA**

**Cómodos apartamentos de 1 y 2 recámaras**

**Céntricamente localizados al Norte de Austin**

**Llámanos para más**  
 informes o para visitar  
 nuestra comunidad  
**(512) 563-3552**  
 • Elizabeth •

**Reunión Pública**  
 Por favor asista a las reuniones públicas para obtener información sobre la  
 misión y la visión de Silicon Hill Academy Public Charter School en el suroeste de  
 Austin. Estas reuniones están abiertas al público y tendrán comida gratuita, un  
 intérprete en español/ingles y un intérprete de ASL. La entidad patrocinadora  
 es Silicon Hill Academy Foundation con los miembros de la junta directiva:  
 Evan Ferber, Keith Lockwood, Dr. Tony Jacob, & Rocco Sautzetti. Reservar su  
 asistencia en: <https://www.siliconhillacademy.org>  
 Lunes 2 de diciembre de 11:30am a 1pm y martes, 3 de diciembre 6:30pm a 8pm  
 Biblioteca Pública Ruiz  
 1600 Gimm Blvd, Austin, TX 78741 - Buses de autobús #20, #350, #4  
 Entree para ver la reunión por video: [https://youtu.be/9z0m\\_u0Y02I](https://youtu.be/9z0m_u0Y02I)

**Paquetes de Payaso, 24 y Personajes**

**JOSITO**

**(512) 779-0014**

**HORÓSCOPOS** Las estrellas Inclinan, pero no obligan • Lee tu horóscopo completo en [www.elmundonewspaper.com](http://www.elmundonewspaper.com)

**ARIES**  
 Cambio de look. Te sentirás un diablo  
 que te dicen. Invenciones. Celebraciones.  
 Te sentirás en un día en el centro de  
 atención. Solista, persona, casa que  
 balance contigo y lo logras. Algo que te  
 sorprende. Algo que te sorprende.  
 Convierte. Nueva casa o casa donde  
 estás. Talento. Ocasión actual con conciencia. Algo que  
 te sale de la mano por grupos. Una relación que debe  
 cambiar o que debes. Salud. Matrimonio en una persona. Amor.  
 Compra una casa o casa que te hace mucho bien. La  
 vida. Vive algo inesperado de otra persona. Pasa lo  
 que permitas que otros te sorprendan. Conciencia de cómo se  
 actúa en un momento. Tristeza de discusiones. Solista.  
 Debes poder que te de la mano inesperado. Amigos.  
 Un problema real. Relaciones en el hogar. Mujer.  
 Cambio de casa o en la ciudad. Unión familiar. Llamada de  
 ser querido. Amigos que te necesitan. Hombre. Cambio  
 por los amigos ya que te pueden decepcionar. Mujer. Banca  
 de crédito. Consejo. Amor. Las responsabilidades.  
 Pasa lo que debes. Conciencia. Número de suerte: 915.

**TAURO**  
 Debes estar más en la casa. No aluden  
 a las que viven contigo. Debes disfrutar  
 la familia. Viaje por carretera. Venas  
 emocionales. Te le necesitan.  
 Compra de aparatos electrónicos.  
 Te necesitan dinero. Todo lo relacionado se  
 vuelve. Talento. Talento. Talento y talento.  
 El trabajo consiste en electricidad, excavación,  
 concreto, control de erosión y otros.  
 Plaqueo en concreto con Trench & Protect II  
 (254) 484-4444 (fax) (512) 793-3444 (web)  
 (512) 670-0300

**GEMINIS**  
 Controlas las emociones. Debes cambiar  
 más en la vida de trabajo con personas.  
 no relacionadas. Gente que tienen a  
 su lado. Algo que te sorprende. Compra  
 de aparatos electrónicos. Te necesitan  
 dinero. Todo lo relacionado se vuelve.  
 Talento. Talento. Talento y talento.  
 El trabajo consiste en electricidad, excavación,  
 concreto, control de erosión y otros.  
 Plaqueo en concreto con Trench & Protect II  
 (254) 484-4444 (fax) (512) 793-3444 (web)  
 (512) 670-0300

**CANCER**  
 Debes mostrar a los demás y mostrar.  
 Debes mostrar a los demás. Te  
 necesitan en la casa ya que te abre la  
 puerta a un mundo. Presencia por una  
 persona con problemas de salud.  
 Búsqueda una casa por la vida que  
 tienes. Conciencia de cómo se actúa en un  
 momento. Tristeza de discusiones. Solista.  
 Debes poder que te de la mano inesperado. Amigos.  
 Un problema real. Relaciones en el hogar. Mujer.  
 Cambio de casa o en la ciudad. Unión familiar. Llamada de  
 ser querido. Amigos que te necesitan. Hombre. Cambio  
 por los amigos ya que te pueden decepcionar. Mujer. Banca  
 de crédito. Consejo. Amor. Las responsabilidades.  
 Pasa lo que debes. Conciencia. Número de suerte: 512.

**LEO**  
 Personas maliciosa que te ayuda en algo  
 que quieres. Intimidación. Te hacen los  
 que están contigo te apoyan no sientas  
 nada. Conciencia de cómo se actúa en un  
 momento. Tristeza de discusiones. Solista.  
 Debes poder que te de la mano inesperado. Amigos.  
 Un problema real. Relaciones en el hogar. Mujer.  
 Cambio de casa o en la ciudad. Unión familiar. Llamada de  
 ser querido. Amigos que te necesitan. Hombre. Cambio  
 por los amigos ya que te pueden decepcionar. Mujer. Banca  
 de crédito. Consejo. Amor. Las responsabilidades.  
 Pasa lo que debes. Conciencia. Número de suerte: 575.

**VIRGO**  
 Debes estar más en la casa. No aluden  
 a las que viven contigo. Debes disfrutar  
 la familia. Viaje por carretera. Venas  
 emocionales. Te le necesitan.  
 Compra de aparatos electrónicos.  
 Te necesitan dinero. Todo lo relacionado se  
 vuelve. Talento. Talento. Talento y talento.  
 El trabajo consiste en electricidad, excavación,  
 concreto, control de erosión y otros.  
 Plaqueo en concreto con Trench & Protect II  
 (254) 484-4444 (fax) (512) 793-3444 (web)  
 (512) 670-0300

**LIBRA**  
 Reencuentro con la familia. Mito en  
 la vida de trabajo con personas.  
 no relacionadas. Gente que tienen a  
 su lado. Algo que te sorprende. Compra  
 de aparatos electrónicos. Te necesitan  
 dinero. Todo lo relacionado se vuelve.  
 Talento. Talento. Talento y talento.  
 El trabajo consiste en electricidad, excavación,  
 concreto, control de erosión y otros.  
 Plaqueo en concreto con Trench & Protect II  
 (254) 484-4444 (fax) (512) 793-3444 (web)  
 (512) 670-0300

**ESCORPIO**  
 Viajes inesperados. Debes a cada quien lo  
 que le corresponde. La casa del día que  
 te sorprende. Conciencia de cómo se actúa en un  
 momento. Tristeza de discusiones. Solista.  
 Debes poder que te de la mano inesperado. Amigos.  
 Un problema real. Relaciones en el hogar. Mujer.  
 Cambio de casa o en la ciudad. Unión familiar. Llamada de  
 ser querido. Amigos que te necesitan. Hombre. Cambio  
 por los amigos ya que te pueden decepcionar. Mujer. Banca  
 de crédito. Consejo. Amor. Las responsabilidades.  
 Pasa lo que debes. Conciencia. Número de suerte: 482.

**SAGITARIO**  
 Nueva experiencia familiar. Agrado a la  
 vida y amor por lo que has hecho y  
 tienes. Fuerza para los problemas que estás  
 pasando. No aluden a las que viven contigo.  
 Debes estar más en la casa. No aluden  
 a las que viven contigo. Debes disfrutar  
 la familia. Viaje por carretera. Venas  
 emocionales. Te le necesitan.  
 Compra de aparatos electrónicos.  
 Te necesitan dinero. Todo lo relacionado se  
 vuelve. Talento. Talento. Talento y talento.  
 El trabajo consiste en electricidad, excavación,  
 concreto, control de erosión y otros.  
 Plaqueo en concreto con Trench & Protect II  
 (254) 484-4444 (fax) (512) 793-3444 (web)  
 (512) 670-0300

**CAPRICORNIO**  
 Te das cuenta que las cosas suceden  
 por algo. Pasa lo que debes. Amor.  
 Compra una casa o casa que te hace mucho bien. La  
 vida. Vive algo inesperado de otra persona. Pasa lo  
 que permitas que otros te sorprendan. Conciencia de cómo se  
 actúa en un momento. Tristeza de discusiones. Solista.  
 Debes poder que te de la mano inesperado. Amigos.  
 Un problema real. Relaciones en el hogar. Mujer.  
 Cambio de casa o en la ciudad. Unión familiar. Llamada de  
 ser querido. Amigos que te necesitan. Hombre. Cambio  
 por los amigos ya que te pueden decepcionar. Mujer. Banca  
 de crédito. Consejo. Amor. Las responsabilidades.  
 Pasa lo que debes. Conciencia. Número de suerte: 438.

**ACUARIO**  
 No cambias a tu familia por nada ni nada  
 ni nada. Viajes con conciencia por negocios.  
 Debes mostrar a los demás y mostrar.  
 Debes mostrar a los demás. Te  
 necesitan en la casa ya que te abre la  
 puerta a un mundo. Presencia por una  
 persona con problemas de salud.  
 Búsqueda una casa por la vida que  
 tienes. Conciencia de cómo se actúa en un  
 momento. Tristeza de discusiones. Solista.  
 Debes poder que te de la mano inesperado. Amigos.  
 Un problema real. Relaciones en el hogar. Mujer.  
 Cambio de casa o en la ciudad. Unión familiar. Llamada de  
 ser querido. Amigos que te necesitan. Hombre. Cambio  
 por los amigos ya que te pueden decepcionar. Mujer. Banca  
 de crédito. Consejo. Amor. Las responsabilidades.  
 Pasa lo que debes. Conciencia. Número de suerte: 254.

**PISCIS**  
 Algo que es algo te corresponde y algo  
 a lo que debes. Amor. Compra una casa o casa que te hace mucho bien. La  
 vida. Vive algo inesperado de otra persona. Pasa lo  
 que permitas que otros te sorprendan. Conciencia de cómo se  
 actúa en un momento. Tristeza de discusiones. Solista.  
 Debes poder que te de la mano inesperado. Amigos.  
 Un problema real. Relaciones en el hogar. Mujer.  
 Cambio de casa o en la ciudad. Unión familiar. Llamada de  
 ser querido. Amigos que te necesitan. Hombre. Cambio  
 por los amigos ya que te pueden decepcionar. Mujer. Banca  
 de crédito. Consejo. Amor. Las responsabilidades.  
 Pasa lo que debes. Conciencia. Número de suerte: 573.

### **Reunión Pública**

Por favor asista a las reuniones públicas para obtener información sobre la misión y la visión de Silicon Hill Academy Public Charter School en el sureste de Austin. Estas reuniones están abiertas al público y tendrán comida gratuita, un intérprete en español/inglés y un intérprete de ASL. La entidad patrocinadora es Silicon Hill Academy Foundation con los miembros de la junta directiva Evan Erdberg, Keith Lockwood, Dr. Tony Jacob, & Rocco Sirizzotti. Reservar su asistencia en: <https://forms.gle/cgSM8XrzSvsa9wxy5> [www.siliconhillacademy.com](http://www.siliconhillacademy.com)

Lunes 2 de diciembre de 11:30am a 1pm y martes, 3 de diciembre 6:30pm a 8pm.

Biblioteca Pública Ruiz

1600 Grove Blvd. Austin, TX 78741 - Rutas de autobús #20, #350, #4

Enlace para ver la reunión por video: <https://prolearn.zoom.us/j/5021594417>

## Order Confirmation

|                                      |  |   |                                    |
|--------------------------------------|--|---|------------------------------------|
| <u>Ad Order Number</u><br>0000534207 | <u>Customer</u><br>SILICON HILL ACADEMY                                      | <u>Payor Customer</u><br>SILICON HILL ACADEMY                             | <u>PO Number</u>                   |
| <u>Sales Rep.</u><br>jrocha          | <u>Customer Account</u><br>[REDACTED]  | <u>Payor Account</u><br>[REDACTED]  | <u>Ordered By</u><br>Taisia Sturza |
| <u>Order Taker</u><br>jrocha         | <u>Customer Address</u><br>600 CONGRESS AVE, FLOOR 14<br>AUSTIN TX 78701 USA | <u>Payor Address</u><br>600 CONGRESS AVE, FLOOR 14<br>AUSTIN TX 78701 USA | <u>Customer Fax</u>                |
| <u>Order Source</u>                  | <u>Customer Phone</u><br>8005248570  | <u>Payor Phone</u><br>8005248570  | <u>Customer Email</u>              |
|                                      |  |   | <u>Special Pricing</u>             |

### Invoice Text

### Ad Order Notes

|                   |                   |                     |                       |                       |                   |
|-------------------|-------------------|---------------------|-----------------------|-----------------------|-------------------|
| <u>Net Amount</u> | <u>Tax Amount</u> | <u>Total Amount</u> | <u>Payment Method</u> | <u>Payment Amount</u> | <u>Amount Due</u> |
| \$283.36          | \$0.00            | \$283.36            | Credit Card           | \$283.36              | \$0.00            |

|                                   |                         |                                      |                         |
|-----------------------------------|-------------------------|--------------------------------------|-------------------------|
| <u>Ad Number</u><br>0000534207-01 | <u>Ad Type</u><br>Legal | <u>Production Method</u><br>AdBooker | <u>Production Notes</u> |
|-----------------------------------|-------------------------|--------------------------------------|-------------------------|

|                           |                      |                          |                              |
|---------------------------|----------------------|--------------------------|------------------------------|
| <u>External Ad Number</u> | <u>Ad Attributes</u> | <u>Ad Released</u><br>No | <u>Pick Up</u><br>0000532168 |
|---------------------------|----------------------|--------------------------|------------------------------|

|                             |              |
|-----------------------------|--------------|
| <u>Ad Size</u><br>1 X 22 li | <u>Color</u> |
|-----------------------------|--------------|

| <u>Run Date</u> | <u>Product</u>              | <u>Placement</u> | <u>Sched Cst</u> | <u>Disc/Prem</u> | <u>Color</u> | <u>Pickup</u> | <u>Tax</u> | <u>Subtotal</u> |
|-----------------|-----------------------------|------------------|------------------|------------------|--------------|---------------|------------|-----------------|
| 11/30/2019      | S-Austin American-Statesman | Legals           | \$283.36         | \$0.00           | \$0.00       | \$0.00        | \$0.00     | \$283.36        |
| 11/30/2019 -    | S-Web                       | Legals           | \$0.00           | \$0.00           | \$0.00       | \$0.00        | \$0.00     | \$0.00          |
| 11/30/2019      |                             |                  |                  |                  |              |               |            |                 |

### Ad Content

Please attend the public meetings for input on the mission & vision of Silicon Hill Academy Public Charter School in South East Austin. These meetings are open to the public and will have free food, a Spanish interpreter and an ASL interpreter. The sponsoring entity is Silicon Hill Academy Foundation with board members Evan Erdberg, Kelth Lockwood, Dr. Tony Jacob, Mary Ellen Mondt, Holly Tachovsky. RSVP here: <https://forms.gle/cg5M8Xrz5vsa9wxy5>  
www.siliconhillacademy.com

Monday, Dec. 2nd 11:30am-1pm & Tuesday, Dec. 3rd 6:30-8pm  
Ruiz Branch Public Library (1600 Grove Blvd, Austin, TX 78741) Bus Routes #20, #350, #4  
Video Meeting Link: <https://proklearn.zoom.us/j/5021594417>

11/30/19

0000534207-01



## dogs

## livestock



Jagd / Jacht (German / Dutch)

**FERAL HOG CONTROL** Crop/Ranch/Hunting Lease Protection. We are two experienced hunting industry professionals. Our service is free. Thermal vision equipment enables us to remove large numbers of hogs in a short amount of time. References available. Call 512-645-7392 for details or visit [www.TexasJAGD.com](http://www.TexasJAGD.com)

**WANTED: CATTLE PASTURE/LEASE**  
References available  
Phone: 512-748-8150 or  
Email: [CranorCattleCo@aol.com](mailto:CranorCattleCo@aol.com)



## recreational

## hunting &amp; fishing

**HUNT WITH YOUR DOG OR GUIDED**  
Quail/Chukar Hunt. 40 miles NE of Austin. Training area. Quail for sale. [centexshoot.com](mailto:centexshoot.com) 512-856-2200



## automotive

## automotive

## Great Buy!!!

2011 Jeep Wrangler Unlimited Sahara 4-door rag top. 43500 miles. Chrome package. Custom wheels and tires. Thule 2 person bike rack. Chrome bill guard with LED lights. Loaded except for navigation. Never driven off road. Front khaki seat covers. Interior black and tan fabric. Excellent condition. Contact: Jim @ 512-573-3770. Asking \$22900.

Loaded 2000 Freightliner MT45 Food Truck with fire suppression system, 2 fryers with 4 baskets and much more. Ready to go. needs nothing. \$12500. Contact me only at [redacted]

Loaded 2000 Freightliner MT45 Food Truck with fire suppression system, 2 fryers with 4 baskets and much more. Ready to go. needs nothing. \$12500. Contact me only at [redacted]

**Need a little extra cash?**  
Making money is a piece of cake with the help of the Classifieds. Sell items that are just sitting around collecting dust.  
You make some money and clean out the junk at the same time!



## real estate sales

## for sale in austin southeast

Beautiful 4 bed/3 bath home on half acre in gated community for sale by Owner. Owner Finance with \$30K down, bad credit OK. SP \$435K. 166 Winchester Rd, Bastrop, TX. Call 214 929 7437 for showing.

## for sale land-acreage-farm

LOOKING FOR HUNTING/RECREATIONAL RETIREMENT PROPERTY?  
WE HAVE SOME OF THE BEST IN TEXAS, FROM THE HILL COUNTRY TO SOUTH TEXAS.  
LARGE ACREAGE OR SMALL  
30 YEAR FIXED RATE  
OWNER FINANCING, ONLY 5% DOWN.  
[ranchenterprisesltd.com](http://ranchenterprisesltd.com) 800-676-9720

## for sale out of area

**MATAGORDA BEACH-MUST SELL!**  
Closest Surf To Austin (2.75 Hrs).  
3 Rentals & 3 Lots On The Beach  
\$175-\$300K Each.  
Serious & Qualified Only.  
For Sale By Owner. 972-299-6080

**Sell your STUFF.**  
Advertise in Statesman Classifieds.  
[statesman.com/classifieds](http://statesman.com/classifieds)  
(512) 445-4000

## Having a Garage Sale?

Advertise it in the Classifieds!

Call 512-445-4000 or go to [statesman.com/classifieds](http://statesman.com/classifieds)

Austin American-Statesman

## DAILY LAW JOURNAL

## legal notice

## NOTICE TO BIDDERS

Sealed bids addressed to Ms. Wendy Smith, City Manager, Village of The Hills, 102 Trophy Drive, The Hills, TX 78738, will be received until 2:00 p.m. on Wednesday, December 18, 2019, for furnishing all labor, supplies and supervision necessary for construction in accordance with specifications for the following:

## Walking Trail Phase 2

1. Construct approximately 3,300 linear feet of 5 feet wide concrete walking trail along The Hills Drive, between Drifting Wind Run and Dashedwood Court.
2. Construct approximately 750 linear feet of 5 feet wide concrete walking trail along The Hills Drive, between the stub-out west of Jack Nicklaus Drive/Turbon Drive and Dovedale Cove.

BIDS will be opened and publicly read aloud at 2:00 P.M. on Wednesday, December 18, 2019 at the offices of Village of The Hills, 102 Trophy Drive, The Hills, TX 78738. No faxed bids will be accepted.

SPECIFICATIONS may be examined without charge at Village of The Hills. Contract documents including bid proposal forms, plans sheets, and specifications for the Project may be viewed and downloaded free of charge (with the option to purchase hard copies) at [www.civcastusa.com](http://www.civcastusa.com) on or after Monday, November 25, 2019. Scanned plans and specifications (PDF format) are available on CD for a non-refundable price of \$25.00 from KSA Engineers, Inc., 4833 Spicewood Springs Road, Suite 204, Austin, Texas 78759, telephone 512-342-6868. Printed copies of the Contract Documents may also be viewed at the Engineer's office.

Please submit questions for this project 72 hours prior to bid opening through [www.civcastusa.com](http://www.civcastusa.com) in the Q&A portal.

## legal notice

A NON-MANDATORY PRE-BID CONFERENCE will be held at 2:00 P.M. on Wednesday, December 11, 2019 at the offices of Village of The Hills, 102 Trophy Drive, The Hills, TX 78738.

THE CITY reserves the right to reject any and/or all bids, waive any and/or all formalities, and award the bid as it appears most beneficial to Village of The Hills.

Eric B. O'Brien, Mayor  
Village of The Hills  
11/26, 11/30/2019  
0000532518-01

Please attend the public meetings for input on the mission & vision of Silicon Hill Academy Public Charter School in South East Austin. These meetings are open to the public and will have free food, a Spanish interpreter and an ASL interpreter. The sponsoring entity is Silicon Hill Academy Foundation with board members Evan Erberg, Keith Lockwood, Dr. Tony Jacob, Mary Ellen Mondt, Holly Tachovsky. RSVP here: <http://psr/forms/gf/cgSM8Xrz2Ssa9wxy5> [www.siliconhillacademy.com](http://www.siliconhillacademy.com)

Monday, Dec. 2nd 11:30am-1pm & Tuesday, Dec. 3rd 6:30-8pm  
Ruiz Branch Public Library (1600 Grove Blvd., Austin, TX 78741) Bus Routes #20, #350, #4  
Video Meeting Link: <https://proxlearn.zoom.us/j/5021594417>  
11/30/19  
0000534207-01

## REQUEST FOR PROPOSALS

Meridith-Dunbar Early Childhood Academy  
1717 E Avenue J, Temple, TX 76501

American Constructors, the Construction Manager-at-Risk for Temple ISD Meridith-Dunbar Early Childhood Academy, requests proposals for the renovation of the Early Childhood Academy. The scope of work consists of all trades.

A site visit is scheduled for Thursday, December 5th. Due to Meridith-Dunbar being an active campus the p-

## legal notice

re-bid walk thru will be offered in stages. Interior architectural finishes will tour from 9:00 am to 10:30 am. MEP and demolition trades will tour from 10:30 am to 12:00 pm and site utilities/civil will tour from 1:00 pm to 2:00 pm. Attendance strongly recommended. Please meet at the Early Childhood Academy with a valid ID.

Proposals are due Tuesday, December 10th at 2:00 pm. Bids should be emailed to [contracts@siliconhillacademy.com](mailto:contracts@siliconhillacademy.com) or mailed/delivered to American Constructors at 11900 West Farmer Lane, Suite 200, Cedar Park, TX 78613, or submitted via fax to (512) 328-2520. Late proposals may not be accepted.

Documents are available for downloading from American Constructors' FTP site, as well as multiple plan rooms. Please visit [www.americanconstructors.com](http://www.americanconstructors.com) for further details. Please contact American Constructors at 512-328-2026 with any additional questions on this project.

11/23, 11/30, 12/4/2019  
0000531740-01

IN OBSERVANCE OF  
THANKSGIVING  
THE LEGAL ADVERTISING  
DEPARTMENT WILL BE CLOSED ON  
THURSDAY, NOVEMBER 28, 2019

Early Legal Notice deadline for:  
Fri, Nov 29 - Mon, Dec 2 is  
Tues, Nov 26, noon.

Early Legal Display deadline for:  
Thurs, Nov 28 is Thurs, Nov 21, 4pm  
Fri, Nov 29 - Mon, Dec 2 is  
is Mon, Nov 25, 4pm

Early community newspaper  
deadline for:  
Wed, Nov 27 is Wed, Nov 20, noon.  
Thurs, Nov 28 is Wed, Nov 20, 4 pm.  
Wed, Dec 4 is Wed, Nov 27, noon.  
Thurs, Dec 5 is Wed, Nov 27, 2 pm.

For further information  
call 512-445-3832

0000526056-01

nan Shorthaired Pointer Puppies  
pies have been vaccinated, de-  
med, tails docked, dew clawed and  
check...ready to go to their new  
e for next years hunting season...  
come with a 3 generation pedigree  
registerable. \$80.00



ten Retriever, Pure AKC, Sweet Pre-  
s Puppies, Gorgeous Cream, Ameri-  
reddish Golden, Champ bloodlines,  
Family raised, 25 yrs exper., Natural  
nperament of a therapy or service  
g. Great family dog. Also, older pup-  
s with more training. For more pic-  
available puppies, please email: [tetco@nchwireless.com](mailto:tetco@nchwireless.com) or click on our Home  
eb site: [https://tinytongolders.com](http://https://tinytongolders.com),  
call Home Office: 512-601-2022 (no  
xting). Now taking a Waiting List for  
ristmas and the New Year.



Shih Tzu puppies coming Dec. 1. Eight  
weeks old, vaccinated, registered and  
health guaranteed. Located in NW  
Austin area (Jonestown) 5 minutes from  
Cedar Park. Call or text 512-694-1137  
for more info or visit [www.prettiest-puppies.com](http://www.prettiest-puppies.com) to see the selection. Prices  
range from \$850 - \$1500.



AKC Lab Puppies born Sept 13th.  
Males and Females. 1st vacc and Micro-  
chipped. Hunt, companion & truck  
ready. Ready for their forever home!  
[161@yahoo.com](mailto:161@yahoo.com) or text 817-774-  
6903 5 For Worth.

British Double Puppies  
Toy Size - 2 Males, 1 Female. \$2700 each  
All White Teddy Bear Face  
Parents are Show Champions  
Top Quality and come with shots and  
wormed and Vet Checked - text or call  
512 - 590 - 2308

Find someone's dog? Love your own little cat?  
Let us help you locate your pet with a Classified ad

pg. 144



**ORDERS**

to Ms. Wendy  
ager, Village of  
Drive, The Hills,  
ceived until 2:00  
December 18,  
all labor, supplies  
sary for construc-  
with specifications

**Phase 2**

ately 3,300 linear  
concrete walking  
Drive, between  
and Dashwood

ately 750 linear  
concrete walking  
rive, between the  
Jack Nicklaus  
and Dovedale

and publicly read  
**Wednesday De-**  
the offices of Vil-  
Trophy Drive, The  
**axed bids will be**

ay be examined  
lage of The Hills.  
ncluding bid pro-  
eets, and specifi-  
t may be viewed  
e of charge (with  
se hard copies) at  
on or after **Mon-**  
**2019**. Scanned  
ons (PDF format)  
CD for a non--  
\$25.00 from KSA  
4833 Spicewood

**A NON-MANDATORY PRE-BID CON-**  
**ERENCE** will be held at **2:00 P.M.** on  
**Wednesday December 11, 2019** at the  
offices of Village of The Hills, 102 Tro-  
phy Drive, The Hills, TX 78738.

**THE CITY** reserves the right to reject  
any and/or all bids, waive any and/or  
all formalities, and award the bid as it  
appears most beneficial to Village of  
The Hills.

Eric B. Ovlen, Mayor  
Village of The Hills  
11/26, 11/30/2019  
0000532518-01

Please attend the public meetings for  
input on the mission & vision of Silicon  
Hill Academy Public Charter School in  
South East Austin. These meetings are  
open to the public and will have free  
food, a Spanish interpreter and an ASL  
interpreter. The sponsoring entity is Sil-  
icon Hill Academy Foundation with  
board members Evan Erdberg, Keith  
Lockwood, Dr. Tony Jacob, Mary Ellen  
Mondi, Holly Tachovsky. RSVP here: <http://forms.gle/cgSM8XrzSvsa9wxy5>  
[www.siliconhillacademy.com](http://www.siliconhillacademy.com)

Monday, Dec. 2nd 11:30am-1pm &  
Tuesday, Dec. 3rd 6:30-8pm  
Ruiz Branch Public Library (1600 Grove  
Blvd, Austin, TX 78741) Bus Routes #20,  
#350, #4  
Video Meeting Link: [https://proxlearn.z](https://proxlearn.zoom.us/j/5021594417)  
[oom.us/j/5021594417](https://proxlearn.zoom.us/j/5021594417)

11/30/19

0000534207-01

**REQUEST FOR PROPOSALS**

**Meridith-Dunbar Early Childhood  
Academy**

1717 E Avenue I Temple TX 76501

re-bid walk th  
stages. Interio  
will tour from  
MEP and dem  
from 10:30 am  
utilities/civil wil  
2:00 pm. Atter  
mended. Please  
Childhood Acade

Proposals are du  
10th at 2:00 PM  
emailed to [estimators.com](mailto:estimators.com) or  
American Constr  
Parmer Lane, Suit  
78613, or submit  
328-2520. Late p  
accepted.

Documents are  
loading from An  
FTP site, as well as  
Please visit [www.a.com](http://www.a.com) for further c  
American Constr  
with any addition  
project.

**IN OBSE**  
**THAN**  
**THE LEGAL**  
**DEPARTMENT**  
**THURSDAY, N**

Early Legal Not  
Fri, Nov 29 - M  
Tues, Nov 26, n

Early Legal Dis  
Thurs, Nov 28  
Fri, Nov 29 - M  
is Mon, Nov 2

## **Attachment 7: Sample Course Scope and Sequence**

On the following pages, SHA has provided a sample course scope and sequence for 6<sup>th</sup> grade math.



|   |
|---|
| <b>Math 6 Scope and Sequence</b>  |
| <b>Silicon Hill Academy</b>   |
| <b>2021-2022</b>  |
|   |
| <b>Mathematical Process Standards Addressed in Units 1 - 6</b>  |
| 6.1A - Apply mathematics to problems arising in everyday life, society, and the workplace.  |
| 6.1B - Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. |
| 6.1C - Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.                                   |
| 6.1D - Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.  |
| 6.1E - Create and use representations to organize, record, and communicate mathematical ideas.  |
| 6.1F - Analyze mathematical relationships to connect and communicate mathematical ideas.  |
| 6.1G - Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.   |
|   |
| <b>Unit 1 Ratios and Proportions</b>  |
| <b>Lesson 1 - Ratios</b>  |
| 6.4E - Represent ratios and percents with concrete models, fractions, and decimals.   |
| 6.4G - Generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money.   |
| 6.5C - Use equivalent fractions, decimals, and percents to show equal parts of the same whole.  |
| 6.4C - Give examples of ratios as multiplicative comparisons of two quantities describing the same attribute.   |
| <b>Lesson 2 - Understand Unit Rate</b>  |
| 6.4D - Give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients.  |
| 6.4H - Convert units within a measurement system, including the use of proportions and unit rates.  |
| <b>Lesson 3 - Solve Problems with Unit Rates</b>  |



6.4H - Convert units within a measurement system, including the use of proportions and unit rates.

6.4B - Apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates.

6.5A - Represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions.

#### **Lesson 4 - Solving Problems with Percents**

6.4F - Represent benchmark fractions and percents such as 1%, 10%, 25%,  $33\frac{1}{3}\%$ , and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers.

6.5B - Solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models.

6.4E - Represent ratios and percents with concrete models, fractions, and decimals.

6.4G - Generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money.

### **Unit 2 - The Number System**

#### **Lesson 1 - Division with Fractions**

6.2D - Order a set of rational numbers arising from mathematical and real-world contexts.

6.4G - Generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money.

6.2E - Extend representations for division to include fraction notation such as  $a/b$  represents the same number as  $a \div b$  where  $b \neq 0$ .

6.3C - Represent integer operations with concrete models and connect the actions with the models to standardized algorithms.

6.3D - Add, subtract, multiply, and divide integers fluently.

#### **Lesson 3 - Adding, Subtracting, Multiplying and Dividing Decimals**

6.3A - Recognize that dividing by a rational number and multiplying by its reciprocal result in equivalent values.

6.3E - Multiply and divide positive rational numbers fluently.

6.3B - Add, subtract, multiply, and divide integers fluently.

#### **Lesson 4 - Common Factors and Multiples**

6.3D - Add, subtract, multiply, and divide integers fluently.

#### **Lesson 5 - Understand Positive and Negative Numbers**

6.2A - Classify whole numbers, integers, and rational numbers using a visual representation such as a Venn diagram to describe relationships between sets of numbers.

6.2C - Locate, compare, and order integers and rational numbers using a number line.

6.2B - Identify a number, its opposite, and its absolute value.

|  |
|--|
| 6. 3C - Represent integer operations with concrete models and connect the actions with the models to standardized algorithms.                        |
| <b>Lesson 6 - The Coordinate Plane</b>   |
| 6.11A - Graph points in all four quadrants using ordered pairs of rational numbers.  |
|  |
| <b>Unit 3 - Expressions and Equations</b>  |
| <b>Lesson 1 - Numerical Expressions with Exponents</b>   |
| 6.7B - Distinguish between expressions and equations verbally, numerically, and algebraically.   |
| 6.7A Generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization.                  |
| <b>Lesson 2a - Reading and Writing Expressions</b>   |
| 6.7B - Distinguish between expressions and equations verbally, numerically, and algebraically.   |
| <b>Lesson 2b - Evaluating Expressions</b>  |
| 6.7A - Generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization.                |
| <b>Lesson 3 - Equivalent Expressions</b>   |
| 6.7C - Determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations.                           |
| 6.7D - Generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties. |
| <b>Lesson 4 - Solve Inequalities</b>   |
| 6.9A - Write one-variable, one-step equations and inequalities to represent constraints or conditions within problems.                               |
| 6.9B - Represent solutions for one-variable, one-step equations and inequalities on number lines.  |
| 6.9C - Write corresponding real-world problems given one-variable, one- step equations or inequalities.  |
| 6.10A - Model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts.                     |
| 6.10B - Determine if the given value(s) make(s) one-variable, one-step equations or inequalities true.   |
| <b>Lesson 5 - Solve Equations</b>  |
| 6.9A - Write one-variable, one-step equations and inequalities to represent constraints or conditions within problems.                               |
| 6.9B - Represent solutions for one-variable, one-step equations and inequalities on number lines.  |

|  |
|--|
| 6.9C - Write corresponding real-world problems given one-variable, one- step equations or inequalities.  |
| 6.10A - Model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts.   |
| 6.10B - Determine if the given value(s) make(s) one-variable, one-step equations or inequalities true.   |
| <b>Lesson 6 - Independent and Dependent Variables</b>  |
| 6.6A - Identify independent and dependent quantities from tables and graphs.   |
| 6.6B - Write an equation that represents the relationship between independent and dependent quantities from a table.   |
| 6.4A - Compare two rules verbally, numerically, graphically, and symbolically in the form $y = ax$ or $y = x + a$ in order to differentiate between additive and multiplicative relationships.   |
| 6.6C - Represent a given situation using verbal descriptions, tables, graphs, and equations in the form $y = kx$ or $y = x + b$ .  |
|  |
| <b>Unit 4 - Geometry</b>   |
| <b>Lesson 1a - Area of Irregular Shapes</b>  |
| 6.8B - Model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes.   |
| <b>Lesson 1b - Area of Rectangles, Square and Parallelograms</b>   |
| 6.8A - Extend previous knowledge of triangles and their properties to include the sum of angles of a triangle, the relationship between the lengths of sides and measures of angles in a triangle, and determining when three lengths form a triangle. |
| <b>Lesson 1c - Area of Triangles and Trapezoids</b>  |
| 6.8C - Write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers.                                     |
| <b>Lesson 2 - Volume of Rectangular Prisms</b>   |
| 6.8D - Determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers.   |
| <b>Lesson 3 - Polygons in the Coordinate Plane</b>   |
| 6.8A - Extend previous knowledge of triangles and their properties to include the sum of angles of a triangle, the relationship between the lengths of sides and measures of angles in a triangle, and determining when three lengths form a triangle. |
| <b>Lesson 4 - Nets and Surface Area</b>  |

6.8A - Extend previous knowledge of triangles and their properties to include the sum of angles of a triangle, the relationship between the lengths of sides and measures of angles in a triangle, and determining when three lengths form a triangle.

## **Unit 5 - Statistics and Probability**

### **Lesson 1 - Understand Statistical Questions**

6.13B - Distinguish between situations that yield data with and without variability.

6.13A - Interpret numeric data summarized in dot plots, stem-and-leaf plots, histograms, and box plots.

### **Lesson 2 - Measures of Central Tendency**

6.12C - Summarize numeric data with numerical summaries, including the mean and median (measures of center) and the range and interquartile range (IQR) (measures of spread), and use these summaries to describe the center, spread, and shape of the data distribution.

6.12D - Summarize categorical data with numerical and graphical summaries, including the mode, the percent of values in each category (relative frequency table), and the percent bar graph, and use these summaries to describe the data distribution.

### **Lesson 3 - Measures of Variation**

6.12C - Summarize numeric data with numerical summaries, including the mean and median (measures of center) and the range and interquartile range (IQR) (measures of spread), and use these summaries to describe the center, spread, and shape of the data distribution.

6.13B - Distinguish between situations that yield data with and without variability.

### **Lesson 4 - Data Displays**

6.12A - Represent numeric data graphically, including dot plots, stem-and-leaf plots, histograms, and box plots.

6.12B - Use the graphical representation of numeric data to describe the center, spread, and shape of the data distribution.

6.12D - Summarize categorical data with numerical and graphical summaries, including the mode, the percent of values in each category (relative frequency table), and the percent bar graph, and use these summaries to describe the data distribution.

## **Unit 6 - Personal Finance**

### **Lesson 1 - Income**

6.14H - Compare the annual salary of several occupations requiring various levels of post-secondary education or vocational training and calculate the effects of the different annual salaries on lifetime income.

### **Lesson 2 - Spending**

6.14A - Compare the features and costs of a checking account and a debit card offered by different local financial institutions.

6.14B - Distinguish between debit cards and credit cards.



|   |
|---|
| 6.14C - Balance a check register that includes deposits, withdrawals, and transfers.  |
| <b>Lesson 3 - Saving</b>  |
| 6.14G - Explain various methods to pay for college, including through savings, grants, scholarships, student loans, and work-study. |
| <b>Lesson 4 - Credit</b>  |
| 6.14B - Distinguish between debit cards and credit cards.   |
| 6.14D - Explain why it is important to establish a positive credit history.   |
| 6.14E - Describe the information in a credit report and how long it is retained.  |
| 6.14F - Describe the value of credit reports to borrowers and to lenders.   |
| 6.14G - Explain various methods to pay for college, including through savings, grants, scholarships, student loans, and work-study. |

## **Attachment 8: Proposed Discipline Policy**

## Silicon Hill Academy Behavior Policy

Silicon Hill Academy seeks to provide an unconditionally supportive school environment conducive to the teaching and learning process for all students, ensuring diversity, equity, tolerance and acceptance of all members of the community. SHA recognizes the best schools function on the principle of democracy, best defined as a framework for a diversity of ideas. Democracy can be a difficult and challenging notion without rules and established behavioral norms. To this end, Silicon Hill Academy seeks to create an environment that is safe and secure and where Harassment, Intimidation, and Bullying (HIB) are challenged and mitigated by the rules established for SHA, and with the assistance of a HIB committee, restorative justice circles and overall good citizenship in the SHA community. The focus of SHA is positive behavior and minimizing negative behavior in an effort to extinguish behavior that is undesirable.

SHA's core values very much align with the behavioral expectations we hold for our students:

- Kindness
- Innovation
- Leadership
- Respect
- Authenticity

In partnership with SHA's mission and vision, these core values will remain at the forefront of our proposed behavior policy. Our core values will dictate our norms and agreed-upon expectations for how SHA will operate.

### ***Code of Conduct***

Respect yourself

Respect others

Respect the community

Respecting one's self, others, SHA, and the greater SHA community will result in the highest possible achievement and the sustained excellence of the community as a whole. In an effort to recognize and validate, student citizens positive behavior will be shared and how beneficial outcomes are teachable moments for the overall community at SHA.

***Harassment:*** SHA is committed to maintaining an environment that is free from unlawful harassment, discrimination, and sexual misconduct, and will not tolerate such behaviors. Any forms of these behavior, whether physical, verbal, written, or electronic, will not be tolerated at SHA. Any students who feels as though they have experienced or witnessed unlawful harassment, discrimination, or sexual misconduct is encouraged to notify a staff member immediately so appropriate action can be taken.

***Computer Use:*** Computer use at SHA is a privilege afforded students, with each student being assigned a Chromebook and headphones each year. Technology at SHA is to be utilized as a tool, providing a means for educational research and communication. Students are expected to treat the technology at SHA with respect, creating a safe and welcoming environment for all. With this in mind, technology is a tool that can be taken away at the discretion of the school Principal.

With digital citizenship in mind, students who receive password-protected accounts from SHA are responsible for the activity that occurs on their account regardless of who committed the action. Students should not share their passwords or allow others to access their accounts.

***Dress Code:*** The Dress code of SHA academy is set-forth to cultivate a learning environment as free of distractions. To aid in the creation of a culture focused on community and academics and further utilizing our core value of respect, SHA will employ a school uniform policy, requiring students to wear the following uniform components from a (to be determined) supplier:

- Bottoms are tan or khaki in color:
  - Pants are hemmed and are worn at or below the ankle
  - Shorts but must be at knee level
  - If there are belt loops on the pants, a belt must be worn
- Tops are navy blue:
  - Can be short or long-sleeved, but must be a collared polo
  - No logos, brand names, pictures, or insignia
- No open toed shoes or sandals
- Hats or scarves are not allowed, except those that are part of a religious practices

If students or families have difficulty accessing the school uniform, SHA will offer support, providing vouchers for the purchase of these items. Further, SHA will establish a Uniform Committee, with parents, students, teachers, and an administrator to weigh in on the policies and adoption of the mandatory uniform.

#### ***Electronic Devices:***

Electronic devices will be utilized at SHA, however, phones will be placed in classroom “cubbies,” at the beginning of each class. If a phone must be used it will be under the supervision of an adult during school hours exclusive of lunch or at the end of the day. Much research indicates that the use of phones by students in classroom precipitates a decrease in time on task and attention to the material being taught. The high academic expectations of SHA requires the full attention of students and this policy will be enforced strictly.

***Language:*** Abusive, harassing or vulgar language is not acceptable at SHA. SHA is a program designed to cultivate students to become professionals. Therefore, the expectation is that students model appropriate professional decorum during school hours and student interactions with all professional members and visitors at SHA. In addition, interactions with community students on social media sites such as, but not limited to, Facebook, Instagram, or through texts outside of the school hours will also be addressed under the expected decorum of the school as if students were attending during school hours.

***Substance Abuse:*** SHA does not tolerate the use, possession, or sale of drugs, alcohol, tobacco and/or nicotine products by students on campus or at school sponsored activities. Students caught violating this policy will face disciplinary action.

***Plagiarism:*** Academic honesty and authenticity are core values of the SHA community, and the BOD and staff at SHA hold our students to a high level of personal integrity. It is an expectation that SHA students will not lie, plagiarize, cheat, or take part in any other acts of academic dishonesty. Those caught in an act of academic dishonesty will face disciplinary action.



**Guided Conferences:** Students will be expected to conduct themselves according to the values and principles of SHA. Behavior which violates the principles of SHA will be identified by teachers or administration or fellow students. Restraint is expected by all students despite situations that can be challenging. If student behaviors are inconsistent with expectations at SHA a teacher may require a student to attend a 3-minute guided conference to address the matter. This guided conference may occur independent of the classroom instruction. In addition, the teacher will make-a-decision, in concert with the student if he/she is prepared to return to class. If the student returns to class and if the identified behavior continues a referral is made to the administrator. If the student continues with their position the administrator may require the student to write a reflective piece concerning their position in the matter. If the student feels they have not received the correct support in this matter they will be able to refer it to a student restorative justice council who will hear the student grievance and prepare, as part of their final the decision, a student course of action.

***Use of Restorative Justice Circles:***

Silicon Hill Academy will utilize Restorative Justice Circles as a means to create positive behavioral supports and cultivate a meaningful means by which students are able to resolve conflict, and have a right to present their position to an open and empathetic support group.

*Restorative justice promotes values and principles that use inclusive, collaborative approaches for being in community. These approaches validate the experiences and needs of everyone within the community, particularly those who have been marginalized, oppressed, or harmed. These approaches allow us to act and respond in ways that are healing rather than alienating or coercive.*

-excerpt from Amstutz and Mullet, Restorative

Discipline for Schools

Silicon Hill Academy will utilize restorative justice practices in creating a collaborative and supportive community focused on relationship building, contributing to the betterment of the school, and ultimately ensuring the success of all students.

Leveraging SHA's core values of respect, kindness, and authenticity will be important with the implementation of restorative justice circles. Restorative justice circles bring together a small group of stakeholders involved in the negative behavior, providing a venue for the community to come together, understand why decisions were made, provide space for everyone to process experiences, and ultimately come to a common understanding that ensures amends are made. The action items, or "restitution", from these circles will vary greatly based on infraction, but will seek to take the group's recommendations into consideration.

Facilitation of restorative justice circles takes preparation of expectations with students, families, and participants before coming together, and ultimately practice on the part of the facilitator, but is fruitful in building the type of community SHA seeks to offer students and families, while working to ensure the number and severity of negative behaviors remains low.

**Incentives:** Aside from leveraging Restorative Justice Circles, SHA will also utilize a few incentives for positive student behavior including free dress days, a monthly celebration during student lunches allowing students to listen to music and participate in on-campus activities and providing special lunches when possible, and as we grow to empower high school students, the opportunity to earn off-campus lunch.

## **Attachment 9: Evidence of Community Support**

Dear TEA,

My name is Carlos Acosta and I live in Brownsville, Tx. I'm a Bilingual Generalist and also certified to teach Social Studies (8-12) and Spanish (EC-12).

As an educator I firmly believe that great results can be achieved with the integration of engaging technological programs, an effective curriculum, and meaningful instruction. Throughout these years I have worked as an English Language Arts teacher and I have learned from different lessons the best way to help English language learners. As a native Spanish speaker myself, I understand the value of making learning relative to the students by incorporating their everyday experiences and applying them to the lessons I teach in class.

I will be moving to Austin, Texas to be close to family next year and I am excited about the opportunity to be able to teach at Silicon Hill Academy if the TEA approves the charter. The school's mission and vision closely aligns with what I myself believe as an educator and therefore it will be a great fit for me.

Sincerely,

Carlos Acosta



Certified Spanish teacher

To Whom It May Concern:

My name is Marcy Carruth and I have a teaching certification in Elementary Math 1-8, Secondary Math 6-12, and Elementary Self-Contained 1-8. I am certified to teach in the State of Texas, and live in the Austin, Texas area. If Silicon Hill Academy receives their charter, I am committed to joining their staff.

Sincerely,

*Marcy Carruth*

Marcy Carruth



January 10, 2020

Dear TEA:

My name is Lizette De Luna and I live in the Austin, Texas, area. I am certified to teach in the State of Texas, holding a teaching certification in Bilingual Generalist 4-8 and Principal K-12.

I am writing to share my excitement about joining the Silicon Hill Academy team in the 2021-2022 school year. In speaking with the Board of Directors, I am committed to the mission and vision of the school, ensuring equity in opportunity and access to individualized learning and instruction that will best meet each student's needs.

Please see this letter as confirmation of my willingness to join the Silicon Hill Academy team should they receive their charter.

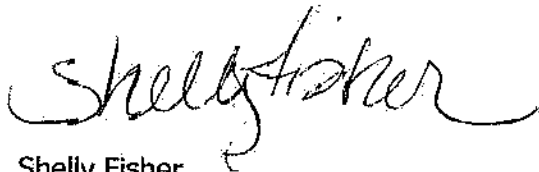
Sincerely,

Lizette De Luna.

Dear TEA -

I am reaching out to share my support of Silicon Hill Academy. I live in the Austin area and am excited by their mission and vision for the community. I am certified to teach in the state of Texas, in all subjects in grades pre-kindergarten through 6th grade, and K-12 principal certification, and would be excited by the prospect of joining their team in the 2021-2022 school year.

Sincerely,

A handwritten signature in cursive script that reads "Shelly Fisher". The signature is written in black ink and is positioned above the printed name.

Shelly Fisher



To Whom It May Concern:

My name is Tonya Tiday and I live in the Austin, TX area. I have a teaching certification in Special Education K-12, ELA 6-12, Theatre 6-12, Speech/Communications 6-12. I am certified to teach in the State of TX. I am looking to join a school where I can make a difference in our community where students are struggling to succeed academically. After speaking with the board members of Silicon Hill Academy I would like to join their mission if they receive a charter from the TEA. I am excited to join SHA in the 2021-22 school year and believe we can all make a huge difference for the students in east Austin.

Sincerely,

A handwritten signature in black ink that reads "Tonya Tiday". The signature is written in a cursive, flowing style.

Tonya Tiday

To Whom It May Concern:

My name is Keri Wilson and I live in Austin, TX area. I have a teaching certification in ASL K to 12 certificate (ASL 184). I am certified to teach in the State of Texas, and have a Masters degree in Deaf Studies. I have also taught Dual credit and college credit at Austin Community College for 8 years.

I'm writing to confirm my interest in teaching at Silicon Hill Academy should they receive a charter for the 2021-2022 school year.

Sincerely,



Keri Wilson





December 7, 2018

To Whom It May Concern,

With the anticipated charter grant to Silicon Hill Academy, my company American Color Labs, located in Austin, will partner with the school to provide opportunities for their students to participate in internships. We are excited by the opportunity to serve the interests of student learning by offering experiences in the business domain.

Warmly,

Andrew Mondi

President



To Whom It May Concern,

With the anticipated charter grant to Silicon Hill Academy, my company BeatBox Beverages, LLC, located in Austin, will partner with the school to provide opportunities for their students to participate in internships. We are excited by the opportunity to serve the interests of student learning by offering experiences in the business domain.

We have opportunities for internships in sales, marketing, graphic design and photography, video production and social media, and beverage manufacturing / operations.

Sincerely,

A handwritten signature in cursive script that reads "Aimy Steadman".

Aimy Steadman  
Founder & COO  
BeatBox Beverages, LLC

Email: [REDACTED]  
Phone: (832) 878-7071  
Address: PO Box 150397, Austin, TX 78715



To Whom It May Concern,

With the anticipated charter grant to Silicon Hill Academy, my company, Collective Capital, located in Austin, Texas, will partner with the school to provide opportunities for their students to participate in internships. We are excited by the opportunity to serve the interests of student learning by offering experiences in the business domain.

Warmly,

DocuSigned by:  
*Jeremy Giroir*  
4CE6D71C8C0445A...

Jeremy Giroir

Founder

Collective Capital



To Whom It May Concern,

With the anticipated charter grant to Silicon Hill Academy, my company Freight Motion, Inc., located in Austin, will partner with the school to provide opportunities for their students to participate in internships. We are excited by the opportunity to serve the interests of student learning by offering experiences in the business domain.

Warmly,

Michael Vander Hook

President

Freight Motion, Inc.





To Whom It May Concern,

With the anticipated charter grant to Silicon Hill Academy, my company Gravitron, LLC, located in Austin, will partner with the school to provide opportunities for their students to participate in internships. We are excited by the opportunity to serve the interests of student learning by offering experiences in the business domain.

Warmly,

A handwritten signature in black ink, appearing to read "David Daily". The signature is stylized with a large, sweeping "D" and a long, horizontal stroke extending to the right.

David Daily

CEO

Gravitron, LLC



November 20, 2018

To Whom It May Concern,

With the anticipated charter grant to Silicon Hill Academy, my company Jacaruso Enterprises, located in Austin, will partner with the school to provide opportunities for their students to participate in internships. We are excited by the opportunity to serve the interests of student learning by offering experiences in the business domain.

Warmly,

Toni Jacaruso, President  
Jacaruso Enterprises

[REDACTED]  
(512) 699-4694



To Whom It May Concern,

With the anticipated charter grant to Silicon Hill Academy, my company Narrative Edge, located in Austin, will partner with the school to provide opportunities for their students to participate in internships. We are excited by the opportunity to serve the interests of student learning by offering experiences in the business domain.

Warmly,

A handwritten signature in black ink, appearing to read 'Monika Ostrowski'.

Monika Ostrowski

CEO/Founder

Narrative Edge



To Whom It May Concern,

With the anticipated charter grant to Silicon Hill Academy, my company Patriot Pool and Spa, located in Austin, will partner with the school to provide opportunities for their students to participate in internships. We are excited by the opportunity to serve the interests of student learning by offering experiences in the business domain.

Warmly,

Hal Denbar

President

Patriot Pool and Spa





To Whom It May Concern,

With the anticipated charter grant to Silicon Hill Academy, my company Praxent, located in Austin, will partner with the school to provide opportunities for their students to participate in internships. We are excited by the opportunity to serve the interests of student learning by offering experiences in the business domain.

Warmly,

A handwritten signature in black ink, appearing to read "Tim Hamilton". The signature is written in a cursive, flowing style.

Name: Tim Hamilton

Title: CEO

Company: Praxent

November 19, 2018

To Whom It May Concern,

With the anticipated charter grant to Silicon Hill Academy, my company Urbanspace, LLP, located in Austin, will partner with the school to provide opportunities for their students to participate in internships. We are excited by the opportunity to serve the interests of student learning by offering experiences in the business domain.

Regards,

**Kevin Burns**

Kevin Burns, CEO  
Urbanspace, LLP

urbanspace, LLP  
801 w 5<sup>th</sup> street, suite 100  
austin, tx 78703  
t.512.457.8884



November 20, 2018

To Whom It May Concern,

With the anticipated charter grant to Silicon Hill Academy, my company, Traverse Legal, PLC, located in Austin, will partner with the school to provide opportunities for their students to participate in internships. We are excited by the opportunity to serve the interests of student learning by offering experiences in the business domain.

Sincerely,

TRAVERSE LEGAL, PLC



Brian A. Hall  
Managing Partner, Attorney  




To Whom It May Concern,

With the anticipated charter grant to Silicon Hill Academy, my company Vault Fine Art Services, located in Austin, will partner with the school to provide opportunities for their students to participate in internships. We are excited by the opportunity to serve the interests of student learning by offering experiences in the business domain.

Warmly,

*Vault Fine Art Services LLC*  
*Robert Boland, Manager*

Robert Boland

CEO

Vault Fine Art Services LLC.





To Whom It May Concern,

With the anticipated charter grant to Silicon Hill Academy, my company Kyle Vision Source, located in Kyle, will partner with the school to provide opportunities for their students to participate in internships. We are excited by the opportunity to serve the interests of student learning by offering experiences in the business domain.

Warmly,

Tony Jacob, OD

CEO

Kyle Vision Source



November 19, 2018

To Whom It May Concern,

With the anticipated charter grant to Silicon Hill Academy, my company Vista Ridge Family Dentistry, located in Cedar Park, will partner with the school to provide opportunities for their students to participate in internships. We are excited by the opportunity to serve the interests of student learning by offering experiences in the business domain.

Warmly,

Max Kerr D.D.S.



To Whom It May Concern,

With the anticipated charter grant to Silicon Hill Academy, my company Y&L Consulting, Inc. with locations in Austin and San Antonio, will partner with the school to provide opportunities for their students to participate in internships. We are excited by the opportunity to serve the interests of student learning by offering experiences in the business domain.

Warmly,

*David Stich*

David Stich

Senior Vice President for Strategic Partnerships

Y&L Consulting, Inc.

## **Attachment 10: Bylaws**





## **BYLAWS OF SILICON HILL ACADEMY**

WHEREAS, the initial Board of Directors of Silicon Hill Academy (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**

This Corporation is formed for charitable purposes, and it will be nonprofit and nonpartisan. In particular, shall 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. 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 "Silicon Hill Academy".

1.02 OFFICE: The principal office of the Corporation will be located at 7104 Via Dono Drive, Austin Texas 78749.

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.

Silicon Hill Academy Charter School

## ARTICLE TWO MEETINGS

2.01 **REGULAR MEETINGS:** Regular meetings of the Board of Directors will be held as needed to conduct business and in accordance with these Bylaws. Meetings shall be held at a time and location selected by the Board and in accordance with state law. The primary purpose of the meetings will be to review the performance of the Corporation for the current fiscal year, to plan the program and activities of the Corporation for the next fiscal year, and to transact any other business as may properly come before the Board of Directors.

2.02 **SPECIAL MEETINGS:** Special meetings of the Board of Directors may be called for any purpose not otherwise prescribed by statute, regulation, grant or loan condition or the Certificate of Formation, by the Chairman, or by any two Directors, to transact any business described in the call for the special meetings.

2.03 **ANNUAL MEETINGS:** Annual meetings of the Board will be held in the month of June or as soon thereafter as practical, at a time and location selected by the Board. The primary purpose of the annual meeting will be to review the performance of the Corporation for the current fiscal year, to plan the operations and activities of the Corporation for the next fiscal year, to elect officers of the Corporation, and to transact any other business as may properly come before the Board of Directors.

### MEETINGS RELATING TO CHARTER SCHOOLS

2.04 **CHARTER SCHOOL MEETINGS:** 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) Closed Meetings: 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) Emergency Meetings: 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) Video Conferencing: 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 NOTICE FOR CHARTER SCHOOL MEETINGS:** 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) Posting of Notice: 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) Emergency Notice: 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) Internet Posting: 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) Closed Meetings: 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 CHARTER SCHOOL MEETING ORDER OF BUSINESS:** 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 NON-CHARTER MEETINGS:** 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 Articles of Incorporation 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

Silicon Hill Academy Charter School

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 BOARD ACTION BY UNANIMOUS WRITTEN CONSENT:** 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 or 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 (10<sup>th</sup>) 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.

**2.09 MEETINGS BY TELEPHONE OR SIMILAR COMMUNICATIONS:** 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 of Directors may participate in meetings by means of conference telephone or similar communications equipment, whereby all directors participating in the meeting can hear each other at the same time, and participation in any such meeting shall constitute presence in person by such Director at such meeting. A written record shall be made of all actions taken at any meeting conducted by means of a conference telephone or similar communications equipment.

## MEETINGS & RECORDS GENERALLY

**2.10 CORPORATE RECORDS:** 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.

**2.11 QUORUM:** 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 2.08 herein. Any Board vacancies shall not be counted in determining a majority called for by these Bylaws.



2.12 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.

2.13 RECORD OF BOARD ACTION: 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 2.10 herein.

2.14 VOTING: 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.

2.15 FUNDAMENTAL ACTIONS: 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

2.16 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.

2.17 PARLIAMENTARY PROCEDURE: 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 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.

5.04 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 be 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.

4.06 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 Directors 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 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  
MISCELLANEOUS

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 \_\_\_\_\_ pursuant to the Texas Business Organizations Code.*

*Silicon Hill Academy's Bylaws are largely based on the original bylaws of Legacy Preparatory Charter Academy (Dallas TX, 2017)*

## **Attachment 11: Code of Ethics and Conflict of Interest Policy**



Silicon Hill Academy  
Board of Directors Code of Ethics



## Ethical Values Expected of Board of Directors (BOD)

*SHA will adopt the ethical values described below from the Josephson Institute, which are called the "Six Pillars of Character" (see [www.josephsoninstitute.org](http://www.josephsoninstitute.org)).*

**Trustworthiness:** When we are trustworthy, people believe in us; Being trustworthy requires honesty, integrity, reliability and loyalty. In being honest the BOD will be sincere, truthful, straightforward, and avoid deception. We pledge to honor confidentiality, remain civil, and refrain from making promises that we may not be able to keep. The BOD will hold integrity and consistency in decision-making and behavior. Reliability ensures the BOD is committed to following through. BOD members spend the hours required to perform their jobs well. The BOD is also loyal to the work, meaning protecting and promoting the interests Silicon Hill Academy and the public good.

**Respect.** Respect ensures the members of the BOD operate with civility, courtesy, decency, autonomy, and tolerance. In the execution of our work, civility and courtesy are particularly important, as discussions with one another can lead to disagreement which will ultimately lead to a decision focused on the best outcomes for our students. Autonomy means we provide the space for others to live their lives as they see fit, while tolerance of others' perspectives ensures we refrain from judging others.

**Responsibility:** Responsibility ensures accountability for our decisions, the ability to refrain from shifting blame to others, and the willingness to do the best one can to executing their role in a diligent, careful, prepared, and informed way. While ensuring follow-through, responsibility also takes into consideration self-restraint, prudence, and recognition of the importance of setting a good example. SHA BOD members recognize themselves as representatives of Silicon Hill Academy, and will conduct themselves in such a manner that reflects as such.

**Fairness:** SHA BOD members will work towards fairness and equity in the utilization of due process, utilizing an open and impartial processes for gathering and evaluating information, to ensure transparency into how a decision was made. It In executing our work, we will seek to avoid favoritism or prejudice.

**Caring.** SHA BOD members are caring and thoughtful individuals, seeking to ensure the welfare of the greater community. As public officials, the BOD members are asked to care about many different people—community members, students, faculty, and others. Benevolence as a trustee ensures the BOD member is keeping the welfare of the entire community in mind when making decision. Challenges can arise when decisions must be made for the benefit of the public welfare that may not meet the needs of specific groups. BOD members understand those challenges, and realize their role requires focusing on the public good in an ethical, respectful, and responsible way.

**Citizenship.** BOD members will work to be responsible and ethical citizens, contributing to the community through service and leadership, and ensuring with the future health and welfare of society. Serving on the BOD at SHA is an expression of civic leadership, and the ethics of trusteeship reflect good citizenship practices.

Our Board will further leverage our Silicon Hill Academy's core values of kindness, innovation, leadership, respect and authenticity.

## Expectations of Board of Directors Members (BOD)

*The SHA BOD will utilize the Board expectations currently highlighted in the Community College League of California's "Trustee Handbook" (pgs 50-53)*

[https://www.ccleague.org/sites/default/files/trustees-resources/trusthdbk2018\\_final\\_.pdf](https://www.ccleague.org/sites/default/files/trustees-resources/trusthdbk2018_final_.pdf)

### 1. "Common Good"

- a. Recognize that the primary responsibility of the board is to govern Silicon Hill Academy in the best interests of the education needs of the entire school.
- b. Be aware that I am responsible to all citizens of the communities served by Silicon Hill Academy. The authority delegated to me must be exercised with as much care and concern for the least influential as for the most influential member of the community.
- c. Recognize that the primary duty of the board is to represent the entire school with awareness at all times of special needs of each of the campuses.
- d. Serving as stewards of Silicon Hill Academy resources and facilities and, as agents of the communities served by Silicon Hill Academy, protecting, advancing and promoting the interests of all citizens and maintaining independent judgment unbiased by private interests, partisan political groups, or in any other way.

### 2. Advocate and Support Silicon Hill Academy

- a. Communicate and promote the needs of the community to Silicon Hill Academy and the needs of Silicon Hill Academy to the community.
- b. Use the powers of the office honestly and constructively, communicating and promoting the needs of the community to Silicon Hill Academy, and the needs of Silicon Hill Academy to the community.
- c. Promote the importance of community support for Silicon Hill Academy by supporting fundraising efforts and making a donation to the best of my ability.

### 3. Student/Education Focus

- a. Hold the educational welfare of the students attending the school as his/her primary concern.
  - b. Protect the interests of students in every decision, and assure the opportunity for high-quality education for every student.
  - c. In all decisions hold the educational welfare and equality of opportunity of the students of the school as his/her primary concern; board members should demonstrate interest in and respect for student accomplishments by attending student ceremonies and events
  - d. Maintain consistent and vigilant oversight of Silicon Hill Academy as a policy setting board with emphasis on instructional quality, operational efficiency, and fiscal stability.
-

- e. Recognize that it is as important for the board to understand and evaluate the educational program of Silicon Hill Academy as it is to plan for the business of school operation.

#### 4. Board as a Unit

- a. Recognize and actively communicate that authority rests only with the whole board assembled in a legally-constituted meeting and make no personal promises nor take any private action inconsistent with that principle.
- b. Recognize that board members have authority only when the board is in official meetings; an individual member cannot bind the board outside of such meetings.
- c. Remember at all times that as an individual I have no legal authority outside the meetings of the board, and conduct my relationships with school staff, students, and local citizenry, and the media on that basis.
- d. Recognize that a board member is a member of an educational team, and that the strength and effectiveness of the board is as a board, not as a group of individuals.
- e. Recognize that a board member is a member of a legal entity; that the strength and effectiveness of the board is as a unit, not as a group of individuals; and that majority decisions of the board shall be abided by.

#### 5. Create a Positive Climate

- a. Encourage and support innovation and creativity in school programs and operations.
- b. Recognize that the board sets an example for the entire institution; therefore act with integrity and reflect the values of trustworthiness, respect, fairness, and caring at all times when performing board member responsibilities.
- c. Support Silicon Hill Academy by attending school events, expressing appreciation for employees and their commitment and accomplishments, and recognizing student success and achievement.

#### 6. Decision-Making

- a. Seek to be informed by asking timely and substantive questions; request data and information through protocols established by the board and school leadership.
- b. Focus requests for information and discussions at board meetings on topics that address the fulfillment of Silicon Hill Academy mission, the future of Silicon Hill Academy, and long- term strategies.

- c. Avoid judgment based on information received from individuals or groups with a real or perceived grievance.
- d. Support fully all board decisions once they have been made, even though the vote may have been divided.
- e. Respect the opinions of others and abide by the principle of majority rule.
- f. Base personal decisions upon all available facts in each situation, vote one's honest conviction in every case, and abide by and uphold the final majority decision of the board.

#### 7. Policy Role and Delegation

- a. The board has, as its basic function, the establishment of the policies by which Silicon Hill Academy is to be administered. The board will hold the school leadership and staff accountable for the administration of the educational program and the conduct of school business.
- b. Bear in mind under all circumstances that the board is legally responsible for the effective operation of the school. Its primary function is to establish the policies by which the community school district is to be administered. The board shall hold the school leadership and his/her staff accountable for the administration of the educational program and the conduct of school business.
- c. Delegate authority to the chairman as the board executive officer and confine board action to policy determination, planning, performance evaluation, and maintaining the fiscal stability of the school.
- d. Delegate authority to Silicon Hill Academy school leadership and staff to initiate policy recommendations, administer education programs, conduct school business, and implement board actions.

#### 8. Board Relations and Communication

- a. Develop and maintain good relations with fellow board members by recognizing the importance of keeping an open mind and promoting the opportunity to think through other facts and points of view which may be presented; respecting the opinions of others and abiding by the principle of majority rule, and respectfully working with other board members in a spirit of harmony and cooperation, giving members courteous consideration of their opinions.
- b. The board is made up of individuals with differing values and beliefs; debate is expected and natural. Although there are individual expressions, there are no individual decisions. Board members must work with fellow board members in a spirit of harmony and cooperation in spite of differences.



- c. I will work with my fellow board members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during vigorous debates of points at issue.
  - d. Maintain an atmosphere in which controversial issues can be debated openly and fairly, protecting the dignity of individuals.
  - e. Making only courteous remarks in or out of meetings about other members of the board and recognizing that each member is entitled to a courteous consideration of his/her opinion.
  - f. Work together to achieve common goals, looking beyond self-interest and encouraging compromise and positive change when necessary.
8. Confidentiality
- a. Recognize that deliberations of the board in closed session are confidential and not for release or discussion in public without the prior approval of the board by majority vote.
  - b. Maintain the confidentiality of privileged and executive session information.
9. Commitment
- a. Devote time to activities that will enhance the ability to function effectively as an governing board member.
  - b. Attend all scheduled board meetings insofar as possible and become informed about the issues to be considered at those meetings.
  - c. Join with the other members of the board, staff, community and students in becoming fully informed about the nature, value and direction of contemporary education in our society.
  - d. Enhance one's potential as a board member through participation in educational conferences, workshops, and training sessions offered by local, state, and national organizations.
  - e. Be informed about the issues facing public, non-profit educational institutions.
  - f. Enhance one's ability to function effectively as a board member through devotion of time to study contemporary educational issues, as well as attendance at professional workshops and conferences on the duties and responsibilities of BOD.
-

**10. Relationships with the School Leadership, Staff and Community**

- a. Promote a healthy working relationship with Silicon Hill Academy school leadership through supportive, open, and honest communication and regular evaluation.
- b. Employ a competent, productive administration and staff, giving them confidence and support; when that is not possible, accept the responsibility for changing personnel, and restoring confidence.
- c. Supporting school personnel in the appropriate performance of their duties and ensuring that they have the requisite responsibility, adequate resources, and necessary authority to perform effectively.
- d. Assure the orderly operation of Silicon Hill Academy by insisting that employees make use of established channels before bringing their concerns to the board.
- e. Referring contacts from employees, students, and citizens to the school leadership or advising that concerns presented in writing to the board as a whole through the approved channels.

**11. Involving Staff and Community Members**

- a. Encourage and safeguard open access to the board while maintaining appropriate and well defined school communication and decision-making channels.
- b. Welcome and encourage the active involvement of students, employees, and citizens in local communities with respect to establishing policy on current school operation and proposed future developments, and consider their views in deliberations and decisions as a board.
- c. Establish and uphold protocols for communicating with the media that recognize the roles of the school leadership and the board chair to ensure a unified voice in representing Silicon Hill Academy.

**12. Fiduciary Responsibility**

- a. Fulfill the fiduciary responsibility for sound budgetary and fiscal management by reviewing financial reports, asking questions, and providing direction to the school leadership.
- b. Accurately account for board expenses, establish and uphold fair and prudent expense standards and reporting procedures.

- c. Recognize that the reputation of Silicon Hill Academy is a valued asset, and protect its reputation through supporting and promoting the institution in the community and at the state level. Board members should not make critical and negative comments about Silicon Hill Academy or staff members in public.
- d. Recognize that staff time is valuable and is best spent furthering the educational mission of Silicon Hill Academy; trustees should avoid making undue demands on staff time and should carefully consider the impact of requests for information on the ability of staff to fulfill their responsibilities to Silicon Hill Academy.”



**SILICON HILL ACADEMY  
CONFLICT OF INTEREST POLICY**



*Silicon Hill Academy's Conflict of Interest Policy is taken wholly from ISLA PTO's Conflict of Interest policy, [http://isla-pto.org/policies\\_procedures.html](http://isla-pto.org/policies_procedures.html)*

## **Article I**

### **Purpose**

The purpose of the conflict of interest policy is to protect the tax-exempt Silicon Hill Academy's, 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**

#### ***1. 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.

#### ***2. 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 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.



## **Attachment 12: Board Members' Résumés and Biographical Affidavits**

---

## EVAN ERDBERG

---

7104 Via Dono Drive, Austin TX 78749

(646) 260-6931

[eerdborg@gmail.com](mailto:eerdborg@gmail.com)

---

### **VICE PRESIDENT OF BUSINESS DEVELOPMENT /DIRECTOR OF SALES/ INTERNATIONAL MARKETING**

**P&L Responsibility/Sales and Marketing Leadership/ Business Development/ Strategic Planning/Start-ups/Turnaround Management –Online and Healthcare Products & Services**

**Executive and Marketing Leader:** I have been fortunate enough to enjoy a classical marketing/sales career that has included key positions with well known firms and brands including Teachscape, Knowledge Delivery Systems, American Home Care, The British Library, and Saatchi and Saatchi Advertising.

**Entrepreneurial Experience / Start-ups / Turnaround Management:** Over the past 12 years, I have been utilizing marketing expertise gained within major companies in building small and mid-sized businesses focused on the K-12 and Higher Education (HE) Market. I have a track record of increasing sales, reducing costs, and streamlining operations in a wide range of situations, products, and services.

**Proven Record-Across All Major Corporate Functions:** I am skilled in all areas of executive management, including developing operations throughout the U.S. and worldwide, understanding the technology that goes into building LMS and SIS, creating innovative packaging and advertising, online advertising, hiring effective sales and marketing teams, writing business plans, project managing and expanding into new industries and markets. I possess richly varied profit and loss experience and have consistently exceeded company objectives achieving double-digit gains in revenues and profits over multiple years.

**International Experience:** My career has given me the opportunity to live and work in Europe and be an important part of an international marketing and sales team.

---

#### **Secondary and Graduate Education**

---

- **BA (Marketing and Management) - Franklin and Marshall College / Lancaster, PA**
- 

---

#### **Selected Achievements & Skills**

---

- **Turned a \$10k territory into a \$10 million region in two years in NJ, NYC, NY State.**
- **Redesigned marketing campaigns focused on national and regional clientele; Drove \$3 million in revenue year one and \$6 million in revenue year two.**
- **Orchestrated turnaround of an online education company, quadrupling revenue from \$2 million to \$8 million in two years.**
- **Created 20 successful partnerships with nationally recognized organizations, universities, and corporations which resulted in a 20% increase in reoccurring revenue and 50% increase in market visibility measured through web/phone/email traffic.**

- **Hired and managed a national sales team that produced 175 new clients and \$2.6m in profit in the first year and \$4.2m in year two and \$6.4m in year three.**
- **Worked with three Universities to develop their online Graduate Schools of Education and implement a unique marketing initiative.** Enrollment went from 0-250 in year one, 250-720 in year two, and 720-1300 in year three.
- **SEO/SEM – Hired and managed a marketing team that focused on increasing our web presence;** 6 months after implementing our plan the company's monthly website hits increased from 2,000 to 15,000.
- **A member of an international team that developed and implemented a strategic marketing plan for a new digital textbook product introduction to the USA Market.**
- **Skills:** Exceptionally strong written and verbal communication skills, highly personable and capable of working with CEOs, Family –controlled businesses, and major corporate boards. I am proficient in solving problems and implementing solutions under tight deadlines. I am a hands-on executive capable of efficiently managing all levels of budgets and understand all Microsoft applications, Adobe products, Act, LMS systems, and Sales Force databases.

---

## CAREER OVERVIEW / BUSINESS DEVELOPMENT OVERVIEW

---

- Proximity Learning Inc. – Founder and CEO 2014-Present
- Teachscape Inc. – Director of Sales, Institutions of Higher Education 2013-2014
- Teachscape Inc. – Director of North East Sales 2009-Present
- Knowledge Delivery Systems (KDS) – VP of Marketing and Sales (K-12/ HE 2004-2009)
- American Care Managers LLC (ACM) - Independent Consultant 2004-2008
- American Homecare LLC (AHC) – Manager of Operations 2002-2004
- The British Library – International Strategic Marketing Assistant 2002-2002
- Saatchi and Saatchi Advertising – Direct Marketing Assistant 2001-2001

# GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Name of Sponsoring Entity:

## BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Business Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

- ☒ Yes
- ☐ No, does not apply to me

If Yes, state the name of the entity:

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

Through my career I have worked in over 900 School districts from those who have access to seemingly unlimited resources to 100% free and reduced environments. I have seen unbelievable equity issues and would enjoy taking the knowledge I have gained over the past 20 years to empower a school create a truly 21st century learning environment that can be scaled to help students in communities where they have no real access to quality instruction. Education is the one "free" thing all students get access to, but the quality of that instruction can vary simply by the zip code in which they were born into. Education can change lives, and I am excited by the opportunity to ensure even more students have equal access to a quality education.



2. What is your understanding of the appropriate role of a public charter school board member?

I believe the role of a charter school board members is to be held accountable by the authorizer, the state, the federal government, and the public to ensure that the school is operating in accordance with its original purpose and doing so in a responsible manner.

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 am on the board of the Literacy Coalition in Austin, Texas, which focuses on strengthening today's workforce through adult education and workforce development. They empower thousands of adults each year, teaching them to read and supporting them in earning a diploma.

I am also on the Board of the Entrepreneurial Organization in Austin, Texas, that focuses on leadership-development and educational workshops designed for personal and professional growth for local entrepreneurs in Austin.

4. Describe the specific knowledge and experience that you would bring to the board.

I have almost two decades of experience in the K-12, higher education, and human capital management experience. Currently, I am the founder of Proximity Learning, Inc., an industry leading K-12 education company that is the HR backup plan for more than 100 school districts nationwide, and placing thousands of teachers in vacant classrooms. The teachers at Proximity Learning educate over 60,000 students annually and have to align to over 20 state curriculum standards. Prior to joining PLI, I held a Director level position at Teachscape, managing one of the largest implementations of principal certification and teacher evaluation programs in the country.

## 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 to create an environment for today's student that sets them up for future success in their life. This school will challenge them educationally, build work ethic, and push them to graduate with multiple semesters of college credit and career-based experiences giving them an advantage. The world is continuously changing, and education needs to change to accommodate the i-generation; Silicon Hill Academy is trying to build a model of what education should be in the 21st century.

2. What is your understanding of the school's proposed educational program?

My understanding of Silicon Hill Academy's mission and vision is to create a stronger community by bringing the best teachers in the country to instruct their children while helping them to determine what they would like to do as a career before entering college. The world is not flat anymore, so our children have unique challenges starting the day they graduate high school. This school wants to arm them with the education, knowledge and independence to help them make the best decisions for their life going forward.

3. What do you believe to be the characteristics of a successful school?

1. High quality educational program that leverages individualized learning, career experiences, and college access
2. Master Teachers focusing on the highest quality curriculum and instruction
3. Building a sense of community for students and their families
4. Creating a safe space for students to explore and direct their learning
5. Providing career and college opportunities and training for students by being fiscally responsible, better preparing them for the real world

4. How will you know that the school is succeeding (or not) in its mission?

1. Student academic achievement outcomes
2. Partnerships with local business community to provide internships
3. Students are on track for two semesters of Dual Credit to Graduate
4. Strong family engagement and involvement

## GOVERNANCE

1. Describe the role that the board will play in the school's operation.

1. Approve budget, fundraising, approve large purchases
2. Approve academic plans and ensuring school is meeting academic goals
3. Drive decisions to ensure ongoing alignment with the mission and vision
4. Determine school growth and locations
5. Build relationships with local community and business leaders to ensure ongoing engagement

2. How will you know if the school is successful at the end of the first year of operation?

1. Student daily attendance percentage
2. Student academic achievement outcomes
3. Community involvement, i.e. parent attendance to events, community members engaging at the school
4. Below Budget to ensure fiscal responsibility
5. High Employee retention

3. How will you know at the end of four years if the school is successful?

1. One of the highest performing schools in Austin
2. 90% of our students' parents participate in school related events
3. 100% of our student population either has vision into their next steps upon high school graduation, either seeking acceptance to college or a career path/field of passion
4. Strong school based educator team that returns each year
5. Within budget each year to ensure fiscal responsibility

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

1. Ongoing budget oversight
2. Fostering relationships with the local community and families to increase engagement
3. Driving the mission and vision
4. Academic oversight to ensure best meeting student needs
5. Ensure there is a safe, clean, respectful environment for students to learn

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?

Remind the board we are here for the students first. I would call all members to the table including the persons of concern. As a board we would discuss the matters at hand and come up with a solution that

everyone can agree to. I would ensure everyone realizes that whatever decision we make, should always be in the best interest of the students and our school.



## 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 them from the local Austin Business community.  
I do not have any relationship or business dealings with any of them.

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.

☐ 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.

☐ Yes

☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

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.

None

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?

☐ 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, great-grandparent, 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 the 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.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes.

☒ Does not apply to me.

If yes, provide information relating to the matter(s).

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

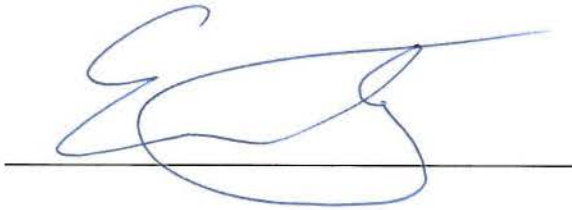
☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

# CERTIFICATION

I, Evan Erdberg, 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



Date

1-8-2020

State of

Texas

County of

Tarrant

On this day, 8th Evan Erdberg (name of affiant) appeared before me the undersigned notary public and depose 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 8th day of January, 2020.

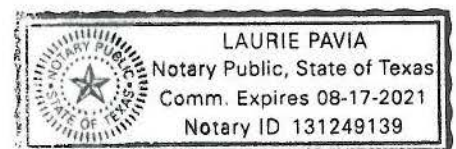
(Notary Public)

Laurie Pavia

(Seal)

My commission expires

8/17/21



# DR. TONY JACOB

## SPECIAL INTERESTS

Primary care, laser vision correction, glaucoma management, specialty contact lenses

## EDUCATION

**DOCTOR OF OPTOMETRY** 2008

University of Houston College of Optometry, Houston, TX  
*Rotation in the Neuro-Ophthalmology Clinic*

**BACHELOR OF SCIENCE** 2004

University of Alberta, Edmonton, AB, Canada

## EXPERIENCE

Elgin Vision Source (CEO/Optomestrist) 2015-present  
*Elgin, TX*

Kyle Vision Source (CEO/Optomestrist) 2013-present  
*Kyle, TX*

Lockhart Vision Source (CEO/Optomestrist) 2010-present  
*Lockhart, TX*

Texas State Optical (Associate) 2008-2009  
*Orange, TX*

## PROFESSIONAL AFFILIATIONS

*American Optometric Association, Texas Optometric Association* 2004 - present  
Member

## HOBBIES AND INTERESTS

Conversational in French, Spanish, Malayalam; Hockey; Golf; Fishing;



# GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

## BACKGROUND

Full Legal Name: Tony Jacob

Home Mailing Address: 466 Clear Springs Hollow, Buda TX 78610

Phone Number: 512-720-1992

E-mail Address: kaiserjacob@gmail.com

Business Name: Ideal Eye Team, LLC

Business Mailing Address: 1728 S FM 1626, Buda TX 78610

Business Phone Number: 512-720-1992

E-Mail Address: drjacob@idealeyeteam.com

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes

☒ No, does not apply to me

If Yes, state the name of the entity:

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

To help drive education equality by providing all students access to the best educational opportunities available no matter where they live and no matter their financial situation.

2. What is your understanding of the appropriate role of a public charter school board member?

To be held accountable by the authorizer, the state, the federal government, and the public to ensure that the school is operating in accordance with its original purpose and doing so in a responsible manner.

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 no previous board experience, but am aware of the responsibilities of being a board member. I effectively run a company with 11 locations that is still growing, and I believe the expertise I bring would be beneficial to the board.

4. Describe the specific knowledge and experience that you would bring to the board.

I have 12 years of optometry and business management experience. Currently I am the CEO of the Ideal Eye Team, an industry leading management company that operates optometry offices across central Texas. I have effectively grown our company from 1 office to 11, and we are still growing.

## 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 to create an environment for today's student that sets them up for future success in their life. This school will challenge them educationally, build work ethic, and push them to graduate with multiple semesters of college credit giving them an advantage. The world is different now and education needs to change to accommodate the generation, this charter school is trying to build a model of what education should be in the 21st century.

2. What is your understanding of the school's proposed educational program?

My understanding of the school's mission and vision is to create a stronger community by bringing the best teachers in the country to instruct their children while helping them to determine what they would like to do as a career before entering college. The world is not flat anymore so our children have unique challenges starting the day they graduate High School. This school wants to arm them with the education, knowledge and independence necessary to help them make the best decisions for their life going forward.

3. What do you believe to be the characteristics of a successful school?

1. High quality educational program
2. Master Teachers
3. Building a sense of community for students and their families
4. Creating a safe space for students



4. How will you know that the school is succeeding (or not) in its mission?

1. Student academic achievement
2. Partnerships with local business community to provide internships
3. Students are on track for two semesters of dual credit to graduate
4. Strong family involvement

## GOVERNANCE

1. Describe the role that the board will play in the school's operation.

1. Approve budget, Fundraising, Approve large purchases
2. Approve academic plan and Ensure school is meeting academic goals
3. Drive decisions to parallel the Mission and Vision
4. Determine school growth and locations
5. Build Relationships with local community business leaders

2. How will you know if the school is successful at the end of the first year of operation?

1. Student daily attendance percentage
2. Student academic achievement
3. Community involvement, i.e. parent attendance to events
4. Below budget
5. High employee retention

3. How will you know at the end of four years if the school is successful?

1. One of the highest performing schools in Austin
2. 90% of our students' parents participate in school related events
3. 100% of our student population either has an acceptance to college or a career path
4. Strong school based team that returns each year
5. Within budget each year

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

1. Budget over-site
2. Building bridges with the local community and families
3. Driving the mission and vision
4. Academic over-site
5. Ensure there is a safe, clean, respectful environment for students to learn in

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?

Remind the board we are here for the students first. I would call all members to the table including the persons of concern. As a board we would discuss the matters at hand and come up with a solution that everyone can agree to. I would ensure everyone realizes that whatever decision we make, should always be in the best interest of the students and our school.

## 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 them from the Austin business community.

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.

☐ 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.

☐ Yes

☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.



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

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?

☐ 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, great-grandparent, 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 the 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.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, provide information relating to the matter(s).

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, describe the precise nature of your relationship.

# CERTIFICATION

I, Tony JAWB, 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

[Signature]

Date

Jan 19/2020

State of

Texas

County of

Travis

On this day, Tony Philip Jacob (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

19th day of January

, 20 20

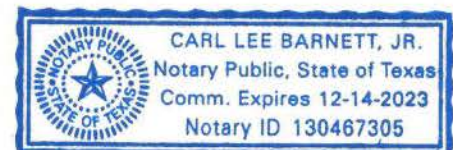
(Notary Public)

[Signature]

(Seal)

My commission expires

12-14-2023



Page \_\_\_\_\_

## **Keith S. Lockwood, Ph.D.**

9 Center Street  
Pompton Lakes, New Jersey 07442

Phone: 973-932-0156  
Email: locutus577@gmail.com

---

### **Curriculum Vitae**

#### **EDUCATION**

##### ***New York University***

2006; New York, NY

**Ph.D.:** Special Education and Literacy

Specializations: Special Education, Academic Intervention, Critical Pedagogy

##### ***New York University***

1990- 1995; New York, NY

**MA:** Educational Leadership and Technology

##### ***London University & University of Stockholm***

1990; London, England /Stockholm Sweden

**Fulbright Scholar**

##### ***New York University***

May 1990; New York, NY

**MA:** Deafness Rehabilitation/Education (Instructional Design)

##### ***Rowan University***

1987- 1989; Glassboro, New Jersey

**BA:** English; Minor: Philosophy and Computer Science

1-year student exchange: Oxford University-Oriel College

#### **CREDENTIALS**

Teacher of English 7-12: NY, NJ

Elementary Teacher Certification: NJ

Standard Certificate for Principal and Supervisor: NJ, NY

Provisional Superintendent: NJ

Teacher of Special Education: NY, NJ

Teacher of the deaf or hard of hearing: NY, NJ

Rehabilitation Counseling Certification (CRC)

Interpreter Training Program; New York Society for the Deaf, 1992.

## TEACHING EXPERIENCE

### Higher Education

**Adjunct Professor** - County College of Morris – 2012-2014

- Courses in American Sign Language Levels 1 and 2 (Signing Naturally)

**Adjunct Professor** - William Paterson University: 2008-2011

- Graduate Courses Taught: Special Education Methodology, Intelligence testing (WISC), and Practicum.

**Adjunct Professor** - Montclair State University: 2004 – 2008

- Graduate Courses Taught: Research Methodology, 21st Century Instructional Theory, Differentiation and Inclusion in Special Education, Special Education Law.
- Mentoring: Student teachers in their practicum assignments and provided support in developing their instructional practice.

### K-12 Education

**Teacher / Teacher Coordinator** - The Bronx School for Career Development, Bronx, NY: 1998 – 1999

- Provided behavioral interventions and crisis management for incarcerated students with challenging learning and emotional disabilities.
- Directed child study team reviews focusing on IEPs, goal creation, and appropriate child placements.
- Supervised the coordination of academic planning and schedules for teaching and related service providers.

**Teacher of the Deaf** - JHS 47, School for the Deaf, New York, NY: 1991 – 1998

- Taught dually classified profoundly deaf and emotionally disturbed students and dually classified co-sensory deaf and developmentally disabled students.
- Assisted in developing a deaf studies curriculum and utilized applied behavioral analysis in the instruction of students.
- Wrote and designed software in literacy applications for developmentally disabled students.

### Administration

**Manager of Teacher Effectiveness** – Proximity Learning Incorporated, Austin Texas: 2012-Present

- Evaluate Foreign Language and Core Content virtual teachers for Proximity Learning.
- Support teachers in streaming format provide feedback to enhance instruction.
- Create online paperless resource library for teachers.
- Revise and update curriculum in foreign languages and core content alignments.
- Teach 8 courses in American Sign Language via streaming utilizing Adobe Connect software in public school districts in Bryan, Texas and San Diego, CA.



**Assistant Superintendent, Pupil Personnel Services - Fort Lee Public Schools: 9/12 – 12/12**

- Administer, schedule and evaluate the Special Education service delivery process for the Development of IEP's, annual review and third year re-evaluation of IEPs
- Supervise Principals, Director of Special Services, K-12 Guidance and Career Education, Special Education, Special Services, Child Study Teams, Student Support Services and Substance Awareness Coordinators.
- Ensure the integration of Core Content Standards and effective coordination of services for educationally handicapped students.
- Ensure district compliance with Federal and State regulations.

**Education Program Development Specialist - New Jersey Department of Education: 2003– 2012**

- Supervise the design, production, and delivery of curricula, training, program improvement, and related education services to educational agencies.
- Provide statewide monitoring and evaluations of educational programs to ensure the achievement of mandated educational goals.
- Serve on Collaborative Assessment Planning for Achievement (CAPA) teams, and provide technical support to low performing schools in increasing their instructional rigor and performance outcomes for students.

**Assistant Principal / Supervisor of Special Education - City of New York, Department of Education 2001 – 2003**

- Assist in the management of the daily operations of a 1200 student middle school, with the direct supervision of 3000 students and a staff of approximately 250.
- Facilitate the development and implementation of educational lesson plans, in-service training in Language Arts, school and citywide initiatives to include learning disabled students in general education classrooms.
- Monitor compliance on all IDEA regulations relative to IEP's, annual reviews and re-evaluations.

**Principal/Director of Special Services – Mendham Borough Board of Education (Regional Program), NJ: 2000 – 2001**

- Direct the planning, development and implementation, and evaluation of all school programs, school staff, school budgets and school activities.
- Establish, promote and maintain an effective learning climate in the school.
- Maintain current knowledge of educational matters and curricular programs.
- Supervise and coordinate referrals, evaluations, IEPs, and programs for all students referred to the Child Study Team.

**Assistant Director of Special Services - Paterson Public Schools, Paterson, NJ: 1999 – 2000**

- Supervised teaching and Child Study Team (CST) staff to ensure compliance with State and Federal regulations to provide appropriate instructional services to students with identified special needs. Managed the implementation and evaluation of all in-service training for Special Services personnel and conducted interviews for professional and support personnel.
- Assisted CST in managing mandated records to ensure observed and evaluated all CST members.

- Provided support to the Director of Special Services in the production of the ASSA, DEC. 1 and the End of the Year state reports.

## **PUBLICATIONS**

Henry-Beauchamp, L., Lockwood, K. (2008), Inclusive Education and the Impact on Teacher Training. *Journal of Learning Consultants*

Henry-Beauchamp, L., Lockwood, K. (2008), Allergic Asthma and Food Allergies in the School Setting. *Journal of School Nursing*

## **RESEARCH CONFERENCE PRESENTATIONS**

Henry-Beauchamp, L., Lockwood, K. (July 2008). *Inclusive Teacher Training at the Post Secondary Level*. Presented at the One Voice International Education Conference, San Francisco, CA.

## **ACADEMIC SPECIALIZATIONS & INTERESTS**

- *Literacy and the child who is deaf or hard of hearing*
- *Bilingualism and biculturalism in the classroom*
- *A new instructional imperative: Democracy, constructivism and the freedom to choose a communication modality by the deaf child*
- *Student centered teaching and learning*
- *Metacognitive strategies used to access the special needs child*
- *Learning disabilities and the deaf or hard of hearing child*
- *Emotional behavioral disabilities*
- *Instructional design in the special education classroom*
- *Instructional support for the behaviorally challenged*
- *School restructuring and special education reform*
- *Formative assessment in the special education classroom*

# GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Name of Sponsoring Entity:

## BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Business Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

Yes

• No, does not apply to me

If Yes, state the name of the entity:

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

Commitment to the special needs students of Austin.

2. What is your understanding of the appropriate role of a public charter school board member?

Enforcing the rules and regulations set-forth under federal state law as it pertains to the function and education 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.

Teacher and former administrator and NJDOE official in public schools in the city and state of NY and NJ.

4. Describe the specific knowledge and experience that you would bring to the board.

Ph.D. in Education of the Deaf and Special Education from NYU. 29 years of professional educational experience.

## SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

To provide innovative programming to students utilizing a hyper-focused model of instruction on individualized instruction modeled after the special education program of instruction.

2. What is your understanding of the school's proposed educational program?

To provide innovative programming to students utilizing a hyper-focused model of instruction on individualized instruction modeled after the special education program of instruction.

3. What do you believe to be the characteristics of a successful school?

A democratically based program that seeks to create a program whereby students are supported in making mistakes to further their learning.

4. How will you know that the school is succeeding (or not) in its mission?

Through qualitative and quantitative assessment of all aspects of the school as a whole.

## GOVERNANCE

1. Describe the role that the board will play in the school's operation.

Providing critical feedback to the superintendent to cultivate a stout program of instruction for students.

2. How will you know if the school is successful at the end of the first year of operation?

It will depend on multi-modal assessment of student and teacher performance.

3. How will you know at the end of four years if the school is successful?

Robust financing and students who perform well on numerous assessments.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Communication with all stakeholders on a frequent 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?

Discourse with the BOD and or filing an ethics complaint.



## 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.

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.

Teachers that I have taught in NYC.

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.

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.

Yes

- No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

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.

None

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.

Evaluation of success of Charter Schools in the State of New Jersey when I was an employee of the New Jersey Department of Education

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, great-grandparent, 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 the 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.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes

- Does not apply to me.

If yes, provide information relating to the matter(s).

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, describe the precise nature of your relationship.

# CERTIFICATION

I, Keith Lockwood, 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

[Handwritten Signature]

Date

1/9/2020

State of NEW JERSEY

County of PASSAIC

On this day, KEITH LOCKWOOD (name of affiant) appeared before me the undersigned notary public and depose 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.

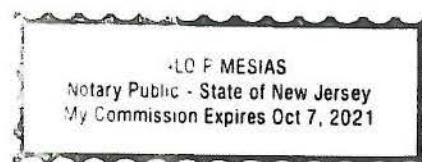
Subscribed and sworn to before 9<sup>TH</sup> day of JANUARY, 2020.

(Notary Public) [Handwritten Signature]

(Seal)

My commission expires OCTOBER 7, 2021

Page \_\_\_\_\_



**MARY ELLEN MONDI**  
[maryellenmondi@gmail.com](mailto:maryellenmondi@gmail.com)  
 (617) 763-7249

**experience**

|              |  |                         |
|--------------|--|-------------------------|
| 2019-present | <b>XPOLOGISTICS</b><br><b>Vice President, Marketing, North America Transportation</b><br>Responsible for implementing growth strategies to transform and drive value to the North America business. Promote the company brand through fresh, compelling content and campaigns. Lead engagement with sales and implementation of Pardot – marketing automation – with Salesforce.   | <b>AUSTIN, TX</b>       |
| 2009-2019    | <b>EMERSON ELECTRIC</b>  |                         |
| 2017-2019    | <b>Vice President, Marketing Communications and Digital Experience, Final Control</b><br>Responsible for marketing communications, product brand management, acquisition marketing integration and digital customer experience development for \$3.8B revenue valves, actuators and regulators businesses  | <b>AUSTIN, TX</b>       |
|              | <ul style="list-style-type: none"> <li>Led marcom and digital experience integration for \$3.1B valuation Pentair Valves &amp; Controls acquisition               <ul style="list-style-type: none"> <li>Advised global channel integration: direct sales, distribution, global project pursuit and strategic accounts</li> </ul> </li> <li>Led 60+ person global team across business units, shared services and world area sales. Includes all campaigns, digital customer experience, new product launches, channel communication, PR and tradeshow</li> <li>Managed \$10M budget including headcount and KPI development for return; saved \$1M in budgetary cost</li> <li>Led message development across group and business units for consistent and compelling customer narratives</li> </ul>  |                         |
| 2013-2017    | <b>Director of Marketing, Final Control</b><br><ul style="list-style-type: none"> <li>Led marketing due diligence and integration efforts for all acquisitions within the Final Control Group (\$3.7B total value deals closed); served on Boards of recent acquisitions</li> <li>Highlight: Virgo Valves and Controls, Ltd., \$450M valuation acquisition in Pune, India               <ul style="list-style-type: none"> <li>Built a new marketing team, conducted gap analysis to identify critical hiring needs, developed long range vision and values, brand meaning, strategic marketing direction, product portfolio and growth plans</li> <li>Developed first targeted customer value proposition and price management policy, procedures and practices</li> </ul> </li> <li>Developed data driven product brand research strategy, communicated results to leadership and drove implementation/execution of market strategy resulting in pursuit of \$25B of new market potential</li> </ul> | <b>MARSHALLTOWN, IA</b> |
| 2010-2013    | <b>Corporate Marketing Manager / Senior Executive VP Chief of Staff</b><br>Led Emerson's internal market research team with oversight of \$40B in new product sales for five years   | <b>ST. LOUIS, MO</b>    |
|              | <ul style="list-style-type: none"> <li>Managed teams in China, Philippines and the United States performing quantitative and qualitative market research for all Emerson businesses – led record growth (15%) year over year to over 140 projects in 2013</li> <li>Developed organizational priorities, group structure and growth plans for global research team expansion</li> <li>Led strategic high priority growth projects (greater than \$1B in market potential) for Senior Executives</li> <li>Provided guidance and consultation to businesses around global product expansion (particularly in emerging markets), brand awareness, customer needs, new product development, services and pricing strategies</li> </ul>  |                         |
| 2009-2010    | <b>Strategic Planner</b> <ul style="list-style-type: none"> <li>Developed strategic reports and presentations for Chairman, CEO, and President and other Senior Executives</li> <li>Led strategic due diligence on new platform business acquisition candidates representing \$60B in value</li> </ul>   |                         |
| Summer 2008  | <b>GOLDMAN SACHS</b><br><b>Investment Banking Division: Public Sector and Infrastructure Group, Summer Associate</b><br>Advised governments, private corporations and sponsors in either a buy side or sell side role as to the value of, financing opportunities for and growth potential of infrastructure assets within the US and internationally  | <b>NEW YORK, NY</b>     |
|              | <ul style="list-style-type: none"> <li>Created a pro forma debt model for a Latin American energy company participating in a \$120 million acquisition</li> <li>Active team member on a \$325 million bond pricing for a major US toll road authority</li> </ul>   |                         |
| 2005-2007    | <b>THE WORLD BANK</b><br><b>South Asia Sustainable Development Urban Unit, Junior Professional Associate</b><br>Focused on South Asia urban infrastructure (water, roads, housing, energy), growth, productivity, municipal finance and service delivery   | <b>WASHINGTON D.C.</b>  |
|              | <ul style="list-style-type: none"> <li>Developed strategies with the State Government of Maharashtra, India, for urban projects totaling over \$40B</li> <li>Identified critical needs, gaps and proposed recommendations for Bangladesh's urban development</li> <li>Led the Mumbai Youth Initiative to activate the youth with a brand and increased communication</li> <li>Won approximately \$2 million of additional project funding from bi-lateral, multi-lateral, private and NGOs</li> <li>Received two Individual Spot Awards (December 2006 and April 2007) for recognition of dedicated effort, contribution and service to the unit during the World Bank Annual Meetings and Results Day, respectively</li> </ul>  |                         |
| 2003-2005    | <b>BOOZ ALLEN HAMILTON</b>   | <b>MCLEAN, VA</b>       |
| 2004-2005    | <b>Senior Consultant</b> (Promoted early to senior consultant)<br>Led a team to re-design and pilot test quality processes for the Social Security Administrations   |                         |
|              | <ul style="list-style-type: none"> <li>Re-engineered key processes through baseline assessments and analysis; facilitated over 50 focus groups and interviews; Implemented pilot test process procedures</li> <li>Recognized with Team Appreciation Awards for outstanding leadership and performance</li> </ul>   |                         |
| 2003-2004    | <b>Consultant</b> - Performed market, financial and operational analysis   |                         |



**education**

2007-2009

**HARVARD BUSINESS SCHOOL****BOSTON, MA**

Master in Business Administration, June 2009. Awarded 1 of 2 Forte Foundation Scholarships; Elected Co-President of the Women's Student Association (WSA) 2008-2009

1999-2003

**HARVARD COLLEGE****CAMBRIDGE, MA**

Bachelor of Arts, *magna cum laude*, Environmental Science and Public Policy; minor Health Care Policy. 4-year Division I varsity swimmer; Recipient of Spirit Award for the 2002/03 season; Elected to Senior Class Committee

**personal**

- Dual National: US/UK
- Board Member: Harvard Club of Austin (Secretary, 2016- present); Saint Louis (2010-2013); Washington DC (2005-2007)
- Board Member: Women's Development Board of Seton Hospital Williamson County (2018-present)
- Member: Ballet Austin, 2017 – present
- Board Member: Women's Student Association HBS Alumni 2009- 2019
- Board Member: Central Iowa Art Association – President 2015 - 2016
- Board Member: Marshalltown Public Library Friend's Board 2014 - 2016
- Board Member: Girls on the Run – St. Louis Chapter 2011- 2013
- Board Member: Business Marketing Association Gen Next (Young Adults) 2012-2014
- St. Louis Business Journal 40 under 40 recipient 2013
- U.S. Masters Swimming 2012 (SLAM): Age Group Champion at Ed & Ruth Shea Challenge Classic; Top Ten Achievement Time for Age Group in U.S. in 100 butterfly
- Worked/traveled to 30+ countries (China/India both over 20 times)
- Climbed Mt. Kilimanjaro - January 2009
- Maiden name: Hammond

**published**

Pozen, Bob and Hammond, Mary Ellen, Radiant Cosmetics: What's in a Pout? (August 19, 2009). HBS Case No. 310-003; Harvard Business School General Management Unit.

Ringskog, K., Hammond, M.E. and Locussol, A. Using Management And Lease Affirmage Contracts For Water Supply. (September 2006). Gridlines No. 12; Public-Private Infrastructure Advisory Facility; The World Bank.

**Present  
-ations /  
lectures**

Emerson Exchange. "Building a Meaningful Career: Insights and Advice from Women in the Automation Industry" <https://bit.ly/2W2KGVG> October 3, 2018. (moderator)

Harvard Business School, Women In Business Conference. "Female Leaders in Turnaround Crises", <https://bit.ly/2FU2wop> February 24, 2018. (moderator)

Harvard Business School, Inaugural Search Fund Conference, "(Romantic) Partners: Consider the Effects of Having a Partner When Searching" – April 16, 2016.

Harvard Business School, Career Development, "General Management 101" – October 30, 2015

Iowa State University, Consumer Behavior, "Knowing the Chinese Digital B2B Consumer: Strategies for Success" – April 30, 2015

Iowa State University, Marketing Principles, "Brand Management and Segmentation Principles within B2B" – April 30, 2015

Iowa State University, Strategic Marketing Management, "The Importance of a Digital Strategy in B2B Marketing for Growth" – April 22, 2015

Iowa State University, Global Marketing, "China Mid-Tier Strategies and Case Study of Fisher Control Valves" – November 17, 2014

Harvard Business School, Career Development, "General Management 101" – October 15, 2014

Washington University in St. Louis, Female Association of Business for undergraduates, "Thrive as a Woman In Business" – October 20, 2011

# GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Silicon Hill Academy

Name of Sponsoring Entity:

Silicon Hill Academy

## BACKGROUND

Full Legal Name:

Mary Ellen Mondì

Home Mailing Address:

3903 Vaughan Street Austin, TX 78723

Phone Number:

617-763-7249

E-mail Address:

maryellenmondi@gmail.com

Business Name:

XPO Logistics

Business Mailing Address:

11215 North Community House Road Charlotte, NC 28277

Business Phone Number:

980-221-7364

E-Mail Address:

maryellen.mondi@xpo.com

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☒ Yes

☐ No, does not apply to me

If Yes, state the name of the entity:

Girls on the Run, St. Louis Chapter

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

Education has been a critical thread of my life. As a young child I was blessed with parents who prioritized it and made sure they always placed my brother and me in the strongest school system (public or private) available as we moved around the world. Conroe Independent School District was where we ultimately landed and The Woodlands High School, where I graduated from, was recognized by the US Department of Education as a blue ribbon school. Because of my parents focus on education, I was able to learn and thrive, ultimately, going to Harvard for my undergraduate degree and back for my masters in business. My family was middle class and had its share of money challenges as I grew up; however, as an adult out in the world working myself, I realize that because of my education and the network it created, my children will be insulated from these experiences.

2. What is your understanding of the appropriate role of a public charter school board member?

To be held accountable by the authorizer, the state, the federal government, and the public to ensure that the school is operating in accordance with its original purpose and doing so in a responsible manner. To support with access to my network to ensure the best resources are available to the teachers, staff and students.

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 view community service and involvement as a core element. Currently, I serve on the Seton Williamson Women's Hospital Board helping with fundraising. Previously, in Marshalltown, IA, I was President of the Central Iowa Art Association where I ran the board, wrote grants totaling more than \$50,000 and acquired new art artifacts for the organization. In St. Louis I served on Girls on the Run Board.

4. Describe the specific knowledge and experience that you would bring to the board.

I understand fiduciary requirements, organizational process best practices, governance structures and the importance of alignment between key performance indicators, incentives and mission.

## SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The school is focused on high school age students helping to expose them to not only core educational principles, but also business and technology advancements. Students will learn in an environment that is more similar to the world in which they will be asked to work. It will target low income, at risk areas in the East Austin geography.

2. What is your understanding of the school's proposed educational program?

Opportunities will be given to the students through access to taking college courses sooner than when they would if in the local public environment. Teachers will be virtually available, making the talent pool greater and allowing for a more flexible learning environment. Technology will be core - understanding, using and creating.

3. What do you believe to be the characteristics of a successful school?

1. Sense of pride in the school and the program
2. Trust in the staff and teachers
3. Access to a safe, nurturing environment
4. Focus on development of the whole self

4. How will you know that the school is succeeding (or not) in its mission?

1. Student academic achievement and desire for enrollment by community
2. Strong family involvement
3. Awareness leading to partnerships with local business community to provide internships
4. Students are on track for two semesters of Dual Credit to Graduate

## GOVERNANCE

1. Describe the role that the board will play in the school's operation.

1. Approve budget, fundraise, approve large purchases
2. Approve academic plan and ensure school / administrators are meeting academic goals
3. Keep the Mission and Vision central in all decision making
4. Determine school growth and locations
5. Build relationships with local community business leaders

2. How will you know if the school is successful at the end of the first year of operation?

1. Student daily attendance percentage
2. Student academic achievement
3. Community involvement, i.e. parent attendance to events and local support
4. Budget met
5. High employee retention

3. How will you know at the end of four years if the school is successful?

1. 75% of students parents participate in school related events
2. 100% of our student population either has an acceptance to college or a known career path
3. Strong school based team that returns each year and is energized to commit to students
4. Meets budgetary performance with plans for fundraising goals
5. Recognized for performance within the Austin school community

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

1. Fiduciary responsibility
2. Community involvement and alignment
3. Mission centered focus for decision making regarding curriculum and staff hiring
4. Ensure safety, trust and respect are core values

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?

Candor is the best policy and practice. I would ask the Board President to allow for a discussion on the issue at hand and lay out the facts / concerns to the Board with all members present. During the discussion a decision on how to proceed would be made: possibly just a reminder on keeping students interest first or depending upon severity a reprimand or request to leave issued.

## 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.

From the Austin business community

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.

☐ 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.

☐ Yes

☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.



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.

None

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?

☐ 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, great-grandparent, 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 the 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.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, provide information relating to the matter(s).

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, describe the precise nature of your relationship.

# CERTIFICATION

I, Mary Ellen Mondt, 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

Mary Ellen Mondt

Date

01/09/2020

State of

Texas

County of

Travis

On this day, Mary Ellen Mondt (name of affiant) appeared before me the undersigned notary public and depose 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 9<sup>th</sup> day of January, 2020.

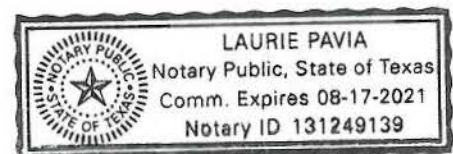
(Notary Public)

Laurie Pavia

(Seal)

My commission expires

8/17/2021



---

# KELLY PATEL

---

Austin, TX 78703 ♦ (512) 589-5769 ♦ kelly@simpatsolutions.com

---

## PROFESSIONAL SUMMARY

---

Finance operations professional with elementary and secondary education experience, excellent problem solving skills, and experience in driving systematic improvements in educational and business environments. Imbued with a clear understanding of the goals of a charter school and a motivation to reach them.

---

## SKILLS

---

- Finance and accounting operations
- Invoice generation, processing, management, and reconciliation
- Professional writing ability, technical and otherwise
- Curriculum development, implementation, and analysis

---

## WORK HISTORY

---

**Finance Operations Director**, 12/2019 to Current

**Simpat Tech** – Austin, TX

- Developed standard operating procedures and workflows for Accounts Payable and Accounts Receivable departments
- Performed Accounts Receivable responsibilities
- Performed Accounts Payable responsibilities
- Monitored financial health of the company
- Maintained financial communication with clients

**Technical Writer**, 04/2012 to 12/2019

**National Instruments** – Austin, TX

- Organized material and worked with software engineers to research and complete software writing tasks.
- Used exceptional writing, editing and proofreading skills to produce engaging and error-free customer facing documentation.
- Edited content authored by other writers and offered feedback to improve the content.
- Recruited and interviewed potential technical writer hires.

**English Teacher**, 08/2009 to 04/2012

**Harmony School Of Excellence – Austin, TX**

- Devised and implemented course instructional plans to teach students about English, writing, and grammar while meeting or exceeding district standards.
- Administered a variety of test types to determine student comprehension.
- Evaluated academic performance to identify and assist struggling students.
- Worked with administrators and other teachers to ameliorate behavioral issues and support the needs of all students.

---

**EDUCATION**

---

**Bachelor of Arts: English, 08/2009**

**The University of Texas - Austin, TX**



# GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Name of Sponsoring Entity:

## BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Business Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes

☒ No, does not apply to me

If Yes, state the name of the entity:

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

I studied English and Education in school because I deeply desired to contribute to the literacy and education of children. What I found as a teacher, however, was a mountain of obstacles that detracted from my duty to serve the actual kids in my classroom. I left teaching after three years to pursue a career in technology, and eventually my husband and I founded our own software company, but the desire to contribute to educational innovation and reform never left    I believe Silicon Hill Academy can bridge the gap between the idealization of a meaningful education and its actual attainment.

2. What is your understanding of the appropriate role of a public charter school board member?

The board of a charter school should guide the overall vision, goals, and efficacy of the school through its decisions about school policies, curriculum, design, logistics, personnel, and the like. Beyond the formal responsibilities, the board of a charter school should embody the culture and mission of its 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.

My former experience as a teacher at an Austin charter school has given me the specific experience needed to weigh in on issues involving education and student success. However, more specifically, I started working with my former charter school during its first year. When I started, the building wasn't even complete. I was privy to the evolution, change, and growing pains that took place over the school's first three years, and I believe I can help a new charter school avoid some of the pitfalls my former charter school experienced.

Beyond that, my experience in the technology industry and involvement in founding a technology company gives me a unique breadth of experience to understand the need for an innovative, modern approach to education. It is time that Austin's educational community mirrored the successful growth of its tech community.

4. Describe the specific knowledge and experience that you would bring to the board.

Specifically, my traditional education in English, writing, rhetoric, and pedagogy has evolved from my time in the classroom because of my more current experience with technology and entrepreneurship. I can offer insight into what a more modern classroom and school could and should look like, from its curriculum and resources to its policies and practices. Technology and a more flexible learning environment are the necessary tools to serve this generation of students so they can be successful as adults. I believe I have a grasp on what that can look like holistically in a school.

## SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

My understanding of Silicon Hill Academy's mission is to guide and teach students to be thinkers and problem solvers, to be independent, to not only succeed academically but also in life beyond, and to be an example of how education can be modernized to better engage and serve its student population. Silicon Hill Academy seems to understand that young people should not be treated less capable, but rather we should enhance their innate ability to think freely and freshly.

2. What is your understanding of the school's proposed educational program?

My understanding is that the curriculum will include traditional college preparedness and require high academic achievement, with focuses on STEM and languages. However, the school will also require internships, academic exploration, and leadership training that will give them a more well rounded education. I also understand that school hours will vary a little from a traditional school setting to allow students to pursue self directed education and exploration of interests.

3. What do you believe to be the characteristics of a successful school?

There are many characteristics of a successful school, but the following list includes what I believe are the most important:

1. Student engagement and curiosity
2. Student success on micro and macro levels (For example, success on aptitude tests and success in finding an overall path to pursue in college)
3. Student retention and student population growth
3. Teacher and employee satisfaction
4. Teacher and employee retention

For the most part, the success of a school is evident from the satisfaction and success of those involved its day to day operations.

4. How will you know that the school is succeeding (or not) in its mission?

If the methods of education and the school philosophies are also producing student retention, satisfaction, and success, the school is succeeding in its mission. However, you need to use many diverse types of metrics to gauge this.

Retention and satisfaction can be measured in more short term metrics, like anonymous feedback, surveys, discussions, and the like.

Gauging student success requires both long term and short term metrics. For the short term metrics of student success, you have to look at whether students are learning, retaining, and able to reproduce introduced skills through whatever modalities of testing the school decides to use. For the long term metrics, you must look at student progress, both as a holistic student body and for each individual student, and whether they have built upon all the skills they have learned to create paths for success in college and beyond. These long term metrics take time.

## GOVERNANCE

1. Describe the role that the board will play in the school's operation.

Early and often, the board must identify positive and negative trends in the school's success from every standpoint, such as student success, student and faculty satisfaction and success, and financial stability. Then they must make decisions for the overall school health based on those trends.

2. How will you know if the school is successful at the end of the first year of operation?

The short answer is we will not know, not completely. However, we can know if we are successful enough to continue. We can look at short term metrics of student and faculty success, retention, and satisfaction and compare those metrics with financial health and logistical metrics to determine our level of success and whether we need to make initial adjustments to policy, curriculum, or budget.

Success for a first year charter school of the quality that Silicon Hill has the potential to be should demonstrate a retention rate of at least 90% for both students and faculty, and I believe that percentage should grow every year.

Percentage of student faculty and success should be equally as high based on whatever metrics are used.

3. How will you know at the end of four years if the school is successful?

This will be a greater indicator of overall school success. At the end of four years, we will have a more complete picture of student's academic and overall success and long term trends of satisfaction and retention. We will know if students are continuing to be successful year over year, both while attending the school and afterwards in college or following other pursuits. We will also have a more detailed idea of financial and logistical efficacy of the school.

More specifically, we will know each of our student's specific, recorded, and measured definitions of success and whether we have served each of them enough to achieve them.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We will make initial decisions about policy, curriculum, staffing, and school logistics and then monitor and measure the outcomes of those decisions with specific metrics to identify whether and what changes and/or adjustments are necessary to continue the success of the school.

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?

I would communicate my concerns both directly and positively to the member or members in question and/or through the agreed upon channels for receiving those concerns to rectify the issue(s) in a way that is most advantageous to the school. There is no place for unnecessary contention, and most of the time issues of ethics can be solved most positively if the focus remains on the health of the school.



## 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.

We know Evan Erdberg. We met through an organization called the Entrepreneur's Organization.

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.

☐ 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.

☐ Yes

☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

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

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.

Harmony School of Excellence: 2100 E St Elmo Rd, Austin, TX 78744

- 08/2009-04/2012, English and Social Studies teacher.

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, great-grandparent, 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 the 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.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, provide information relating to the matter(s).

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, describe the precise nature of your relationship.

# CERTIFICATION

I, Kelly Patel, 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

[Signature]

Date

01/14/2020

State of TEXAS

County of TRAVIS

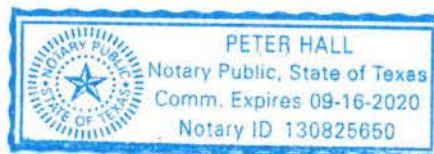
On this day, KELLY KATHLEEN PATEL (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 14 day of JANUARY, 2020.

(Notary Public) [Signature]

(Seal)

My commission expires 9-16-2020



Page \_\_\_\_\_

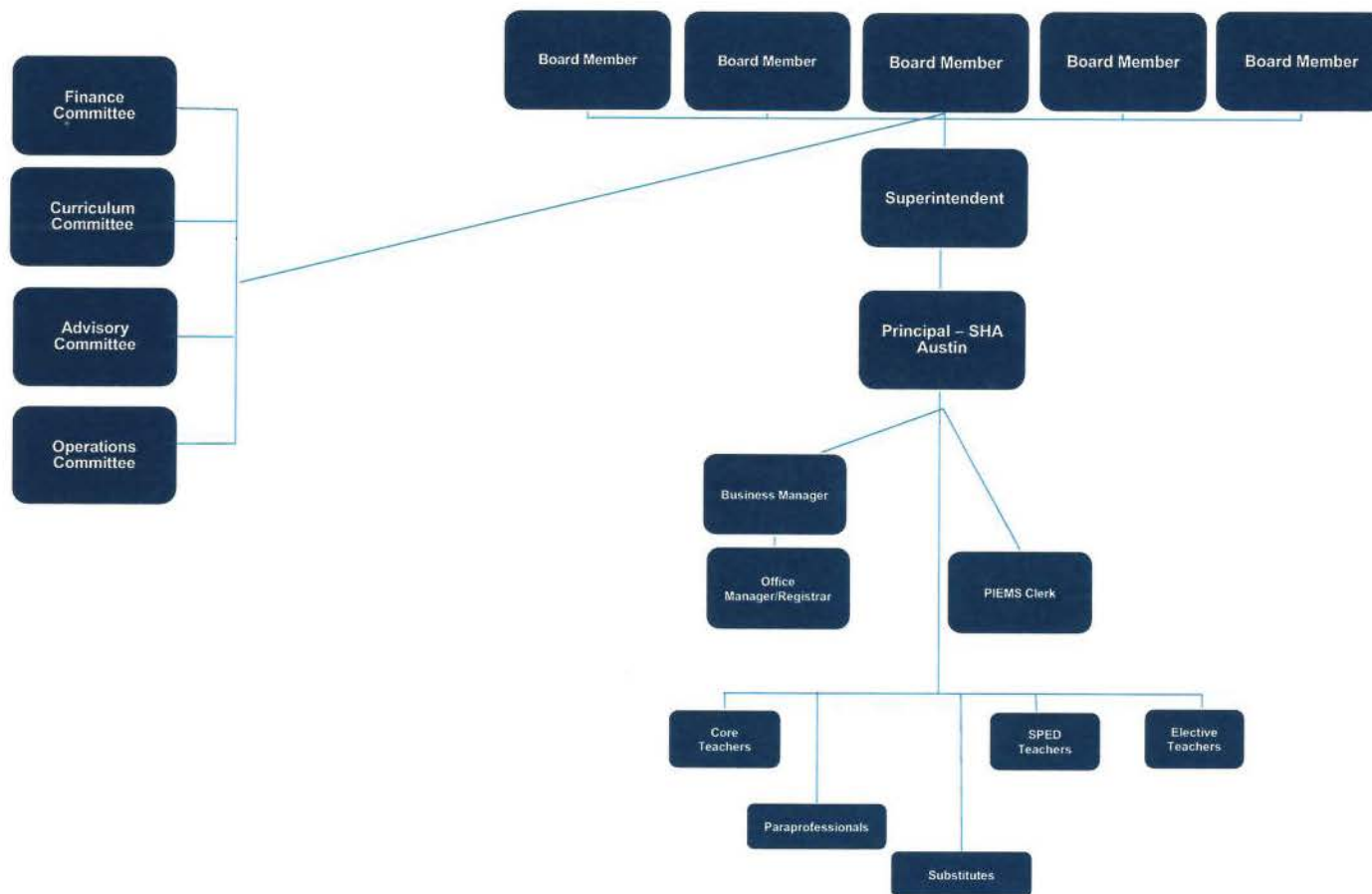
### **Attachment 13: Organizational Charts for Year 1 and Full Capacity**

As required, SHA is submitting two organizational charts that show the school's governance, management, and staffing structures: (1) one organizational chart represents the school's structure during Year 1; and (2) the second chart represents the school's structure at full capacity.

Further, all positions listed on the organizational charts are noted on the Staffing Chart provided in Attachment 22 and have a corresponding Supplemental Human Resources Information Form submitted in Attachment 23.



257

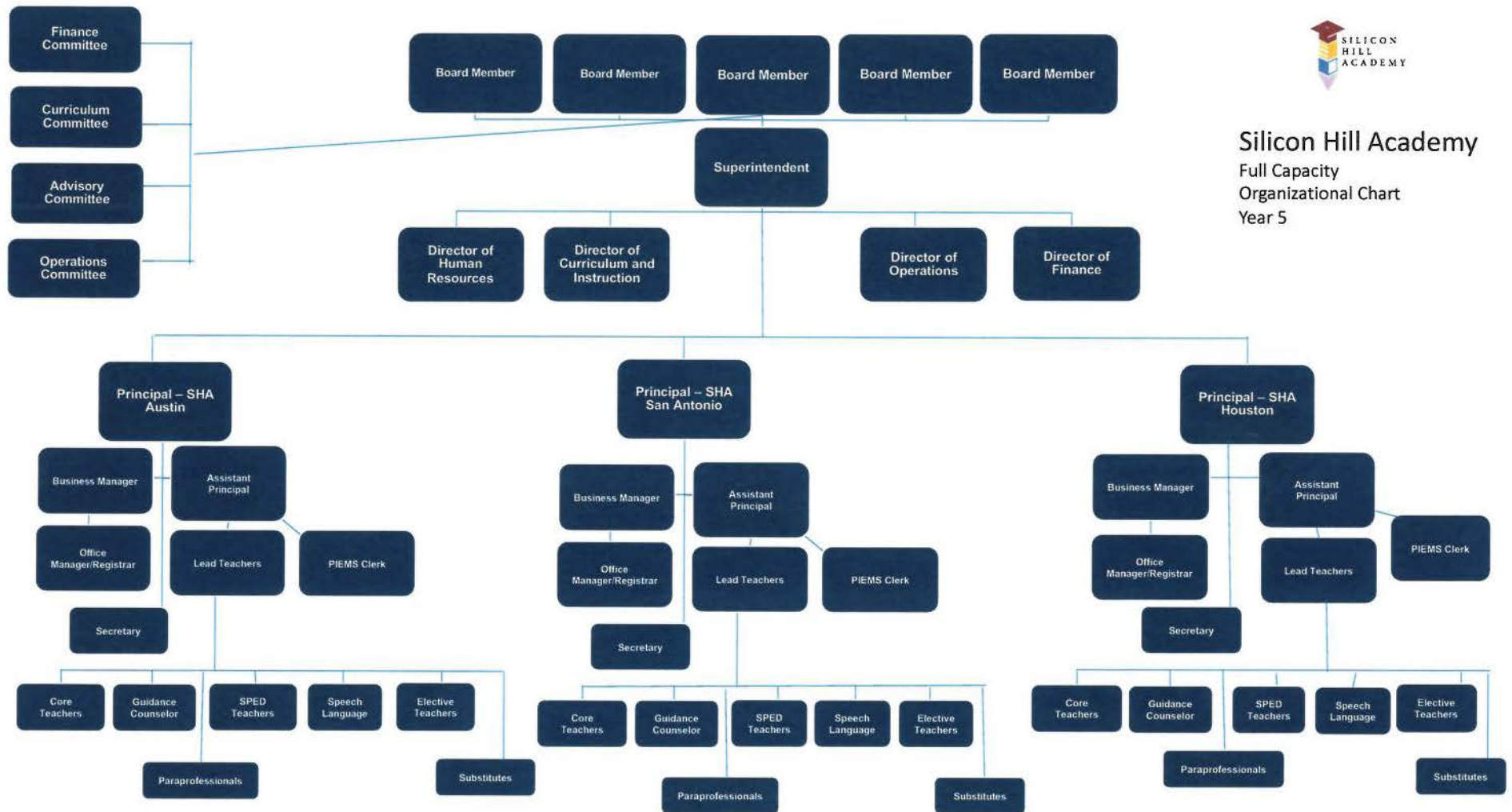


# Silicon Hill Academy

Year 1 Organizational Chart  
2021-2022



**Silicon Hill Academy**  
Full Capacity  
Organizational Chart  
Year 5



### **Attachment 14: Superintendent Evaluation Tool(s)**

On the following pages, SHA has highlighted its use of the Texas Association of School Board (TASB) commissioner's recommended appraisal process and associated performance criteria tools and instrument.

# Silicon Hill Academy Superintendent Evaluation Instrument

## General Information

The TASB Recommended Instrument consists of three parts: 1) Report on student performance and additional information required in the Annual Performance Report, 2) Key performance indicators, and 3) Other management responsibilities of the superintendent. In completing the evaluation, the board will consult data provided by the superintendent and other legally appropriate data the board deems relevant.

At the start of the evaluation cycle, the board and superintendent shall agree upon the process for evaluation and weight given to each part. Please note that the commissioner's recommended appraisal process and criteria in 19 Tex. Admin. Code § 150.1031 requires that a student performance domain, "at a minimum," be considered in the evaluation. Other procedures and criteria are determined by the board. In addition, the information in a district's annual performance report as set forth in Tex. Educ. Code § 39.306 must be a primary consideration of the board for the superintendent's evaluation. Tex. Educ. Code § 39.307(3)(C).

**Part One: Report on student performance** features a worksheet prepared by the superintendent using the most recent student performance data from the Texas Academic Performance Reports (TAPR). The Texas commissioner of education, through Region 13 ESC, annually provides the [Commissioner-Recommended Student Performance Domain](#) worksheet. The completed worksheet should be distributed to the board at the same time that all parts of the instrument are given to trustees for individual completion. (Please refer to your local board practice concerning your evaluation cycle.)

Additional information required to be reported in the district's annual report under Tex. Educ. Code § 39.306 must be considered for the superintendent's evaluation, including the following: campus performance objectives; the district's accreditation status; special education compliance status; statement on violent or criminal incidents; information on school violence and intervention policies and procedures; evaluative findings under the Safe and Drug-Free School and Communities Act; information on student performance in post-secondary institutions; the number of school counselors providing counseling services; and the financial section of the TAPR.

**Part Two: Key performance indicators** are developed in alignment with your district goals. The superintendent develops superintendent performance targets, which are reviewed by the

board. The job targets should be SMART—Specific, Measurable, Attainable, Results-Oriented, and Time-Bound.

**Part Three: Other management responsibilities** is designed to function as an evaluation of general management performance and to assist the board and superintendent in identifying priorities for the coming year. These responsibilities include the superintendent's individual and collaborative duties identified in Board Policy BJA(Legal) and BJA(Local).

Reflecting the philosophy that the Superintendent Evaluation Instrument is a planning document, at the same meeting when the board and superintendent review the Instrument for the coming year, agreement is reached on which areas of Part Three items will be included. Not all may be relevant in a particular evaluation cycle. In this manner, an individual board may customize Part Three of the instrument.

**Rating Scale:**

|                     |  |
|---------------------|--|
| E Exceptional       | Progress exceeds expectation and criteria noted in the instrument            |
| P Proficient        | Progress meets the expectation and criteria noted in the instrument          |
| N Needs Improvement | Progress does not meet the expectations and criteria noted in the instrument |

Comments may be added on any item. Any rating of "Needs Improvement" must be accompanied by a comment indicating the nature of the deficiency or a statement of what the board expected to see in performance that was not evident.



### **Part One: Report on student performance**

The board reviews and uses the completed [Commissioner-Recommended Student Performance Domain Worksheet](#) for the portion of the superintendent appraisal on student performance.

The board reviews and uses the additional information required to be reported in the district's annual performance report as set forth in Tex. Educ. Code § 39.306.

## **Part Two: Key performance indicators**

The board, in discussion with the superintendent, established the following Superintendent performance targets for the year.

### **District Goal – Student performance**

Click or tap here to enter text.

#### **Key performance indicators**

Click or tap here to enter text.

**Rating:** Click or tap here to enter text.

**Comments:** Click or tap here to enter text.

---

### **District goal (replicate for each goal adopted by the Board of Trustees for the evaluation cycle)**

Click or tap here to enter text.

#### **Key performance indicators**

Click or tap here to enter text.

**Rating:** Click or tap here to enter text.

**Comments:** Click or tap here to enter text.

---

### Part Three: Assessment of ongoing responsibilities

#### Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

**A. Instructional management:** The superintendent manages an assessment and improvement system for student learning in the major academic subjects that results in the ongoing improvement in student achievement. The board may want to see:

- Information on how the district determines deficiencies or areas for improvement in instruction and curriculum.
- An annual report of instructional areas needing attention, as revealed by the system.
- Annual reports of remediation and instructional improvement efforts implemented, cost, progress, and results as they become available.
- A trend of ongoing improvement as reflected in longitudinal data on student scores.
- Other (Insert specific data or reports to be furnished by the administration.)

**Rating:** Click or tap here to enter text.

**Comments:** Click or tap here to enter text.

**B. Student services management:** The superintendent oversees a program of students services tied to defined goals and objectives. The board may want to see:

- Annual goals, targets, or benchmarks, and the rationale behind them for counseling services, health and safety programs, extracurricular programs, and students discipline.
- Semi-annual monitoring reports for student services programs, related to goals and targets.
- Other (Insert specific data or reports to be furnished by the administration.)

**Rating:** Click or tap here to enter text.

**Comments:** Click or tap here to enter text.

**C. Staff development and professional growth:** The superintendent oversees a program of staff development designed to improve district performance. The board may want to see:

- An annual summary of the staff development plan, including goals for the program tied to district assessment data and staff appraisal data, and administration-defined measures for assessing program success.
- An annual report on the success of the staff development program as demonstrated by administration-defined measures.
- Other (Insert specific data or reports to be furnished by the administration.)

**Rating:** Click or tap here to enter text.

**Comments:** Click or tap here to enter text.

## District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

**A. Facilities and operations management:** The superintendent maintains a management system designed to produce ongoing efficiencies in major district operations, including transportation, food services, and building maintenance and operations. The board may want to see:

- Annual goals, targets, or benchmarks and the monitoring process, to be used by administration to assess efficiency in the targeted areas.
- An annual report on success in terms of the goals, including longitudinal data.
- A general trend toward improvement in each area, as defined by the goals, targets, and benchmarks used.
- Other (Insert specific data or reports to be furnished by the administration.)

**Rating:** Click or tap here to enter text.

**Comments:** Click or tap here to enter text.

**B. Fiscal management:** The superintendent manages a budget development, implementation, and monitoring process that reflects sound business and fiscal practices and that supports district goals. The board may want to see:

- Budget assumptions and priorities, prior to development of the budget.
- Contingency plans for addressing any anticipated changes in district circumstances that could affect district finances in future years.
- Recommended budget in line with established assumptions and strict priorities. Quarterly financial reports showing implementation compared to adopted budget.
- End of year results that are generally consistent with adopted budget.
- Administrative procedures instituted to reduce the risk of fraud.
- Other (Insert specific data or reports to be furnished by the administration.)

**Rating:** Click or tap here to enter text.

**Comments:** Click or tap here to enter text.

**C. Human resources management:** The superintendent oversees a comprehensive human resources program (recruitment, retention, staff organization, compensation and benefits, staff recognition, and support), tied to defined goals and targets developed by administration for board review. The board may want to see:

- An annual list of goals, targets, or benchmarks for human resource services, related to one or more of the major functions listed above.
- An annual report of district success toward meeting the year's goals, targets, or benchmarks.
- Other (Insert specific data or reports to be furnished by the administration.)

**Rating:** Click or tap here to enter text.

**Comments:** Click or tap here to enter text.

## Board and Community Relations

The superintendent maintains a positive and productive working relationship with the board of trustees and the community.

- A. Board relations:** The superintendent maintains a positive and productive working relationship with the board of trustees. The board may want to see:
- Evidence that during the prior evaluation year the board was kept informed of significant issues as they arose.
  - Evidence that during the prior evaluation year the superintendent responded in a timely and complete manner to board requests for information that were consistent with board policy and established procedures.
  - Recommendations and appropriate supporting materials on matters for board decision.
  - Evidence that the superintendent's actions appropriately supported board policy and decisions with the staff and community.
  - Other (Insert specific data or reports to be furnished by the administration.)

*(The board acknowledges that individual members' judgment on the indicators above may vary from member to member and from incident to incident. Differences among members of the board about superintendent performance in this area should be discussed among the board so that consistent direction and expectations can be provided to the superintendent.)*

*Board members should assess this item based on whether or not the members feel the superintendent exercised sound judgment on a **generally** consistent basis in meeting the corporate body's expectations in the above areas. The board's rating on this item should reflect the assessment of a majority of the board.)*

**Rating:** Click or tap here to enter text.

**Comments:** Click or tap here to enter text.

- B. Community Relations:** The superintendent maintains a positive and productive working relationship with the community. The board may want to see:
- Information detailing the district's internal and external communication strategies.
  - Evidence of methods for community and business involvement in schools. Evidence of methods or programs to encourage community and business participation in and with the school district.
  - Other (Insert specific data or reports to be furnished by the administration.)

**Rating:** Click or tap here to enter text.

**Comments:** Click or tap here to enter text.



# Commissioner- Recommended Student Performance Domain

Superintendent: [Click here to enter text.](#)

District: [Click here to enter text.](#)

Date: [Click here to enter a date.](#)

## Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

*To be included as one component of the locally developed appraisal instrument*

Texas statute requires that the board use the district performance report as a primary consideration in its appraisal of superintendent performance (TEC §39.054). This worksheet provides an analysis of district student performance based on the district Accountability Reports.

To meet the statutory requirement for primary consideration, the board should consider the information on this worksheet in discussing and evaluating each area of superintendent responsibility on the local appraisal instrument. Such areas of responsibility often include: instructional management; personnel management; student management; management of fiscal, administrative, and facilities functions; organization morale; organization improvement; school-community relations; school board relations; and professional growth and development.

The information on this worksheet should be used as only one indicator of the success of the superintendent in managing specified areas of district operations for increased student achievement. In addition, the board should use locally determined and other indicators of success in discussing and evaluating the job performance of the superintendent in specified areas of responsibility.

Goals for the superintendent should ideally be developed by board consensus in collaboration with the superintendent.

## Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

**Directions for cover sheet:** Click once on the "Click here to enter text" button to enter the Superintendent name and District. Click once on the "Click here to enter a date" button and a drop down arrow will appear. Click on the arrow and choose the completion date for this form.

**Data Sources for worksheet:** The superintendent should use the 2018 and 2019 Accountability Reports by District, the comprehensive online Texas Academic Performance Report system, 2018-2019 Texas Academic Performance Reports, and [www.txschools.org](http://www.txschools.org) to complete Steps 1-3.

---

### STEP 1: 2019 STATUS

---

#### DISTRICT

##### Overall District Rating

☐ A      ☐ B      ☐ C      ☐ D      ☐ F      ☐ District is identified for Distinction Designation in Post-Secondary Readiness

##### Student Achievement Domain Rating

☐ A      ☐ B      ☐ C      ☐ D      ☐ F

##### School Progress Domain Rating

☐ A      ☐ B      ☐ C      ☐ D      ☐ F

-Part A (Academic Growth) Rating: ☐ A      ☐ B      ☐ C      ☐ D      ☐ F

-Part B (Relative Performance) Rating: ☐ A      ☐ B      ☐ C      ☐ D      ☐ F

##### Closing the Gaps Domain Rating

☐ A      ☐ B      ☐ C      ☐ D      ☐ F

Superintendent Comments: Click here to enter text.

269

# Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

CAMPUS(ES)

| Campus Information (State Accountability)                            |  |
|--|--|
| Number of campuses with letter grade of A (Exemplary Performance)    |  |
| Number of campuses with letter grade of B (Recognized Performance)   |  |
| Number of campuses with letter grade of C (Acceptable Performance)   |  |
| Number of campuses with letter grade of D (In Need of Improvement)   |  |
| Number of campuses with letter grade of F (Unacceptable Performance) |  |
| Number of campuses with multi-year F rating                          |  |
| Number of campuses with D/F in a Domain                              |  |

| Campus Information (Federal Accountability)               |  |
|---|--|
| Number of campuses labeled as Additional Targeted Support |  |
| Number of campuses labeled as Targeted Support            |  |
| Number of campuses labeled as Comprehensive Support       |  |

| Distinction Designations               |          |      |         |                |                 |     |                |         |
|--|----------|------|---------|----------------|-----------------|-----|----------------|---------|
| Number of Campuses                     | Read/ELA | Math | Science | Social Studies | Academic Growth | Gap | Post-Secondary | Total # |
| Eligible for Distinction Designation   |          |      |         |                |                 |     |                | 0       |
| Identified for Distinction Designation |          |      |         |                |                 |     |                | 0       |

Superintendent Comments: [Click here to enter text.](#)

## Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

### *Step 2: Closing the Gaps*

Complete district information. Indicate types of campuses (i.e., elementary, secondary, etc.) and number of campuses within each category. The data can be found on the Closing the Gaps Report. Indicate number of campuses within each type which "Met Indicators". For participation, enter percent of participation for All Students for ELA/Reading and Mathematics. When needed, use "NA" to indicate not applicable.

| Closing the Gaps |        |                             |                        |                                  |                        |                                     |                        |  |                        |                    |                  |
|------------------|--------|-----------------------------|------------------------|----------------------------------|------------------------|-------------------------------------|------------------------|--|------------------------|--------------------|------------------|
|                  |        | Academic Achievement Status |                        | Growth/Federal Graduation Status |                        | English Language Proficiency Status |                        | School Quality/ Student Success Status |                        | Participation      |                  |
|                  |        | # Indicators Met            | # Indicators Evaluated | # Indicators Met                 | # Indicators Evaluated | # Indicators Met                    | # Indicators Evaluated | # Indicators Met                       | # Indicators Evaluated | % of ELA / Reading | % of Mathematics |
| District         |        |                             |                        |                                  |                        |                                     |                        |  |                        |                    |                  |
| Campus Type      | Number |                             |                        |                                  |                        |                                     |                        |  |                        |                    |                  |
| EX. HS           | 5      | 29                          | 31                     | 26                               | 31                     | 4                                   | 5                      | 63                                     | 70                     | 98%                | 97%              |
|                  |        |                             |                        |                                  |                        |                                     |                        |  |                        |                    |                  |
|                  |        |                             |                        |                                  |                        |                                     |                        |  |                        |                    |                  |
|                  |        |                             |                        |                                  |                        |                                     |                        |  |                        |                    |                  |
|                  |        |                             |                        |                                  |                        |                                     |                        |  |                        |                    |                  |

Superintendent Comments: [Click here to enter text.](#)



# Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

## Step 3: Summary of Current Year Results.

- A. Post district State Assessment results below. Possible data sources may include comprehensive online Texas Academic Performance Report system, 2018 and 2019 STAAR Performance Data Table. The column to the right of the percentage should be used to indicate direction of rates comparing 2019 to 2018. For an increase in percentage, mark a "+". For a decrease in percentage, mark a "-". For a neutral, mark a "/". When needed, use "NA" to indicate not applicable.

| STAAR Percent at Approaches Grade Level or Above All Grades |           |   |                   |   |            |   |        |   |                  |   |        |   |                    |   |                    |   |              |   |                            |   |                      |   |                     |   |                       |   |                           |   |
|---|-----------|---|-------------------|---|------------|---|--------|---|------------------|---|--------|---|--------------------|---|--------------------|---|--------------|---|----------------------------|---|----------------------|---|---------------------|---|-----------------------|---|---------------------------|---|
|   | District* |   | African American* |   | Hispanic * |   | White* |   | American Indian* |   | Asian* |   | Pacific Islander * |   | Two or More Races* |   | Econ Disadv* |   | EL (Current & Monitored) * |   | Special Ed (Current) |   | Special Ed (Former) |   | Continuously Enrolled |   | Non-Continuously Enrolled |   |
| EXAMPLE   | 88%       | + | 84%               | / | 79%        | - | 93%    | - | 88%              | + | 84%    | / | 79%                | - | 93%                | - | 78%          | - | 93%                        | + | 73%                  | - | 73%                 | - | 84%                   | + | 82%                       | / |
| All Subjects  |           |   |                   |   |            |   |        |   |                  |   |        |   |                    |   |                    |   |              |   |                            |   |                      |   |                     |   |                       |   |                           |   |
| Reading   |           |   |                   |   |            |   |        |   |                  |   |        |   |                    |   |                    |   |              |   |                            |   |                      |   |                     |   |                       |   |                           |   |
| Mathematics   |           |   |                   |   |            |   |        |   |                  |   |        |   |                    |   |                    |   |              |   |                            |   |                      |   |                     |   |                       |   |                           |   |
| Writing   |           |   |                   |   |            |   |        |   |                  |   |        |   |                    |   |                    |   |              |   |                            |   |                      |   |                     |   |                       |   |                           |   |
| Science   |           |   |                   |   |            |   |        |   |                  |   |        |   |                    |   |                    |   |              |   |                            |   |                      |   |                     |   |                       |   |                           |   |
| Social Studies  |           |   |                   |   |            |   |        |   |                  |   |        |   |                    |   |                    |   |              |   |                            |   |                      |   |                     |   |                       |   |                           |   |

\*State Accountability student group for state assessment (if group size meets minimum requirements)

Superintendent Comments: [Click here to enter text.](#)

## Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

| STAAR Percent at Meets Grade Level or Above All Grades |           |   |                   |   |           |   |        |   |                  |   |        |   |                   |   |                    |   |              |   |                           |   |                      |   |                     |   |                       |   |                           |   |
|--|-----------|---|-------------------|---|-----------|---|--------|---|------------------|---|--------|---|-------------------|---|--------------------|---|--------------|---|---------------------------|---|----------------------|---|---------------------|---|-----------------------|---|---------------------------|---|
|  | District* |   | African American* |   | Hispanic* |   | White* |   | American Indian* |   | Asian* |   | Pacific Islander* |   | Two or More Races* |   | Econ Disadv* |   | EL (Current & Monitored)* |   | Special Ed (Current) |   | Special Ed (Former) |   | Continuously Enrolled |   | Non-Continuously Enrolled |   |
| EXAMPLE  | 88%       | + | 84%               | / | 79%       | - | 93%    | - | 88%              | + | 84%    | / | 79%               | - | 93%                | - | 78%          | - | 93%                       | + | 73%                  | - | 73%                 | - | 84%                   | + | 82%                       | / |
| All Subjects   |           |   |                   |   |           |   |        |   |                  |   |        |   |                   |   |                    |   |              |   |                           |   |                      |   |                     |   |                       |   |                           |   |
| Reading  |           |   |                   |   |           |   |        |   |                  |   |        |   |                   |   |                    |   |              |   |                           |   |                      |   |                     |   |                       |   |                           |   |
| Mathematics  |           |   |                   |   |           |   |        |   |                  |   |        |   |                   |   |                    |   |              |   |                           |   |                      |   |                     |   |                       |   |                           |   |
| Writing  |           |   |                   |   |           |   |        |   |                  |   |        |   |                   |   |                    |   |              |   |                           |   |                      |   |                     |   |                       |   |                           |   |
| Science  |           |   |                   |   |           |   |        |   |                  |   |        |   |                   |   |                    |   |              |   |                           |   |                      |   |                     |   |                       |   |                           |   |
| Social Studies   |           |   |                   |   |           |   |        |   |                  |   |        |   |                   |   |                    |   |              |   |                           |   |                      |   |                     |   |                       |   |                           |   |

\*State Accountability student group for state assessment (if group size meets minimum requirements)

Superintendent Comments: [Click here to enter text.](#)

| STAAR Percent at Master Grade Level All Grades |           |   |                   |   |           |   |        |   |                  |   |        |   |                   |   |                    |   |              |   |                           |   |                      |   |                     |   |                       |   |                           |   |
|--|-----------|---|-------------------|---|-----------|---|--------|---|------------------|---|--------|---|-------------------|---|--------------------|---|--------------|---|---------------------------|---|----------------------|---|---------------------|---|-----------------------|---|---------------------------|---|
|  | District* |   | African American* |   | Hispanic* |   | White* |   | American Indian* |   | Asian* |   | Pacific Islander* |   | Two or More Races* |   | Econ Disadv* |   | EL (Current & Monitored)* |   | Special Ed (Current) |   | Special Ed (Former) |   | Continuously Enrolled |   | Non-Continuously Enrolled |   |
| EXAMPLE  | 88%       | + | 84%               | / | 79%       | - | 93%    | - | 88%              | + | 84%    | / | 79%               | - | 93%                | - | 78%          | - | 93%                       | + | 73%                  | - | 73%                 | - | 84%                   | + | 82%                       | / |
| All Subjects                                   |           |   |                   |   |           |   |        |   |                  |   |        |   |                   |   |                    |   |              |   |                           |   |                      |   |                     |   |                       |   |                           |   |
| Reading  |           |   |                   |   |           |   |        |   |                  |   |        |   |                   |   |                    |   |              |   |                           |   |                      |   |                     |   |                       |   |                           |   |
| Mathematics                                    |           |   |                   |   |           |   |        |   |                  |   |        |   |                   |   |                    |   |              |   |                           |   |                      |   |                     |   |                       |   |                           |   |
| Writing  |           |   |                   |   |           |   |        |   |                  |   |        |   |                   |   |                    |   |              |   |                           |   |                      |   |                     |   |                       |   |                           |   |
| Science  |           |   |                   |   |           |   |        |   |                  |   |        |   |                   |   |                    |   |              |   |                           |   |                      |   |                     |   |                       |   |                           |   |
| Social Studies                                 |           |   |                   |   |           |   |        |   |                  |   |        |   |                   |   |                    |   |              |   |                           |   |                      |   |                     |   |                       |   |                           |   |

\*State Accountability student group for state assessment (if group size meets minimum requirements)

Superintendent Comments: [Click here to enter text.](#)

## Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

- B. Post Academic Growth Rates below. Possible data sources may include 2018 and 2019 Academic Growth Data Table. For an increase in percentage, mark a "+". For a decrease in percentage, mark a "-". For a neutral, mark a "/". When needed, use "NA" to indicate not applicable.

|              | District | District | District |
|--------------|----------|----------|----------|
|              | 2018     | 2019     | +, -, /  |
| All Subjects |          |          |          |
| Reading      |          |          |          |
| Mathematics  |          |          |          |

Superintendent Comments: [Click here to enter text.](#)

- C. Post district Graduation and Dropout Rates below. The data can be found on the 2019 Graduation Rate Data Table and online Texas Academic Performance Report system.

| Graduation Rate  |           |                   |           |        |                  |        |                   |                    |              |    |            |
|--|-----------|-------------------|-----------|--------|------------------|--------|-------------------|--------------------|--------------|----|------------|
|  | District* | African American* | Hispanic* | White* | American Indian* | Asian* | Pacific Islander* | Two or More Races* | Econ Disadv* | EL | Special Ed |
| 4-Year Graduation Rate (Gr. 9-12) Class of 2018          |           |                   |           |        |                  |        |                   |                    |              |    |            |
| 5-Year Extended Graduation Rate (Gr. 9-12) Class of 2017 |           |                   |           |        |                  |        |                   |                    |              |    |            |
| 6-Year Extended Graduation Rate (Gr. 9-12) Class of 2016 |           |                   |           |        |                  |        |                   |                    |              |    |            |

\*State Accountability student group for Graduation (if group size meets minimum size requirements)

|            | District* | African American* | Hispanic* | White* | American Indian* | Asian* | Pacific Islander* | Two or More Races* | Econ Disadv* | EL | Special Ed |
|------------|-----------|-------------------|-----------|--------|------------------|--------|-------------------|--------------------|--------------|----|------------|
| Grade 7-8  |           |                   |           |        |                  |        |                   |                    |              |    |            |
| Grade 9-12 |           |                   |           |        |                  |        |                   |                    |              |    |            |

\*State Accountability student group for dropout rate (if group size meets minimum requirements)

Superintendent Comments: [Click here to enter text.](#)

274

## Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

### *Step 4: Strengths and Areas of Need*

Using the student performance data summarized in Steps 1-3 above, the superintendent and board should identify strengths and areas that may need to be addressed.

A. Strengths in district student performance: Click here to enter text.

B. Areas that may need to be addressed in district student performance. In the spaces provided, indicate approaches to improve student performance.

|                            |  |
|----------------------------|--|
| STAAR Reading/ELA          |  |
| STAAR Writing              |  |
| STAAR Math                 |  |
| STAAR Social Studies       |  |
| STAAR Science              |  |
| Participation              |  |
| Dropout                    |  |
| Graduation                 |  |
| Special Education          |  |
| English Learners           |  |
| Economically Disadvantaged |  |
| Other                      |  |

Superintendent Comments: Click here to enter text.

## Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

---

### *Step 5: Goal Setting*

---

The board should review the information on this worksheet as part of its local procedures for setting goals with the superintendent for the next evaluation cycle. District student performance identified on the worksheet as needing to be addressed should be reflected in appropriate locally developed goals. Goals for the superintendent should ideally be developed by board consensus in collaboration with the superintendent.

**Legal Authority:** The analysis of district student performance provided on this worksheet should be used by the board in the evaluation of the superintendent. The results of the analysis should be incorporated into the local appraisal instrument. TEC §39.054; TAC §150.1022(d)

The information in this domain should be incorporated into the locally adopted appraisal instrument in a manner consistent with locally adopted procedures for evaluating the superintendent. In addition, the information should be used to set priorities for ongoing improvement with the superintendent and as additional data to appraise other aspects of the superintendent's job performance.



## **Attachment 15: Résumé and Qualifications for Proposed Superintendent**

Not Applicable

Silicon Hill Academy is excited to identify the individual best suited to lead and collaborate as our Superintendent. As

## **Attachment 16: Job Description or Qualifications for Superintendent**

Please see the following pages for the job description and qualifications expected of Silicon Hill Academy's Superintendent. But as we have not identified the best-fit individual, we do not have a resume to provide.

# GENERATION 25 SUPPLEMENTAL HR FORM-CEO

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

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.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

## Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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                         |
|--|-------------------------------------|--|-------------------------------------|--------------------------------------|
| <input type="text" value="Austin ISD"/>      | <input type="text" value="227901"/> | <input type="text" value="Austin"/>      | <input type="text" value="85,591"/> | <input type="text" value="311,155"/> |
| <input type="text" value="Del Valle ISD"/>   | <input type="text" value="227901"/> | <input type="text" value="Del Valle"/>   | <input type="text" value="11,169"/> | <input type="text" value="228,326"/> |
| <input type="text" value="San Antonio ISD"/> | <input type="text" value="015907"/> | <input type="text" value="San Antonio"/> | <input type="text" value="50,641"/> | <input type="text" value="291,311"/> |

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: CEO/Superintendent

Reports to: Charter Holder Board of Directors

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. To serve as the Chief Executive Officer (CEO) of the Silicon Hill Academy District, to administer and implement the decisions and policies of the board and ensure enforcement of all rules and regulations of the state and the Texas Education Agency
2. Developing and administering a curriculum and educational program that meets and exceeds the needs of the students, families and community, including the ongoing maintenance and revisions to ensure ongoing supports of changing needs
3. Being responsible for recruitment and identification of the most qualified candidates for all staff roles, including leadership across all campuses
4. Maintaining responsibility for the financial planning and budgeting for the district and campuses, ensuring ongoing alignment with the Board approved budget
5. Collaboratively working with Board, staff, and other key stakeholders to create and implement the long-term strategic plans and outcomes for the district and schools
6. Developing the internal policies and procedures to ensure services are effectively provided and to achieve organizational objectives
7. Representing the school publicly, maintaining relationships with students, parents, and the greater community and serving as a spokesperson as needed; also ensuring adequate funding through development of relationships and fundraising
8. Ensuring effective teacher and staff evaluation, including offering formative and summative feedback, and supporting professional growth of all staff, furthering the implementation of improvement plans and termination as needed
9. Responding to feedback from the students, families, and the community, investigating as necessary to ensure student needs are being best served by staff and school
10. Measuring attainment of organizational objectives, identifying areas of strength and weakness, and supporting action plans that ensure the increasing effectiveness of school and student outcomes



**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.**

**Attachment 17: Résumé(s) and Qualifications for Proposed Instructional  
Leadership Team**

Not Applicable

Silicon Hill Academy is excited to identify the individuals best suited to lead and collaborate as our Instructional Leadership team. But as we have not identified the members of our Instructional Leadership Team, we do not have any resumes to provide.

**Attachment 18: Job Descriptions or Qualifications for Instructional  
Leadership Team**

Silicon Hill Academy is excited to identify the individuals best suited to lead and collaborate as part of our Instructional Leadership Team, including Principal, Assistant Principal, and Director of Curriculum and Instruction. As the staff begins to be further built out, we anticipate adding Lead Teachers from core subjects and the Special Education Department as well.

Please see the job descriptions and qualifications for our Principal, Assistant Principal, and Director of Curriculum and Instruction, currently our Supplemental HR Forms.



# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

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.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

## Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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     |
|------------------|--------|-------------------|----------------------|------------------|
| Austin ISD       | 227901 | Austin            | 85,591               | \$60,000-72,800  |
| Del Valle ISD    | 227901 | Del Valle         | 11,169               | \$81,300-96,800  |
| San Antonio ISD  | 015907 | San Antonio       | 50,641               | \$91,500-116,600 |

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Principal

Reports to: Superintendent

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Effective school leadership, governance and Board of Directors relations
2. Community building and fostering relationships with staff, families, and students
3. Managing and supporting the professional growth of staff
4. Ensuring the fiscal responsibility of the school
5. Serving as the instructional leader of the school, providing individualized feedback and supports for instructional staff.
6. Executing on formalized teacher and staff evaluations that ensure their professional growth, increased effectiveness, and ultimately student growth and outcomes
7. Ensuring building maintenance and safety
8. Managing vendor relationships to ensure the school's operational success
9. Managing and supporting staff with student classifications to ensure equity and access to the resources necessary to student success.
10. Managing and setting up of an efficient school day and school operational effectiveness.

**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.**

# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Vice Principal

Reports to: Principal

Salary Range: \$60,000-\$70,000

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, Education memberships

Proposed Location (City and County): Austin, Travis County, TX

Number of Students anticipated in year one: 150 In year five: 1,250

## Minimum Qualifications Required:

Education Required: Master's Degree in education from accredited college or university

Experience Required: Minimum of three years teaching experience

Certification Required: Texas Principal Certificate

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     |
|------------------|--------|-------------------|----------------------|------------------|
| Austin ISD       | 227901 | Austin            | 85,591               | \$50,000-110,000 |
| Del Valle ISD    | 227901 | Del Valle         | 11,169               | \$59,100-70,800  |
| San Antonio ISD  | 015907 | San Antonio       | 50,641               | \$65,600-94,100  |

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Vice Principal

Reports to: Principal

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Hire and train teachers and staff to ensure effective school outcomes
2. Meet with parents to discuss student behavior or learning and collaborate to come to a mutual understanding
3. Respond to disciplinary situations promptly and effectively
4. Assist and coordinate the use of school facilities for day-to-day activities and special events
5. Work with teachers and administration to develop curriculum standards
6. Ensure Principal/Superintendent is fiscally responsible
7. Observe teachers and evaluate learning materials and tools to determine areas of improvement as needed
8. Enforce attendance rules set by the district
9. Maintain systems for attendance, performance, planning, and relevant reports
10. Respond to emails from teachers, administration, parents, and community members

**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.**



# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Director of Curriculum and Instruction

Reports to: Superintendent

Salary Range: \$75,000-\$90,000

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.

Professional Development

Proposed Location (City and County): Austin, Travis County, TX

Number of Students anticipated in year one: 150 In year five: 1,250

## Minimum Qualifications Required:

Education Required: Master's Degree from an accredited college or university

Experience Required: Minimum seven years with a K-12 school

Certification Required: Valid Texas teaching certificate, ESL certification and Administrative 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      |
|------------------|--------|-------------------|----------------------|-------------------|
| Austin ISD       | 227901 | Austin            | 85,591               | \$65,000-\$80,000 |
| Del Valle ISD    | 227901 | Del Valle         | 11,169               | \$62,000-\$75,000 |
| San Antonio ISD  | 015907 | San Antonio       | 50,641               | \$63,000-\$79,000 |

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Director of Curriculum and Instruction

Reports to: Superintendent

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Consult with program leaders and subject matter experts to design and develop curricula, and training material that adhere to industry standards and SHA's unique model.
2. Conduct research and evaluate current curriculum to redesign and rework as needed.
3. Develop, design, and create an evaluation assessment to ensure effective training and implementation of curriculum.
4. Take advantage of multiple delivery methods to ensure instruction is easy to consume across multiple learning styles.
5. Serve as a trusted advisor and consultant to teachers and staff.
6. Work with external vendors, when applicable, to manage a curriculum development budget.
7. Communicate, consult, and cooperate with fellow school staff and administration.
8. Ensure high standards of professional practice and quality of teaching and learning.
9. Participate in relevant In-Service education and training courses.
10. Work effectively and efficiently to meet and exceed deadlines, alongside managing multiple projects.

**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.**

## **Attachment 19: Leadership Evaluation Tool(s)**

Silicon Hill Academy anticipates utilizing the Texas Principal Evaluation and Support System (TPESS) as the leadership evaluation tool in our first years. We will evaluate the use of the tool yearly to assess for continued use. Please see the following pages for the goal setting forms, appraiser rubric, and evaluations forms.

# Appraiser Rubric and Evaluation Forms



TEXAS  
**PRINCIPAL**  
EVALUATION &  
SUPPORT SYSTEM





## Appraiser Rubric and Evaluation Forms

### Table of Contents

|  |         |
|--|---------|
| Getting Started Instructions                   | (p. 3)  |
| Beginning-of-Year Goal Setting Form            | (p. 4)  |
| T-PESS Principal Evaluation Rubric Form        | (p. 6)  |
| Mid-Year Progress Form                         | (p. 28) |
| Principal Summary Rating Form                  | (p. 30) |
| End-of-Year Goal Attainment Form               | (p. 35) |
| Principal Record of Activities Form (Optional) | (p. 37) |

Copyright © Notice. The materials are copyrighted © and trademarked ™ as the property of the Texas Education Agency (TEA) and may not be reproduced without the express written permission of TEA and McREL International, except under the following conditions:

1. Texas public school districts, charter schools, and Education Service Centers may reproduce and use copies of the Materials and Related Materials for the districts' and schools' educational use without obtaining permission from TEA.
2. Residents of the state of Texas may reproduce and use copies of the Materials and Related Materials for individual personal use only without obtaining written permission of TEA.
3. Any portion reproduced must be reproduced in its entirety and remain unedited, unaltered and unchanged in any way.

No monetary charge can be made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged. Private entities or persons located in Texas that are not Texas public school districts, Texas Education Service Centers, or Texas charter schools or any entity, whether public or private, educational or non-educational, located outside the state of Texas MUST obtain written approval from TEA and McREL International\* and will be required to enter into a license agreement that may involve the payment of a licensing fee or a royalty.

Principal Name:

School Year:

## Texas Principal Evaluation and Support System (T-PESS)

### (Getting Started Instructions)

**Instructions:** To begin, please complete the contact information for the principal and appraiser then click on the **SAVE FORM** button before proceeding with the form or printing.

You may want to include the Principal's name and the school year in the file name when you save it. The information entered on this page will be populated throughout all forms in this document.

**SPECIAL NOTE:** The forms contained in this Adobe PDF document are designed to be used electronically or in a print format. Some sections of the form can also be emailed directly from the document.

| Contact Information |  |
|---------------------|--|
| Principal Name:     |  |
| Principal Email:    |  |
| Principal School:   |  |
| School Year:        |  |
| Appraiser Name:     |  |
| Appraiser Email:    |  |



## Beginning-of-Year Goal Setting Form (For BOY Conference)

### Instructions: Beginning of Year Goal Setting / Professional Development Plan

Principals complete a self-assessment using the T-PESS Rubric providing an opportunity for them to reflect on their current level of practice in relation to the Texas Principal Standards and serving as the basis for establishing professional growth goals. It is essential that the goal-setting process prioritizes areas of development for the principal as a professional, independent of campus-related needs. The primary goal is focused on the principal's individual growth as a professional. Principals will also set a second goal related to student growth on their campus. Although principals may choose to establish more than two goals, it is not required and any additional goals should be considered carefully so as not to dilute their energies from the two required goals.

The Self-Assessment and Goal Setting step is central to the core intent that the T-PESS process guide self-reflection, inform professional development, and personify continuous growth and improvement.

Principals should use the following criteria when completing the Beginning-of-Year Goal Setting Forms:

- Principals should conduct a comprehensive review of the T-PESS rubric in preparation for completing the Principal Self-Assessment.
- Principals shall set at least two goals; one goal must focus on developing an aspect of the principal's practice while the second goal must focus on an aspect of student growth.
- The strategies and actions to be taken over the course of the year should be outlined in the GSPD plan (goal setting and professional development), along with the expected outcomes, time line for achievement, and the resources needed for attainment.

The Beginning-of-Year Conference provides the principal and the appraiser an opportunity to engage in collaborative conversations. At this meeting, the principal and the appraiser discuss the principal's Self-Assessment and the principal's proposed goals. The primary purpose of the BOY Conference is to give the principal and the appraiser an opportunity to discuss professional practice in relation to the five principal standards.

In preparation for the BOY Conference:

- The principal will submit (1) a copy of his or her completed Self-Assessment and (2) his or her draft goals – one for professional practice and one for student growth.
- The appraiser will review (1) the results of the principal's Self-Assessment and the previous year's summary ratings (if a continuing principal) and (2) the principal's draft goals.

Additional information on Principal Self-Assessment & Goal-Setting and the BOY conference is available in the T-PESS Participant Manual.





Principal Name:

School Year:

| Professional Practice Goal                                     |       |
|--|-------|
| Professional Practice Goal:                                    |       |
| Texas Principal Standard(s) and Indicator(s) to be Addressed:  |       |
| Strategies and Actions:  |       |
| Expected Measurable Outcomes:                                  |       |
| Timeline for Achieving Goal:                                   |       |
| Resources Needed:  |       |
| Comments:  |       |
| Student Growth Goal  |       |
| Student Growth Goal (can span a period greater than one year): |       |
| Texas Principal Standard(s) and Indicator(s) to be Addressed:  |       |
| Strategies and Actions (to be taken over time):                |       |
| Expected Measurable Outcomes (to be realized over time):       |       |
| Timeline for Achieving Goal:                                   |       |
| Resources Needed:  |       |
| Comments:  |       |
| Principal Signature:   | Date: |
| Appraiser Signature:   | Date: |



## Principal Evaluation Rubric From (Mid-Year Conference and the End-of-Year Conference)

The rubric serves as the foundation for Texas Principal Evaluation and Support System. It should be used throughout the process to monitor principals' progress toward consistently using practices that leadership research has identified as necessary to improve the amount of learning that takes place in a school.

Appraisers will use the rubric to complete their assessment of the principals' performance at the beginning of the year (BOY), middle of the year (MOY) and end of the year (EOY). Local policy/procedure will determine the means, time frame, and formality of these reviews. Example: At the beginning of the year, local procedure may dictate that the supervisor "review" the rubric for an informal assessment. Or, local guidelines might require that the BOY assessment be completed and submitted as a formative assessment. This will be determined at the local level.

The principal and appraiser will use the rubric as a guide for performance discussions throughout the year and as a tool to determine the final evaluation rating for the principal. This is a working document and should be referred to throughout the year. It is designed so that appraisers may take notes and cite evidence in an on-going manner.

**Instructions:** Appraisers will use the rubric on the following pages to complete their assessment of the principals' performance during the year. Likewise, the principal and appraiser will use this rubric as a guide for performance discussions and as a tool to determine the final evaluation rating for the principal.

To complete this form,

- The Principal Standards serve as the foundation of the T-PESS rubric.
- Read the specific Standard carefully and then review the given indicator.
- Begin in the Developing column. If the practices listed in the Developing column describes the principal's performance throughout the year, mark the box beside the practice. There should be evidence that documents attainment of this performance level.
- For scoring purposes, continue to work down the column of Developing practices. For each practice for which there is sufficient evidence to support the performance level, give a check mark.
- Continue this process through the Proficient column reading and rating as you move down the column. For any practice for which there is NOT adequate evidence for the performance level, the box should be left blank.
- Continue this process through Accomplished, and Distinguished categories for each indicator within the principal evaluation rubric.
- If no practices can be checked at this time, make a comment in the Not Demonstrated / Needs Improvement column.
- If practices in the Distinguished column are marked, provide an explanatory comment.





### Standard 1 – *Instructional Leadership*: The principal is responsible for ensuring every student receives high-quality instruction.

**Indicator 1A:** The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.

| Distinguished  | Accomplished  | Proficient   | Developing  | Not Demonstrated<br>Needs Improvement     |
|--|---|--|---|---|
| <input type="checkbox"/> Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based curriculum aligned with state standards   | <input type="checkbox"/> Monitors the fidelity of curriculum implementation<br><br><input type="checkbox"/> Collaborates with building leadership team to strengthen implementation of the approved curriculum and the alignment with state standards through accurate analysis of data sources | <input type="checkbox"/> Plans with clearly defined detail for implementation of the district's approved curriculum<br><br><input type="checkbox"/> Actively initiates activities and opportunities for teachers and staff to evaluate the implementation of the approved curriculum | <input type="checkbox"/> Understands and is knowledgeable about the district approved curriculum and its alignment to the state standards                                   | <input type="checkbox"/> Comment Required |
| <input type="checkbox"/> Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based assessments (both formative and summative) that support the approved curriculum and improve student learning outcomes | <input type="checkbox"/> Ensures the approved curriculum is assessed using formative and summative assessments that are focused on maximizing learning for all students across all grades and content areas<br><br>... and  | <input type="checkbox"/> Actively initiates activities and opportunities for teachers and staff to provide a comprehensive analysis of formative and summative assessment data and the impact on student achievement<br><br>... and  | <input type="checkbox"/> Understands and is knowledgeable about assessment (formative & summative) practices and issues and their effect on student learning<br><br>... and |   |

**Evidence, Artifacts, and/or Notes:** Examples include; Campus Improvement Plan, Student achievement and testing data, Leadership teams, Use of research-based school and classroom practices, Campus master schedule, Formative and summative assessments, Education plans for identified sub-populations, and Stakeholder surveys.



**Indicator 1B:** The principal monitors and ensures high-quality instructional practices among teachers and staff that improve student performance.

| Distinguished   | Accomplished  | Proficient  | Developing   | Not Demonstrated<br>Needs Improvement     |
|---|---|---|--|---|
| <input type="checkbox"/> Ensures that knowledge of teaching and learning serves as the foundation for the school's professional learning community  | <input type="checkbox"/> Analyzes instructional implementation data and provides staff with on-going opportunities (e.g. vicarious experience, action research) to master the use of effective instructional strategies   | <input type="checkbox"/> Provides guidance on the implementation and effective use of research-based instructional strategies in every classroom<br><br><input type="checkbox"/> Implements a system(s) for monitoring the implementation and effective use of research-based instructional strategies in every classroom   | <input type="checkbox"/> Understands and articulates the adopted model of instructional planning and delivery  | <input type="checkbox"/> Comment Required |
| <input type="checkbox"/> Leverages professional development and research-based strategies to increase the collective efficacy of teachers and staff | <input type="checkbox"/> Analyzes and synthesizes teacher performance data to determine school-wide goals for instructional improvement<br><br><input type="checkbox"/> Develops and executes a specific and targeted plan for instructional professional development informed by teacher evaluation, student achievement, and other applicable data sources<br><br>... and | <input type="checkbox"/> Utilizes instructional performance data to encourage self-reflection and engage teachers in performance improvement conversations about instructional planning and delivery<br><br><input type="checkbox"/> Utilizes existing structures within the school to provide and actively participate with teachers in meaningful professional development that incorporates self-reflection and addresses findings from multiple data sources<br><br>... and | <input type="checkbox"/> Demonstrates knowledge about research on effective instructional practices and their impact on student achievement<br><br>... and |   |

**Evidence, Artifacts, and/or Notes:** Examples include; Campus Improvement Plan, Student achievement and testing data, Leadership teams, Use of research-based school and classroom practices, Campus master schedule, Formative and summative assessments, Education plans for identified sub-populations, and Stakeholder surveys.



Principal Name:

School Year:

**Indicator 1C:** The principal monitors multiple forms of student data to inform instruction and intervention decisions to maximize student achievement.

| Distinguished   | Accomplished  | Proficient  | Developing   | Not Demonstrated<br>Needs Improvement     |
|---|---|---|--|---|
| <input type="checkbox"/> Empowers, challenges, and supports staff to execute approved programs and research-based school and classroom practices with the fidelity needed to ensure the learning, achievement, and complete educational development of all students | <input type="checkbox"/> Requires and monitors fidelity and consistency in the implementation of research-based practices and monitors their impact on student learning and achievement   | <input type="checkbox"/> Works collaboratively with teachers and staff to assess the impact of programs and interventions on student learning and achievement   | <input type="checkbox"/> Understands and articulates the impact of school-level practices on student learning and achievement  | <input type="checkbox"/> Comment Required |
|   | <input type="checkbox"/> Actively utilizes leadership teams to analyze data relevant to the fidelity and consistency of implementing research-based school and classroom practices and the impact of those practices on the learning and achievement of all students<br>... and | <input type="checkbox"/> Utilizes a variety of district- approved student achievement data sources to strategically and intentionally implement effective research-based programs and interventions that improve the achievement of all students<br>... and | <input type="checkbox"/> Understands and articulates the importance of using multiple data sources to inform program decisions that improve the achievement of all students<br>... and |   |

**Evidence, Artifacts, and/or Notes:** Examples include; Campus Improvement Plan, Student achievement and testing data, Leadership teams, Use of research-based school and classroom practices, Campus master schedule, Formative and summative assessments, Education plans for identified sub-populations, and Stakeholder surveys.



Principal Name:

School Year:

**Indicator 1D:** The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.

| Distinguished   | Accomplished   | Proficient  | Developing  | Not Demonstrated<br>Needs Improvement     |
|---|--|---|---|---|
| <input type="checkbox"/> Develops relationships with parents/guardians and the community to improve good will and trust in the school's ability to close achievement gaps | <input type="checkbox"/> Utilizes leadership teams to analyze relevant data and optimize work processes, programs, and services that result in closing achievement gaps  | <input type="checkbox"/> Collaboratively develops clear expectations for teachers and staff that emphasize practices consistent with the meaning of equity and result in closing achievement gaps               | <input type="checkbox"/> Understands and articulates a clear meaning of equity within the school community  | <input type="checkbox"/> Comment Required |
| <input type="checkbox"/> Makes significant and consistent progress towards eliminating achievement gaps while maximizing individual student achievement                   | <input type="checkbox"/> Analyzes relevant achievement data to inform and prioritize program and instructional improvement efforts that make measureable progress towards eliminating the achievement gaps while maximizing individual student achievement | <input type="checkbox"/> Continually and systematically assesses the progress towards eliminating achievement gaps among identified sub-groups of students  | <input type="checkbox"/> Models and promotes high expectations for all students, student sub-groups, and staff  |   |
|   | <input type="checkbox"/> Actively identifies and secures the additional resources necessary to eliminate achievement gaps among student groups<br>... and  | <input type="checkbox"/> Analyzes relevant data and ensures that available resources are appropriated and aligned with school improvement priorities to maximize achievement growth for all students<br>... and | <input type="checkbox"/> Understands and articulates the learning and social-emotional needs of student groups within the school community<br>... and |   |

**Evidence, Artifacts, and/or Notes:** Examples include; Campus Improvement Plan, Student achievement and testing data, Leadership teams, Use of research-based school and classroom practices, Campus master schedule, Formative and summative assessments, Education plans for identified sub-populations, and Stakeholder surveys.





**Standard 2 – Human Capital: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.**

**Indicator 2A:** The principal recruits, selects, places, mentors, and retains diverse and highly effective teachers and staff.

| Distinguished   | Accomplished   | Proficient  | Developing  | Not Demonstrated<br>Needs Improvement     |
|---|--|---|---|---|
| <input type="checkbox"/> Capitalizes on the tangible and intangible assets of staff members to optimize student academic growth and development | <input type="checkbox"/> Utilizes leadership teams to analyze appropriate data sources and strategically develop processes for recruiting, hiring, supporting, and retaining staff to strengthen the school's vision and mission | <input type="checkbox"/> Plans with concise details and implements processes for recruiting, hiring, supporting, and retaining staff who implement school improvement priorities and support student achievement goals  | <input type="checkbox"/> Understands and articulates the importance of effective recruiting, hiring, supporting, and retaining teachers and staff members | <input type="checkbox"/> Comment Required |
|   | <input type="checkbox"/> Establishes a culture of high performance that supports teacher retention<br>... and  | <input type="checkbox"/> Uses approved district processes to screen, interview, and hire a diverse staff that is representative of the vision of the school and meets students' needs<br><br><input type="checkbox"/> Implements and manages district personnel policies in a fair and equitable manner | <input type="checkbox"/> Understands and articulates the importance of clear expectations, structures, and procedures for managing human resources        |   |
|   |  | <input type="checkbox"/> Utilizes organizational resources to effectively manage human capital<br>... and   | <input type="checkbox"/> Identifies organizational resources and understands the necessity of managing human capital<br>... and                           |   |

**Evidence, Artifacts, and/or Notes:** Examples include; Campus Improvement Plan, Student achievement and testing data, Teacher retention data, Teacher professional growth plans, Site professional development plan, National Board Certified Teachers, and Stakeholder surveys.





Principal Name:

School Year:

**Indicator 2B:** The principal coaches and develops teachers and staff by giving individual feedback and aligned professional development opportunities.

| Distinguished  | Accomplished  | Proficient   | Developing   | Not Demonstrated<br>Needs Improvement     |
|--|---|--|--|---|
| <input type="checkbox"/> Leverages observational and hands-on experiences for teachers that meet staff development needs and ensures expected performance improvement outcomes are met   | <input type="checkbox"/> Uses performance and goal setting data to encourage and challenge staff to reflect on and define the knowledge, skills, and concepts that are essential to the complete educational development of all students  | <input type="checkbox"/> Routinely works collaboratively with teachers and staff to assess the impact of research-based programs and interventions on student learning and achievement | <input type="checkbox"/> Understands and can articulate the professional development needs of teachers and staff as those needs relate to educating a diverse student population | <input type="checkbox"/> Comment Required |
| <input type="checkbox"/> Maintains and models a school-wide culture of professional learning and improvement that supports frequent professional feedback for teachers and staff   | <input type="checkbox"/> Supports and encourages systematic feedback among teachers and staff<br><br><input type="checkbox"/> Utilizes leadership teams to accurately analyze teacher performance data to adapt professional development based on the changing needs of the school<br><br>... and | <input type="checkbox"/> Regularly provides teachers and staff with individual performance feedback and organizes targeted professional development opportunities<br><br>... and       | <input type="checkbox"/> Involves campus committees and/or leadership teams in identifying needs for campus professional development<br><br>... and                              |   |
| <p><b>Evidence, Artifacts, and/or Notes:</b> Examples include; Campus Improvement Plan, Student achievement and testing data, Teacher retention data, Teacher professional growth plans, Site professional development plan, National Board Certified Teachers, and Stakeholder surveys.</p> |   |  |  |   |
|  |   |  |  |   |



Principal Name:

School Year:

**Indicator 2C:** The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

| Distinguished   | Accomplished  | Proficient  | Developing   | Not Demonstrated<br>Needs Improvement     |
|---|---|---|--|---|
| <input type="checkbox"/> Supports teachers and staff to accept leadership responsibilities outside of the school building   | <input type="checkbox"/> Incorporates teachers and staff into leadership and decision-making roles in the school in ways that foster their career development<br>...and | <input type="checkbox"/> Defines a process for supporting and modeling leadership development and decision-making activities for teachers and staff members<br><br><input type="checkbox"/> Facilitates ongoing support for teachers and staff who are taking on new or additional leadership and decision-making roles<br>...and | <input type="checkbox"/> Understands and articulates the importance of providing opportunities for teachers to assume leadership and decision making roles within the school<br>...and | <input type="checkbox"/> Comment Required |
| <b>Evidence, Artifacts, and/or Notes:</b> Examples include; Campus Improvement Plan, Student achievement and testing data, Teacher retention data, Teacher professional growth plans, Site professional development plan, National Board Certified Teachers, and Stakeholder surveys. |   |   |  |   |
|   |   |   |  |   |





Principal Name:

School Year:

**Indicator 2D:** The principal provides clear expectations of performance and conducts rigorous evaluations of all staff using multiple data sources.

| Distinguished   | Accomplished  | Proficient   | Developing  | Not Demonstrated<br>Needs Improvement     |
|---|---|--|---|---|
| <input type="checkbox"/> Maintains a culture where teacher performance evaluations align with student academic growth and development | <input type="checkbox"/> Holistically analyzes formative and summative teacher and staff evaluations to strategically plan for professional development to improve school wide instructional practice<br>...and | <input type="checkbox"/> Creates or adopts protocols to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve  | <input type="checkbox"/> Understands and communicates clear expectations of performance and professional behavior for all staff | <input type="checkbox"/> Comment Required |
|   |   | <input type="checkbox"/> Implements evaluation of teachers and staff according to district policy and state statute ensuring fairness and consistency<br><br><input type="checkbox"/> Accurately analyzes multiple sources of teacher performance data and makes fair and accurate decisions concerning teacher contract and performance improvement<br>...and | <input type="checkbox"/> Understands district policy and state statute governing teacher and staff evaluation<br>...and         |   |

**Evidence, Artifacts, and/or Notes:** Examples include: Campus Improvement Plan, Student achievement and testing data, Teacher retention data, Teacher professional growth plans, Site professional development plan, National Board Certified Teachers, and Stakeholder surveys.



### Standard 3 – Executive Leadership: The principal models personal responsibility and a relentless focus on improving student outcomes.

**Indicator 3A:** The principal is solutions-oriented, treats challenges as opportunities, and supports the school and community through continuous improvement.

| Distinguished  | Accomplished   | Proficient   | Developing  | Not Demonstrated<br>Needs Improvement     |
|--|--|--|---|---|
| <input type="checkbox"/> Maintains a culture in which teachers and staff encourage and support each other during challenging times                                       | <input type="checkbox"/> Analyzes relevant school productivity and student achievement data to consider new and innovative ways to lead improvement initiatives  | <input type="checkbox"/> Empowers the school staff to take ownership of the continuous improvement process   | <input type="checkbox"/> Understands and articulates the necessity for establishing and maintaining a culture of continuous improvement   | <input type="checkbox"/> Comment Required |
| <input type="checkbox"/> Systematically challenges the status quo by leading change initiatives with potentially beneficial outcomes                                     | <input type="checkbox"/> Implements collaborative processes to collect, analyze, and act on relevant data about the school's progress toward accomplishing goals | <input type="checkbox"/> Inspires teachers by including them in the development of a strategic goal setting process<br><br><input type="checkbox"/> Encourages teachers and staff to accomplish school goals | <input type="checkbox"/> Understands and articulates a personal vision for improving the school's ability to serve the needs of all students and the necessity for strategic goal setting |   |
| <input type="checkbox"/> Serve as the driving force behind improvement initiatives that strengthen the collective ability of the school community to adapt to conditions | <input type="checkbox"/> Creates and uses a transition team during times of change to assist individuals with new ways of doing things<br>...and                 | <input type="checkbox"/> Adapts his/her leadership style to the needs of individual teachers and staff struggling with change<br>...and  | <input type="checkbox"/> Understands and articulates how change initiatives can be perceived differently by different stakeholders<br>...and  |   |

**Evidence, Artifacts, and/or Notes:** Examples include; Campus Improvement Plan, Campus leadership teams, Stakeholder surveys, Visioning documents, Staff professional development plan, and Teacher retention data.





Principal Name:

School Year:

**Indicator 3B:** The principal proactively seeks and acts on feedback, reflects on personal growth areas, seeks development opportunities, changes practice in ways that improves student outcomes.

| Distinguished  | Accomplished   | Proficient  | Developing   | Not Demonstrated<br>Needs Improvement     |
|--|--|---|--|---|
| <input type="checkbox"/> Develops and refines structures to gather feedback and data from educational stakeholders   | <input type="checkbox"/> Utilizes performance feedback and synthesizes relevant data to adapt professional practice and leadership behaviors that ensure students receive high-quality instruction | <input type="checkbox"/> Incorporates performance feedback from supervisors, attends district-mandated professional development, and makes changes to practices | <input type="checkbox"/> Understands the importance of performance feedback from supervisors in the context of personal and school improvement | <input type="checkbox"/> Comment Required |
| <input type="checkbox"/> Serves as a role model for continuous improvement in professional practice among colleagues | <input type="checkbox"/> Actively seeks out individual growth and professional development opportunities<br>...and   | ...and  | ...and   |   |

**Evidence, Artifacts, and/or Notes:** Examples include; Campus Improvement Plan, Campus leadership teams, Stakeholder surveys, Visioning documents, Staff professional development plan, and Teacher retention data.





**Indicator 3C:** The principal communicates with all audiences and develops productive relationships.

| Distinguished   | Accomplished  | Proficient  | Developing  | Not Demonstrated<br>Needs Improvement     |
|---|---|---|---|---|
| <input type="checkbox"/> Leverages communication among and between stakeholder groups to increase the adoption of new and innovative change initiatives within the school or district | <input type="checkbox"/> Monitors the effectiveness of systems and protocols to enable internal and external stakeholder groups to effectively communicate with each other and with the principal and makes adjustments to optimize communication | <input type="checkbox"/> Implements and utilizes a variety of strategies to encourage effective open communication between and among students, teachers, staff, and the larger school community<br><br><input type="checkbox"/> Designs and utilizes a system of open communication so that members of diverse interest groups feel welcomed and/or heard within the school community | <input type="checkbox"/> Understands and articulates the importance of open and honest communication with stakeholder groups about school priorities, initiatives, and improvement activities   | <input type="checkbox"/> Comment Required |
|   | <input type="checkbox"/> Monitors to improve systems designed to encourage and build community relationships in a manner that fosters respect, outreach, and community engagement<br><br>...and   | <input type="checkbox"/> Develops relationships by providing opportunities for the appropriate participation of stakeholder groups in the decision-making process of the school<br><br>...and   | <input type="checkbox"/> Understands and can articulate the importance of developing positive relationships with school and community stakeholder groups<br><br><input type="checkbox"/> Keeps accessible to all stakeholder groups<br><br>...and |   |

**Evidence, Artifacts, and/or Notes:** Examples include; Campus Improvement Plan, Campus leadership teams, Stakeholder surveys, Visioning documents, Staff professional development plan, and Teacher retention data.

Principal Name:

School Year:

**Indicator 3D:** The principal adheres to the Code of Ethics and Standard Practices for Texas Educators in such a way that it demonstrates a moral imperative to educate all children and follows practices and procedures of his or her respective district.

| Distinguished  | Accomplished   | Proficient   | Developing  | Not Demonstrated<br>Needs Improvement     |
|--|--|--|---|---|
| <input type="checkbox"/> Actively leads in the development of district goals and initiatives for improving achievement of all students | <input type="checkbox"/> Models ethical behavior by educating the larger community   | <input type="checkbox"/> Develops and implements staff trainings on policies and procedures related to ethical behavior<br><br><input type="checkbox"/> Ensures compliance of federal, state, and local mandates and policies by all faculty and staff | <input type="checkbox"/> Understands and adheres to the Code of Ethics and Standard Practices for Texas Educators<br><br><input type="checkbox"/> Understands and can articulate federal, state, and district mandates and policy regarding the educational services entitled to all students | <input type="checkbox"/> Comment Required |
|  | <input type="checkbox"/> Develops a systematic approach for the selection of staff members to lead initiatives designed to mitigate differences among student groups and close achievement gaps                  | <input type="checkbox"/> Models cultural awareness and responsiveness to student differences and provides training to faculty and staff  | <input type="checkbox"/> Understands that cultural awareness and student differences (e.g. race, gender, language, SES) influences student achievement  |   |
|  | <input type="checkbox"/> Collaborates with leadership teams to develop strategies that demonstrate an ethical responsibility for student opportunity and access to the full span of the curriculum<br><br>...and | <input type="checkbox"/> Educates school personnel on the ethical responsibility to respond to all students' academic, social-emotional, cultural, and physical needs<br><br>...and  | <input type="checkbox"/> Understands the ethical responsibility for responding to the academic, social-emotional, cultural, and physical needs of all students<br><br>...and  |   |

**Evidence, Artifacts, and/or Notes:** Examples include; Campus Improvement Plan, Campus leadership teams, Stakeholder surveys, Visioning documents, Staff professional development plan, and Teacher retention data.



**Standard 4 – School Culture: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.**

**Indicator 4A:** The principal develops, implements, and sustains a shared vision of high expectations for all students and staff.

| Distinguished   | Accomplished  | Proficient   | Developing  | Not Demonstrated<br>Needs Improvement                |
|---|---|--|---|--|
| <div><input type="checkbox"/> Leverages personal skills and abilities to be a leader of leaders across the district, in the community, and in the field impacting student learning and achievement</div> <div><input type="checkbox"/> Promotes a unified purpose and shared vision for the school to ensure equity of high expectations for all learners</div> | <div><input type="checkbox"/> Serves as the driving force behind a campus-wide belief that teachers and staff can impact student learning and achievement</div> <div><input type="checkbox"/> Maintains a culture of continuous improvement in the school which guides the interventions/enrichment/outcomes for every student and staff member</div> | <div><input type="checkbox"/> Demonstrates a belief through words and actions that teachers and staff can impact student learning and achievement</div> <div><input type="checkbox"/> Leads the development of clear, concise, and agreed-upon processes to empower routine and systematic decisions, activities, and initiatives for school improvement</div> | <div><input type="checkbox"/> Understands and articulates how unity of purpose, teamwork, and commitment to teaching and learning are interrelated and support the work of the school</div> | <div><input type="checkbox"/> Comment Required</div> |
| <div><input type="checkbox"/> Engages school community and stakeholders to promote and internalize the Campus Improvement Plan (CIP) as the baseline for how to do business</div>   | <div><input type="checkbox"/> Empowers SBDM* to collectively lead and monitor the implementation of the Campus Improvement Plan (CIP)</div> <div>...and</div> <div>*SBDM: Site-based Decision Making</div>  | <div><input type="checkbox"/> Regularly uses and applies the Campus Improvement Plan (CIP) to inform and lead campus decisions</div> <div>...and</div>   | <div><input type="checkbox"/> Maintains a Campus Improvement Plan (CIP) with a unified purpose and a shared vision for the school</div> <div>...and</div>                                   |  |
| <b>Evidence, Artifacts, and/or Notes:</b> Examples include; Campus Improvement Plan, Student discipline data, Teacher turnover data, School safety plan, Stakeholder surveys, Community partnerships, and Stakeholder engagement activities.  |   |  |   |  |

Principal Name:

School Year:

**Indicator 4B:** The principal establishes, reinforces, and monitors clear expectations for adult, staff, and student conduct, including social and emotional supports.

| Distinguished   | Accomplished  | Proficient  | Developing   | Not Demonstrated<br>Needs Improvement     |
|---|---|---|--|---|
| <input type="checkbox"/> Engages stakeholders to regularly assess the capacity and need for changes in expectations, structures, rules, procedures, routines, and interventions to advocate for positive impact in the school community | <input type="checkbox"/> Collaborates with campus leadership to systematically monitor the effectiveness of systems intended to support high levels of student and staff performance<br><br><input type="checkbox"/> Collaborates with campus leadership to improve systems to support high levels of student and staff performance | <input type="checkbox"/> Communicates the expectations for high levels of performance for students and staff<br><br><input type="checkbox"/> Implements systems to improve the efficacy of students and staff to improve performance  | <input type="checkbox"/> Understands and can explain the importance of establishing high performance expectations for students and staff                               | <input type="checkbox"/> Comment Required |
|   | <input type="checkbox"/> Collaborates with campus leadership to improve the operating procedures and rules to maximize opportunities for all students to learn and teachers to teach<br><br>...and  | <input type="checkbox"/> Implements and fairly reinforces the operating procedures and rules to guide student and staff behavior<br><br><input type="checkbox"/> Collects and accurately analyzes data to monitor the effectiveness of the operating procedures and rules<br><br>...and | <input type="checkbox"/> Understands and can explain the importance of a standard set of operating procedures and rules for students and staff to follow<br><br>...and |   |

**Evidence, Artifacts, and/or Notes:** Examples include; Campus Improvement Plan, Student discipline data, Teacher turnover data, School safety plan, Stakeholder surveys, Community partnerships, and Stakeholder engagement activities.





Principal Name:

School Year:

**Indicator 4C:** The principal purposefully engages families and community members in meaningful student learning experiences.

| Distinguished   | Accomplished  | Proficient  | Developing  | Not Demonstrated<br>Needs Improvement     |
|---|---|---|---|---|
| <input type="checkbox"/> Develops and utilizes relationships with parents/guardians and the community to develop good will and garner fiscal, intellectual, and human resources in support of the school's improvement agenda | <input type="checkbox"/> Implements processes that empower parents/guardians and all community stakeholders to contribute to decisions that positively influence student learning experiences | <input type="checkbox"/> Creates systems and processes that engage parents/guardians and all community stakeholders in a shared responsibility for student and school success | <input type="checkbox"/> Understands and can explain that parents/guardians and community members have a critical role in developing community engagement, support, and ownership of the school | <input type="checkbox"/> Comment Required |
| <input type="checkbox"/> Leverages the influence and synergy of the school and community stakeholders to work together to support high levels of student achievement  | <input type="checkbox"/> Utilizes the culturally responsive needs and positive traditions of the school and community to drive student achievement to higher levels<br><br>...and             | <input type="checkbox"/> Identifies the culturally responsive needs and positive, traditions of the school and community<br><br>...and  | <input type="checkbox"/> Understands and can explain the importance of cultural perspective in the school and community<br><br>...and   |   |

**Evidence, Artifacts, and/or Notes:** Examples include; Campus Improvement Plan, Student discipline data, Teacher turnover data, School safety plan, Stakeholder surveys, Community partnerships, and Stakeholder engagement activities.





Principal Name:

School Year:

**Indicator 4D:** The principal creates a safe school environment that ensures the social, emotional, and physical well-being of staff and students.

| Distinguished  | Accomplished   | Proficient   | Developing  | Not Demonstrated<br>Needs Improvement     |
|--|--|--|---|---|
| <input type="checkbox"/> Encourages and actively involves community members to participate in and advocate for a safe and orderly school environment | <input type="checkbox"/> Systematically shares and accurately reports school safety data to teachers and community members<br><br><input type="checkbox"/> Collaborates with building leadership to actively involve teachers and staff to lead and manage components of the school safety plan              | <input type="checkbox"/> Systematically reviews and analyzes school safety data<br><br><input type="checkbox"/> Implements school safety initiatives based on data to ensure an environment to maximize teaching and learning                                    | <input type="checkbox"/> Understands and implements district policies and procedures regarding school safety  | <input type="checkbox"/> Comment Required |
|  | <input type="checkbox"/> Collaborates with campus leadership to develop systems to ensure students, staff, and community voice is heard<br><br><input type="checkbox"/> Utilizes feedback from students, staff, and community to improve the social and emotional safety of students and staff<br><br>...and | <input type="checkbox"/> Implements procedures and practices to maintain an orderly and supportive campus<br><br><input type="checkbox"/> Collects and accurately analyzes data to monitor the effectiveness of the operating procedures and rules<br><br>...and | <input type="checkbox"/> Understands the importance of establishing systems and routines that ensure an orderly and supportive campus environment<br><br>...and |   |

**Evidence, Artifacts, and/or Notes:** Examples include; Campus Improvement Plan, Student discipline data, Teacher turnover data, School safety plan, Stakeholder surveys, Community partnerships, and Stakeholder engagement activities.



**Indicator 4E:** The principal applies a variety of student discipline techniques to meet the behavioral and academic needs of individual students.

| Distinguished  | Accomplished  | Proficient  | Developing   | Not Demonstrated<br>Needs Improvement     |
|--|---|---|--|---|
| <input type="checkbox"/> Leverages campus and district student support systems, including parents/guardians, to sustain and strengthen the confidence in the school's ability to minimize student discipline issues in order to best serve the educational needs of all students | <input type="checkbox"/> Provides a comprehensive analysis of school discipline data and engages learning teams to sustain systems that routinely and conscientiously protect instructional time from interruptions in classrooms and across the campus   | <input type="checkbox"/> Fairly and consistently implements the Student Code of Conduct to ensure an optimal learning environment for all students  | <input type="checkbox"/> Understands and implements district policies and procedures regarding student discipline  | <input type="checkbox"/> Comment Required |
|  | <input type="checkbox"/> Collect and analyze data concerning student behavior and academic performance to accurately address campus-wide behavioral and academic issues<br><br><input type="checkbox"/> Collaborates with campus leadership and intervention specialist to develop and implement school wide intervention programs that proactively address the behavioral and academic needs of groups of students<br><br>...and | <input type="checkbox"/> Routinely works with support specialist ( <i>counselors, special education, school psychologist, etc.</i> ) to analyze student behavior and academic performance data<br><br><input type="checkbox"/> Collaborates with support specialist to develop individualized performance improvement plans for students struggling behaviorally and academically<br><br>...and | <input type="checkbox"/> Understands how behavioral issues with students effect academic performance<br><br>...and |   |

**Evidence, Artifacts, and/or Notes:** Examples include; Campus Improvement Plan, Student discipline data, Teacher turnover data, School safety plan, Stakeholder surveys, Community partnerships, and Stakeholder engagement activities.



**Standard 5 – Strategic Operations: The principal is responsible for implementing systems that align with the school’s vision and mission and improve the quality of instruction.**

**Indicator 5A:** Strategic Planning - The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.

| Distinguished   | Accomplished  | Proficient  | Developing  | Not Demonstrated<br>Needs Improvement     |
|---|---|---|---|---|
| <input type="checkbox"/> Leverages high-level, concrete goals in order to sustain a high performing school culture that creates demand for innovation and improvement | <input type="checkbox"/> Systematically monitors, evaluates, and refines goals, targets, and strategies through data analysis                         | <input type="checkbox"/> Implements change initiatives that are aligned with the school's goals, targets, and improvement strategies  | <input type="checkbox"/> Uses a variety of classroom and school data to challenge the status quo and identify necessary change initiatives  | <input type="checkbox"/> Comment Required |
|   | <input type="checkbox"/> Systematically and clearly communicates the progress toward achieving goals to all members of the school community<br>...and | <input type="checkbox"/> Maintains a consistent focus on the school and classroom influences that affect student learning and systematically communicates successes and shortcomings toward achieving goals and targets within the school<br>...and | <input type="checkbox"/> Understands and can explain the importance of open, effective communication in the operation of the school and the progress toward improving student achievement<br>...and |   |

**Evidence, Artifacts, and/or Notes:** Examples include; Campus Improvement Plan, School financial information, Master school schedule with instructional times, Visioning documents, and Staff professional development plan.



Principal Name:

School Year:

**Indicator 5B: Maximized Learning Time** - The principal implements daily schedules and a yearlong plan for regular data-driven instruction cycles, gives student access to diverse and rigorous instructional programs, and builds in time for professional development.

| Distinguished   | Accomplished   | Proficient   | Developing  | Not Demonstrated<br>Needs Improvement     |
|---|--|--|---|---|
| <input type="checkbox"/> Ensures ongoing student engagement through instructional programs that provide opportunities for personalized learning | <input type="checkbox"/> Systematically monitors the effect of the master schedule on teacher planning and student achievement   | <input type="checkbox"/> Establishes systems that minimize or eliminate interruptions and distractions to classroom instruction                                | <input type="checkbox"/> Designs school schedules and calendars that address the learning needs of diverse student populations                  | <input type="checkbox"/> Comment Required |
| <input type="checkbox"/> Proactively reviews and adjusts schedules and plans to respond to changes in instructional needs                       | <input type="checkbox"/> Analyzes school and classroom data to guide the implementation of policies, practices, and procedures that maximize the use of instructional time<br><br>...and | <input type="checkbox"/> Strategically plans an annual professional development schedule that aligns to school and classroom instructional needs<br><br>...and | <input type="checkbox"/> Ensures adherence to all legal and policy requirements for teacher planning and professional development<br><br>...and |   |

**Evidence, Artifacts, and/or Notes:** Examples include; Campus Improvement Plan, School financial information, Master school schedule with instructional times, Visioning documents, and Staff professional development plan.





Principal Name:

School Year:

**Indicator 5C: Tactical Resource Management - The principal aligns resources with the needs of the school and effectively monitors the impact of these resources on school goals.**

| Distinguished  | Accomplished  | Proficient   | Developing   | Not Demonstrated<br>Needs Improvement     |
|--|---|--|--|---|
| <input type="checkbox"/> Designs structures and processes that enable shared responsibility by leadership teams that result in the recommendations and decisions for the allocation of resources that ensure equitable outcomes for all students | <input type="checkbox"/> Implements processes and procedures that ensure the long-term viability of effective programs and practices  | <input type="checkbox"/> Analyzes relevant data and incorporates feedback in the decisions to allocate resources for professional development needs of faculty and staff           | <input type="checkbox"/> Understands and can explain the importance to assess and allocate school resources to support the professional development needs of faculty and staff | <input type="checkbox"/> Comment Required |
|  | <input type="checkbox"/> Analyzes school improvement data to strategically plan for the allocation of human, fiscal and technological resources to maximize outcomes for all students<br>...and | <input type="checkbox"/> Seeks human, fiscal, and technological resources necessary for faculty and staff to perform their duties and maximize outcomes for all students<br>...and | <input type="checkbox"/> Knows about the school budget and accounting procedures<br>...and   |   |

**Evidence, Artifacts, and/or Notes:** Examples include; Campus Improvement Plan, School financial information, Master school schedule with instructional times, Visioning documents, and Staff professional development plan.





Principal Name:

School Year:

**Indicator 5D: Policy Implementation and Advocacy** - The principal collaborates with district staff to implement district policies and advocates for the needs of district students and staff.

| Distinguished  | Accomplished  | Proficient   | Developing   | Not Demonstrated<br>Needs Improvement     |
|--|---|--|--|---|
| <input type="checkbox"/> Plays an active role in the development of district/regional/state/national goals and initiatives directed at improving student achievement | <input type="checkbox"/> Analyzes relevant school data in order to actively collaborate with school leadership teams to plan and execute strategies of the CIP that are aligned with the district initiatives for improving student achievement<br>...and | <input type="checkbox"/> Implements district initiatives directed at improving student achievement   | <input type="checkbox"/> Understands and can explain district goals and initiatives directed at improving student achievement  | <input type="checkbox"/> Comment Required |
|  |   | <input type="checkbox"/> Collaborates with administrative colleagues to share best practices related to district goals and initiatives<br><br><input type="checkbox"/> Seeks internal and external opportunities to secure resources in support of the school's academic program<br>...and | <input type="checkbox"/> Openly and effectively communicates between and within school and district administration<br><br><input type="checkbox"/> Advocates strongly for the school and the school academic program with school district, parents/guardians, and the school community<br>...and |   |

**Evidence, Artifacts, and/or Notes:** Examples include; Campus Improvement Plan, School financial information, Master school schedule with instructional times, Visioning documents, and Staff professional development plan.



## Mid-Year Progress Form (Mid-Year Progress Conference)

### Instructions: MOY Conference

Reviewing goal progress should be an ongoing process when using T-PESS. When done regularly, it encourages principals to reflect on and refine the leadership practices emphasized to accomplish the goal. Monitoring current progress also offers the opportunity for the appraiser and the principal to discuss and clarify leadership practices within the context of the school using real data.

Approximately halfway through the school year, the appraiser will meet individually with each principal to discuss progress toward the principal's goals and, if applicable, any proposed adjustments to action plans as necessary to reach set goals. The MOY conference also includes a review of selected parts of the rubric as determined most applicable by the appraiser and discussion of any additional support requested by the principal. In preparation for the MOY conference, the principal may wish to prepare a brief summary the most current data of any projects or initiatives related to their T-PESS goals.

Supporting and monitoring principal progress is an important component of the professional development process. The Mid-Year Conference provides the opportunity for principals and appraisers to formatively take stock of the progress the principal is making on his or her professional goals. Key information discussed and decisions made during the conference are captured on the MOY Conference form. Reviewing progress allows for continuing dialogue within the context of the standards, indicators and the principal's performance goals. Additionally, this conference offers the opportunity to modify goals should the need arise.

The Mid-Year Progress Form is used to capture the information reviewed and any decisions made as a result of discussion during the meeting. Following the meeting, the appraiser will complete the form and share it with the principal for review and signature. As a result of this feedback, both principal and appraiser should have a clear understanding of the principal's current level of practice in key areas of focus and goal progress. Ideally, the MOY conference is an extension of the ongoing dialogue between principal and appraiser.

Preparation by the appraiser prior to this conference is important. The appraiser should:

- Review the principal's Self-Assessment and Goal Setting Form.
- Consider the evidence collected through site visits.
- Review and consider the depth and quality of the artifacts submitted or collected.

During the Mid-Year Progress Conference, the principal and appraiser should meet to discuss progress toward goal attainment:

- Using the Mid-Year Progress Form, the appraiser should indicate whether the principal is progressing or not progressing toward goal attainment on both the principal practice goal, as well as the student growth goal set by the principal.
- Include a brief narrative of evidence of progress and/or revise the plan if necessary.

The appraiser should use this form to include any relevant feedback and comments that will assist the principal and promote growth in either or both areas.

Additional information on the MOY conference is available in the T-PESS Participant Manual.





Principal Name:

School Year:

| Professional Practice Goal                                     |   |
|--|---|
| Professional Practice Goal:                                    |   |
| Indicate progress toward goal attainment:                      | <input type="radio"/> Progressing <input type="radio"/> Not Progressing |
| Evidence of Progress:  |   |
| Revised Plan (only if necessary):                              |   |
| Principal Comments Attached?                                   | <input type="radio"/> Yes <input type="radio"/> No                      |
| Appraiser Comments:  |   |
| Student Growth Goal  |   |
| Student Growth Goal (can span a period greater than one year): |   |
| Indicate progress toward goal attainment:                      | <input type="radio"/> Progressing <input type="radio"/> Not Progressing |
| Evidence of Progress:  |   |
| Revised Plan (only if necessary):                              |   |
| Principal Comments Attached?                                   | <input type="radio"/> Yes <input type="radio"/> No                      |
| Appraiser Comments:  |   |
| Principal Signature:   | Date:   |
| Appraiser Signature:   | Date:   |



## Principal Summary Rating Form:

**Instructions:** The Principal Summary Rating Form is to be completed by the appraiser following the End-of-Year Conference where the principal is allowed the opportunity to share artifacts and evidence pertaining to his/her professional goal and performance throughout the year. The discussion of professional performance is collaborative between the principal and the appraiser.

- A final rating should be given for each indicator.
- Local policy will determine if a final overall rating should be given for each standard.
- The appraiser should use all data collected throughout the evaluation cycle, any completed rubrics, and submitted artifacts and evidence in this final performance evaluation.
- The appraiser should add comments, recommended actions for improvement, and resources needed to complete these actions to guide the principal toward continued growth.

### Standard 1 – Instructional Leadership: The principal is responsible for ensuring every student receives high-quality instruction.

| Indicators:   | Distinguished   | Accomplished          | Proficient            | Developing            | Not Demonstrated Needs Improvement |
|---|---|-----------------------|-----------------------|-----------------------|------------------------------------|
| a. The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards. | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              |
| b. The principal monitors and ensures high-quality instructional practices among teachers and staff that improve student performance.                                   | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              |
| c. The principal monitors multiple forms of student data to inform instruction and intervention decisions to maximize student achievement.                              | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              |
| d. The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.    | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              |
| <b>Overall Rating for Standard 1</b> (Only for districts that aggregate to the standard level)  | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              |
| <b>Comments:</b><br><br><br><br><br><br><b>Areas for Growth and Resources Needed:</b><br><br><br><br><br>   | <b>Evidence of documentation that may be used to support ratings:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Campus Improvement Plan</li> <li><input type="checkbox"/> Student achievement and testing data</li> <li><input type="checkbox"/> Leadership teams</li> <li><input type="checkbox"/> Use of research-based school and classroom practices</li> <li><input type="checkbox"/> Campus master schedule</li> <li><input type="checkbox"/> Formative and summative assessments</li> <li><input type="checkbox"/> Education plans for identified sub-populations</li> <li><input type="checkbox"/> Stakeholder surveys</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> </ul> |                       |                       |                       |                                    |



School Year:

**Indicators:**

Not  
Demonstrated  
Needs  
Improvement

- 

- 

- 

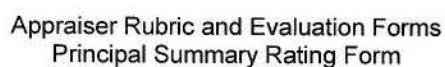
- 



**Evidence of documentation that may be used to support ratings:**

- ☐ Campus Improvement Plan
- ☐ Student achievement and testing data
- ☐ Teacher retention data
- ☐ Teacher professional growth plans
- ☐ Site professional development plan
- ☐ National Board Certified Teachers
- ☐ Stakeholder surveys
- ☐
- ☐
- ☐

**Areas for Growth and Resources Needed:**





Principal Name:

School Year:

**Standard 3 – Executive Leadership: The principal models personal responsibility and a relentless focus on improving student outcomes.**

| Indicators  | Distinguished  | Accomplished          | Proficient            | Developing            | Not Demonstrated<br>Needs Improvement |
|---|--|-----------------------|-----------------------|-----------------------|---------------------------------------|
| a. The principal is solutions-oriented, treats challenges as opportunities, and supports the school and community through continuous improvement.   | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                 |
| b. The principal proactively seeks and acts on feedback, reflects on personal growth areas, seeks development opportunities, and changes practice in ways that improves student outcomes.   | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                 |
| c. The principal communicates with all audiences and develops productive relationships.   | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                 |
| d. The principal adheres to the Code of Ethics and Standard Practices for Texas Educators in such a way that it demonstrates a moral imperative to educate all children and follows practices and procedures of his or her respective district. | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                 |
| <b>Overall Rating for Standard 3</b> (Only for districts that aggregate to the standard level)  | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                 |
| <b>Comments:</b>  | <b>Evidence of documentation that may be used to support ratings:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Campus Improvement Plan</li> <li><input type="checkbox"/> Campus leadership teams</li> <li><input type="checkbox"/> Stakeholder surveys</li> <li><input type="checkbox"/> Student achievement and testing data</li> <li><input type="checkbox"/> Visioning documents</li> <li><input type="checkbox"/> Staff professional development plan</li> <li><input type="checkbox"/> Teacher retention data</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> </ul> |                       |                       |                       |                                       |
| <b>Areas for Growth and Resources Needed:</b>   |  |                       |                       |                       |                                       |



Principal Name:

School Year:

**Standard 4 – School Culture: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.**

| Indicators  | Distinguished  | Accomplished          | Proficient            | Developing            | Not Demonstrated Needs Improvement |
|---|--|-----------------------|-----------------------|-----------------------|------------------------------------|
| a. The principal develops, implements, and sustains a shared vision of high expectations for all students and staff.                                      | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              |
| b. The principal establishes, reinforces, and monitors clear expectations for adult, staff, and student conduct, including social and emotional supports. | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              |
| c. The principal purposefully engages families and community members in meaningful student learning experiences.  | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              |
| d. The principal creates a safe school environment that ensures the social, emotional, and physical well-being of staff and students.                     | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              |
| e. The principal applies a variety of student discipline techniques to meet the behavioral and academic needs of individual students.                     | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              |
| <b>Overall Rating for Standard 4</b> (Only for districts that aggregate to the standard level)  | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              |
| <b>Comments:</b>  | <b>Evidence of documentation that may be used to support ratings:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Campus Improvement Plan</li> <li><input type="checkbox"/> Student discipline data</li> <li><input type="checkbox"/> Teacher turnover data</li> <li><input type="checkbox"/> School safety plan</li> <li><input type="checkbox"/> Stakeholder surveys</li> <li><input type="checkbox"/> Community partnerships</li> <li><input type="checkbox"/> Stakeholder engagement activities</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> </ul> |                       |                       |                       |                                    |
| <b>Areas for Growth and Resources Needed:</b>   |  |                       |                       |                       |                                    |





Principal Name:

School Year:

**Standard 5 – Strategic Operations: The principal is responsible for implementing systems that align with the school's vision and mission and improve the quality of instruction.**

| Indicators   | Distinguished  | Accomplished          | Proficient            | Developing            | Not Demonstrated Needs Improvement |
|--|--|-----------------------|-----------------------|-----------------------|------------------------------------|
| a. Strategic Planning - The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.   | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              |
| b. Maximized Learning Time - The principal implements daily schedules and a yearlong plan for regular data-driven instruction cycles, gives students access to diverse and rigorous instructional programs, and builds in time for professional development. | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              |
| c. Tactical Resource Management - The principal aligns resources with the needs of the school and effectively monitors the impact of these resources on school goals.  | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              |
| d. Policy Implementation and Advocacy - The principal collaborates with district staff to implement district policies and advocate for the needs of district students and staff.   | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              |
| <b>Overall Rating for Standard 5</b> (Only for districts that aggregate to the standard level)   | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              |
| <b>Comments:</b><br><br><br><br><br><br><br><br><br><br><b>Areas for Growth and Resources Needed:</b>  | <b>Evidence of documentation that may be used to support ratings:</b><br><input type="checkbox"/> Campus Improvement Plan<br><input type="checkbox"/> School financial information<br><input type="checkbox"/> Master school schedule with instructional times<br><input type="checkbox"/> Visioning documents<br><input type="checkbox"/> Staff professional development plan<br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/> |                       |                       |                       |                                    |
| <b>Principal Comments Attached?</b> <input type="radio"/> Yes <input type="radio"/> No<br>If comments are attached, include Appraiser Signature.   |  |                       |                       |                       |                                    |
| <b>Principal Signature:</b>  |  |                       |                       | <b>Date:</b>          |                                    |
| <b>Appraiser Signature:</b>  |  |                       |                       | <b>Date:</b>          |                                    |

The principal signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the principal has reviewed the report with the appraiser and may reply in writing. The signature of the appraiser verifies that the report has been reviewed and that the proper process has been followed according to the state and local policy for the evaluation process.



## End-of-Year Goal Attainment Form:

### Instructions: EOY Conference and Summative Annual Report

As the year wraps up, the principal should begin reviewing the artifacts and evidence collected throughout the year to assist in summarizing the impact and to prepare for sharing the summary at the End-of-Year Conference. The school leader should review progress toward his or her performance goals and collect and consolidate the artifacts and data that were agreed upon when making final determinations about goal achievement and improving leadership performance. This information should be sent to the appraiser in advance of the final meeting to allow the appraiser time to adequately prepare for the final meeting.

To complete the evaluation cycle, the principal and appraiser will meet to review the principal's performance for the year and to draft performance goals for next year based on the information available at that time. The principal will have the opportunity to present artifacts and evidence pertaining to attainment of his or her performance goals and any information that would provide additional insight for accurate summary ratings.

The End-of-Year Conference also marks the beginning of the goal-setting process for next year. Drawing from the insight gained as a result of the work in the current year, the principal and appraiser should collaborate to identify possible areas of focus for the coming year. The principal will revisit these possible goals throughout the summer and again with the appraiser in the fall to determine if adjustments are needed or desired, especially in light of any additional data that may become available after the End-of-Year Conference.

When completing the Summary Rating Form, the appraiser will:

- Give a rating for each indicator contained in the standards.
- Make a written comment on any indicator marked Not Demonstrated/Needs Improvement and for any indicator marked Distinguished.
- Give an overall rating for each standard based on the indicator ratings but only if required by the local district.
- Provide the principal with the opportunity to add comments and/or attach written comments to the Summary Rating Form.

Following the End-of-Year Conference the appraiser should use the End-of-Year Goal Attainment form to indicate progress in achieving the established goals and provide a narrative of evidence of completion.

- The appraiser should use this form to include any relevant feedback and comments that will assist the principal and facilitate growth.
- If the principal desires to include comments, the appraiser will check the box below to indicate that comments are included and attached.

The Summary Rating form and the End-of Year Goal Attainment form comprise the Summative Annual Report which is shared with the principal following completion.

Additional information about the EOY conference and the Summative Annual Report is available in the participant's manual.





Principal Name:

School Year:

**Professional Practice Goal:****Professional Practice Goal:**

| <input type="radio"/> Significantly Exceeded Expectations   | <input type="radio"/> Exceeded Expectations   | <input type="radio"/> Attained  | <input type="radio"/> Progressing   | <input type="radio"/> Not Progressing  |
|---|---|---|---|--|
| Through the completion and full attainment of the established goal, the principal has demonstrated significant and substantial competence through knowledge, skills, responsibilities, and/or behaviors essential to an effective leader in the progress of meeting the established goal. | Through the completion and full attainment of the established goal, the principal has demonstrated adept competence through knowledge, skills, responsibilities, and/or behaviors essential to an effective leader in the progress of meeting the established goal. | Principal demonstrated significant progress and growth toward achieving the established goal and the goal was at least marginally attained. | Principal demonstrated significant progress and growth toward achieving the established goal; however, the goal was not attained. | Principal did not demonstrate significant progress or adequate growth toward achieving the established goal. |

**Evidence of Completion:****Appraiser Comments:****Principal Comments Attached?**☐ Yes☐ No**Student Growth Goal:****Student Growth Goal (can span a period greater than one year):**

| <input type="radio"/> Significantly Exceeded Expectations   | <input type="radio"/> Exceeded Expectations   | <input type="radio"/> Attained  | <input type="radio"/> Progressing   | <input type="radio"/> Not Progressing  |
|---|---|---|---|--|
| Through the completion and full attainment of the established goal, the principal has demonstrated significant and substantial competence through knowledge, skills, responsibilities, and/or behaviors essential to an effective leader in the progress of meeting the established goal. | Through the completion and full attainment of the established goal, the principal has demonstrated adept competence through knowledge, skills, responsibilities, and/or behaviors essential to an effective leader in the progress of meeting the established goal. | Principal demonstrated significant progress and growth toward achieving the established goal and the goal was at least marginally attained. | Principal demonstrated significant progress and growth toward achieving the established goal; however, the goal was not attained. | Principal did not demonstrate significant progress or adequate growth toward achieving the established goal. |

**Evidence of Completion:****Appraiser Comments:****Principal Comments Attached?**☐ Yes☐ No**Principal Signature:****Date:****Appraiser Signature:****Date:**



## Principal Record of Activities Form (Optional)

**Instructions:** The record of activities is an optional form intended to ensure the process for evaluating principals is followed according to district adopted policy.

- The appraiser and the principal will follow district approved processes for conducting the evaluation.
- Use this form to record and track each component or step of the evaluation process.

| Principal Record of Activities   | Date | Appraiser                | Principal                |
|--|------|--------------------------|--------------------------|
| Self-Assessment Form   |      | <input type="checkbox"/> | <input type="checkbox"/> |
| Beginning-of-Year Conference   |      | <input type="checkbox"/> | <input type="checkbox"/> |
| Beginning-of-Year Goal Setting Form  |      | <input type="checkbox"/> | <input type="checkbox"/> |
| Mid-Year Progress toward Goal Attainment Form  |      | <input type="checkbox"/> | <input type="checkbox"/> |
| End-of-Year Goal Attainment Form   |      | <input type="checkbox"/> | <input type="checkbox"/> |
| Observations/Performance Data Collection   |      | <input type="checkbox"/> | <input type="checkbox"/> |
| Evidence/ Artifacts<br>Record and attach the artifact/evidence submitted (e.g., example of teacher performance plan, communication plan, etc.) |      | <input type="checkbox"/> | <input type="checkbox"/> |
| End-of-Year Conference   |      | <input type="checkbox"/> | <input type="checkbox"/> |
| Summary Rating Form  |      | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Principal Signature:</b>  |      | <b>Date:</b>             |                          |
| <b>Appraiser Signature:</b>  |      | <b>Date:</b>             |                          |

The principal signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the principal has reviewed the report with the appraiser and may reply in writing. The signature of the appraiser verifies that the report has been reviewed and that the proper process has been followed according to the state and local policy for the evaluation process.



**Attachment 20: Résumé(s) and/or Qualifications for Proposed Financial Team**

Silicon Hill Academy is excited to identify the individuals best suited to lead and collaborate as part of our Financial Team, including our Director of Finance and Business Manager.

Please see the job descriptions and qualifications for our Director of Finance and Business Manager, currently our Supplemental HR Forms.

# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Director of Finance

Reports to: Board of Directors

Salary Range: \$75,000-\$85,000

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.

N/A

Proposed Location (City and County): Austin, Travis County, TX

Number of Students anticipated in year one: 150 In year five: 1,250

Minimum Qualifications Required:

Education Required: Master's Degree in Finance, Accounting, Business Administration, or a relevant field

Experience Required: 7 years experience of successful management of fiscal operations

Certification Required: CPA 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    |
|------------------|--------|-------------------|----------------------|-----------------|
| Austin ISD       | 227901 | Austin            | 85,591               | 114,000-127,750 |
| Del Valle ISD    | 227901 | Del Valle         | 11,169               | 83,900-99,900   |
| San Antonio ISD  | 015907 | San Antonio       | 50,641               | 71,000-100,900  |

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Director of Finance

Reports to: Board of Directors

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Act as the financial representative to the BOD and work alongside BOD members and district administration
2. Coordinate and assist the BOD, Superintendent, and Principal with policy and budgetary decision making
3. Manage and oversee reporting systems to ensure thorough and timely financial reports
4. Handle and manage real estate issues with BOD and Superintendent
5. Invest funds for district
6. Manage and direct financial affairs of school including budgetary practices
7. Assign tasks and responsibilities to staff and provides feedback to ensure and maintain quality of work
8. Create quality standards and associated guidelines for the department, so to standardize best practices
9. Spearhead internal preparation for outside auditors when needed
10. Develop long-term financial plans with attainable goals

**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.**



# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

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.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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                                |
|--|-------------------------------------|--|-------------------------------------|---|
| <input type="text" value="Austin ISD"/>      | <input type="text" value="227901"/> | <input type="text" value="Austin"/>      | <input type="text" value="85,591"/> | <input type="text" value="50,000-110,000"/> |
| <input type="text" value="Del Valle ISD"/>   | <input type="text" value="227901"/> | <input type="text" value="Del Valle"/>   | <input type="text" value="11,169"/> | <input type="text" value="31,000-60,000"/>  |
| <input type="text" value="San Antonio ISD"/> | <input type="text" value="015907"/> | <input type="text" value="San Antonio"/> | <input type="text" value="50,641"/> | <input type="text" value="37,000-85,000"/>  |

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Business Manager

Reports to: Director of Finance

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Manage accounts payable and receivable in a timely and effective manner
2. Manage and federal and state funds received and ensure compliance with any laws
3. Manage any donations received and ensure all associated laws are followed
4. Support all business and support functions at the school
5. Ensure effective use of resources through thoughtful planning
6. Ensure the fiscal responsibility of the Superintendent, Principals and leadership
7. Manage the accounting across three campuses
8. Advise on all contracts with vendors
9. Ensure accurate and timely expense reporting, including BOD reporting
10. Offer accurate analysis of budget trends and make recommendation to ensure effective spending

**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.**

**Attachment 21: Résumé(s) and/or Qualifications for Proposed Operations Team**

Silicon Hill Academy is excited to identify the individuals best suited to lead and collaborate as part of our Operations Team, including the Director of Operations and the Director of Human Resources.

Please see the job descriptions and qualifications for our Director of Operations and Director of Human Resources, currently our Supplemental HR Forms.

# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Director of Operations

Reports to: Superintendent

Salary Range: \$75,000-\$85,000

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.

N/A

Proposed Location (City and County): Austin, Travis County, TX

Number of Students anticipated in year one: 150 In year five: 1,250

## Minimum Qualifications Required:

Education Required: Master's Degree from an accredited college or university

Experience Required: Minimum five years with a K-12 school

Certification Required: Administrative 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      |
|------------------|--------|-------------------|----------------------|-------------------|
| Austin ISD       | 227901 | Austin            | 85,591               | \$65,000-\$80,000 |
| Del Valle ISD    | 227901 | Del Valle         | 11,169               | \$62,000-\$75,000 |
| San Antonio ISD  | 015907 | San Antonio       | 50,641               | \$63,000-\$79,000 |



Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Director of Operations

Reports to: Superintendent

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Develop strategic operational plans and standards to be implemented system-wide across multiple content areas and departments
2. Coordinate with district leadership to implement high quality instructional strategies
3. Ensure the district remains compliant with all relevant statutes and regulations on the state and federal level
4. Assess the effectiveness of current operations and programs to ensure overall betterment of the school
5. Serve as a trusted advisor and consultant to teachers, staff, and administration
6. Oversee vendor accountability and management
7. Communicate, consult, and co-operate with fellow school staff and administration
8. Ensure high standards of professional practice and quality of teaching and learning
9. Participate in relevant In-Service education and relevant training courses
10. Work effectively and efficiently to meet and exceed deadlines, alongside managing multiple projects

**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.**

# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Director of HR

Reports to: Superintendent

Salary Range: \$75,000-\$85,000

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.

N/A

Proposed Location (City and County): Austin, Travis County, TX

Number of Students anticipated in year one: 150

In year five: 1,250

Minimum Qualifications Required:

Education Required: Bachelors degree from an accredited university. A Masters degree is preferred.

Experience Required: Minimum 5 years experience in human resources management.

Certification  
Required: None

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    |
|------------------|--------|-------------------|----------------------|-----------------|
| Austin ISD       | 227901 | Austin            | 85,591               | 100,000-116,000 |
| Del Valle ISD    | 227901 | Del Valle         | 11,169               | 93,900-111,900  |
| San Antonio ISD  | 015907 | San Antonio       | 50,641               | 71,000-100,900  |

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Director of HR

Reports to: Superintendent

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Develop initiatives and strategies for recruitment and retention of talent.
2. Oversee, develop, and coordinate the human resources department.
3. Implement an effective and creative marketing plan for the school.
4. Manage performance evaluation programs, which includes job descriptions, salary surveys and position re-classifications.
5. Manage and reconcile issues with payroll
6. Attend and participate in school meetings alongside administrative personnel to discuss relevant department information.
7. Support administration and staff in interpreting district, state, and federal policies, regulations, and requirements.
8. Act as a consultant on all HR matters in relation to district employees.
9. Create and maintain policies, regulations, and guidelines where no district, state, or federal equivalent exists.
10. Oversee training and development needs for district employees.

**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.**



## **Attachment 22: Staffing Chart**

## Silicon Hill Academy Staffing Chart

| Positions                               | Staffing Chart |           |             |             |           |             |
|---|----------------|-----------|-------------|-------------|-----------|-------------|
|   | Year 1         | Year 2    | Year 3      | Year 4      | Year 5    | At capacity |
| <b>Central Office</b>                   |                |           |             |             |           |             |
| Superintendent/CEO                      | 1              | 1         | 1           | 1           | 1         | 1           |
| Operations Director                     | -              | -         | 1           | 1           | 1         | 1           |
| Finance Director                        | -              | -         | 1           | 1           | 1         | 1           |
| Academic Director                       | -              | -         | 1           | 1           | 1         | 1           |
| HR Director                             | -              | -         | 1           | 1           | 1         | 1           |
| <b>Total central office FTEs</b>        | <b>1</b>       | <b>1</b>  | <b>5</b>    | <b>5</b>    | <b>5</b>  | <b>5</b>    |
| <b>Campus 1 – SHA Austin Staff</b>      |                |           |             |             |           |             |
| School leaders                          | 1              | 1         | 2           | 2           | 2         | 2           |
| Special Education Teacher               | 1              | 1         | 1.5         | 2           | 2         | 2           |
| Math Teacher                            | 1              | 2.5       | 4           | 5.5         | 6         | 6           |
| ELA Teacher                             | 1              | 2.5       | 4           | 5.5         | 6         | 6           |
| History Teacher                         | 1              | 2.5       | 4           | 5.5         | 6         | 6           |
| Science Teacher                         | 1              | 2.5       | 4           | 5.5         | 6         | 6           |
| Health/PE Teacher                       | 1              | 2.5       | 4           | 5.5         | 6         | 6           |
| Spanish Teacher                         | .5             | 1         | 1.5         | 2           | 2         | 2           |
| Latin Teacher                           | .5             | 1         | 1.5         | 2           | 2         | 2           |
| ASL Teacher                             | -              | -         | 1           | 1           | 1         | 1           |
| Computer Science Teacher                | .5             | 1         | 1           | 1.5         | 1.5       | 1.5         |
| Elective Teacher                        | .5             | 1         | 1.5         | 3           | 3.5       | 3.5         |
| ESL/Bilingual Teacher                   | 1              | 1         | 1           | 1           | 1         | 1           |
| Speech Language                         | -              | -         | -           | 1           | 1         | 1           |
| Counselor                               | 0              | 1         | 1           | 1           | 2         | 2           |
| Student Support Staff                   | 1              | 2         | 2           | 6           | 7         | 7           |
| Business Manager                        | 1              | 1         | 1           | 1           | 1         | 1           |
| PIEMS Clerk/Operations                  | 1              | 1         | 1           | 1           | 1         | 1           |
| Office Manager/Registrar                | 1              | 1         | 1           | 1           | 1         | 1           |
| Secretary                               | -              | 1         | 1           | 1           | 1         | 1           |
| Substitute                              | 1              | 1.5       | 1.5         | 2.5         | 3         | 3           |
| <b>Total Campus 1 – SHA Austin FTEs</b> | <b>15</b>      | <b>28</b> | <b>39.5</b> | <b>56.5</b> | <b>62</b> | <b>62</b>   |

| Positions                                    | Staffing Chart |        |           |           |           |             |
|--|----------------|--------|-----------|-----------|-----------|-------------|
|  | Year 1         | Year 2 | Year 3    | Year 4    | Year 5    | At capacity |
| <b>Campus 2 – SHA San Antonio Staff</b>      |                |        |           |           |           |             |
| School leaders                               | -              | -      | 1         | 1         | 2         | 2           |
| Special Education Teacher                    | -              | -      | 1         | 1         | 1.5       | 2           |
| Math Teacher                                 | -              | -      | 1         | 2.5       | 4         | 6           |
| ELA Teacher                                  | -              | -      | 1         | 2.5       | 4         | 6           |
| History Teacher                              | -              | -      | 1         | 2.5       | 4         | 6           |
| Science Teacher                              | -              | -      | 1         | 2.5       | 4         | 6           |
| Health/PE Teacher                            | -              | -      | 1         | 2.5       | 4         | 6           |
| Spanish Teacher                              | -              | -      | .5        | 1         | 2         | 2           |
| Latin Teacher                                | -              | -      | .5        | 1         | 2         | 2           |
| ASL Teacher                                  | -              | -      | -         | -         | 1         | 1           |
| Computer Science Teacher                     | -              | -      | .5        | 1         | 1         | 1.5         |
| Elective Teacher                             | -              | -      | .5        | 1         | 2         | 3.5         |
| ESL/Bilingual Teacher                        | -              | -      | 1         | 1         | 2         | 1           |
| Speech Language                              | -              | -      | -         | -         | -         | 1           |
| Counselor                                    | -              | -      | -         | 1         | 1         | 2           |
| Student Support Staff                        | -              | -      | 1         | 2         | 2         | 7           |
| Business Manager                             | -              | -      | 1         | 1         | 1         | 1           |
| PIEMS Clerk/Operations                       | -              | -      | 1         | 1         | 1         | 1           |
| Office Manager/Registrar                     | -              | -      | 1         | 1         | 1         | 1           |
| Secretary                                    | -              | -      | -         | 1         | 1         | 1           |
| Substitute                                   | -              | -      | 1         | 1.5       | 1.5       | 3           |
| <b>Total Campus 2 – SHA San Antonio FTEs</b> | -              | -      | <b>15</b> | <b>28</b> | <b>41</b> | <b>62</b>   |
| <b>Campus 3 – SHA Houston Staff</b>          |                |        |           |           |           |             |
| School leaders                               | -              | -      | -         | -         | 1         | 2           |
| Special Education Teacher                    | -              | -      | -         | -         | 1         | 2           |
| Math Teacher                                 | -              | -      | -         | -         | 1         | 6           |
| ELA Teacher                                  | -              | -      | -         | -         | 1         | 6           |
| History Teacher                              | -              | -      | -         | -         | 1         | 6           |
| Science Teacher                              | -              | -      | -         | -         | 1         | 6           |
| Health/PE Teacher                            | -              | -      | -         | -         | 1         | 6           |
| Spanish Teacher                              | -              | -      | -         | -         | .5        | 2           |

| Positions                                | Staffing Chart |             |             |             |             |             |
|--|----------------|-------------|-------------|-------------|-------------|-------------|
|  | Year 1         | Year 2      | Year 3      | Year 4      | Year 5      | At capacity |
| Latin Teacher                            | -              | -           | -           | -           | .5          | 2           |
| ASL Teacher                              | -              | -           | -           | -           | -           | 1           |
| Computer Science Teacher                 | -              | -           | -           | -           | .5          | 1.5         |
| Elective Teacher                         | -              | -           | -           | -           | .5          | 3.5         |
| ESL/Bilingual Teacher                    | -              | -           | -           | -           | 1           | 1           |
| Speech Language                          | -              | -           | -           | -           | -           | 1           |
| Counselor                                | -              | -           | -           | -           | -           | 2           |
| Student support staff                    | -              | -           | -           | -           | 1           | 7           |
| Business Manager                         | -              | -           | -           | -           | 1           | 1           |
| PEIMS Clerk/Operations                   | -              | -           | -           | -           | 1           | 1           |
| Office Manager/Registrar                 | -              | -           | -           | -           | 1           | 1           |
| Secretary                                | -              | -           | -           | -           | -           | 1           |
| Substitute                               | -              | -           | -           | -           | 1           | 3           |
| <b>Total Campus 3 – SHA Houston FTEs</b> | -              | -           | -           | -           | <b>15</b>   | <b>62</b>   |
| <b>Total charter school staff</b>        | <b>16</b>      | <b>29</b>   | <b>59.5</b> | <b>89.5</b> | <b>123</b>  | <b>191</b>  |
| <b>Teacher-student ratio</b>             | <b>20:1</b>    | <b>15:1</b> | <b>15:1</b> | <b>15:1</b> | <b>15:1</b> | <b>15:1</b> |

### **Attachment 23: Supplemental Human Resources Information Forms**

Utilizing the template provided, Silicon Hill Academy has completed a Supplemental Human Resources Information Form for all paid positions required to operate our proposed school.

All positions represented in this Attachment are represented on the organizational chart submitted in Attachment 13 and on the staffing chart submitted in Attachment 22.



# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

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.

Professional Development

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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      |
|------------------|--------|-------------------|----------------------|-------------------|
| Austin ISD       | 227901 | Austin            | 85,591               | \$36,000-\$40,000 |
| Del Valle ISD    | 227901 | Del Valle         | 11,169               | \$32,000-\$38,000 |
| San Antonio ISD  | 015907 | San Antonio       | 50,641               | \$32,000-\$36,000 |

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Administrative Staff/Secretary

Reports to: Principal

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Efficiently and effectively answer telephone calls and email
2. Sort, file, and send mail
3. Write journal entries and maintain calendar and scheduling as needed
4. Complete and submit relevant state paperwork and forms
5. Input and manage student and staff data
6. Maintain confidential and privileged information
7. Research, compile, and prepare informational material for relevant presentations
8. Support in data quality in compliance with Performance Based Monitoring
9. Verify data submitted to TEA and submit corrections in a timely manner, in collaboration with the PEIMS clerk
10. Train and educate office personnel as needed

**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.**

# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: ASL Teacher

Reports to: Principal

Salary Range: \$50,000-\$65,000

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.

Professional Development

Proposed Location (City and County): Austin, Travis County, TX

Number of Students anticipated in year one: 150

In year five: 1,250

Minimum Qualifications Required:

Education Required: Master's Degree from an accredited college or university.

Experience Required: 5 years with a K-12 school

Certification Required: Valid Texas teaching certificate with required endorsements or required training for subject and level assigned, ESL certification 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      |
|------------------|--------|-------------------|----------------------|-------------------|
| Austin ISD       | 227901 | Austin            | 85,591               | \$50,000-\$60,000 |
| Del Valle ISD    | 227901 | Del Valle         | 11,169               | \$50,100-\$60,000 |
| San Antonio ISD  | 015907 | San Antonio       | 50,641               | \$5,000-\$60,000  |

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: ASL Teacher

Reports to: Principal

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Plan, prepare, and deliver lessons to all students in the class aligned with learning standards
2. Teach according to the educational needs, abilities, and achievement of the students
3. Adopt and work towards the implementation of the school development plan
4. Assign work, correct, mark, and provide feedback on work carried out by classroom students
5. Assess, record, and report on the development and progress of student academically and behaviorally
6. Provide or contribute to oral and written assessments, reports, and references of students
7. Communicate, consult, and co-operate with fellow school staff members
8. Ensure high standards of professional practice and quality of teaching and learning
9. Participate in relevant professional development education and training courses
10. Maintain high expectations, good order and discipline amongst students under one's care

**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.**



# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Bilingual/ESL Teacher

Reports to: Principal

Salary Range: \$50,000-\$65,000

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.

Professional Development

Proposed Location (City and County): Austin, Travis County, TX

Number of Students anticipated in year one: 150

In year five: 1,250

Minimum Qualifications Required:

Education Required: Master's Degree from an accredited college or university

Experience Required: 5 years with a K-12 school

Certification Required: Valid Texas teaching certificate with required endorsements or required training for subject and level assigned, ESL certification

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      |
|------------------|--------|-------------------|----------------------|-------------------|
| Austin ISD       | 227901 | Austin            | 85,591               | \$52,000-\$60,000 |
| Del Valle ISD    | 227901 | Del Valle         | 11,169               | \$50,000-\$60,000 |
| San Antonio ISD  | 015907 | San Antonio       | 50,641               | \$51,000-\$60,000 |



Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Bilingual/ESL Teacher

Reports to: Principal

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Plan, prepare, and deliver lessons to all students in the class aligned with learning standards
2. Teach according to the educational needs, abilities, and achievement of the students
3. Adopt and work towards the implementation of the school development plan
4. Assign work, correct, mark, and provide feedback on work carried out by classroom students
5. Assess, record, and report on the development and progress of student academically and behaviorally
6. Provide or contribute to oral and written assessments, reports, and references of students
7. Communicate, consult, and co-operate with fellow school staff members
8. Ensure high standards of professional practice and quality of teaching and learning
9. Participate in relevant professional development education and training courses
10. Maintain high expectations, good order and discipline amongst students under one's care

**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.**

# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

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.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

## Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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   |
|------------------|--------|-------------------|----------------------|----------------|
| Austin ISD       | 227901 | Austin            | 85,591               | 50,000-110,000 |
| Del Valle ISD    | 227901 | Del Valle         | 11,169               | 31,000-60,000  |
| San Antonio ISD  | 015907 | San Antonio       | 50,641               | 37,000-85,000  |

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Business Manager

Reports to: Director of Finance

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Manage accounts payable and receivable in a timely and effective manner

2. Manage and federal and state funds received and ensure compliance with any laws

3. Manage any donations received and ensure all associated laws are followed

4. Support all business and support functions at the school

5. Ensure effective use of resources through thoughtful planning

6. Ensure the fiscal responsibility of the Superintendent, Principals and leadership

7. Manage the accounting across three campuses

8. Advise on all contracts with vendors

9. Ensure accurate and timely expense reporting, including BOD reporting

10. Offer accurate analysis of budget trends and make recommendation to ensure effective spending

**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.**

# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Computer Science Teacher

Reports to: Principal

Salary Range: \$50,000-\$65,000

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.

Professional Development

Proposed Location (City and County): Austin, Travis County, TX

Number of Students anticipated in year one: 150

In year five: 1,250

Minimum Qualifications Required:

Education Required: Master's Degree from an accredited college or university

Experience Required: 5 years with a K-12 school

Certification Required: Valid Texas teaching certificate with required endorsements or required training for subject and level assigned, ESL certification 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      |
|------------------|--------|-------------------|----------------------|-------------------|
| Austin ISD       | 227901 | Austin            | 85,591               | \$50,000-\$61,000 |
| Del Valle ISD    | 227901 | Del Valle         | 11,169               | \$50,000-\$58,000 |
| San Antonio ISD  | 015907 | San Antonio       | 50,641               | \$50,000-\$60,000 |

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Computer Science Teacher

Reports to: Principal

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Plan, prepare, and deliver lessons to all students in the class aligned with learning standards
2. Teach according to the educational needs, abilities, and achievement of the students
3. Adopt and work towards the implementation of the school development plan
4. Assign work, correct, mark, and provide feedback on work carried out by classroom students
5. Assess, record, and report on the development and progress of student academically and behaviorally
6. Provide or contribute to oral and written assessments, reports, and references of students
7. Communicate, consult, and co-operate with fellow school staff members
8. Ensure high standards of professional practice and quality of teaching and learning
9. Participate in relevant professional development education and training courses
10. Maintain high expectations, good order and discipline amongst students under one's care

**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.**



# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

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.

Professional Development

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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                                   |
|--|-------------------------------------|--|-------------------------------------|--|
| <input type="text" value="Austin ISD"/>      | <input type="text" value="227901"/> | <input type="text" value="Austin"/>      | <input type="text" value="85,591"/> | <input type="text" value="\$65,000-\$80,000"/> |
| <input type="text" value="Del Valle ISD"/>   | <input type="text" value="227901"/> | <input type="text" value="Del Valle"/>   | <input type="text" value="11,169"/> | <input type="text" value="\$62,000-\$75,000"/> |
| <input type="text" value="San Antonio ISD"/> | <input type="text" value="015907"/> | <input type="text" value="San Antonio"/> | <input type="text" value="50,641"/> | <input type="text" value="\$63,000-\$79,000"/> |

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Director of Curriculum and Instruction

Reports to: Superintendent

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Consult with program leaders and subject matter experts to design and develop curricula, and training material that adhere to industry standards and SHA's unique model.
2. Conduct research and evaluate current curriculum to redesign and rework as needed.
3. Develop, design, and create an evaluation assessment to ensure effective training and implementation of curriculum.
4. Take advantage of multiple delivery methods to ensure instruction is easy to consume across multiple learning styles.
5. Serve as a trusted advisor and consultant to teachers and staff.
6. Work with external vendors, when applicable, to manage a curriculum development budget.
7. Communicate, consult, and cooperate with fellow school staff and administration.
8. Ensure high standards of professional practice and quality of teaching and learning.
9. Participate in relevant In-Service education and training courses.
10. Work effectively and efficiently to meet and exceed deadlines, alongside managing multiple projects.

**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.**

# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Director of Finance

Reports to: Board of Directors

Salary Range: \$75,000-\$85,000

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.

N/A

Proposed Location (City and County): Austin, Travis County, TX

Number of Students anticipated in year one: 150 In year five: 1,250

## Minimum Qualifications Required:

Education Required: Master's Degree in Finance, Accounting, Business Administration, or a relevant field

Experience Required: 7 years experience of successful management of fiscal operations

Certification Required: CPA 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    |
|------------------|--------|-------------------|----------------------|-----------------|
| Austin ISD       | 227901 | Austin            | 85,591               | 114,000-127,750 |
| Del Valle ISD    | 227901 | Del Valle         | 11,169               | 83,900-99,900   |
| San Antonio ISD  | 015907 | San Antonio       | 50,641               | 71,000-100,900  |

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Director of Finance

Reports to: Board of Directors

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Act as the financial representative to the BOD and work alongside BOD members and district administration
2. Coordinate and assist the BOD, Superintendent, and Principal with policy and budgetary decision making
3. Manage and oversee reporting systems to ensure thorough and timely financial reports
4. Handle and manage real estate issues with BOD and Superintendent
5. Invest funds for district
6. Manage and direct financial affairs of school including budgetary practices
7. Assign tasks and responsibilities to staff and provides feedback to ensure and maintain quality of work
8. Create quality standards and associated guidelines for the department, so to standardize best practices
9. Spearhead internal preparation for outside auditors when needed
10. Develop long-term financial plans with attainable goals

**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.**



# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

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.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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    |
|------------------|--------|-------------------|----------------------|-----------------|
| Austin ISD       | 227901 | Austin            | 85,591               | 100,000-116,000 |
| Del Valle ISD    | 227901 | Del Valle         | 11,169               | 93,900-111,900  |
| San Antonio ISD  | 015907 | San Antonio       | 50,641               | 71,000-100,900  |

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Director of HR

Reports to: Superintendent

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Develop initiatives and strategies for recruitment and retention of talent.
2. Oversee, develop, and coordinate the human resources department.
3. Implement an effective and creative marketing plan for the school.
4. Manage performance evaluation programs, which includes job descriptions, salary surveys and position re-classifications.
5. Manage and reconcile issues with payroll
6. Attend and participate in school meetings alongside administrative personnel to discuss relevant department information.
7. Support administration and staff in interpreting district, state, and federal policies, regulations, and requirements.
8. Act as a consultant on all HR matters in relation to district employees.
9. Create and maintain policies, regulations, and guidelines where no district, state, or federal equivalent exists.
10. Oversee training and development needs for district employees.

**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.**

# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

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.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

## Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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      |
|------------------|--------|-------------------|----------------------|-------------------|
| Austin ISD       | 227901 | Austin            | 85,591               | \$65,000-\$80,000 |
| Del Valle ISD    | 227901 | Del Valle         | 11,169               | \$62,000-\$75,000 |
| San Antonio ISD  | 015907 | San Antonio       | 50,641               | \$63,000-\$79,000 |

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Director of Operations

Reports to: Superintendent

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Develop strategic operational plans and standards to be implemented system-wide across multiple content areas and departments
2. Coordinate with district leadership to implement high quality instructional strategies
3. Ensure the district remains compliant with all relevant statutes and regulations on the state and federal level
4. Assess the effectiveness of current operations and programs to ensure overall betterment of the school
5. Serve as a trusted advisor and consultant to teachers, staff, and administration
6. Oversee vendor accountability and management
7. Communicate, consult, and co-operate with fellow school staff and administration
8. Ensure high standards of professional practice and quality of teaching and learning
9. Participate in relevant In-Service education and relevant training courses
10. Work effectively and efficiently to meet and exceed deadlines, alongside managing multiple projects



**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.**

# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

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.

Professional Development

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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 |
|------------------|--------|-------------------|----------------------|--------------|
| Austin ISD       | 227901 | Austin            | 85,591               | \$58,685     |
| Del Valle ISD    | 227901 | Del Valle         | 11,169               | \$51,650     |
| San Antonio ISD  | 015907 | San Antonio       | 50,641               | \$53,989     |

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: ELA Teacher

Reports to: Principal

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Plan, prepare, and deliver lessons to all students in the class aligned with learning standards
2. Teach according to the educational needs, abilities and achievement of the students
3. Adopt and work towards the implementation of the school development plan
4. Assign work, correct, mark, and provide feedback on work carried out by classroom students
5. Assess, record, and report on the development and progress of student academically and behaviorally
6. Provide or contribute to oral and written assessments, reports, and references of students
7. Communicate, consult, and collaborate with fellow school staff members
8. Ensure high standards of professional practice and quality of teaching and learning
9. Participate in relevant professional development education and training courses
10. Maintain high expectations, good order and discipline amongst students under one's care

**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.**

# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

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.

Professional Development

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

## Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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 |
|------------------|--------|-------------------|----------------------|--------------|
| Austin ISD       | 227901 | Austin            | 85,591               | \$58,685     |
| Del Valle ISD    | 227901 | Del Valle         | 11,169               | \$51,650     |
| San Antonio ISD  | 015907 | San Antonio       | 50,641               | \$53,989     |

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Elective Teacher

Reports to: Principal

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Plan, prepare, and deliver lessons to all students in the class aligned with learning standards
2. Teach according to the educational needs, abilities, and achievement of the students
3. Adopt and work towards the implementation of the school development plan
4. Assign work, correct, mark, and provide feedback on work carried out by classroom students
5. Assess, record, and report on the development and progress of student academically and behaviorally
6. Provide or contribute to oral and written assessments, reports, and references of students
7. Communicate, consult, and collaborate with fellow school staff members
8. Ensure high standards of professional practice and quality of teaching and learning
9. Participate in relevant professional development education and training courses
10. Maintain high expectations, good order and discipline amongst students under one's care

**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.**



# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

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.

Professional Development

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

## Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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      |
|------------------|--------|-------------------|----------------------|-------------------|
| Austin ISD       | 227901 | Austin            | 85,591               | \$50,000-\$60,000 |
| Del Valle ISD    | 227901 | Del Valle         | 11,169               | \$50,100-\$60,000 |
| San Antonio ISD  | 015907 | San Antonio       | 50,641               | \$50,000-\$60,000 |

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Health/PE Teacher

Reports to: Principal

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Plan, prepare, and deliver lessons to all students in the class aligned with learning standards
2. Teach according to the educational needs, abilities, and achievement of the students
3. Adopt and work towards the implementation of the school development plan
4. Develop engaging activities to ensure the health and safety of students
5. Assess, record, and report on the development and progress of student academically and behaviorally
6. Provide or contribute to oral and written assessments, reports, and references of students
7. Communicate, consult, and co-operate with fellow school staff members
8. Ensure high standards of professional practice and quality of teaching and learning
9. Participate in relevant professional development education and training courses
10. Maintain high expectations, good order and discipline amongst students under one's care

**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.**

# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: History Teacher

Reports to: Principal

Salary Range: \$50,000-\$60,000

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.

Professional Development

Proposed Location (City and County): Austin, Travis County, TX

Number of Students anticipated in year one: 150

In year five: 1,250

Minimum Qualifications Required:

Education Required: Master's Degree from and accredited college or university

Experience Required: 5 years with a K-12 school

Certification Required: Valid Texas teaching certificate with required endorsements or required training for subject and level assigned, ESL certification 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 |
|------------------|--------|-------------------|----------------------|--------------|
| Austin ISD       | 227901 | Austin            | 85,591               | \$58,685     |
| Del Valle ISD    | 227901 | Del Valle         | 11,169               | \$51,650     |
| San Antonio ISD  | 015907 | San Antonio       | 50,641               | \$53,989     |

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: History Teacher

Reports to: Principal

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Plan, prepare, and deliver lessons to all students in the class aligned with learning standards
2. Teach according to the educational needs, abilities, and achievement of the students
3. Adopt and work towards the implementation of the school development plan
4. Assign work, correct, mark, and provide feedback on work carried out by classroom students
5. Assess, record, and report on the development and progress of student academically and behaviorally
6. Provide or contribute to oral and written assessments, reports, and references of students.
7. Communicate, consult, and collaborate with fellow school staff members
8. Ensure high standards of professional practice and quality of teaching and learning
9. Participate in relevant professional development education and training courses
10. Maintain high expectations, good order and discipline amongst students under one's care

**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.**



# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

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.

Professional Development

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

## Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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      |
|------------------|--------|-------------------|----------------------|-------------------|
| Austin ISD       | 227901 | Austin            | 85,591               | \$50,000-\$60,000 |
| Del Valle ISD    | 227901 | Del Valle         | 11,169               | \$50,000-\$60,000 |
| San Antonio ISD  | 015907 | San Antonio       | 50,641               | \$50,000-\$60,000 |



Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Latin Teacher

Reports to: Principal

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Plan, prepare, and deliver lessons to all students in the class aligned with learning standards
2. Teach according to the educational needs, abilities, and achievement of the students
3. Adopt and work towards the implementation of the school development plan
4. Assign work, correct, mark, and provide feedback on work carried out by classroom students
5. Assess, record, and report on the development and progress of student academically and behaviorally
6. Provide or contribute to oral and written assessments, reports, and references of students.
7. Communicate, consult, and co-operate with fellow school staff members
8. Ensure high standards of professional practice and quality of teaching and learning
9. Participate in relevant professional development education and training courses
10. Maintain high expectations, good order and discipline amongst students under one's care

**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.**

# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

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.

Professional Development

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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                          |
|--|-------------------------------------|--|-------------------------------------|---------------------------------------|
| <input type="text" value="Austin ISD"/>      | <input type="text" value="227901"/> | <input type="text" value="Austin"/>      | <input type="text" value="85,591"/> | <input type="text" value="\$58,685"/> |
| <input type="text" value="Del Valle ISD"/>   | <input type="text" value="227901"/> | <input type="text" value="Del Valle"/>   | <input type="text" value="11,169"/> | <input type="text" value="\$51,650"/> |
| <input type="text" value="San Antonio ISD"/> | <input type="text" value="015907"/> | <input type="text" value="San Antonio"/> | <input type="text" value="50,641"/> | <input type="text" value="\$53,989"/> |

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Math Teacher

Reports to: Principal

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Plan, prepare, and deliver lessons to all students in the class aligned with learning standards
2. Teach according to the educational needs, abilities, and achievement of the students
3. Adopt and work towards the implementation of the school development plan
4. Assign work, correct, mark, and provide feedback on work carried out by classroom students
5. Assess, record, and report on the development and progress of student academically and behaviorally
6. Provide or contribute to oral and written assessments, reports, and references of students
7. Communicate, consult, and collaborate with fellow school staff members
8. Ensure high standards of professional practice and quality of teaching and learning
9. Participate in relevant professional development education and training courses
10. Maintain high expectations, good order and discipline amongst students under one's care

**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.**

# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

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.

Professional Development

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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      |
|------------------|--------|-------------------|----------------------|-------------------|
| Austin ISD       | 227901 | Austin            | 85,591               | \$28,000-\$35,000 |
| Del Valle ISD    | 227901 | Del Valle         | 11,169               | \$26,000-\$32,000 |
| San Antonio ISD  | 015907 | San Antonio       | 50,641               | \$26,000-\$35,000 |

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Office Manager/Registrar

Reports to: Principal

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Maintains and executes on data entry for all student and staff data
2. Ensures implementation of established procedures are followed throughout the office and school
3. Assist with class rosters to ensure improved attendance
4. Prepare and process registration materials
5. Compile data from student registration to create master schedule
6. Manages the overall master school calendar and schedule, including bell schedules, lunch coverage, and opening/closing
7. Oversees substitute teaching coverage when teachers are out of office
8. Promotes positive engagements with students, families, and staff
9. Maintains and prepares school documentation for dissemination, including schedules, handbooks, etc.
10. Provide reports and statistical data when needed



**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.**

# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Paraprofessional

Reports to: Principal

Salary Range: \$27,000-\$35,000

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.

Professional Development

Proposed Location (City and County): Austin, Travis County, TX

Number of Students anticipated in year one: 150 In year five: 1,250

## Minimum Qualifications Required:

Education Required: Bachelor's degree from an accredited college or university

Experience Required: Minimum 1 year with a K-12 school

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  |
|------------------|--------|-------------------|----------------------|---------------|
| Austin ISD       | 227901 | Austin            | 85,591               | 29,000-32,000 |
| Del Valle ISD    | 227901 | Del Valle         | 11,169               | 23,000-26,000 |
| San Antonio ISD  | 015907 | San Antonio       | 50,641               | 19,000-26,000 |

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Paraprofessional

Reports to: Principal

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Assists teacher with preparation of instructional material, classroom announcements, and additional educational tasks
2. Work with and tutor classroom students to reinforce skills initially introduced by the teacher
3. Ensure classroom materials and teaching supplies are stocked and ready for use in the classroom
4. Assist teacher grade homework and relevant assignments
5. Track student progress throughout the school year and create reports to provide parents
6. Empower students through programs designed to enhance their academic achievement
7. Work with classroom technology and equipment to make these resources accessible to students when needed
8. Monitor the classroom and minimize distractions and disruptions
9. Assist with start and end of day duties assigned to teacher
10. Perform clerical duties as needed

**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.**

# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

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.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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  |
|------------------|--------|-------------------|----------------------|---------------|
| Austin ISD       | 227901 | Austin            | 85,591               | 50,000-62,000 |
| Del Valle ISD    | 227901 | Del Valle         | 11,169               | 51,100-61,500 |
| San Antonio ISD  | 015907 | San Antonio       | 50,641               | 51,000-62,000 |



Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: PEIMS Clerk

Reports to: Principal

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Coordinate the collection, integration, and formatting of all data required for PEIMS submission.
2. Run edits, reports, and verification checks on data to ensure accuracy of information.
3. Submit complete and accurate PEIMS data in Texas Education Agency (TEA) format.
4. Compile and submit TEA required PET data weekly, as well as review and research PET report.
5. Submit all fall, mid-year, summer, and extended year programs reports
6. Execute on all PID reporting
7. Assign Texas State Service ID's for all state approved courses
8. Ensure data quality in compliance with performance based monitoring
9. Participate in the evaluation of SIS (Student Information Systems).
10. Maintain ongoing understanding of PEIMS requirements to ensure all expectations are met.

**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.**

# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

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.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

## Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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                                  |
|--|-------------------------------------|--|-------------------------------------|---|
| <input type="text" value="Austin ISD"/>      | <input type="text" value="227901"/> | <input type="text" value="Austin"/>      | <input type="text" value="85,591"/> | <input type="text" value="\$60,000-72,800"/>  |
| <input type="text" value="Del Valle ISD"/>   | <input type="text" value="227901"/> | <input type="text" value="Del Valle"/>   | <input type="text" value="11,169"/> | <input type="text" value="\$81,300-96,800"/>  |
| <input type="text" value="San Antonio ISD"/> | <input type="text" value="015907"/> | <input type="text" value="San Antonio"/> | <input type="text" value="50,641"/> | <input type="text" value="\$91,500-116,600"/> |

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Principal

Reports to: Superintendent

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Effective school leadership, governance and Board of Directors relations

2. Community building and fostering relationships with staff, families, and students

3. Managing and supporting the professional growth of staff

4. Ensuring the fiscal responsibility of the school

5. Serving as the instructional leader of the school, providing individualized feedback and supports for instructional staff.

6. Executing on formalized teacher and staff evaluations that ensure their professional growth, increased effectiveness, and ultimately student growth and outcomes

7. Ensuring building maintenance and safety

8. Managing vendor relationships to ensure the school's operational success

9. Managing and supporting staff with student classifications to ensure equity and access to the resources necessary to student success.

10. Managing and setting up of an efficient school day and school operational effectiveness

**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.**

# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

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.

Professional Development

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

## Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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      |
|------------------|--------|-------------------|----------------------|-------------------|
| Austin ISD       | 227901 | Austin            | 85,591               | \$47,000-\$60,000 |
| Del Valle ISD    | 227901 | Del Valle         | 11,169               | \$51,900-\$62,200 |
| San Antonio ISD  | 015907 | San Antonio       | 50,641               | \$53,900-\$77,200 |



Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: School Counselor

Reports to: Principal

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Develop counseling curriculum to empower students to fulfill their greatest potential

2. Mediate conflict between students and teachers.

3. Support the improvement of parent, teacher, and staff relationships.

4. Assist students with the college decision-making, application and scholarship process

5. Organize peer counseling programs.

6. Facilitate drug and alcohol prevention programs.

7. Refer students to psychologists and other mental health resources as necessary

8. Work with school administration to improve learning conditions and environment.

9. Respond to inquiries from teachers, parents, and community members.

10. Continue professional development by attending workshops and conferences, alongside participating in professional organizations.

**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.**

# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

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.

Professional Development

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

## Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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 |
|------------------|--------|-------------------|----------------------|--------------|
| Austin ISD       | 227901 | Austin            | 85,591               | \$58,685     |
| Del Valle ISD    | 227901 | Del Valle         | 11,169               | \$51,650     |
| San Antonio ISD  | 015907 | San Antonio       | 50,641               | \$53,989     |

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Science Teacher

Reports to: Principal

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Plan, prepare, and deliver lessons to all students in the class aligned with learning standards
2. Teach according to the educational needs, abilities, and achievement of the students
3. Adopt and work towards the implementation of the school development plan
4. Assign work, correct, mark, and provide feedback on work carried out by classroom students
5. Assess, record, and report on the development and progress of student academically and behaviorally
6. Provide or contribute to oral and written assessments, reports, and references of students
7. Communicate, consult, and collaborate with fellow school staff members
8. Ensure high standards of professional practice and quality of teaching and learning
9. Participate in relevant professional development education and training courses
10. Maintain high expectations, good order and discipline amongst students under one's care

**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.**

# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

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.

Professional Development

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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                                   |
|--|-------------------------------------|--|-------------------------------------|--|
| <input type="text" value="Austin ISD"/>      | <input type="text" value="227901"/> | <input type="text" value="Austin"/>      | <input type="text" value="85,591"/> | <input type="text" value="\$50,000-\$60,000"/> |
| <input type="text" value="Del Valle ISD"/>   | <input type="text" value="227901"/> | <input type="text" value="Del Valle"/>   | <input type="text" value="11,169"/> | <input type="text" value="\$50,000-\$60,000"/> |
| <input type="text" value="San Antonio ISD"/> | <input type="text" value="015907"/> | <input type="text" value="San Antonio"/> | <input type="text" value="50,641"/> | <input type="text" value="\$50,000-\$60,000"/> |



Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Spanish Teacher

Reports to: Principal

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Plan, prepare, and deliver lessons to all students in the class aligned with learning standards
2. Teach according to the educational needs, abilities, and achievement of the students
3. Adopt and work towards the implementation of the school development plan
4. Assign work, correct, mark, and provide feedback on work carried out by classroom students
5. Assess, record, and report on the development and progress of student academically and behaviorally
6. Provide or contribute to oral and written assessments, reports, and references of student
7. Communicate, consult, and collaborate with fellow school staff members
8. Ensure high standards of professional practice and quality of teaching and learning
9. Participate in relevant professional development education and training courses
10. Maintain high expectations, good order and discipline amongst students under one's care

**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.**

# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

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.

Professional Development

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

## Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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                                   |
|--|-------------------------------------|--|-------------------------------------|--|
| <input type="text" value="Austin ISD"/>      | <input type="text" value="227901"/> | <input type="text" value="Austin"/>      | <input type="text" value="85,591"/> | <input type="text" value="\$58,000-\$62,000"/> |
| <input type="text" value="Del Valle ISD"/>   | <input type="text" value="227901"/> | <input type="text" value="Del Valle"/>   | <input type="text" value="11,169"/> | <input type="text" value="\$54,000-\$62,000"/> |
| <input type="text" value="San Antonio ISD"/> | <input type="text" value="015907"/> | <input type="text" value="San Antonio"/> | <input type="text" value="50,641"/> | <input type="text" value="\$52,000-\$57,000"/> |

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: SPED Teacher

Reports to: Principal

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Plan, prepare, and deliver lessons and supports to ensure the success of special needs and disabled students aligned with learning standards and individualized needs
2. Teach according to the educational needs, abilities, and achievement of the disabled and special needs students
3. Assign work, correct, mark, and provide feedback on work carried out by classroom students
4. Assess, record, and report on the development and progress of student academically and behaviorally
5. Understand and ensure all local, state, and federal laws are being met to best serve student needs
6. Provide or contribute to oral and written assessments, reports, and references of students
7. Collaborate with classroom teachers to create individualized educational plans and modify curriculum to support individual student success
8. Ensure high standards of professional practice, differentiated instruction, and quality of teaching and learning
9. Participate in relevant professional development education and training courses
10. Maintain high expectations, good order and discipline amongst students under one's care

**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.**

# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

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.

Professional Development

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

## Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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      |
|------------------|--------|-------------------|----------------------|-------------------|
| Austin ISD       | 227901 | Austin            | 85,591               | \$53,900-\$77,200 |
| Del Valle ISD    | 227901 | Del Valle         | 11,169               | \$50,100-\$60,000 |
| San Antonio ISD  | 015907 | San Antonio       | 50,641               | \$66,000-\$76,000 |



Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1.
2.
3.
4.
5.
6.
7.
8.
9.
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.**

# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

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.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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      |
|------------------|--------|-------------------|----------------------|-------------------|
| Austin ISD       | 227901 | Austin            | 85,591               | \$18,000-\$21,000 |
| Del Valle ISD    | 227901 | Del Valle         | 11,169               | \$17,000-\$21,000 |
| San Antonio ISD  | 015907 | San Antonio       | 50,641               | \$18,000-\$21,000 |

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Substitute Teacher

Reports to: Principal

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Adhere to the curriculum and lesson plan provided by the assigned teacher
2. Ensure regular procedures are followed throughout the classroom
3. Explain homework expectations and assign accordingly
4. Assign work, correct, mark, and provide feedback on work carried out by classroom students when applicable
5. Ensure classroom standards are met throughout the assigned time.
6. Provide or contribute to oral and written assessments, reports, and references of students
7. Communicate, consult, and collaborate with fellow school staff members
8. Ensure high standards of professional practice and quality of teaching and learning.
9. Participate in relevant training courses (as applicable)
10. Maintain high expectations, good order and discipline amongst students under one's care.

**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.**

# GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Vice Principal

Reports to: Principal

Salary Range: \$60,000-\$70,000

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, Education memberships

Proposed Location (City and County): Austin, Travis County, TX

Number of Students anticipated in year one: 150 In year five: 1,250

## Minimum Qualifications Required:

Education Required: Master's Degree in education from accredited college or university

Experience Required: Minimum of three years teaching experience

Certification Required: Texas Principal Certificate

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     |
|------------------|--------|-------------------|----------------------|------------------|
| Austin ISD       | 227901 | Austin            | 85,591               | \$50,000-110,000 |
| Del Valle ISD    | 227901 | Del Valle         | 11,169               | \$59,100-70,800  |
| San Antonio ISD  | 015907 | San Antonio       | 50,641               | \$65,600-94,100  |



Name of Proposed Charter School: Silicon Hill Academy

Name of Sponsoring Entity: Silicon Hill Academy

Position Title: Vice Principal

Reports to: Principal

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

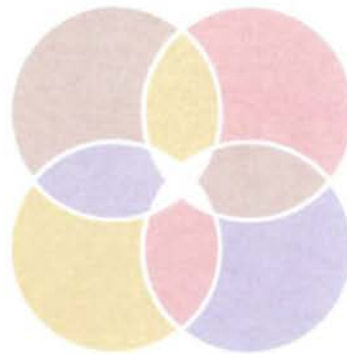
1. Hire and train teachers and staff to ensure effective school outcomes
2. Meet with parents to discuss student behavior or learning and collaborate to come to a mutual understanding
3. Respond to disciplinary situations promptly and effectively
4. Assist and coordinate the use of school facilities for day-to-day activities and special events
5. Work with teachers and administration to develop curriculum standards
6. Ensure Principal/Superintendent is fiscally responsible
7. Observe teachers and evaluate learning materials and tools to determine areas of improvement as needed
8. Enforce attendance rules set by the district
9. Maintain systems for attendance, performance, planning, and relevant reports
10. Respond to emails from teachers, administration, parents, and community members

**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.**

## **Attachment 24: Teacher Evaluation Tool(s)**

SHA will utilize Charlotte Danielson's Framework for Teaching – please see the following pages for the full rubric.

**RUBRICS FROM  
THE FRAMEWORK FOR TEACHING  
EVALUATION INSTRUMENT  
2013 EDITION**



**CHARLOTTE DANIELSON**

## Domain 1: Planning and Preparation

| Component  | Unsatisfactory  | Basic   | Proficient   | Distinguished   |
|--|---|---|--|---|
| <b>1a: Demonstrating Knowledge of Content and Pedagogy</b> | In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. | The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.          | The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.                       | The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions. |
| <b>1b: Demonstrating Knowledge of Students</b>             | The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.  | The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.   | The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.                | The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.  |
| <b>1c: Setting Instructional Outcomes</b>                  | The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.        | Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.               | Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students. | All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.  |
| <b>1d: Demonstrating Knowledge of Resources</b>            | The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.   | The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.   | The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.  | The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.   |
| <b>1e: Designing Coherent Instruction</b>                  | Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.   | Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure, but the progression of activities is uneven, with only some reasonable time allocations. | Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations, they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.       | The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.   |
| <b>1f: Designing Student Assessments</b>                   | Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.   | Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.   | All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.                                    | All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.  |

## Domain 2: The Classroom Environment

| Component  | Unsatisfactory   | Basic  | Proficient   | Distinguished  |
|--|--|--|--|--|
| 2a: Creating an Environment of Respect and Support | Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.  | Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate respect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.   | Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks. | Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks. |
| 2b: Establishing a Culture for Learning            | The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.     | The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject. | The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.   | The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.                         |
| 2c: Managing Classroom Procedures                  | Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers or paraprofessionals have clearly defined tasks. | Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines and volunteers and paraprofessionals perform their duties.   | There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines and volunteers and paraprofessionals contribute to the class.  | Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.                             |
| 2d: Managing Student Behavior                      | There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.   | Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.  | Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.  | Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.  |
| 2e: Organizing Physical Space                      | The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.  | The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.  | The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.  | The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.            |



### Domain 3: Instruction

| Component  | Unsatisfactory   | Basic   | Proficient  | Distinguished   |
|--|--|---|---|---|
| 3a: Communicating with Students                  | The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. | The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary. | The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding. | The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary. |
| 3b: Using Questioning and Discussion Techniques  | The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.                                     | The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.  | While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.  | The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.   |
| 3c: Engaging Students in Learning                | The learning tasks/ activities, materials and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.   | The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "down time."  | The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.  | Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.   |
| 3d: Using Assessment in Instruction              | Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.  | Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.   | Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.  | Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.   |
| 3e: Demonstrating Flexibility and Responsiveness | The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.   | The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.  | The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.  | The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.   |

Excerpt from *The Framework for Teaching Evaluation Instrument, 2013 Edition*. Copyright © 2013 The Danielson Group. All rights reserved.

## Domain 4: Professional Responsibilities

| Component                                       | Unsatisfactory   | Basic  | Proficient   | Distinguished  |
|---|--|--|--|--|
| 4a: Reflecting on Teaching                      | The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.   | The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.   | The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.  | The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.  |
| 4b: Maintaining Accurate Records                | The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray; the result being errors and confusion.  | The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.   | The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.  | The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.  |
| 4c: Communicating with Families                 | The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.   | The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.   | The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.   | The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.  |
| 4d: Participating in the Professional Community | The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.  | The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.  | The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.  | The teacher's relationships with colleagues are characterized by mutual support and cooperation; with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.  |
| 4e: Growing and Developing Professionally       | The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.   | The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.   | The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.                         | The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.   |
| 4f: Showing Professionalism                     | The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations. | The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent and unknowingly contributes to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations. | The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations. | The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues. |

Excerpt from *The Framework for Teaching Evaluation Instrument, 2013 Edition*. Copyright © 2013 The Danielson Group. All rights reserved.

## **Attachment 25: Proposed School Calendar (Annual)**

Please see the following pages for the first year of SHA's operation, including the first and last day of school, planned breaks, and the total number of minutes of instruction.

# Silicon Hill Academy: 2021-2022 School Calendar

| August/Agosto 2021 |    |    |    |    |    |    |
|--------------------|----|----|----|----|----|----|
| Su                 | Mo | Tu | We | Th | Fr | Sa |
| 1                  | 2  | 3  | 4  | 5  | 6  | 7  |
| 8                  | 9  | 10 | 11 | 12 | 13 | 14 |
| 15                 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22                 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29                 | 30 | 31 |    |    |    |    |

| September/Septiembre 2 |    |    |    |    |    |    |
|------------------------|----|----|----|----|----|----|
| Su                     | Mo | Tu | We | Th | Fr | Sa |
|                        |    |    | 1  | 2  | 3  | 4  |
| 5                      | 6  | 7  | 8  | 9  | 10 | 11 |
| 12                     | 13 | 14 | 15 | 16 | 17 | 18 |
| 19                     | 20 | 21 | 22 | 23 | 24 | 25 |
| 26                     | 27 | 28 | 29 | 30 |    |    |

| October/Octubre 2021 |    |    |    |    |    |    |
|----------------------|----|----|----|----|----|----|
| Su                   | Mo | Tu | We | Th | Fr | Sa |
|                      |    |    |    |    | 1  | 2  |
| 3                    | 4  | 5  | 6  | 7  | 8  | 9  |
| 10                   | 11 | 12 | 13 | 14 | 15 | 16 |
| 17                   | 18 | 19 | 20 | 21 | 22 | 23 |
| 24                   | 25 | 26 | 27 | 28 | 29 | 30 |
| 31                   |    |    |    |    |    |    |

| November/Noviembre |    |    |    |    |    |    |
|--------------------|----|----|----|----|----|----|
| Su                 | Mo | Tu | We | Th | Fr | Sa |
|                    | 1  | 2  | 3  | 4  | 5  | 6  |
| 7                  | 8  | 9  | 10 | 11 | 12 | 13 |
| 14                 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21                 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28                 | 29 | 30 |    |    |    |    |

| December/Diciembre |    |    |    |    |    |    |
|--------------------|----|----|----|----|----|----|
| Su                 | Mo | Tu | We | Th | Fr | Sa |
|                    |    |    | 1  | 2  | 3  | 4  |
| 5                  | 6  | 7  | 8  | 9  | 10 | 11 |
| 12                 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19                 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26                 | 27 | 28 | 29 | 30 | 31 |    |

| January/Enero |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | Mo | Tu | We | Th | Fr | Sa |
|               |    |    |    |    |    | 1  |
| 2             | 3  | 4  | 5  | 6  | 7  | 8  |
| 9             | 10 | 11 | 12 | 13 | 14 | 15 |
| 16            | 17 | 18 | 19 | 20 | 21 | 22 |
| 23            | 24 | 25 | 26 | 27 | 28 | 29 |
| 30            | 31 |    |    |    |    |    |

| February/Febrero |    |    |    |    |    |    |
|------------------|----|----|----|----|----|----|
| Su               | Mo | Tu | We | Th | Fr | Sa |
|                  |    | 1  | 2  | 3  | 4  | 5  |
| 6                | 7  | 8  | 9  | 10 | 11 | 12 |
| 13               | 14 | 15 | 16 | 17 | 18 | 19 |
| 20               | 21 | 22 | 23 | 24 | 25 | 26 |
| 27               | 28 |    |    |    |    |    |

| March/Marzo 2022 |    |    |    |    |    |    |
|------------------|----|----|----|----|----|----|
| Su               | Mo | Tu | We | Th | Fr | Sa |
|                  |    | 1  | 2  | 3  | 4  | 5  |
| 6                | 7  | 8  | 9  | 10 | 11 | 12 |
| 13               | 14 | 15 | 16 | 17 | 18 | 19 |
| 20               | 21 | 22 | 23 | 24 | 25 | 26 |
| 27               | 28 | 29 | 30 | 31 |    |    |

| April/Abril 2022 |    |    |    |    |    |    |
|------------------|----|----|----|----|----|----|
| Su               | Mo | Tu | We | Th | Fr | Sa |
|                  |    |    |    |    | 1  | 2  |
| 3                | 4  | 5  | 6  | 7  | 8  | 9  |
| 10               | 11 | 12 | 13 | 14 | 15 | 16 |
| 17               | 18 | 19 | 20 | 21 | 22 | 23 |
| 24               | 25 | 26 | 27 | 28 | 29 | 30 |

| May/Mayo 2022 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | Mo | Tu | We | Th | Fr | Sa |
| 1             | 2  | 3  | 4  | 5  | 6  | 7  |
| 8             | 9  | 10 | 11 | 12 | 13 | 14 |
| 15            | 16 | 17 | 18 | 19 | 20 | 21 |
| 22            | 23 | 24 | 25 | 26 | 27 | 28 |
| 29            | 30 | 31 |    |    |    |    |

| June/Junio 2022 |    |    |    |    |    |    |
|-----------------|----|----|----|----|----|----|
| Su              | Mo | Tu | We | Th | Fr | Sa |
|                 |    |    | 1  | 2  | 3  | 4  |
| 5               | 6  | 7  | 8  | 9  | 10 | 11 |
| 12              | 13 | 14 | 15 | 16 | 17 | 18 |
| 19              | 20 | 21 | 22 | 23 | 24 | 25 |
| 26              | 27 | 28 | 29 | 30 |    |    |

| July/Julio 2022 |    |    |    |    |    |    |
|-----------------|----|----|----|----|----|----|
| Su              | Mo | Tu | We | Th | Fr | Sa |
|                 |    |    |    |    | 1  | 2  |
| 3               | 4  | 5  | 6  | 7  | 8  | 9  |
| 10              | 11 | 12 | 13 | 14 | 15 | 16 |
| 17              | 18 | 19 | 20 | 21 | 22 | 23 |
| 24              | 25 | 26 | 27 | 28 | 29 | 30 |
| 31              |    |    |    |    |    |    |

|                       |  |                       |                           |                        |                       |
|-----------------------|--|-----------------------|---------------------------|------------------------|-----------------------|
| <b>August 9-13</b>    | Faculty Reports/Teacher Professional Development | <b>December 6-10</b>  | STAAR Administered        | <b>March 11</b>        | Marking Period Close  |
| <b>August 16</b>      | First Day of School (Students)                   | <b>December 16</b>    | Staff Development Day     | <b>March 14-18</b>     | Spring Break          |
| <b>September 6</b>    | Labor Day Holiday                                | <b>December 17</b>    | Marking Period Close      | <b>April 22</b>        | Marking Period Close  |
| <b>September 24</b>   | Marking Period Close                             | <b>December 24-31</b> | Winter Break              | <b>May 27</b>          | Staff Development Day |
| <b>October 8</b>      | Staff Development Day                            | <b>January 3</b>      | Students and staff return | <b>May 30</b>          | Memorial Day          |
| <b>October 11</b>     | Columbus Day                                     | <b>January 14</b>     | Staff Development Day     | <b>June 3</b>          | Marking Period Close  |
| <b>October 15</b>     | Staff Development Day                            | <b>January 17</b>     | Martin Luther King Day    | <b>June 13-17</b>      | Final Exams           |
| <b>November 5</b>     | Marking Period Close                             | <b>January 28</b>     | Marking Period Close      | <b>June 17</b>         | Last Day of School    |
| <b>November 11</b>    | Veteran's Day                                    | <b>February 11</b>    | Staff Development Day     | <b>June 20-July 22</b> | Summer School         |
| <b>November 25-26</b> | Thanksgiving Holiday                             | <b>February 21</b>    | President's Day           | <b>July 4</b>          | Independence Day      |

451 minutes of school daily

• 192 instructional days

• 86,592 instructional minutes



## **Attachment 26: Proposed School Schedules**

Please see the following pages for teacher and student versions of proposed school schedules for a sample day/week.



## Silicon Hill Academy – Weekly Student Schedule Example

Name: Student

| Period<br>Time                | Monday                   | Tuesday                  | Wednesday                | Thursday                 | Friday                   |
|-------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>1</b><br>7:40-8:23         | English                  | English                  | English                  | English                  | English                  |
| <b>2</b><br>8:26-9:13         | Latin                    | Latin                    | Latin                    | Latin                    | Latin                    |
| <b>3</b><br>9:16-9:59         | Mathematics              | Mathematics              | Mathematics              | Mathematics              | Mathematics              |
| <b>4</b><br>10:02-10:45       | Earth Science            | Earth Science            | Earth Science            | Earth Science            | Earth Science            |
| <b>Lunch 1</b><br>10:48-11:16 | Lunch                    | Lunch                    | Lunch                    | Lunch                    | Lunch                    |
| <b>5B</b><br>11:19-12:02      | Physical Education       | Physical Education       | Physical Education       | Physical Education       | Physical Education       |
| <b>6B</b><br>12:05-12:48      | History/S.S.             | History/S.S.             | History/S.S.             | History/S.S.             | History/S.S.             |
| <b>7</b><br>12:51-1:34        | Study Hall               | Study Hall               | Study Hall               | Study Hall               | Study Hall               |
| <b>8</b><br>1:37-2:20         | American Sign Language   | American Sign Language   | American Sign Language   | American Sign Language   | American Sign Language   |
| <b>9</b><br>2:24-3:05         | Art                      | Music                    | Art                      | Music                    | Art                      |
| <b>10</b><br>3:15-5:00        | Academic Success Seminar | Academic Success Seminar | Academic Success Seminar | Academic Success Seminar | Academic Success Seminar |

## Silicon Hill Academy – Weekly Teacher Schedule Example

Name: English Teacher

| Period<br>Time                | Monday                         | Tuesday                        | Wednesday                      | Thursday                       | Friday                         |
|-------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| <b>1</b><br>7:40-8:23         | Core English 6                 | Core English 6                 | Core English 6                 | Core English 6                 | Core English 6                 |
| <b>2</b><br>8:26-9:13         | Core English 6                 | Core English 6                 | Core English 6                 | Core English 6                 | Core English 6                 |
| <b>3</b><br>9:16-9:59         | Core English 7                 | Core English 7                 | Core English 7                 | Core English 7                 | Core English 7                 |
| <b>4</b><br>10:02-10:45       | Prep                           | Prep                           | Prep                           | Prep                           | Prep                           |
| <b>5A</b><br>10:48-11:31      | Admin                          | Admin                          | Admin                          | Admin                          | Admin                          |
| <b>6A</b><br>11:34-12:17      | Core English 8                 | Core English 8                 | Core English 8                 | Core English 8                 | Core English 8                 |
| <b>Lunch 3</b><br>12:20-12:48 | Lunch                          | Lunch                          | Lunch                          | Lunch                          | Lunch                          |
| <b>7</b><br>12:51-1:34        | Core English 7                 | Core English 7                 | Core English 7                 | Core English 7                 | Core English 7                 |
| <b>8</b><br>1:37-2:20         | Core English 8                 | Core English 8                 | Core English 8                 | Core English 8                 | Core English 8                 |
| <b>9</b><br>2:24-3:05         | In class<br>support/English    | Prep                           | In class<br>support/English    | Prep                           | In class<br>support/English    |
| <b>10</b><br>3:15-5:00        | Academic<br>Success<br>Seminar | Academic<br>Success<br>Seminar | Academic<br>Success<br>Seminar | Academic<br>Success<br>Seminar | Academic<br>Success<br>Seminar |

## Silicon Hill Academy – Teacher Bell Schedule

| Regular Bell Schedule            |             |                  |
|----------------------------------|-------------|------------------|
| Period                           | Time        | Minutes in Class |
| 1                                | 7:40-8:23   | 43               |
| 2                                | 8:26-9:13   | 47               |
| 3                                | 9:16-9:59   | 43               |
| 4                                | 10:02-10:45 | 43               |
|                                  |             |                  |
| Lunch 1                          | 10:48-11:16 | 28               |
| 5B                               | 11:19-12:02 | 43               |
| 6B                               | 12:05-12:48 | 43               |
|                                  |             |                  |
| 5A                               | 10:48-11:31 | 43               |
| Lunch 2                          | 11:34-12:02 | 28               |
| 6B                               | 12:05-12:48 | 43               |
|                                  |             |                  |
| 5A                               | 10:48-11:31 | 43               |
| 6A                               | 11:34-12:17 | 43               |
| Lunch 3                          | 12:20-12:48 | 28               |
|                                  |             |                  |
| 7                                | 12:51-1:34  | 43               |
| 8                                | 1:37-2:20   | 43               |
| 9                                | 2:24-3:05   | 41               |
| 10 - Academic<br>Success Seminar | 3:15-5:00   | 105              |

## Silicon Hill Academy – Teacher Bell Schedule Late Start

| Delayed Opening - Rotating Period 7/8 |             |                  |
|---------------------------------------|-------------|------------------|
| Period                                | Time        | Minutes in Class |
| 1                                     | 9:40-10:10  | 30               |
| 2                                     | 10:13-10:48 | 35               |
| 3                                     | 10:51-11:21 | 30               |
| 4                                     | 11:24-11:54 | 30               |
|                                       |             |                  |
| Lunch 1                               | 11:57-12:25 | 28               |
| 5B                                    | 12:28-1:11  | 43               |
| 6B                                    | 1:14-1:57   | 43               |
| 7 or 8                                | 2:00-2:20   | 20               |
|                                       |             |                  |
| 5A                                    | 11:57-12:40 | 43               |
| Lunch 2                               | 12:43-1:11  | 28               |
| 6B                                    | 1:14-1:57   | 43               |
| 7 or 8                                | 2:00-2:20   | 20               |
|                                       |             |                  |
| 5A                                    | 11:57-12:40 | 43               |
| 6A                                    | 12:43-1:26  | 43               |
| Lunch 3                               | 1:29-1:57   | 28               |
| 7 or 8                                | 2:00-2:20   | 20               |



## Silicon Hill Academy – Teacher Bell Schedule Early Release Day 1

| Early Release – Day 1 |             |                  |
|-----------------------|-------------|------------------|
| Period                | Time        | Minutes in Class |
| 1                     | 7:40-8:20   | 40               |
| 2                     | 8:23-9:08   | 45               |
| 3                     | 9:11-9:51   | 40               |
|                       |             |                  |
| Lunch 1               | 9:54-10:22  | 28               |
| 5B                    | 10:25-11:08 | 43               |
| 6B                    | 11:11-11:54 | 43               |
|                       |             |                  |
| 5A                    | 9:54-10:37  | 43               |
| Lunch 2               | 10:40-11:08 | 28               |
| 6B                    | 11:11-11:54 | 43               |
|                       |             |                  |
| 5A                    | 9:54-10:37  | 43               |
| 6A                    | 10:40-11:23 | 43               |
| Lunch 3               | 11:26-11:54 | 28               |

## Silicon Hill Academy – Teacher Bell Schedule Early Release Day 2

| Early Release – Day 2 |             |                  |
|-----------------------|-------------|------------------|
| Period                | Time        | Minutes in Class |
| 4                     | 7:40-8:20   | 40               |
| 7                     | 8:23-9:08   | 45               |
| 8                     | 9:11-9:51   | 40               |
|                       |             |                  |
| Lunch 1               | 9:54-10:22  | 28               |
| 5B                    | 10:25-11:08 | 43               |
| 6B                    | 11:11-11:54 | 43               |
|                       |             |                  |
| 5A                    | 9:54-10:37  | 43               |
| Lunch 2               | 10:40-11:08 | 28               |
| 6B                    | 11:11-11:54 | 43               |
|                       |             |                  |
| 5A                    | 9:54-10:37  | 43               |
| 6A                    | 10:40-11:23 | 43               |
| Lunch 3               | 11:26-11:54 | 28               |



## Silicon Hill Academy – Student Bell Schedule

| <b>Regular Bell Schedule</b>     |             |
|----------------------------------|-------------|
| <b>Period</b>                    | <b>Time</b> |
| 1                                | 7:40-8:23   |
| 2                                | 8:26-9:13   |
| 3                                | 9:16-9:59   |
| 4                                | 10:02-10:45 |
|                                  |             |
| Lunch 1                          | 10:48-11:16 |
| 5B                               | 11:19-12:02 |
| 6B                               | 12:05-12:48 |
|                                  |             |
| 5A                               | 10:48-11:31 |
| Lunch 2                          | 11:34-12:02 |
| 6B                               | 12:05-12:48 |
|                                  |             |
| 5A                               | 10:48-11:31 |
| 6A                               | 11:34-12:17 |
| Lunch 3                          | 12:20-12:48 |
|                                  |             |
| 7                                | 12:51-1:34  |
| 8                                | 1:37-2:20   |
| 9                                | 2:24-3:05   |
| 10 - Academic<br>Success Seminar | 3:15-5:00   |

## Silicon Hill Academy – Student Bell Schedule Late Start

| Delayed Opening –<br>Rotating Period 7/8 |             |
|--|-------------|
| Period                                   | Time        |
| 1  | 9:40-10:10  |
| 2  | 10:13-10:48 |
| 3  | 10:51-11:21 |
| 4  | 11:24-11:54 |
|  |             |
| Lunch 1                                  | 11:57-12:25 |
| 5B                                       | 12:28-1:11  |
| 6B                                       | 1:14-1:57   |
| 7 or 8                                   | 2:00-2:20   |
|  |             |
| 5A                                       | 11:57-12:40 |
| Lunch 2                                  | 12:43-1:11  |
| 6B                                       | 1:14-1:57   |
| 7 or 8                                   | 2:00-2:20   |
|  |             |
| 5A                                       | 11:57-12:40 |
| 6A                                       | 12:43-1:26  |
| Lunch 3                                  | 1:29-1:57   |
| 7 or 8                                   | 2:00-2:20   |

## Silicon Hill Academy – Student Bell Schedule Early Release Day 1

| Early Release – Day 1 |             |
|-----------------------|-------------|
| Period                | Time        |
| 1                     | 7:40-8:20   |
| 2                     | 8:23-9:08   |
| 3                     | 9:11-9:51   |
|                       |             |
| Lunch 1               | 9:54-10:22  |
| 5B                    | 10:25-11:08 |
| 6B                    | 11:11-11:54 |
|                       |             |
| 5A                    | 9:54-10:37  |
| Lunch 2               | 10:40-11:08 |
| 6B                    | 11:11-11:54 |
|                       |             |
| 5A                    | 9:54-10:37  |
| 6A                    | 10:40-11:23 |
| Lunch 3               | 11:26-11:54 |

## Silicon Hill Academy – Student Bell Schedule Early Release Day 2

| Early Release – Day 2 |             |
|-----------------------|-------------|
| Period                | Time        |
| 4                     | 7:40-8:20   |
| 7                     | 8:23-9:08   |
| 8                     | 9:11-9:51   |
|                       |             |
| Lunch 1               | 9:54-10:22  |
| 5B                    | 10:25-11:08 |
| 6B                    | 11:11-11:54 |
|                       |             |
| 5A                    | 9:54-10:37  |
| Lunch 2               | 10:40-11:08 |
| 6B                    | 11:11-11:54 |
|                       |             |
| 5A                    | 9:54-10:37  |
| 6A                    | 10:40-11:23 |
| Lunch 3               | 11:26-11:54 |

## **Attachment 27: Proposed Admissions and Enrollment Policy**

As required, Silicon Hill Academy has provided a proposed admissions and enrollment policy on the following pages.

## **Silicon Hill Academy: Admission and Enrollment Policy**

### **Mission**

To ensure equity in opportunity, empowering our students with 21st century, real-world skills and individualized learning opportunities that ensure college and career readiness.

### **Board of Directors**

|                        |                  |
|------------------------|------------------|
| Evan Erdberg           | Mary Ellen Mondì |
| Dr. Tony Jacob         | Kelly Patel      |
| Dr. Keith Lockwood PhD |                  |

### **About Silicon Hill Academy**

We believe all students should be treated with respect and as an adult. Therefore we plan to provide an creative learning environment that models a college campus. Students will be able to work in small groups with Teachers in an open classroom. We will open the doors at 7am and stay open to 5pm each day to allow students time to work with our tutors, participate in after school activities and have a quality environment to complete homework or projects.

In ensuring the best possible environment for the students, families, and the larger community, Silicon Hill Academy is committed to ensuring we do not discriminate on the basis of race, religion, color, national origin, sex or gender, disability, or age. Silicon Hill Academy complies with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Title II of the Americans with Disabilities Act of 1990 ("ADA"), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination Act of 1975, as amended; and any other legally-protected classification or status protected by applicable law.

Should students, families, or a community member have any question or concerns about SHA's non-discrimination policy, they should be brought forward to our compliance liaison:

- The Title IX Coordinator, for concerns regarding discrimination on the basis of sex/gender, is Keith Lockwood, Mailing Address: TBD, and phone number: 973.932.0156
- The ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability, is Keith Lockwood, Mailing Address: TBD, and phone number: 973.932.0156
- The Age Discrimination Coordinator, for concerns regarding discrimination on the basis of age, is Keith Lockwood, Mailing Address: TBD, and phone number: 973.932.0156
- All other concerns regarding discrimination may be directed to Keith Lockwood, Mailing Address: TBD, and phone number: 973.932.0156

### **General Admissions and Enrollment Information**

As put forward by Silicon Hill Academy's Charter, and according to state law, admission and enrollment of students at SHA will be open to those who reside within the geographic boundaries detailed. The number of students enrolled at SHA shall not be more than the total



number approved in the charter, and further can be limited based on staffing and space availability. All requested information as well as student application and enrollment materials will be sent to interested parties by return receipt mail with USPS. This is done to verify addresses of prospective candidates and to ensure the widest net possible in covering a broad cross section of demographics and in doing so remove the hint of bias or partiality in the selection process.

In clarifying the admission procedure as it pertains to a sibling preference provision, Silicon Hill Academy will employ this admission preference by assigning a number to each sibling (or family with siblings who are applying to same or different grades for which the school has openings). In the initial admissions/enrollment selection, all siblings whether applying for the same grade or different grades, must be included in and undergo the same admissions process (lottery). If one sibling is thus admitted through the lottery process in the initial enrollment, then the other sibling or siblings is automatically admitted at that time, either for the same grade or for another grade which is offered in SHA and for which there is enrollment availability. A sibling of a student already matriculating at SHA will also be admitted without undergoing the lottery process of selection.

Prospective students must be entering a grade which, at the time of the desired admissions, constitutes part of the proposed SHA program; or, space permitting, transfer students must be transferring into a grade level offered at SHA. Prospective students must have legal residency in Travis or Del Valle counties and must demonstrate this through proper document at admission. Silicon Hill primary attendance boundary is the Austin metro area.

In accordance with Texas state and federal law, Silicon Hill Academy's admission policy does not discriminate on the basis of sex, origin, ethnicity, religion, disability, or academic, athletic, or artistic ability.

#### ***Admission Exclusion***

Students who have a documented history of a criminal offence, a juvenile court adjudication, or other discipline problems, as noted under Texas Education Code Chapter 37, Subchapter A, may be excluded admission and/or enrollment at Silicon Hill Academy. (As authorized by Silicon Hill Academy Charter and Texas Education Code § 12.11 l(a)(5)(A).

#### ***Application Submission***

From August to February each year, Silicon Hill Academy will maintain an open enrollment period, in which students must submit their application for admission. Students and families can access the application through our website ([www.siliconhillacademy.com](http://www.siliconhillacademy.com)), or hard copy applications will be available at our main offices (address TBD). Regardless of method, all applications must be received by our main offices, or post office marked by the February 28, 2021 deadline.

#### ***Admissions and Admissions Lottery***

If Silicon Hill Academy receives fewer applications than seats available, students will be admitted on a first-come, first-served basis. If SHA received more applications than seats available, a lottery will be conducted to ensure fair and equal access to the available seats.

#### ***Lottery/Enrollment process***

1. All students will be assigned a unique number upon application submission.

2. Once all applications have been received and the enrollment date has passed, all the numbers will be written on a piece of paper and placed in a box. A volunteer will be asked to draw out 150 numbers.
  3. If a sibling is part of the process, we will make all accommodations to try and enroll them into the class as spots become available.
  4. The lottery will be recorded and made available to the public. Lottery Exemptions:
    - As permitted by Texas Administrative Code 100.1207(b) and Federal Lottery Guidelines, if a grade level has more applications than seats, exemptions for completed applications submitted during open enrollment period will be provided in the following order:
      - Siblings of students already admitted
      - Children of staff that reside within the geographic boundary
      - Children of founding board members that reside within the geographic boundary
- Those students selected during the lottery will be offered admission until all seats are filled.

### ***Notification***

Students who have been chosen in the lottery will be notified by phone and email within three business days. Once we have received verbal acknowledgement of the students' acceptance into the school the family will have five business days to decide and confirm that they plan to enroll in the charter school. If the family does not respond within the five-day limit, the student will be placed on the waitlist and the first student on the current waitlist will be provided the opportunity to enroll.

SHA will prohibit any and all discrimination in admission policy on the basis of sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend in accordance with code TEC 12.111 (a)(s). The only exclusion of a student will be for one who has a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37.

### ***Waiting List***

Upon filling all available admission seats, the lottery will continue and a waiting list will be created in the order the names continue to be drawn. If SHA receives late applicants, those names will be added in the order received, after those who participated in the lottery. Should a seat become available, SHA will utilize the waiting list to offer admission to the next student in line.

### ***Registration and Enrollment***

Those students and families offered admission will receive a registration and enrollment packet no later than March 31, 2021, which must be completed and submitted to the front office no later than the published deadline. If declining enrollment, please communicate promptly with the front office so the seat can be offered to the next student. Further, if the registration and enrollment packet is not turned in by the deadline, the seat will be made available to the next student on the waiting list.

### ***McKinney-Vento Homeless Education Assistance Act of 2001***

According to the McKinney-Vento Homeless Education Assistance Act of 2001, SHA will ensure homeless youth will be provided with the rights and protections afforded to them, including flexibility as it relates to proof of residency and immunization requirements.

**Attachment 28: Certificate of Occupancy for Facility**

Not Applicable

As a facility has not been identified, Silicon Hill Academy has not provided a certificate of occupancy.

## **Attachment 29: Evidence that Facility has been Secured**



Not Applicable

At this time, as SHA has not secured a charter, we have not provided proof of commitment for a facility, though we are currently searching to ensure a facility has been identified in time for renovations to take place. Please see the Facility Acquisition section for additional detail.

## **Attachment 30: Detailed Start-up Plan**

## Silicon Hill Academy: Start Up Plan

Below, Silicon Hill Academy has provided a detailed start up plan for provided a detailed start-up Year 0 (September 2020-August 2021).

| SHA Detailed Start-Up Plan                  |  |
|---|--|
| Line item                                   |  |
| <b>Administrative Staff Personnel Costs</b> |  |
| Superintendent                              | Will take a salary of \$85,000 for year zero with benefits   |
| <b>Instructional Personnel Costs</b>        |  |
| N/A   | We do not plan to have any personnel costs in addition to the superintendent during the start-up year  |
| <b>Non-Instructional Personnel Costs</b>    |  |
| N/A   | We do not plan to have any personnel costs in addition to the superintendent during the start-up year  |
| <b>Payroll Taxes and Benefits</b>           |  |
| Social Security                             | We will not be contributing to social security   |
| Medicare                                    | Medicare is calculated at 1.45% of total personnel costs, for year zero this will be \$1,233   |
| State unemployment                          | Calculated at 2.7% of total personnel costs for a total of \$2295 in the first year  |
| Workers Compensation                        | Workers Compensation is estimated to be .75% of total personnel costs  |
| Healthcare                                  | Healthcare will range from 5.5% to 6% of total payroll depending on our staff and the rates. We have decided to be cautious and use 6%, this will equal \$5100 for year zero |
| Dental                                      | Dental based on a quote we received from United Healthcare will on average be .29% of personnel expenses for a total in year zero of \$20.68                                 |
| Vision                                      | Vision based on a quote we received from Humana will on average be .23% of personnel expenses for a total in year zero of \$192  |
| Life Insurance                              | Not offered - employees can choose to participate personally   |
| Retirement Contribution                     | Teacher Retirement (TRS) – According to code: 12.1057 we will contribute 1.5% of an employee's salary to this fund annually. In year zero this will cost \$1,275             |
| Pay for Performance                         | We plan to start this program in year 1  |
| <b>Contracted Services</b>                  |  |
| Accounting/Audit                            | Services are calculated at \$10,000 for year zero  |
| Legal                                       | Services are calculated at \$5000 a year   |
| Management Company Fee                      | We do not plan to use a management company   |

|   |  |
|---|--|
| Nursing Services                        | Not expected to cost anything in year zero as we will have no students   |
| Food Services/School Lunch              | Services are expected to cost nothing in year zero as we will have no students.  |
| Payroll services                        | Services calculated through a quote that was provided by the company we plan to use Gusto; They charge \$39/month plus \$6 per user (17.5 employees) per month for an annual cost for year zero of \$540   |
| Special Education Services              | Services are expected to cost nothing in year zero as we will have no students.  |
| Counselor Services                      | Services are expected to cost nothing in year zero as we will have no students.  |
| PEIMS Training                          | Services are expected to cost nothing in year zero as we will have no PEIMS employee yet.  |
| <b>School Operations</b>                |  |
| Board Expenses                          | We plan to allot \$1000 for our board in year zero   |
| Classroom/Teaching Supplies & Materials | We are estimating we will be required to spend \$65 per student per year; For our start-up year we have budgeted \$9750 to ensure we have the supplies and materials to run the school.  |
| Special Ed Supplies & Materials         | We will not have any students in year zero so we have not allocated any funds to this category   |
| Textbooks/Workbooks                     | We are planning to use digital textbooks so students can gain access to them at any time online; we are expecting no cost in year zero as we will have no students and can start licenses at any time  |
| Supplies & Materials other              | \$50 per child for a total of \$7500 in year zero; We plan to use this in order to buy science kits  |
| Equipment/Furniture                     | We based this on the expected cost of around \$170 per student for a total of \$25,500   |
| Telephone                               | We plan to use VOIP for all our phones, this has zero cost   |
| Technology                              | <p>We have a robust technology plan that includes a Dell Education Chromebook for each student @ \$225 per Chromebook= <math>150 \times 225 = \\$33,750</math> as well as each staff member, staff <math>\\$225 \times 17.5 = \\$2700</math> total = \$37,688</p> <p>We plan to implement a Student Information System called Amp Educator SIS system that will cost us \$149 base price and \$1 per student for a total of \$299 a month. We do not plan to implement this until March so we have allotted only 4 months to our startup budget. Additionally, we plan to invest in technology for the school classrooms and open areas as follows below:</p> <p>TVs = 10 tvs at a cost for \$500 per TV = \$5000</p> <p>Projectors: 10 projectors at a cost of \$300 per projector = \$3000</p> <p>Headphones: \$25 per student and staff (172) = \$4300</p> <p>The total budget for the start-up year for technology is estimated to be approximately \$53,496. Though we want to leave room in the budget for</p> |

|                           |   |
|---------------------------|---|
|                           | unforeseen expenses in technology, so we added another \$13,604 for a total budget of \$67,100.   |
| Student Testing           | We will not have any students in year zero so we have not allocated any funds to this category  |
| Field Trips               | We will not have any students in year zero so we have not allocated any funds to this category  |
| Transportation (Students) | We will not have any students in year zero so we have not allocated any funds to this category  |
| Student Services – Other  | We will not have any students in year zero so we have not allocated any funds to this category  |
| Office expenses           | We are estimating we will need \$300 a month for an annual total of \$3600 to pay for materials, paper, etc. We plan to set up an Amazon Prime account for the school to order materials in a fiscally responsible way that can be tracked. For our start-up cost we only estimated 50% of the total due to the fact we will not have the building the full year for a total of \$1800.   |
| Staff Development         | We are estimating a cost of \$150 per employee for supplies, class time, and new teacher training; We have allocated \$2,625 for the 17 staff members we plan to train before school begins. We plan to invest in their professional development each year.   |
| Staff Recruitment         | We plan to use TalentEd Teacher Recruitment system which costs \$4650 for the year to post jobs and search for candidates. Additionally, for our office positions we plan to use LinkedIn which costs an average of \$495 per posting for two positions. Our total for our startup year will be: \$495 on average a posting (2 positions) will cost \$5,640. Though we have budgeted an additional \$3000 to provide teachers with \$1000 each for up to three teachers to assist with moving costs as we plan to recruit from out of state for a total of \$8640. Though we have already started this process and have received commitment letters from four teachers that will join our school to teacher if we get our charter. These can be viewed in Attachment 9. |
| Student Recruitment       | We have budgeted \$15,000 for the start-up year. This will be invested in monthly events at parks, tables at local festivals, hosting lunch meet and greets, as well as any additional outreach opportunities where we will get the chance to speak with family members and their children.   |
| School Meals/Lunch        | We will not have any students in Year 0 so we have not allocated any funds to this category   |
| Travel (Staff)            | For Year 0 we have not allocated any funds to this category as it will be expected the BOD and Superintendent utilize their own funds to engage and connect in the community.   |



|   |  |
|---|--|
| Fundraising                                 | Fundraising will be led by the BOD and the Superintendent. We have allocated \$2000 for meet and greets and/or lunch sponsorships to encourage investment in our school.   |
| After School Programs                       | We will not have any students in Year 0 so we have not allocated any funds to this category  |
| First Aid Kits                              | \$30 per first aid kit to place around the building (Planning for 5) and \$250 for a central first aid kit in the office. The total expected cost is \$400.  |
| <b>Facility Operation &amp; Maintenance</b> |  |
| Insurance                                   | We have contacted General Liability Insure out of New York to request coverage for our school that will include Abuse & Molestation, Directors & Officers Liability, Professional Liability (E&O), Employment Practices Liability, Employee Benefits Liability, Commercial Property, Workers Compensation, and General Liability. The total cost for this coverage annually will be \$5,000 per location. We have allocated \$2500 due to the expected access to our school for only 6 months.                           |
| Janitorial services                         | We will not have any students in year zero so we have not allocated any funds to this category   |
| Rent  | Market research completed by a broker showed the average facilities rent per square foot in is between \$12-\$25. We have budgeted \$20 per square foot for rent and renovation. We are looking for 5000sq = \$100,000, first year would expect an additional 3 months' rent upfront for down payment for the location and renovations \$25,000. Though since we do not expect to move in until January 2020, we have budgeted half, \$50,000 in our startup budget along with the down payment for a total of \$75,000. |
| Repairs & Maintenance                       | We are budgeting \$1 per square foot per year for maintenance and repair costs. Since we will have a 5,000-square-foot location our budget is \$5,000 for year zero. maintenance and repairs.  |
| Security System                             | We will not have any students in year zero so we have not allocated any funds to this category   |
| Utilities                                   | General expectation is \$2 per square foot per year in Austin TX:<br>$5000 \times 2 = \$10,000$ . Due to only being in the building for 6 months we have allocated \$5,000   |
| Internet                                    | After working with the local provider ATT we found that it costs \$90 per 1000mbs, we would estimate to that 1000mbs would work for every 25 students = 6000mbs = \$540 a month or \$6480 for the year. For the start-up year was have allotted 25% due to not having a building the full year for a total of \$1620.  |

### **Attachment 31: Financial Plan Workbook**

On the following pages, Silicon Hill Academy has provided our completed financial plan workbook, provided both in hard copy and as part of our electronic submission.

## Silicon Hill Academy

### FINANCIAL PLAN WORKBOOK SUMMARY

| Start-Up<br>Year 0 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--------------------|--------|--------|--------|--------|--------|
| 2021               | 2022   | 2023   | 2024   | 2025   | 2026   |

**REVENUE**

Total State Revenue

Total Federal Revenue

Total Local and Other Revenue

**TOTAL REVENUE**

|                   |                     |                     |                     |                     |                     |
|-------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
|                   | \$ 1,144,691        | \$ 2,289,382        | \$ 4,197,125        | \$ 6,410,268        | \$ 8,302,579        |
|                   | \$ 130,739          | \$ 261,478          | \$ 479,367          | \$ 732,137          | \$ 948,264          |
| \$ 325,000        | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                |
| <b>\$ 325,000</b> | <b>\$ 1,275,430</b> | <b>\$ 2,550,860</b> | <b>\$ 4,676,491</b> | <b>\$ 7,142,405</b> | <b>\$ 9,250,843</b> |

**EXPENSES****PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES**

Total Administrative Staff Personnel Costs

Total Instructional Personnel Costs

Total Non-Instructional Personnel Costs

Total Payroll Taxes and Benefits

**TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES**

|                  |                   |                     |                     |                     |                     |
|------------------|-------------------|---------------------|---------------------|---------------------|---------------------|
| \$ 85,000        | \$ 295,000        | \$ 330,000          | \$ 900,000          | \$ 935,000          | \$ 1,205,000        |
| \$ -             | \$ 497,300        | \$ 1,066,950        | \$ 2,091,750        | \$ 3,412,200        | \$ 4,756,650        |
| \$ -             | \$ -              | \$ -                | \$ -                | \$ -                | \$ -                |
| \$ 10,982        | \$ 106,247        | \$ 187,298          | \$ 401,123          | \$ 582,857          | \$ 799,317          |
| <b>\$ 95,982</b> | <b>\$ 898,547</b> | <b>\$ 1,584,248</b> | <b>\$ 3,392,873</b> | <b>\$ 4,930,057</b> | <b>\$ 6,760,967</b> |

**NON-PAYROLL RELATED EXPENSES**

Total Contracted Services

Total School Operations

Total Facilities Operations and Maintenance

Reserves / Contingencies

**TOTAL NON-PAYROLL RELATED EXPENSES**

|                   |                   |                   |                     |                     |                     |
|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|
| \$ 15,540         | \$ 132,818        | \$ 228,658        | \$ 389,298          | \$ 574,203          | \$ 733,586          |
| \$ 179,003        | \$ 118,388        | \$ 227,509        | \$ 420,547          | \$ 619,302          | \$ 806,385          |
| \$ 89,120         | \$ 166,388        | \$ 176,257        | \$ 364,786          | \$ 365,097          | \$ 540,448          |
| \$ -              | \$ 38,263         | \$ 76,526         | \$ 133,920          | \$ 204,536          | \$ 264,915          |
| <b>\$ 283,663</b> | <b>\$ 455,857</b> | <b>\$ 708,949</b> | <b>\$ 1,308,552</b> | <b>\$ 1,763,139</b> | <b>\$ 2,345,333</b> |

**TOTAL EXPENSES**

|                   |                     |                     |                     |                     |                     |
|-------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| <b>\$ 379,645</b> | <b>\$ 1,354,404</b> | <b>\$ 2,293,197</b> | <b>\$ 4,701,425</b> | <b>\$ 6,693,196</b> | <b>\$ 9,106,300</b> |
|-------------------|---------------------|---------------------|---------------------|---------------------|---------------------|

**NET OPERATING INCOME (before depreciation)**

|                    |                    |                   |                    |                   |                   |
|--------------------|--------------------|-------------------|--------------------|-------------------|-------------------|
| <b>\$ (54,645)</b> | <b>\$ (78,974)</b> | <b>\$ 257,662</b> | <b>\$ (24,934)</b> | <b>\$ 449,209</b> | <b>\$ 144,543</b> |
|--------------------|--------------------|-------------------|--------------------|-------------------|-------------------|

**STUDENT ENROLLMENT**

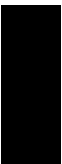
Projected Student Enrollment

Revenue Per Pupil

Expenses Per Pupil

|  |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|
|  | 150      | 300      | 550      | 840      | 1,250    |
|  | \$ 8,503 | \$ 8,503 | \$ 8,503 | \$ 8,503 | \$ 7,401 |
|  | \$ 9,029 | \$ 7,644 | \$ 8,548 | \$ 7,968 | \$ 7,285 |

444



Gen

- 
- 
- 
- 
- 
- 
- 

Sch

- 
- 
- 
- 
- 

Enr

- 
- EN
- 

- 
- 

ST

- 

TF

- 

Per

- 
- 
- 
- 
- 
- 
-



Ass

- 
- 
- 
- 
- 

5 YI

- 
- 

Fin

- 
- 

Per

- 
- 

Cas

- 
-

# New Charter School Application Financial Plan Workbook Instructions

## General Instructions and Notes

**Colors for tabs and cells may be different on MAC computers and Apple products.**

Complete all four tabs in GREEN. The BLUE tabs are informational only and do not require data entry.

For MAC users, the BLUE tabs are **Budget, Financial Plan Workbook Summary, SOF, and Payment Formula**

Formula driven cells are locked and should remain locked. Enter information into the GRAY cells ONLY.

For MAC users, the GRAY cells may appear blue.

Cells containing RED triangles in the upper right corner contain guidance on that particular line item.

All **Notes** and **Notes and Descriptions of Assumptions** cells are editable. Adding as much detail as possible in

## Lead Applicant Info Tab

Enter the Lead Applicant's name, email address, and phone number.

In the row **Start-Up (Year 0) Fiscal Year End**, enter the fiscal year the proposed charter school will be in for

In the row **Year One Fiscal Year End**, enter the fiscal year the school will be in for its first operational year.

In the row **Fiscal Year End Date**, use the drop-down list box to select the proposed charter school fiscal year

In the row **Total School Year Minutes**, enter the number of minutes the proposed charter school will be

## Enrollment Tab

**Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.**

### Enrollment Section

Enter the anticipated enrollment for the proposed school by grade and year in the GRAY cells only. The anticipated enrollment for all five years is mandatory because those enrollment assumptions will directly impact the five year budget/operational plan.

Enter the anticipated average daily attendance (ADA) percentage by year.

**WARNING** - Enter conservative and realistic enrollment numbers. The state funding for your proposed

### Student Population Section

Enter the anticipated number of students for each population designation by year in the gray cells only. The numbers entered will automatically generate the percentage of students anticipated for that designation

### Transportation Section

Enter the anticipated transportation allotments for the specified programs.

## Financial Tab

**Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.**

Column C - Enter the position description.

Column D - Select the category for the position entered in column C from the drop down list box. Categories

Column E - Enter the starting salary for each position.

Columns F - K - Enter the number of full-time equivalents (FTE) for each position for the given year.

Column M - Enter any notes related to each position.

Cells P10 - S10 - Enter the anticipated percentage of salary increases for each year. Salaries for each position

### Assumptions Tab

Enter information into the **GRAY** cells **ONLY**. All other cells are locked and should remain locked.

Column C - All line descriptions are locked and are to remain locked except those shaded gray and labeled

Columns E - F - Enter budgeted amounts for the proposed charter school in column E for the start-up year

Columns H - M - Enter the percentage increase OR decrease that is anticipated for each line item from year

Enter any notes and descriptions of assumptions that need further explanation.

### Revenue Budget Tab

ALL revenues and expenses are automatically calculated based on the **Enrollment**, **Personnel**, and **Start-Up**,

No data should be entered on this tab.

### Financial Plan Workbook Summary

ALL revenues and expenses are automatically calculated based on the **Enrollment**, **Personnel**, and **Start-Up**,

No data should be entered on this tab.

### Personnel Tab

Summary of Finances (**SOF**) tab displays the estimate for Total State Aid.

No data should be entered on this tab.

### Cash Flow Tab

Actual cash flows are based on average attendance for each 6 week period reported to TEA. If you

No data should be entered on this tab.

## Silicon Hill Academy

### NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK

|                                    |  |   |
|------------------------------------|--|---|
| Lead Applicant Name:               | Keith Lockwood   |   |
| Contact Email:                     | <a href="mailto:Locutus577@gmail.com">Locutus577@gmail.com</a> |   |
| Contact Phone:                     | 973-932-0156   |   |
| Start-Up (Year 0) Fiscal Year End: | 2021   | <i>Enter the 4-digit year (XXXX)</i>              |
| Year One Fiscal Year End:          | 2022   | <i>Enter the 4-digit year (XXXX)</i>              |
| Fiscal Year End Date:              |  | <i>Select date</i>                                |
| Total School Year Minutes:         | 83,600   | <i>Enter the number of minutes (e.g., 75,600)</i> |



1/24/2020 16:26

**Silicon Hill Academy**  
**ESTIMATE OF STATE AID ENTITLEMENT INDUIT**

**ENROLLMENT**

|   | Year 1<br>2022 | Year 2<br>2023 | Year 3<br>2024 | Year 4<br>2025 | Year 5<br>2026  |
|---|----------------|----------------|----------------|----------------|-----------------|
| Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child) |                |                |                |                |                 |
| Kindergarten  |                |                |                |                |                 |
| 1st Grade   |                |                |                |                |                 |
| 2nd Grade   |                |                |                |                |                 |
| 3rd Grade   |                |                |                |                |                 |
| 4th Grade   |                |                |                |                |                 |
| 5th Grade   |                |                |                |                |                 |
| 6th Grade   | 50.00          | 75.00          | 130.00         | 165.00         | 230.00          |
| 7th Grade   | 50.00          | 75.00          | 130.00         | 165.00         | 230.00          |
| 8th Grade   | 50.00          | 75.00          | 130.00         | 165.00         | 230.00          |
| 9th Grade   |                | 75.00          | 80.00          | 165.00         | 180.00          |
| 10th Grade  |                |                | 80.00          | 90.00          | 180.00          |
| 11th Grade  |                |                |                | 90.00          | 100.00          |
| 12th Grade  |                |                |                |                | 100.00          |
| <b>Total Number of All Students Enrolled (Average Membership)</b>                                       | <b>150.00</b>  | <b>300.00</b>  | <b>550.00</b>  | <b>840.00</b>  | <b>1,250.00</b> |
| <b>Total Number of High School Students Enrolled</b>  | <b>-</b>       | <b>75.00</b>   | <b>160.00</b>  | <b>345.00</b>  | <b>560.00</b>   |
| <b>Average Daily Attendance (ADA) %85</b>   | <b>80%</b>     | <b>85%</b>     | <b>89%</b>     | <b>90%</b>     | <b>91%</b>      |
| <b>Average Daily Attendance (ADA)</b>   | <b>120.00</b>  | <b>255.00</b>  | <b>489.50</b>  | <b>756.00</b>  | <b>1,137.50</b> |
| Percent change YOY  |                | 113%           | 92%            | 54%            | 50%             |

**STUDENT POPULATION**

|                                   | Data for the following fiscal years must be ba |          |      |          |      |
|-----------------------------------|--|----------|------|----------|------|
| Special Education Data:           | 2022   | EYS 2022 | 2023 | EYS 2023 | 2024 |
| Number Enrolled in Homebound      | -  | -        | -    | -        | -    |
| Number Enrolled in Hospital Class | -  | -        | -    | -        | -    |
| Number Enrolled in Speech Therapy | 2.00   | -        | 4.00 | -        | 7.32 |

|   |               |   |               |    |              |
|---|---------------|---|---------------|----|--------------|
| Number Enrolled in Resource Room                | 2.00          | - | 4.00          | -  | 7.32         |
| Number Enrolled in Self-Contained Mild/Mod/Sev  | -             | - | -             | -  | -            |
| Number Enrolled in Full-Time Early Childhood    | -             | - | -             | -  | -            |
| Number Enrolled in Off-Home Campus              | -             | - | -             | -  | -            |
| Number Enrolled in VAC                          | -             | - | -             | -  | -            |
| Number Enrolled from State Schools              | -             | - | -             | -  | -            |
| Number Enrolled in Residential Care & Treatment | -             | - | -             | -  | -            |
| Number Enrolled in Mainstream                   | 11.00         |   | 22.00         |    | 40.33        |
| <b>Special Education Student Count (SPED)</b>   | <b>15.00</b>  | - | <b>30.00</b>  | -  | <b>54.97</b> |
| <b>Special Education Student Count %</b>        | <b>10.00%</b> |   | <b>10.00%</b> |    | <b>9.99%</b> |
| Percent change YOY                              |               |   | 100%          | 0% | 83%          |

| <b>Career and Technology (C&amp;T) Data:</b>     | <b>2022</b> | <b>Advanced C&amp;T</b> | <b>2023</b> | <b>Advanced C&amp;T</b> | <b>2024</b> |
|--|-------------|-------------------------|-------------|-------------------------|-------------|
| Number Enrolled in One-hour Class                | -           | -                       |             |                         |             |
| Number Enrolled in Two-hour Class                |             | -                       |             |                         |             |
| Number Enrolled in Three-hour Class              |             | -                       |             |                         |             |
| Number Enrolled in Four-hour Class               |             | -                       |             |                         |             |
| Number Enrolled in Five-hour Class               |             | -                       |             |                         |             |
| Number Enrolled in Six-hour Class                |             | -                       |             |                         |             |
| <b>Career &amp; Technology Students Enrolled</b> | -           | -                       | -           | -                       | -           |
| <b>% of Career &amp; Technology Students</b>     |             |                         |             |                         |             |
| Percent change YOY                               |             |                         | 0%          | 0%                      | 0%          |

| <b>Gifted and Talented, Pregnancy Related, &amp; Bilingual/ESL Data:</b> | <b>Data for the following fiscal years must be based on reasonable estimates and projections.</b> |               |               |               |               |
|--|---|---------------|---------------|---------------|---------------|
|  | <b>2022</b>   | <b>2023</b>   | <b>2024</b>   | <b>2025</b>   | <b>2026</b>   |
| Number Gifted and Talented Students Enrolled                             |   |               |               |               |               |
| % of Gifted and Talented Students Enrolled                               |   |               |               |               |               |
| <b>Number of Pregnancy Related Students</b>                              |   |               |               |               |               |
| % of Pregnancy Related Students Enrolled                                 |   |               |               |               |               |
| <b>Number of Students Enrolled in Bilingual/ESL</b>                      | 42.00   | 84.00         | 154.00        | 235.20        | 304.64        |
| <b>% of Students Enrolled in Bilingual/ESL</b>                           | <b>28.00%</b>   | <b>28.00%</b> | <b>28.00%</b> | <b>28.00%</b> | <b>28.00%</b> |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| <b>Special Education Error Check</b>     |  |  |  |  |  |
| <b>Career and Technology Error Check</b> |  |  |  |  |  |

|                                   |       |        |        |        |        |
|-----------------------------------|-------|--------|--------|--------|--------|
| Compensatory Education Enrollment | 90.00 | 180.00 | 330.00 | 504.00 | 652.80 |
|-----------------------------------|-------|--------|--------|--------|--------|

| <b>TRANSPORTATION</b>                                  | <b>2022</b> | <b>2023</b> | <b>2024</b> | <b>2025</b> | <b>2026</b> |
|--|-------------|-------------|-------------|-------------|-------------|
| Regular Program Transportation Allotment               | -           | -           | -           | -           | -           |
| Special Education Program Transportation Allotment     | -           | -           | -           | -           | -           |
| Career and Technology Program Transportation Allotment | -           | -           | -           | -           | -           |
| <b>Transportation Total</b>                            | -           | -           | -           | -           | -           |
| Percent change YOY                                     |             | 0%          | 0%          | 0%          | 0%          |



| sed on reasonable estimates and projections. |       |          |       |          |
|--|-------|----------|-------|----------|
| EYS 2024                                     | 2025  | EYS 2025 | 2026  | EYS 2026 |
| -  | -     | -        | -     | -        |
| -  | -     | -        | -     | -        |
| -  | 11.18 | -        | 14.48 | -        |

|    |              |    |               |    |
|----|--------------|----|---------------|----|
| -  | 11.18        | -  | 14.48         | -  |
| -  | -            | -  | -             | -  |
| -  | -            | -  | -             | -  |
| -  | -            | -  | -             | -  |
| -  | -            | -  | -             | -  |
| -  | -            | -  | -             | -  |
| -  | -            | -  | -             | -  |
| -  | -            | -  | -             | -  |
|    | 61.58        |    | 79.74         |    |
| -  | <b>83.94</b> | -  | <b>108.70</b> | -  |
|    | <b>9.99%</b> |    | <b>8.70%</b>  |    |
| 0% | 53%          | 0% | 30%           | 0% |



| Advanced C&I | 2025 | Advanced C&I | 2026 | Advanced C&I |
|--------------|------|--------------|------|--------------|
|              |      |              |      |              |
|              |      |              |      |              |
|              |      |              |      |              |
|              |      |              |      |              |
|              |      |              |      |              |
|              |      |              |      |              |
| -            | -    | -            | -    | -            |
|              |      |              |      |              |
| 0%           | 0%   | 0%           | 0%   | 0%           |

## PERSONNEL

| Position Description                   | Position Category<br>(Categories align with the categories on the Five Year Budget) | Year Count         | Number of FTEs     |           |           |           |           |           | Notes | Total of Salaries  |           |            |                           |            |            |
|--|---|--------------------|--------------------|-----------|-----------|-----------|-----------|-----------|-------|--------------------|-----------|------------|---------------------------|------------|------------|
|  |   |                    | Start-Up<br>Year 0 | Year 1    | Year 2    | Year 3    | Year 4    | Year 5    |       | Start-Up<br>Year 0 | Year 1    | Year 2     | Year 3                    | Year 4     | Year 5     |
|  |   | FYE                | 2021               | 2022      | 2023      | 2024      | 2025      | 2026      |       | 2021               | 2022      | 2023       | 2024                      | 2025       | 2026       |
|  |   | Starting<br>Salary | # of FTEs          | # of FTEs | # of FTEs | # of FTEs | # of FTEs | # of FTEs |       | 0.0000%            | 0.0000%   | 0.0000%    | Yearly Raise %<br>0.0000% | 0.0000%    | 0.0000%    |
| Superintendent                         | Executive Management  | \$ 85,000          | 1.0                | 1.0       | 1.0       | 1.0       | 1.0       | 1.0       |       | \$ 85,000          | \$ 85,000 | \$ 85,000  | \$ 85,000                 | \$ 85,000  | \$ 85,000  |
| Director of Finance                    | CFO / Director of Finance   | \$ 75,000          | 0.0                | 0.0       | 0.0       | 1.0       | 1.0       | 1.0       |       | \$ -               | \$ -      | \$ -       | \$ 75,000                 | \$ 75,000  | \$ 75,000  |
| Director Human Resources               | Executive Management  | \$ 75,000          | 0.0                | 0.0       | 0.0       | 1.0       | 1.0       | 1.0       |       | \$ -               | \$ -      | \$ -       | \$ 75,000                 | \$ 75,000  | \$ 75,000  |
| Director of Operations                 | Executive Management  | \$ 75,000          | 0.0                | 0.0       | 0.0       | 1.0       | 1.0       | 1.0       |       | \$ -               | \$ -      | \$ -       | \$ 75,000                 | \$ 75,000  | \$ 75,000  |
| Principal/Head of School               | Deans, Directors & Coordin  | \$ 70,000          | 0.0                | 1.0       | 1.0       | 2.0       | 2.0       | 3.0       |       | \$ -               | \$ 70,000 | \$ 70,000  | \$ 140,000                | \$ 140,000 | \$ 210,000 |
| Assistant Principal                    | Deans, Directors & Coordin  | \$ 60,000          | 0.0                | 0.0       | 0.0       | 1.0       | 1.0       | 2.0       |       | \$ -               | \$ -      | \$ -       | \$ 60,000                 | \$ 60,000  | \$ 120,000 |
| Business Manager                       | Operation / Business Mana   | \$ 70,000          | 0.0                | 1.0       | 1.0       | 2.0       | 2.0       | 3.0       |       | \$ -               | \$ 70,000 | \$ 70,000  | \$ 140,000                | \$ 140,000 | \$ 210,000 |
| PEIMS Clerk/Operations                 | Administrative Staff  | \$ 35,000          | 0.0                | 1.0       | 1.0       | 2.0       | 2.0       | 3.0       |       | \$ -               | \$ 35,000 | \$ 35,000  | \$ 70,000                 | \$ 70,000  | \$ 105,000 |
| Office Manager/Registrar               | Administrative Staff  | \$ 35,000          | 0.0                | 1.0       | 1.0       | 2.0       | 2.0       | 3.0       |       | \$ -               | \$ 35,000 | \$ 35,000  | \$ 70,000                 | \$ 70,000  | \$ 105,000 |
| Secretary                              | Administrative Staff  | \$ 35,000          | 0.0                | 0.0       | 1.0       | 1.0       | 2.0       | 2.0       |       | \$ -               | \$ -      | \$ 35,000  | \$ 35,000                 | \$ 70,000  | \$ 70,000  |
| Special Education Teacher              | Teachers - SPED   | \$ 55,000          | 0.0                | 1.0       | 1.0       | 2.5       | 3.0       | 4.5       |       | \$ -               | \$ 55,000 | \$ 55,000  | \$ 137,500                | \$ 165,000 | \$ 247,500 |
| Math teacher                           | Teachers - Regular  | \$ 50,000          | 0.0                | 1.0       | 2.5       | 5.0       | 8.0       | 11.0      |       | \$ -               | \$ 50,000 | \$ 125,000 | \$ 250,000                | \$ 400,000 | \$ 550,000 |
| ELA Teacher                            | Teachers - Regular  | \$ 50,000          | 0.0                | 1.0       | 2.5       | 5.0       | 8.0       | 11.0      |       | \$ -               | \$ 50,000 | \$ 125,000 | \$ 250,000                | \$ 400,000 | \$ 550,000 |
| History Teacher                        | Teachers - Regular  | \$ 50,000          | 0.0                | 1.0       | 2.5       | 5.0       | 8.0       | 11.0      |       | \$ -               | \$ 50,000 | \$ 125,000 | \$ 250,000                | \$ 400,000 | \$ 550,000 |
| Science Teacher                        | Teachers - Regular  | \$ 50,000          | 0.0                | 1.0       | 2.5       | 5.0       | 8.0       | 11.0      |       | \$ -               | \$ 50,000 | \$ 125,000 | \$ 250,000                | \$ 400,000 | \$ 550,000 |
| Health/PE Teacher                      | Teachers - Regular  | \$ 50,000          | 0.0                | 1.0       | 2.5       | 5.0       | 8.0       | 11.0      |       | \$ -               | \$ 50,000 | \$ 125,000 | \$ 250,000                | \$ 400,000 | \$ 550,000 |
| Spanish Teacher                        | Teachers - Regular  | \$ 50,000          | 0.0                | 0.5       | 1.0       | 2.0       | 3.0       | 4.5       |       | \$ -               | \$ 25,000 | \$ 50,000  | \$ 100,000                | \$ 150,000 | \$ 225,000 |
| Latin Teacher                          | Teachers - Regular  | \$ 50,000          | 0.0                | 0.5       | 1.0       | 2.0       | 3.0       | 4.5       |       | \$ -               | \$ 25,000 | \$ 50,000  | \$ 100,000                | \$ 150,000 | \$ 225,000 |
| ASL Teacher                            | Teachers - Regular  | \$ 50,000          | 0.0                | 0.0       | 0.0       | 1.0       | 1.0       | 2.0       |       | \$ -               | \$ -      | \$ -       | \$ 50,000                 | \$ 50,000  | \$ 100,000 |
| Computer Science Teacher               | Teachers - Regular  | \$ 50,000          | 0.0                | 0.5       | 1.0       | 1.5       | 2.5       | 3.0       |       | \$ -               | \$ 25,000 | \$ 50,000  | \$ 75,000                 | \$ 125,000 | \$ 150,000 |
| Elective Teacher                       | Teachers - Regular  | \$ 50,000          | 0.0                | 0.5       | 1.0       | 2.0       | 4.0       | 6.0       |       | \$ -               | \$ 25,000 | \$ 50,000  | \$ 100,000                | \$ 200,000 | \$ 300,000 |
| Bilingual Teacher/ ESL                 | Specialty Teachers  | \$ 50,000          | 0.0                | 1.0       | 1.0       | 2.0       | 2.0       | 3.0       |       | \$ -               | \$ 50,000 | \$ 50,000  | \$ 100,000                | \$ 100,000 | \$ 150,000 |
| Speech Language                        | Teachers - SPED   | \$ 75,000          | 0.0                | 0.0       | 0.0       | 0.0       | 1.0       | 1.0       |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ 75,000  | \$ 75,000  |
| Counselor                              | Therapists & Counselors   | \$ 60,000          | 0.0                | 0.0       | 1.0       | 1.0       | 2.0       | 3.0       |       | \$ -               | \$ -      | \$ 60,000  | \$ 60,000                 | \$ 120,000 | \$ 180,000 |
| Paraprofessional                       | Aides   | \$ 27,000          | 0.0                | 1.0       | 2.0       | 3.0       | 8.0       | 10.0      |       | \$ -               | \$ 27,000 | \$ 54,000  | \$ 81,000                 | \$ 216,000 | \$ 270,000 |
| Director of Curriculum and Instruction | Instructional Management  | \$ 75,000          | 0.0                | 0.0       | 0.0       | 1.0       | 1.0       | 1.0       |       | \$ -               | \$ -      | \$ -       | \$ 75,000                 | \$ 75,000  | \$ 75,000  |
| Substitute                             | Substitute Teachers   | \$ 15,300          | 0.0                | 1.0       | 1.5       | 2.5       | 4.0       | 5.5       |       | \$ -               | \$ 15,300 | \$ 22,950  | \$ 38,250                 | \$ 61,200  | \$ 84,150  |
|  |   | \$ -               | 0.0                | 0.0       | 0.0       | 0.0       | 0.0       | 0.0       |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   | \$ -               | 0.0                | 0.0       | 0.0       | 0.0       | 0.0       | 0.0       |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   | \$ -               | 0.0                | 0.0       | 0.0       | 0.0       | 0.0       | 0.0       |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    |           |           |           |           |           |       | \$ -               | \$ -      | \$ -       | \$ -                      | \$ -       | \$ -       |
|  |   |                    |                    | </        |           |           |           |           |       |                    |           |            |                           |            |            |

1/24/2020 16:26

# Silicon Hill Acad

## REVENUE AND EXPENSE AS

| BUDGET             |        |
|--------------------|--------|
| Start-Up<br>Year 0 | Year 1 |
| 2021               | 2022   |

| ASSUMPTIONS        |        |        |        |
|--------------------|--------|--------|--------|
| Start-Up<br>Year 0 | Year 1 | Year 2 | Year 3 |
| 2021               | 2022   | 2023   | 2024   |

| REVENUE                      |
|------------------------------|
| TOTAL STATE REVENUES         |
| TOTAL FEDERAL REVENUES       |
| TOTAL LOCAL & OTHER REVENUES |
| TOTAL REVENUE                |

|            |              |
|------------|--------------|
|            | 1,144,691    |
|            | 130,739      |
| 325,000    |              |
| \$ 325,000 | \$ 1,275,430 |

| Enter the % change below for which the amount entered will change each year. Consider using the % changes in the previous year. |   |         |        |
|---|---|---------|--------|
|   | - | 100.00% | 83.33% |
|   |   | 100.00% | 83.33% |
|   |   | 0.00%   | 0.00%  |

| EXPENSES                                   |
|--|
| ADMINISTRATIVE STAFF PERSONNEL COSTS       |
| Executive Management                       |
| Instructional Management                   |
| Deans, Directors & Coordinators            |
| CFO / Director of Finance                  |
| Operation / Business Manager               |
| Administrative Staff                       |
| Other - Administrative                     |
| TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS |

|           |            |
|-----------|------------|
| 85,000    | 85,000     |
| -         | -          |
| -         | 70,000     |
| -         | -          |
| -         | 70,000     |
| -         | 70,000     |
| -         | -          |
| \$ 85,000 | \$ 295,000 |

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

### INSTRUCTIONAL PERSONNEL COSTS

|                    |   |         |
|--------------------|---|---------|
| Teachers - Regular | - | 350,000 |
|--------------------|---|---------|

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

Teachers - SPED  
 Substitute Teachers  
 Teaching Assistants  
 Specialty Teachers  
 Aides  
 Therapists & Counselors  
 Other - Instructional

**TOTAL INSTRUCTIONAL PERSONNEL COSTS**

|             |                   |
|-------------|-------------------|
| -           | 55,000            |
| -           | 15,300            |
| -           | -                 |
| -           | 50,000            |
| -           | 27,000            |
| -           | -                 |
| -           | -                 |
| <b>\$ -</b> | <b>\$ 497,300</b> |

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse  
 Librarian  
 Custodian  
 Security  
 Other - Non-Instructional

**TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS**

|             |             |
|-------------|-------------|
| -           | -           |
| -           | -           |
| -           | -           |
| -           | -           |
| -           | -           |
| <b>\$ -</b> | <b>\$ -</b> |

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**TOTAL PERSONNEL EXPENSES**

|                  |                   |
|------------------|-------------------|
| <b>\$ 85,000</b> | <b>\$ 792,300</b> |
|------------------|-------------------|

**PAYROLL TAXES AND BENEFITS**

Social Security  
 Medicare  
 State Unemployment  
 Worker's Compensation Insurance

|                         |
|-------------------------|
| Custom Other Tax #1     |
| Custom Other Tax #2     |
| Health Insurance        |
| Dental Insurance        |
| Vision Insurance        |
| Life Insurance          |
| Retirement Contribution |
| Pay for Performance     |
| Custom Fringe #2        |

**TOTAL PAYROLL TAXES AND BENEFITS**

|                  |                   |
|------------------|-------------------|
| -                | -                 |
| 1,233            | 11,488            |
| 2,295            | 21,392            |
| 638              | 5,942             |
| -                | -                 |
| -                | -                 |
| 5,100            | 47,538            |
| 248              | 2,298             |
| 192              | 1,822             |
| -                | -                 |
| 1,275            | 11,885            |
| -                | 3,882             |
| -                | -                 |
| <b>\$ 10,980</b> | <b>\$ 106,247</b> |

**For each line item in the Payroll Taxes and Benefits section, enter the percentage of the line item that should be allocated to each of the four categories below.**

|       |       |       |       |
|-------|-------|-------|-------|
| 0.00% | 0.00% | 0.00% | 0.00% |
| 1.45% | 1.45% | 1.45% | 1.45% |
| 2.70% | 2.70% | 2.70% | 2.70% |
| 0.75% | 0.75% | 0.75% | 0.75% |
| 0.00% | 0.00% | 0.00% | 0.00% |
| 0.00% | 0.00% | 0.00% | 0.00% |
| 6.00% | 6.00% | 6.00% | 6.00% |
| 0.29% | 0.29% | 0.29% | 0.29% |
| 0.23% | 0.23% | 0.23% | 0.23% |
| 0.00% | 0.00% | 0.00% | 0.00% |
| 1.50% | 1.50% | 1.50% | 1.50% |
| 0.00% | 0.49% | 0.49% | 0.49% |
| 0.00% | 0.00% | 0.00% | 0.00% |

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

|    |        |    |         |
|----|--------|----|---------|
| \$ | 95,980 | \$ | 898,547 |
|----|--------|----|---------|



**CONTRACTED SERVICES**

Accounting / Audit  
 Legal  
 Management Company Fee  
 Nurse Services  
 Food Service / School Lunch  
 Payroll Services  
 Special Ed Services  
 Titlement Services (i.e. Title I)  
 Counselor Services  
 PEIMS Training  
 Custom Contracted Services #3  
**TOTAL**

|                  |                   |
|------------------|-------------------|
| 10,000           | 10,000            |
| 5,000            | 5,000             |
| -                | -                 |
| -                | 3,750             |
| -                | 83,700            |
| 540              | 1,728             |
| -                | 7,940             |
| -                | -                 |
| -                | 19,500            |
| -                | 1,200             |
| -                | -                 |
| <b>\$ 15,540</b> | <b>\$ 132,818</b> |

**Enter the % change below for which the amount in column F should change each year**

|  |  |         |         |
|--|--|---------|---------|
|  |  | 3.00%   | 3.00%   |
|  |  | 3.00%   | 3.00%   |
|  |  | 0.00%   | 0.00%   |
|  |  | 100.00% | 83.33%  |
|  |  | 100.00% | 83.33%  |
|  |  | 0.00%   | 0.00%   |
|  |  | 100.00% | 83.33%  |
|  |  | 0.00%   | 0.00%   |
|  |  | 0.00%   | 0.00%   |
|  |  | 0.00%   | 100.00% |
|  |  | 0.00%   | 0.00%   |

**SCHOOL OPERATIONS**

Board Expenses  
 Classroom / Teaching Supplies & Materials  
 Special Ed Supplies & Materials  
 Textbooks / Workbooks  
 Supplies & Materials other  
 Equipment / Furniture  
 Telephone  
 Technology  
 Student Testing & Assessment  
 Field Trips  
 Transportation (student)  
 Student Services - other  
 Office Expense  
 Staff Development  
 Staff Recruitment  
 Student Recruitment / Marketing  
 School Meals / Lunch

|        |        |
|--------|--------|
| 1,000  | 3,000  |
| 9,750  | 4,875  |
| 37,688 | 3,000  |
| -      | 17,523 |
| 7,500  | 3,750  |
| 25,500 | 12,750 |
| -      | -      |
| 67,100 | 16,775 |
| -      | 7,275  |
| -      | 3,750  |
| -      | 7,800  |
| -      | -      |
| 1,800  | 3,600  |
| 2,625  | 5,250  |
| 8,640  | 8,640  |
| 15,000 | 15,000 |
| -      | -      |

|  |  |         |         |
|--|--|---------|---------|
|  |  | 3.00%   | 3.00%   |
|  |  | 300.00% | 83.33%  |
|  |  | 100.00% | 83.33%  |
|  |  | 100.00% | 83.33%  |
|  |  | 300.00% | 83.33%  |
|  |  | 100.00% | 83.33%  |
|  |  | 0.00%   | 0.00%   |
|  |  | 100.00% | 83.33%  |
|  |  | 100.00% | 83.33%  |
|  |  | 100.00% | 83.33%  |
|  |  | 0.00%   | 0.00%   |
|  |  | 3.00%   | 3.00%   |
|  |  | 77.14%  | 116.13% |
|  |  | 77.14%  | 116.13% |
|  |  | 0.00%   | 100.00% |
|  |  | 0.00%   | 0.00%   |

Travel (Staff)

Fundraising

After School Program

|                |
|----------------|
| First Aid Kits |
|----------------|

**TOTAL SCHOOL OPERATIONS**

|                   |                   |
|-------------------|-------------------|
| -                 | 3,000             |
| 2,000             | 2,000             |
|                   | -                 |
|                   |                   |
| 400               | 400               |
| <b>\$ 179,003</b> | <b>\$ 118,388</b> |

|  |  |         |        |
|--|--|---------|--------|
|  |  | 100.00% | 83.33% |
|  |  | 3.00%   | 3.00%  |
|  |  | 0.00%   | 0.00%  |
|  |  | 0.00%   | 0.00%  |
|  |  | 100.00% | 83.33% |

**FACILITY OPERATION & MAINTENANCE**

Insurance

Janitorial Services

Building and Land Rent / Lease

Repairs & Maintenance

Security Services

Utilities

Internet

|                                 |
|---------------------------------|
| Custom Facilities Operations #1 |
| Custom Facilities Operations #2 |

**TOTAL FACILITY OPERATION & MAINTENANCE**

|                  |                   |
|------------------|-------------------|
| 2,500            | 5,000             |
| -                | 37,800            |
| 75,000           | 100,000           |
| 5,000            | 5,000             |
|                  | 2,108             |
| 5,000            | 10,000            |
| 1,620            | 6,480             |
| -                | -                 |
| -                | -                 |
| <b>\$ 89,120</b> | <b>\$ 166,388</b> |

|  |  |         |         |
|--|--|---------|---------|
|  |  | 0.00%   | 100.00% |
|  |  | 10.00%  | 100.00% |
|  |  | 0.00%   | 113.00% |
|  |  | 0.00%   | 100.00% |
|  |  | -66.00% | 300.00% |
|  |  | 10.00%  | 100.00% |
|  |  | 100.00% | 83.33%  |
|  |  | 0.00%   | 0.00%   |
|  |  | 0.00%   | 0.00%   |

**RESERVES / CONTIGENCIES**

|   |        |
|---|--------|
| - | 38,263 |
|---|--------|

|  |  |         |        |
|--|--|---------|--------|
|  |  | 100.00% | 75.00% |
|--|--|---------|--------|

**TOTAL EXPENSES**

|                   |                     |
|-------------------|---------------------|
| <b>\$ 379,643</b> | <b>\$ 1,354,404</b> |
|-------------------|---------------------|

**NET OPERATING INCOME (before Depreciation)**

|                    |                    |
|--------------------|--------------------|
| <b>\$ (54,643)</b> | <b>\$ (78,974)</b> |
|--------------------|--------------------|

**DEPRECIATION & AMORTIZATION**

|   |   |
|---|---|
| - | - |
|---|---|

|  |  |       |       |
|--|--|-------|-------|
|  |  | 0.00% | 0.00% |
|--|--|-------|-------|

**NET OPERATING INCOME (including Depreciation)**

|                    |                    |
|--------------------|--------------------|
| <b>\$ (54,643)</b> | <b>\$ (78,974)</b> |
|--------------------|--------------------|

## ASSUMPTIONS

|        |        | Notes and Descriptions of Assumptions<br>for Start-Up Year | Notes and Descriptions of Assumptions<br>for Year 1 through Year 5 |
|--------|--------|--|--|
| Year 4 | Year 5 |  |  |
| 2025   | 2026   |  |  |

Entered in column F should  
in the Enrollment Tab.

|  |        |        |  |  |
|--|--------|--------|--|--|
|  | 52.73% | 29.52% |  |  |
|  | 52.73% | 29.52% |  |  |
|  | 0.00%  | 0.00%  |  |  |

[illegible]

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|



| Amount entered in year. |        |
|-------------------------|--------|
| 3.00%                   | 3.00%  |
| 3.00%                   | 3.00%  |
| 0.00%                   | 0.00%  |
| 52.73%                  | 29.52% |
| 52.73%                  | 29.52% |
| 0.00%                   | 0.00%  |
| 52.73%                  | 29.52% |
| 0.00%                   | 0.00%  |
| 0.00%                   | 0.00%  |
| 0.00%                   | 50.00% |
| 0.00%                   | 0.00%  |

#

|        |        |
|--------|--------|
| 3.00%  | 3.00%  |
| 52.73% | 29.52% |
| 52.73% | 29.52% |
| 52.73% | 29.52% |
| 52.73% | 29.52% |
| 52.73% | 29.52% |
| 0.00%  | 0.00%  |
| 52.73% | 29.52% |
| 52.73% | 29.52% |
| 52.73% | 29.52% |
| 52.73% | 29.52% |
| 0.00%  | 0.00%  |
| 3.00%  | 3.00%  |
| 47.76% | 30.30% |
| 47.76% | 30.30% |
| 0.00%  | 50.00% |
| 0.00%  | 0.00%  |



|        |        |
|--------|--------|
| 52.73% | 29.52% |
| 3.00%  | 3.00%  |
| 0.00%  | 0.00%  |
| 0.00%  | 0.00%  |
| 52.73% | 29.52% |

|  |
|--|
|  |
|  |
|  |
|  |
|  |

|  |
|--|
|  |
|  |
|  |
|  |
|  |

|         |         |
|---------|---------|
| 0.00%   | 50.00%  |
| 10.00%  | 50.00%  |
| -10.00% | 49.00%  |
| 0.00%   | 50.00%  |
| -50.00% | 200.00% |
| 10.00%  | 50.00%  |
| 52.73%  | 29.52%  |
| 0.00%   | 0.00%   |
| 0.00%   | 0.00%   |

|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

|        |        |
|--------|--------|
| 52.73% | 29.52% |
|--------|--------|

|  |
|--|
|  |
|--|

|  |
|--|
|  |
|--|

|       |       |
|-------|-------|
| 0.00% | 0.00% |
|-------|-------|

|  |
|--|
|  |
|--|

|  |
|--|
|  |
|--|

## Silicon Hill Academy

### PROJECTED BUDGET / OPERATING PLAN

| SUMMARY                                    |
|--|
| Total Revenue                              |
| Total Expenses                             |
| Net Operating Income (before Depreciation) |
| Revenue Per Pupil                          |
| Expenses Per Pupil                         |

| Start-Up<br>Year 0 | Year 1 | Year 2 | Year 3 | Year 4 |
|--------------------|--------|--------|--------|--------|
| 2021               | 2022   | 2023   | 2024   | 2025   |

|          |           |           |           |           |
|----------|-----------|-----------|-----------|-----------|
| 325,000  | 1,275,430 | 2,550,860 | 4,676,491 | 7,142,405 |
| 379,645  | 1,354,404 | 2,293,197 | 4,701,425 | 6,693,196 |
| (54,645) | (78,974)  | 257,662   | (24,934)  | 449,209   |
|          | 8,502.87  | 8,502.87  | 8,502.71  | 8,502.86  |
|          | 9,029.36  | 7,643.99  | 8,548.05  | 7,968.09  |

| REVENUE                      |
|------------------------------|
| TOTAL STATE REVENUES         |
| TOTAL FEDERAL REVENUES       |
| TOTAL LOCAL & OTHER REVENUES |
| TOTAL REVENUE                |

|            |              |              |              |              |
|------------|--------------|--------------|--------------|--------------|
|            | 1,144,691    | 2,289,382    | 4,197,125    | 6,410,268    |
|            | 130,739      | 261,478      | 479,367      | 732,137      |
| \$ 325,000 | -            | -            | -            | -            |
| \$ 325,000 | \$ 1,275,430 | \$ 2,550,860 | \$ 4,676,491 | \$ 7,142,405 |

| EXPENSES                                   |
|--|
| ADMINISTRATIVE STAFF PERSONNEL COSTS       |
| Executive Management                       |
| Instructional Management                   |
| Deans, Directors & Coordinators            |
| CFO / Director of Finance                  |
| Operation / Business Manager               |
| Administrative Staff                       |
| Other - Administrative                     |
| TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS |

|           |            |            |            |            |
|-----------|------------|------------|------------|------------|
| 85,000    | 85,000     | 85,000     | 235,000    | 235,000    |
| -         | -          | -          | 75,000     | 75,000     |
| -         | 70,000     | 70,000     | 200,000    | 200,000    |
| -         | -          | -          | 75,000     | 75,000     |
| -         | 70,000     | 70,000     | 140,000    | 140,000    |
| -         | 70,000     | 105,000    | 175,000    | 210,000    |
| -         | -          | -          | -          | -          |
| \$ 85,000 | \$ 295,000 | \$ 330,000 | \$ 900,000 | \$ 935,000 |

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular  
Teachers - SPED  
Substitute Teachers  
Teaching Assistants  
Specialty Teachers  
Aides  
Therapists & Counselors  
Other - Instructional

**TOTAL INSTRUCTIONAL PERSONNEL COSTS**

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse  
Librarian  
Custodian  
Security  
Other - Non-Instructional

**TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS**

**TOTAL PERSONNEL EXPENSES**

|           |            |              |              |              |
|-----------|------------|--------------|--------------|--------------|
| -         | 350,000    | 825,000      | 1,675,000    | 2,675,000    |
| -         | 55,000     | 55,000       | 137,500      | 240,000      |
| -         | 15,300     | 22,950       | 38,250       | 61,200       |
| -         | -          | -            | -            | -            |
| -         | 50,000     | 50,000       | 100,000      | 100,000      |
| -         | 27,000     | 54,000       | 81,000       | 216,000      |
| -         | -          | 60,000       | 60,000       | 120,000      |
| -         | -          | -            | -            | -            |
| \$ -      | \$ 497,300 | \$ 1,066,950 | \$ 2,091,750 | \$ 3,412,200 |
| -         | -          | -            | -            | -            |
| -         | -          | -            | -            | -            |
| -         | -          | -            | -            | -            |
| -         | -          | -            | -            | -            |
| -         | -          | -            | -            | -            |
| \$ -      | \$ -       | \$ -         | \$ -         | \$ -         |
| \$ 85,000 | \$ 792,300 | \$ 1,396,950 | \$ 2,991,750 | \$ 4,347,200 |

**PAYROLL TAXES AND BENEFITS**

Social Security

Medicare

State Unemployment

Worker's Compensation Insurance

Custom Other Tax #1

Custom Other Tax #2

Health Insurance

Dental Insurance

Vision Insurance

Life Insurance

Retirement Contribution

Pay for Performance

Custom Fringe #2

**TOTAL PAYROLL TAXES AND BENEFITS****TOTAL PERSONNEL, TAX & BENEFIT EXPENSES**

|                  |                   |                     |                     |                     |
|------------------|-------------------|---------------------|---------------------|---------------------|
| -                | -                 | -                   | -                   | -                   |
| 1,233            | 11,488            | 20,256              | 43,380              | 63,034              |
| 2,295            | 21,392            | 37,718              | 80,777              | 117,374             |
| 638              | 5,942             | 10,477              | 22,438              | 32,604              |
| -                | -                 | -                   | -                   | -                   |
| -                | -                 | -                   | -                   | -                   |
| 5,100            | 47,538            | 83,817              | 179,505             | 260,832             |
| 247              | 2,298             | 4,076               | 8,729               | 12,684              |
| 196              | 1,822             | 3,155               | 6,758               | 9,820               |
| -                | -                 | -                   | -                   | -                   |
| 1,275            | 11,885            | 20,954              | 44,876              | 65,208              |
| -                | 3,882             | 6,845               | 14,660              | 21,301              |
| -                | -                 | -                   | -                   | -                   |
| <b>\$ 10,982</b> | <b>\$ 106,247</b> | <b>\$ 187,298</b>   | <b>\$ 401,123</b>   | <b>\$ 582,857</b>   |
| <b>\$ 95,982</b> | <b>\$ 898,547</b> | <b>\$ 1,584,248</b> | <b>\$ 3,392,873</b> | <b>\$ 4,930,057</b> |

**CONTRACTED SERVICES**

Accounting / Audit

Legal

Management Company Fee

Nurse Services

Food Service / School Lunch

Payroll Services

Special Ed Services

Titlement Services (i.e. Title I)

Counselor Services

PEIMS Training

Custom Contracted Services #3

**TOTAL**

|                  |                   |                   |                   |                   |
|------------------|-------------------|-------------------|-------------------|-------------------|
| 10,000           | 10,000            | 10,300            | 10,609            | 10,927            |
| 5,000            | 5,000             | 5,150             | 5,305             | 5,464             |
| -                | -                 | -                 | -                 | -                 |
| -                | 3,750             | 7,500             | 13,750            | 21,000            |
| -                | 83,700            | 167,400           | 306,894           | 468,720           |
| 540              | 1,728             | 1,728             | 1,728             | 1,728             |
| -                | 7,940             | 15,880            | 29,113            | 44,464            |
| -                | -                 | -                 | -                 | -                 |
| -                | 19,500            | 19,500            | 19,500            | 19,500            |
| -                | 1,200             | 1,200             | 2,400             | 2,400             |
| -                | -                 | -                 | -                 | -                 |
| <b>\$ 15,540</b> | <b>\$ 132,818</b> | <b>\$ 228,658</b> | <b>\$ 389,298</b> | <b>\$ 574,203</b> |

**SCHOOL OPERATIONS**

|   |
|---|
| Board Expenses                            |
| Classroom / Teaching Supplies & Materials |
| Special Ed Supplies & Materials           |
| Textbooks / Workbooks                     |
| Supplies & Materials other                |
| Equipment / Furniture                     |
| Telephone                                 |
| Technology                                |
| Student Testing & Assessment              |
| Field Trips                               |
| Transportation (student)                  |
| Student Services - other                  |
| Office Expense                            |
| Staff Development                         |
| Staff Recruitment                         |
| Student Recruitment / Marketing           |
| School Meals / Lunch                      |
| Travel (Staff)                            |
| Fundraising                               |
| After School Program                      |
|   |
| First Aid Kits                            |

**TOTAL SCHOOL OPERATIONS**

|                   |                   |                   |                   |                   |
|-------------------|-------------------|-------------------|-------------------|-------------------|
| 1,000             | 3,000             | 3,090             | 3,183             | 3,278             |
| 9,750             | 4,875             | 19,500            | 35,749            | 54,600            |
| 37,688            | 3,000             | 6,000             | 11,000            | 16,800            |
| -                 | 17,523            | 35,046            | 64,250            | 98,129            |
| 7,500             | 3,750             | 15,000            | 27,500            | 42,000            |
| 25,500            | 12,750            | 25,500            | 46,749            | 71,400            |
| -                 | -                 | -                 | -                 | -                 |
| 67,100            | 16,775            | 33,550            | 61,507            | 93,940            |
| -                 | 7,275             | 14,550            | 26,675            | 40,740            |
| -                 | 3,750             | 7,500             | 13,750            | 21,000            |
| -                 | 7,800             | 15,600            | 28,599            | 43,680            |
| -                 | -                 | -                 | -                 | -                 |
| 1,800             | 3,600             | 3,708             | 3,819             | 3,934             |
| 2,625             | 5,250             | 9,300             | 20,100            | 29,699            |
| 8,640             | 8,640             | 15,305            | 33,078            | 48,877            |
| 15,000            | 15,000            | 15,000            | 30,000            | 30,000            |
| -                 | -                 | -                 | -                 | -                 |
| -                 | 3,000             | 6,000             | 11,000            | 16,800            |
| 2,000             | 2,000             | 2,060             | 2,122             | 2,185             |
| -                 | -                 | -                 | -                 | -                 |
| -                 | -                 | -                 | -                 | -                 |
| 400               | 400               | 800               | 1,467             | 2,240             |
| <b>\$ 179,003</b> | <b>\$ 118,388</b> | <b>\$ 227,509</b> | <b>\$ 420,547</b> | <b>\$ 619,302</b> |

**FACILITY OPERATION & MAINTENANCE**

|                                |
|--------------------------------|
| Insurance                      |
| Janitorial Services            |
| Building and Land Rent / Lease |
| Repairs & Maintenance          |
| Security Services              |
| Utilities                      |

|        |         |         |         |         |
|--------|---------|---------|---------|---------|
| 2,500  | 5,000   | 5,000   | 10,000  | 10,000  |
| -      | 37,800  | 41,580  | 83,160  | 91,476  |
| 75,000 | 100,000 | 100,000 | 213,000 | 191,700 |
| 5,000  | 5,000   | 5,000   | 10,000  | 10,000  |
| -      | 2,108   | 717     | 2,867   | 1,433   |
| 5,000  | 10,000  | 11,000  | 22,000  | 24,200  |



|  |                    |                     |                     |                     |                     |
|--|--------------------|---------------------|---------------------|---------------------|---------------------|
| Internet   | 1,620              | 6,480               | 12,960              | 23,760              | 36,288              |
| Custom Facilities Operations #1                      | -                  | -                   | -                   | -                   | -                   |
| Custom Facilities Operations #2                      | -                  | -                   | -                   | -                   | -                   |
| <b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>    | <b>\$ 89,120</b>   | <b>\$ 166,388</b>   | <b>\$ 176,257</b>   | <b>\$ 364,786</b>   | <b>\$ 365,097</b>   |
| <b>RESERVES / CONTIGENCIES</b>                       | -                  | 38,263              | 76,526              | 133,920             | 204,536             |
| <b>TOTAL EXPENSES</b>                                | <b>\$ 379,645</b>  | <b>\$ 1,354,404</b> | <b>\$ 2,293,197</b> | <b>\$ 4,701,425</b> | <b>\$ 6,693,196</b> |
| <b>NET OPERATING INCOME (before Depreciation)</b>    | <b>\$ (54,645)</b> | <b>\$ (78,974)</b>  | <b>\$ 257,662</b>   | <b>\$ (24,934)</b>  | <b>\$ 449,209</b>   |
| <b>DEPRECIATION &amp; AMORTIZATION</b>               | -                  | -                   | -                   | -                   | -                   |
| <b>NET OPERATING INCOME (including Depreciation)</b> | <b>\$ (54,645)</b> | <b>\$ (78,974)</b>  | <b>\$ 257,662</b>   | <b>\$ (24,934)</b>  | <b>\$ 449,209</b>   |



|        |
|--------|
| Year 5 |
| 2026   |

|           |
|-----------|
| 9,250,843 |
| 9,106,300 |
| 144,543   |
| 7,400.67  |
| 7,285.04  |

|              |
|--------------|
| 8,302,579    |
| 948,264      |
| -            |
| \$ 9,250,843 |

|              |
|--------------|
| 235,000      |
| 75,000       |
| 330,000      |
| 75,000       |
| 210,000      |
| 280,000      |
| -            |
| \$ 1,205,000 |

|                     |
|---------------------|
| 3,750,000           |
| 322,500             |
| 84,150              |
| -                   |
| 150,000             |
| 270,000             |
| 180,000             |
| -                   |
| <b>\$ 4,756,650</b> |

|                     |
|---------------------|
| -                   |
| -                   |
| -                   |
| -                   |
| -                   |
| <b>\$ -</b>         |
| <b>\$ 5,961,650</b> |

|                     |
|---------------------|
| -                   |
| 86,444              |
| 160,965             |
| 44,712              |
| -                   |
| -                   |
| 357,699             |
| 17,394              |
| 13,466              |
| -                   |
| 89,425              |
| 29,212              |
| -                   |
| <b>\$ 799,317</b>   |
| <b>\$ 6,760,967</b> |

|                   |
|-------------------|
| 11,255            |
| 5,628             |
| -                 |
| 27,199            |
| 607,086           |
| 1,728             |
| 57,590            |
| -                 |
| 19,500            |
| 3,600             |
| -                 |
| <b>\$ 733,586</b> |

|                   |
|-------------------|
| 3,377             |
| 70,718            |
| 21,759            |
| 127,096           |
| 54,398            |
| 92,477            |
| -                 |
| 121,671           |
| 52,766            |
| 27,199            |
| 56,574            |
| -                 |
| 4,052             |
| 38,698            |
| 63,686            |
| 45,000            |
| -                 |
| 21,759            |
| 2,251             |
| -                 |
| -                 |
| 2,901             |
| <b>\$ 806,385</b> |

|         |
|---------|
| 15,000  |
| 137,214 |
| 285,633 |
| 15,000  |
| 4,300   |
| 36,300  |



|                   |
|-------------------|
| 47,000            |
| -                 |
| -                 |
| <b>\$ 540,448</b> |

|                     |
|---------------------|
| 264,915             |
| <b>\$ 9,106,300</b> |

|                   |
|-------------------|
| <b>\$ 144,543</b> |
| -                 |
| <b>\$ 144,543</b> |

## Silicon Hill Academy

### FINANCIAL PLAN WORKBOOK SUMMARY

| Start-Up<br>Year 0 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--------------------|--------|--------|--------|--------|--------|
| 2021               | 2022   | 2023   | 2024   | 2025   | 2026   |

**REVENUE**

|                               |                   |                     |                     |                     |                     |
|-------------------------------|-------------------|---------------------|---------------------|---------------------|---------------------|
| Total State Revenue           | \$ 1,144,691      | \$ 2,289,382        | \$ 4,197,125        | \$ 6,410,268        | \$ 8,302,579        |
| Total Federal Revenue         | \$ 130,739        | \$ 261,478          | \$ 479,367          | \$ 732,137          | \$ 948,264          |
| Total Local and Other Revenue | \$ 325,000        | \$ -                | \$ -                | \$ -                | \$ -                |
| <b>TOTAL REVENUE</b>          | <b>\$ 325,000</b> | <b>\$ 1,275,430</b> | <b>\$ 2,550,860</b> | <b>\$ 4,676,491</b> | <b>\$ 7,142,405</b> |

**EXPENSES****PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES**

|   |                  |                   |                     |                     |                     |                     |
|---|------------------|-------------------|---------------------|---------------------|---------------------|---------------------|
| Total Administrative Staff Personnel Costs          | \$ 85,000        | \$ 295,000        | \$ 330,000          | \$ 900,000          | \$ 935,000          | \$ 1,205,000        |
| Total Instructional Personnel Costs                 | \$ -             | \$ 497,300        | \$ 1,066,950        | \$ 2,091,750        | \$ 3,412,200        | \$ 4,756,650        |
| Total Non-Instructional Personnel Costs             | \$ -             | \$ -              | \$ -                | \$ -                | \$ -                | \$ -                |
| Total Payroll Taxes and Benefits                    | \$ 10,982        | \$ 106,247        | \$ 187,298          | \$ 401,123          | \$ 582,857          | \$ 799,317          |
| <b>TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS</b> | <b>\$ 95,982</b> | <b>\$ 898,547</b> | <b>\$ 1,584,248</b> | <b>\$ 3,392,873</b> | <b>\$ 4,930,057</b> | <b>\$ 6,760,967</b> |

**NON-PAYROLL RELATED EXPENSES**

|   |                   |                   |                   |                     |                     |                     |
|---|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|
| Total Contracted Services                   | \$ 15,540         | \$ 132,818        | \$ 228,658        | \$ 389,298          | \$ 574,203          | \$ 733,586          |
| Total School Operations                     | \$ 179,003        | \$ 118,388        | \$ 227,509        | \$ 420,547          | \$ 619,302          | \$ 806,385          |
| Total Facilities Operations and Maintenance | \$ 89,120         | \$ 166,388        | \$ 176,257        | \$ 364,786          | \$ 365,097          | \$ 540,448          |
| Reserves / Contingencies                    | \$ -              | \$ 38,263         | \$ 76,526         | \$ 133,920          | \$ 204,536          | \$ 264,915          |
| <b>TOTAL NON-PAYROLL RELATED EXPENSES</b>   | <b>\$ 283,663</b> | <b>\$ 455,857</b> | <b>\$ 708,949</b> | <b>\$ 1,308,552</b> | <b>\$ 1,763,139</b> | <b>\$ 2,345,333</b> |

**TOTAL EXPENSES**

|                   |                     |                     |                     |                     |                     |
|-------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| <b>\$ 379,645</b> | <b>\$ 1,354,404</b> | <b>\$ 2,293,197</b> | <b>\$ 4,701,425</b> | <b>\$ 6,693,196</b> | <b>\$ 9,106,300</b> |
|-------------------|---------------------|---------------------|---------------------|---------------------|---------------------|

**NET OPERATING INCOME (before depreciation)**

|                    |                    |                   |                    |                   |                   |
|--------------------|--------------------|-------------------|--------------------|-------------------|-------------------|
| <b>\$ (54,645)</b> | <b>\$ (78,974)</b> | <b>\$ 257,662</b> | <b>\$ (24,934)</b> | <b>\$ 449,209</b> | <b>\$ 144,543</b> |
|--------------------|--------------------|-------------------|--------------------|-------------------|-------------------|

**STUDENT ENROLLMENT**

|                              |          |          |          |          |          |
|------------------------------|----------|----------|----------|----------|----------|
| Projected Student Enrollment | 150      | 300      | 550      | 840      | 1,250    |
| Revenue Per Pupil            | \$ 8,503 | \$ 8,503 | \$ 8,503 | \$ 8,503 | \$ 7,401 |
| Expenses Per Pupil           | \$ 9,029 | \$ 7,644 | \$ 8,548 | \$ 7,968 | \$ 7,285 |

**Silicon Hill Academy**  
**ESTIMATE OF STATE AID ENTITLEMENT**

| Summary of Finance Description  | Weight or Rate |             |
|---|----------------|-------------|
| Refined Average Daily Attendance (ADA)                                |                | 120.000     |
| High School ADA   | \$ 275         | 0.000       |
| Prior Year Refined ADA  |                | 0.000       |
| <b>SPECIAL EDUCATION FTE</b>  |                |             |
| Homebound (Code 01)   | 5.0            | 0.000       |
| Hospital Class (Code 02)  | 3.0            | 0.000       |
| Speech Therapy (Code 00)  | 5.0            | 0.067       |
| Resource Room (Code 41& 42)   | 3.0            | 0.762       |
| Self-contained Mild/Mod/Severe (Code 43 & 44)                         | 3.0            | 0.000       |
| Full Time Early Childhood (Code 45)                                   | 3.0            | 0.000       |
| Off-home Campus (Codes 91-98)   | 2.7            | 0.000       |
| VAC (Code 08)   | 2.3            | 0.000       |
| State School Students (Code 30)                                       | 2.8            | 0.000       |
| Residential Care & Treatment (Code 81-89)                             | 4.0            | 0.000       |
| <b>Total Special Education FTE</b>                                    |                | 0.829       |
| <b>Total Special Education Weighted FTE</b>                           |                | 2.621       |
| <b>EXTENDED YEAR SERVICES (EYS) SPECIAL EDUCATION FTE</b>             |                |             |
| Homebound (Code 01)   | 5.0            | 0.000       |
| Hospital Class (Code 02)  | 3.0            | 0.000       |
| Speech Therapy (Code 00)  | 5.0            | 0.000       |
| Resource Room (Code 41& 42)   | 3.0            | 0.000       |
| Self-contained Mild/Mod/Severe (Code 43 & 44)                         | 3.0            | 0.000       |
| Full Time Early Childhood (Code 45)                                   | 3.0            | 0.000       |
| Off-home Campus (Codes 91-98)   | 2.7            | 0.000       |
| VAC (Code 08)   | 2.3            | 0.000       |
| State School Students (Code 30)                                       | 2.8            | 0.000       |
| Residential Care & Treatment (Code 81-89)                             | 4.0            | 0.000       |
| <b>Total ESY Special Education FTE</b>                                |                | 0.000       |
| <b>Total ESY Special Education Weighted FTE</b>                       |                | 0.000       |
| Mainstream ADA  | 1.10           | 8.800       |
| Career & Technology FTEs  | 1.35           | 0.000       |
| Advanced Career & Technology Education FTEs                           | \$ 50          | 0.000       |
| <b>Regular Program ADA</b>  |                | 119.171     |
| Gifted & Talented Enrollment  | 0.12           | 0.000       |
| State Compensatory Education Enrollment                               | 0.20           | 90.000      |
| Pregnancy Related FTEs  | 2.41           | 0.000       |
| Bilingual ADA   | 0.10           | 33.600      |
| Adjusted GYA  |                | 0.9733      |
| <b>Total Weighted Average Daily Attendance (WADA)</b>                 | SOF pg         | 190.527     |
| Did Charter Holder Participate in TRS Active Care in 2005-06?         |                | NO          |
| Full-Time Staff (not MSS)   | 1              | 0.000       |
| Part-Time Staff (not MSS)   | 1              | 0.000       |
| <b>State Average Funding Components</b>                               | SOF pg         |             |
| Per Capita Rate   | 2              | \$ 447.180  |
| District Basic Allotment (DBA)  | 7              | \$ 5,102.00 |
| Adjusted Basic Allotment (ABA)  | 7              | \$ 5,390.00 |
| Adjusted Allotment  | 7              | \$ 6,535.00 |
| District Tax Rate Level 1 (DTR1)                                      | 12             | \$ 0.057339 |
| District Tax Rate Level 2 (DTR2)                                      | 12             | \$ 0.049003 |
| 2018-2019 State Average I&S Rate that limits spending to \$60 million | 16             | \$ 0.060035 |

|  |        |    |           |
|--|--------|----|-----------|
| EDA Guaranteed Yield (GY)  | 16     | \$ | 37.00     |
| Level 1 Entitlement  | 12     | \$ | 106.28    |
| Level 2 Entitlement  | 12     | \$ | 31.95     |
| <b>Program Intent Codes -TIER I Allotments</b>                       | SOF pg |    |           |
| 11-Regular Program Allotment   | 2      | \$ | 778,782   |
| 21-Gifted & Talented Adjusted Allotment (spend 55% of amount)        | 2      | \$ | -         |
| 25-Bilingual Education Allotment (spend 52% of amount)               | 2      | \$ | 21,958    |
| 99-New Instructional Facility Allotment                              | 2      | \$ | -         |
| 31-High School Allotment (spend 100% of amount)                      | 2      | \$ | -         |
| <b>Special Education Detail:</b>                                     | SOF pg |    |           |
| Regular Special Education  | 10     | \$ | 17,125    |
| Mainstream   | 10     | \$ | 63,259    |
| Residential Care and Treatment                                       | 10     | \$ | -         |
| State Schools  | 10     | \$ | -         |
| Extended Year Special Education                                      | 10     | \$ | -         |
| <b>23-Special Education Adjusted Allotment (spend 52% of amount)</b> |        | \$ | 80,384    |
| <b>Career &amp; Technology Detail:</b>                               | SOF pg |    |           |
| Regular Career & Technology (CTE) Allotment                          | 10     | \$ | -         |
| Advanced CTE Allotment   | 10     | \$ | -         |
| <b>22-Career and Technology Allotment (spend 58% of amount)</b>      | 2      | \$ | -         |
| <b>State Compensatory Education Detail:</b>                          | SOF pg |    |           |
| State Compensatory Allotment   | 11     | \$ | 117,630   |
| Pregnancy Related  | 11     | \$ | -         |
| <b>24-Compensatory Education Allotment (spend 52% of amount)</b>     | 2      | \$ | 117,630   |
| <b>Transportation Detail:</b>  | SOF pg |    |           |
| Regular  | 9      | \$ | -         |
| Special Education  | 9      | \$ | -         |
| Career & Technology Education  | 9      | \$ | -         |
| <b>99-Transportation Allotment</b>                                   | 2      | \$ | -         |
| <b>TOTAL COST OF TIER I / STATE SHARE OF TIER I</b>                  | 2      | \$ | 998,754   |
| <b>TIER II</b>   | SOF pg |    |           |
| Tier II Level 1  | 12     | \$ | 116,108   |
| Tier II Level 2  | 12     | \$ | 29,830    |
| <b>TOTAL TIER II</b>   | 3      | \$ | 145,938   |
| <b>OTHER PROGRAMS</b>  |        |    |           |
| Staff Salary Allotment   | 13     | \$ | -         |
| Charter has at least an acceptable academic performance rating?      |        |    | NO        |
| HB21 - State Facilities Allotment                                    | 16     | \$ | -         |
| <b>TOTAL OTHER PROGRAMS</b>  | 3      | \$ | -         |
| <b>TOTAL STATE AID</b>   | SOF pg |    |           |
|  | 3      | \$ | 1,144,691 |
| <b>Available School Fund (ASF)</b>                                   | 3      | \$ | -         |
| <b>Foundation School Fund (FSF)</b>                                  | 3      | \$ | 1,144,691 |

1/24/2020 16:26

## Silicon Hill Academy

### PAYMENT FORMULA EXAMPLE

|                           |              |
|---------------------------|--------------|
| FSP Allotment             | \$ 1,144,691 |
| Adjustments to Allotments | \$ -         |
| Less Total Paid to Date   | \$ -         |
| FSP Remaining Balance     | \$ 1,144,691 |

| Payment Month         | # of Remaining Payments | % of Unpaid Balance | Estimated Payments Schedule |
|-----------------------|-------------------------|---------------------|-----------------------------|
| September             | 12                      | 8.3%                | \$ 95,009                   |
| October               | 11                      | 9.1%                | \$ 95,521                   |
| November              | 10                      | 10.1%               | \$ 96,370                   |
| December              | 9                       | 11.1%               | \$ 95,215                   |
| January               | 8                       | 12.4%               | \$ 94,559                   |
| February              | 7                       | 14.4%               | \$ 96,194                   |
| March                 | 6                       | 16.6%               | \$ 94,922                   |
| April                 | 5                       | 19.9%               | \$ 94,903                   |
| May                   | 4                       | 25.1%               | \$ 95,881                   |
| June                  | 3                       | 33.2%               | \$ 94,990                   |
| July                  | 2                       | 49.7%               | \$ 94,989                   |
| August                | 1                       | 100.0%              | \$ 96,136                   |
| <b>Total Payments</b> |                         |                     | <b>\$ 1,144,691</b>         |



## **Attachment 32: Budget Narrative**

## Silicon Hill Academy: Budget Narrative

**State Aid and Entitlement:** In Year 1, Silicon Hill Academy - Austin anticipates opening our doors to 150 students in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade, with 50 students from each grade level. In our second year, we're planning for aggressive growth, with 75 students each in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade, adding an additional grade level - 9<sup>th</sup> grade - and 75 students as well, for a total of 300 students. In year three, we will continue to build out our SHA Austin campus, adding five students per grade level for 80 students per grade, empowering 6<sup>th</sup>-10<sup>th</sup> graders. Further, we're excited to have plans to open our second campus, Silicon Hill Academy San Antonio, with 50 students per grade level in 6<sup>th</sup>-8<sup>th</sup> grade. We're planning for continued growth on both campuses, adding 10 students per grade level at SHA Austin for 90 students per grade in grades 6-11, and 75 students pre grade level at SHA San Antonio, for a total of 840 students across both campuses. In year five, we plan to operate three campuses: 100 students across grade levels 6-12 at SHA Austin (at capacity), 80 students per grade level across grades 6-10 at SHA San Antonio, and our inaugural year at SHA Houston, working to empower 150 students (50 per grade level). In total, we anticipate empowering 1,250 students in Year 5.

**Attendance:** Seeking to be conservative in our estimates, we have anticipated an attendance rate of 80% in our first year with slow and continued growth from there upon: 85% in year two, 89% in year three, 90% in year four and 91% in year five.

**Special Education:** For planning purposes, we anticipate 10% of SHA's student body to require special education services and supports (aligned with Austin Independent School District's needs). Breaking down the services we anticipate supporting of those 10% of students, we expect 13.3% will require Speech Therapy, 13.3% will require resource room supports, and 73.33% of our students will be enrolled in Mainstream services.

**Bilingual/ESL:** According to the AISD Bilingual and English as a Second Language Program Summary, 27% of the school population required ESL services during the 2018-2019 school year. As such, we plan to ensure each campus always have one full FTE dedicated to a Bilingual teacher at SHA, and further plan to hire at least two teachers that speak Spanish but are not bilingual certified in addition to being a certified 6-12<sup>th</sup> Grade teacher.

**Revenue:** Utilizing the assumptions above, an attendance rate of 80% for 150 students in our first year would yield a revenue of \$1,144,691. Further, we anticipate receiving federal funding from three sources: (1) Special Education support payments of \$2000 per student, we will have 15 students for a total of \$30,000; (2) NSP reimbursement for free and reduced lunch at \$3.97 a meal, we forecast having 90 students that attend 156 days of school for an annual reimbursement of \$55,738.8; (3) Title I low income student payment of \$500 per student, we will have 90 students that meet this requirement for a total of \$45,000. Total federal reimbursement is expected to be \$130,738.8. Year 1 total revenue expectation is \$1,275,430. We expect the revenue to increase with enrollment each year.

**Personnel:** As previously stated, we anticipate a student teacher ratio of 20:1 in our first year for each campus, with that number decreasing in subsequent years and remaining at a 15:1 ratio thereafter.

### **Administrative Staff/Personnel Costs**

- Executive Management: We plan to immediately identify and hire our Superintendent, who will be responsible for the activities associated with opening the school in Year 0. This individual will have a starting salary of \$85,000.
- Instructional Management: In anticipation of opening our second campus, we plan to hire a Director of Curriculum and Instruction to manage instructional effectiveness, with an anticipated starting salary of \$75,000.
- Deans, Directors and Coordinators: In year one, three and five we plan to hire a Principal to manage each campus at a salary of \$70,000. By year three we plan to add an assistant principal at a salary of \$60,000 for each location, this position will be added in year three and year five based on enrollment at each location.
- CFO/Director of Finance: With plans to open a second campus in year three, we anticipate hiring a Director of Finance to manage our budgets, with an anticipated starting salary of \$75,000 a year.
- Operations/Business Manager: We plan to hire a Business Manager at each campus in years one, three, and five, with an anticipated cost of \$70,000 per year.
- Administrative Staff: For each campus beginning in Year 1, we plan to hire a PEIMS Clerk at a salary of \$35,000 annually and Office Manager/Registrar at a salary of \$35,000 annually. We will hire these two positions in year one, three and five. Additionally in year two for each location we will hire a Secretary to offer administrative support at a salary of \$35,000 annually; in the budget this hire is reflected in years two and four.

### **Instructional Personnel Costs**

- Teachers: Our teacher to student ratio will be 20 to 1 in year one and 15 to 1 every year thereafter. As such, we are planning on 7 fulltime, 6-12 certified teachers in year 1. The starting salary of a teacher will be \$50,000. In year one we plan to have 1 teacher each for math, science, English language arts, history, and health/PE. Additionally, we will hire a .5 FTE Spanish teacher, .5 FTE Latin Teacher, a .5 FTE elective teacher that is TBD based on identified student interest and a .5 FTE Computer Programming Teacher to provide students world language options in addition to our focus on building a computer programming track. By year three, we plan to introduce an American Sign Language teacher to add to the world language options. This faculty count and course offerings will continue to go up with student enrollments and opening of new campus locations.
- Teachers - SPED: We do plan to hire one full time Special Education in year 1 at a salary of \$55,000 annually. The number of these positions will increase with enrollment.
- Substitute Teachers: We have planned for at least one substitute a day at \$85 for 180 days a year at an annual cost of \$15,300. This will increase annually with enrollment and campus locations.
- Teaching Assistants: We are not planning on hiring a teacher assistant
- Specialty Teachers: We plan to hire one bilingual/ESL teacher for each campus location.
- Aides: We plan to hire one aide full time at \$27,000 annually. These roles will increase annually with enrollment and new campus locations.
- Therapists and Counselors: We do not plan to hire a Therapist or Counselor in year one in Year two we will hire an in-house counselor for each campus location at a cost of \$60,000 annually. In year four we plan to hire an in-school Speech Language Pathologist at \$75,000 annually to be competitive.

### **Non-Instructional Personnel Costs**

We do not plan to incur any personnel costs for Non-Instructional roles as we plan to outsource.

### **Payroll Taxes and Benefits**

- Social Security: We do not plan to contribute to social security
- Medicare: This is estimated to be 1.45% of total personnel costs. In year one this will equate to \$13,079 and we are planning for this value to increase with additional hires.
- State unemployment: Insurance is estimated to be 2.7% of total personnel costs. In year one this will equate to \$24,767; we plan to see this increase with additional hires.
- Workers Compensation insurance: Insurance is estimated to be .75% of total personnel costs. In year one this will equate to \$6,880; we plan to see this increase with additional hires.
- Health Insurance: Insurance will range from 5.5% to 6% of total payroll depending on our staff and the rates. We have decided to be cautious and use 6%, this will equal \$5,100 for the first year and \$54,120 for our first full year with a staff. Each year we expect it to be around 6% of payroll.
- Dental: Based on a quote we received from United Healthcare dental insurance on average is .29% of total personnel costs, which equates to a total cost of \$4343 in year 1. This will increase annually based on the increase in staff hires.
- Vision: Based on a quote we received from Humana, vision insurance on average is .23% of total personnel costs, which would cost \$3,379 in year 1. Each year this will increase annually based on our staff hires.
- Life Insurance: We do not plan to offer life insurance at this time; employees can choose to participate in this on their own.
- Retirement Contribution: Teacher Retirement (TRS) – According to code: 12.1057 we will contribute 1.5% of an employee's salary to this fund annually. In year one this will equal \$13,760. This will increase with new staff hires annually.
- Pay for Performance: Based on a plan the BOD anticipates implementing, we believe the total cost of the program will be .49% total personnel costs. In year one this would cost \$4,389 and we plan to see this increase annually with new teacher hires.

### **Contracted Services**

- Accounting/Audit services are calculated at \$10,000 for year 1 with a 3% increase each year starting in year two to account for inflation.
- Legal services are calculated at \$5,000 a year and also increases by 3% a year increase starting in year two to account for inflation.
- Nursing Services are expected to cost \$3,750 in the first year and increase based on student population. These costs are based on \$25 per student for vision and hearing tests.
- Food Services is calculated by assuming \$3.97 per student daily multiplied by the total number of students (150) then multiplied by the total expected number of attendance days 153 (180 days multiplied by 85% our expected attendance) for a total of \$83,700 in year one. Each year this will increase based on our enrollment.
- Payroll services were calculated through a quote provided by Gusto. They charge \$39/month plus \$6 per user (17.5 employees) per month for an annual cost for our first year of \$1728. Each year we expect this cost to grow with our increase of staff.
- Special Education Services: Until year five, we plan to outsource special education support services to a company that specializes in Speech Language Pathology. The

hourly cost is \$65 and we plan to have two students in this program year 1 for an hour a week for 38 weeks for a total of \$4,940. We also allocated an additional \$1,500 per student for an evaluation. The total budget for year 1 is \$7,940. We expect this to go up each year as we increase enrollment.

- **Counselor Services:** We plan to outsource our counselor services at an estimated \$65 per hour. We plan to allot two hours per student so a total of \$130 per student, we have 150 students so this program will cost \$19,500 for the first year. We plan to hire a full time FTE for this in year two, a second in year four for our second campus and a third in year five for our third campus. However, we plan to maintain the partnership each year as a safeguard to ensure all students can access a counselor.
- **PEIMS Training:** We plan to partner with Region 13 Education Service Center to ensure our PEIMS employees are properly trained. We expect our employee to attend the Aug 2021 introduction to PEIMS workshop as well as the Fall and Midyear workshop. The costs associated are \$400 per workshop, so we have allotted \$1200 which will start in the first year of operation with students.

### **School Operations**

- **Board Expenses:** We plan to allot \$3000 for our BOD expenses - \$1500 for Board professional development and \$1500 for a Board retreat. We plan to increase this each year by 3% to adjust for inflation.
- **Classroom/Teaching Supplies and Materials:** The majority of these expenses will be executed in Year 0, our start-up year. We assume the cost will be at \$50 per student for a total of \$9,750. We also planned for additional supplies in Year 1, allotting an additional \$25 per student to be recognized for a total of \$4,875. Each year we expect these costs to increase with enrollment.
- **Special Ed Supplies and Materials:** We assume the cost per student will be \$200 and we plan to have 15 students for a total budgeted cost of \$3,000. Starting in year two this will also increase each year with new student enrollments.
- **Textbooks / Workbooks:** We are planning to use digital textbooks so students can gain access to them at any time online. We have worked with Pearson to determine the average cost per subject for one of their online textbooks is \$19.47, therefore six subjects will cost a total of \$17,523 for the first year with 150 students. Since we can start these licenses at any time we have not budgeted them for the startup year. We will purchase in July so the renewal stays on our academic year of July 1 to June 30. These costs will increase with enrollment.
- **Supplies Materials & Other:** We are estimating it will cost us \$50 per student per year for supplies and materials for a total first year cost of \$7,500 that will be budgeted in Year 0. We understand in Year 1 we may have unexpected start-up costs; to ensure the classroom is ready, we have budgeted an additional \$25 per student for a total of \$3,750 in Year 1.
- **Equipment and Furniture:** We based these costs on the expectation of \$170 per student for a total of \$25,500. With a \$25,000 in-kind donation from Mooreco, a K-12 education furniture supply company, in year zero we only anticipate paying the remaining \$500 for the furniture in Year 0. To ensure we account for any unforeseen furniture costs once we choose our school location, we have allotted an additional \$85 per student in Year 1 for a total of \$12,750. We expect this cost to grow each year with enrollment.



- **Telephone:** We plan to use VIOP telephone services which are free through the internet as well as Google phone numbers that forward to employee cell phones. As such, we do not anticipate any phone costs.
- **Technology:** In Year 1 we are planning for the costs associated with the implementation of a student Information System, specifically the Amp Educator SIS system. It has a \$149 base price and \$1 per student for a total of \$299 a month in Year 1. The total cost for the academic year is \$3,588. To anticipate unforeseen technology investments with a new location, we have added an additional \$88 per student in order to be conservative for a total technology budget of \$16,775 for Year 1. Each year this budget will increase with the student population.
- **Student Testing & Assessment:** We plan to utilize the NWEA MAP, which has costs of \$13.50 per student, with an additional \$1,500 site license fee, for a total of \$3,525. We are going to budget \$25 per student for additional testing, for additional costs of \$3,750. This brings the student testing and assessment total budget to \$7,275. These costs will increase annually with the student population.
- **Field Trips:** This is estimated at \$25 per student for a total cost of \$3,750 for Year 1 and will increase with enrollment.
- **Transportation:** We estimate transportation costs at \$50 per day for 156 days (85% attendance for 180 days in a school year) at 4% of the special education population which comes to one student for a total of \$7,800 a year. This will increase each year with enrollment.
- **Office Expense:** We are estimating the cost will be \$300 per month for a total of \$3,600 especially since we will be promoting a digital environment. We expect this to increase annually with inflation.
- **Staff Development:** We are forecasting the cost at \$300 per each FTE. Professional development will be provided in combination of services from Region 13 and local educational experts. The total cost for Year 1 will be \$5,250. This will increase annually as we add new staff.
- **Staff Recruitment:** We plan to use TalentEd Teacher Recruitment system which costs \$4,650 for the year to post jobs and search for candidates. For our office positions, we plan to use LinkedIn which costs an average of \$495 per posting for two positions. Our total for Year 1 staff recruitment costs will be \$5,640. Further, we have budgeted an additional \$3,000 to provide teachers with \$1,000 each (for up to three teachers) to assist with moving costs as we plan to recruit from out of state. Our total Year 1 costs are estimated to be at \$8,640 and will increase each year as we recruit new teachers.
- **Student Recruitment:** We have budgeted \$15,000 in student recruitment costs annually for each campus. This will be invested in monthly events at parks, tables at local festivals, hosting lunch meet and greets, as well as any additional outreach opportunities where we will get the chance to speak with family members, their children, and members of the community. In Year 1, we also plan to host monthly events for current students during the school year and summer to continue our mission to build a strong community around our school.
- **School Meals/Lunch:** We plan to outsource this function
- **Travel (staff):** Due to the expectation our Principal and Superintendent doing home visits with all families in Year 1, we have allotted \$3,000 in travel expenses. We expect this to go up with enrollment especially as we scout new campus locations.

- Fundraising: This will be executed by the BOD and the Superintendent/Principal. We have allocated \$2,000 for meet and greets or lunch sponsorships to encourage investment in our school. This will increase each year with inflation.
- After School Program: Our normal school day will include extended hours, and as such we will not need to set an extra budget for an after school program at this time.
- First Aid Kits: The \$400 cost of first aid kits will be made in Year 0. We plan to purchase additional first aid kits in Year 1 to ensure adequate supplies and expect to invest in replacements and additional kits aligned with student enrollment annually.

#### **Facility Operation and Maintenance**

- Insurance: We have contacted General Liability Insure out of New York to request coverage for our school that will include Sexual Misconduct and Abuse/Molestation, Directors and Officers Liability coverage, Professional Liability (E&O), Employment Practices Liability, Employee Benefits Liability, Commercial Property, Workers Compensation/Statutory/Employer's Liability, General Liability, and Automobile Liability Insurance. The total cost for this coverage annually will be \$5,000 per location. We have allocated for the increase in year three and five with the opening of the new campuses.
- Janitorial services: We have decided to outsource this to a local firm that has experience with schools, proper insurance and bonding and the ability to manage hazardous waste. The typical cost of this service is \$50-\$80 per visit per 2000 square feet. We are going to use the \$70 number to be conservative which comes out to \$210 a day for 180 days. Since we will have a 5000-sq-6000-sq/ft location we have allotted \$37,800 for this service starting the first year we have students. We have also incorporated a 10% increase each year to account for typical expense increases from vendor and any additional assistance we might require from the provider. In year three this will double due to opening a second location and triple in year five with the opening of our third campus.
- Building and Land Rent/Lease:
  - Austin Campus: Market research completed by a broker for zip code 78741 showed the average facilities rent per square foot in is between \$12-\$25. We have budgeted \$20 per square foot for rent and renovation. We are looking for 5000sq = \$100,000 annually for the Austin Location.
  - San Antonio Campus: Market research completed by a broker for zip code 78201 shows the average facilities rent per square foot in is between \$8-\$19. We have budgeted \$18 per square foot for rent and renovation. We are looking for 5000sq = \$90,000 annually for the San Antonio campus. In year one we expect to add a deposit of three months rent of \$22,500 in addition to the annual rent.
  - Houston Campus: Market research completed by a broker for zip code 77045 shows the average facilities rent per square foot in is between \$4-\$15. We have budgeted \$15 per square foot for rent and renovation. We are looking for 5000sq = \$75,000 annually for the Houston Location.
  - In year one we expect to add a deposit of three months rent of \$18,750 in addition to the annual rent. We plan to sign multi-year leases to keep rates stable. For year one and two we plan to budget \$100,000, in year three it will go up to \$213,000 with a second campus. In year four it will decrease to \$191,700 since we do not have to include a deposit anymore and in year five when we add a third campus we expect to pay around \$283,750.

- **Repairs and Maintenance:** Expectations in Austin, San Antonio and Houston is \$1 per square foot per year for maintenance and repair costs. Since we will have a 5,000-square-foot location our budget is \$5,000 year one for maintenance and repairs. We expect that to stay stable in year two. In year three we expect the costs to go up to \$10,000 annually with the new campus location and stay stable in year four. In year five with the addition of a third campus it will go up to \$15,000 annually. Since we are renting our location, we plan to depend on the landlord to cover the large majority of the repairs and maintenance.
- **Security System:** We plan to implement the Nest Security system, purchasing the starter pack with multiple cameras, digital lock system and sensors for windows for a total of \$1,400. We then plan to pay for monthly monitoring at a cost of \$59 per month. Our cost for this in year 1 is  $\$1400 + (59 \times 12) = \$2,108$ . Each year after this we have budgeted \$717 and then increased 10% each year to account for fee increases and expanded service. In years three and five we have budgeted for a full installation at each campus.
- **Utilities:** The general expectation of utilities costs is \$2 per square foot per year in Austin, San Antonio and Houston,  $5000 \times 2 = \$10,000$  year 1. We have added a 10% increase each year due to the expected increase in usage and typical county price increases each year. In year three we expect this to go up to \$20,000 due to the addition of a second location around 5000 sq ft for a total of 10,000 sq ft location. In year five with the addition of a third campus around 5000 sq ft we plan to have 15,000 sq ft at \$2 per sq ft for a total cost of \$30,000.
- **Internet:** In working with the local internet provider, ATT we found a 1000 mbps internet speed would cost \$90. We estimate that 1000 mbps would work for every 25 students. As such, in our first year we could need to utilize 6000 mbps = \$540 a month or \$6,480 for the year. We expect this cost to continue to increase with enrollment to ensure students will always have quality bandwidth for accessing their Chromebook.

### **Reserves and Contingencies**

- We plan to allocate 3% of revenue into a rainy day fund each year to ensure we can weather any type of problem. This will be \$42,653 in year 1 and will increase according to enrollment each year. We want to build a cushion of at least a three month's operating cash-flow in reserve. We have also used a conservative estimated 80% attendance expectation.

If Silicon Hill Academy receives lower than expected Revenue, we will institute the following initiatives.

- Implement new and innovative methods to increase attendance
- Increase recruiting options to fill vacant seats
- Increase efforts to get grants
- Postpone any large expense items
- Discontinue hiring of new positions
- Reduce all non-instructional expenses
- Work with a bank to secure a line of credit
- Reduce non-instructional staff
- The Principal and Superintendent will choose to defer their salary
- Work with vendors to delay payments

## **Attachment 33: Evidence of Other Financial Support**

Silicon Hill Academy is thrilled to have partnered with numerous individuals and organizations to garner support for the implementation of our innovative school and program. Specifically, the organizations/individuals have committed their financial support at the following levels:

- Proximity Learning, Inc., a local, Austin-based company, has committed \$150,000 of capital in support of Silicon Hill Academy
- ESS, a national education staffing company, has committed \$100,000 in financial backing to support the opening of Silicon Hill Academy
- Evan Erdberg, Silicon Hill Academy's Board Chair, who has committed to providing \$50,000 in support of the first campus's opening
- Mooreco, a local, Austin-based company, who has committed to \$25,000 of in-kind donations of school supplies/furniture as we prepare to open our first campus



# Proximity Learning

Students First



1-15-2020

Dear TEA,

Proximity Learning Inc. was created in Austin TX 10 years ago and owe our success to all our employees that live, work, and send their children to the local schools. We always believe in students first and personally strive as a company to ensure school districts always have access to a teacher no matter where they live. In order to give back to our local community we are more than happy to provide a donation of \$150,000 to Silicon Hill Academy if they receive approval for a charter school.

Warmly,

Chris Land  
Director of Operations  
Proximity Learning Inc.



To the Texas Education Agency Staff and Charter Board Review Committee –

ESS is thrilled to write this letter of partnership and support for Silicon Hill Academy, confirming our contribution of \$100,000 in financial funding should their charter be approved for the 2021-2022 school year. ESS is excited by the innovative model Silicon Hill Academy is seeking to implement to ensure student success. With individualized learning plans for each student, career exploration and exposure through internships, and college access and matriculation support, Silicon Hill Academy is sure to have impact for students, families, and the greater community for decades to come.

Please don't hesitate to reach out with any question or concerns.

With gratitude,

John Devall  
CFO  
C: [865.313-6739](tel:865.313.6739)  
[JDevall@ess.com](mailto:JDevall@ess.com)

1-13-2020

Dear TEA,

If Silicon Hill Academy receives approval to open up a charter school I plan to donate \$50,000 to the school to help fund the startup year. [REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]



MOORECO



VANERUM  
NORTH AMERICA

**Corporate/Manufacturing:**  
2885 Lorraine Ave • Temple, TX 76501

**Showroom:**  
4930 S Congress Ave Ste 305 • Austin, TX 78745

**Phone:** 800.749.2258 • **Fax:** 866.888.7483

**Web:** [www.moorecoinc.com](http://www.moorecoinc.com) • [www.vanerumna.com](http://www.vanerumna.com)

Dear TEA,

Mooreco is dedicated to education and the institutes that provide it. The Mission and Vision of Silicon Hill Academy resonates with our company and we want to ensure they have the resources required to be successful.

Therefore, if they are provided their charter, we will donate \$25,000 in school supplies to help them get started in the first year.

Warmly,

## **Attachment 34: Audit Report**



Not Applicable

No documents are being provided because the sponsoring entity, Silicon Hill Academy, has not had any financial activity to date.

## **Attachment 35: Credit Report**

Not Applicable

No documents are being provided because Silicon Hill Academy, the sponsoring entity, was incorporated after January 1, 2018.

**Attachment 36: IRS Form 990, Form 990-N, or Form 990-EZ**



Not Applicable

Silicon Hill Academy, has not had any financial activity, and as such does not meet the \$50,000 threshold of gross receipts required to file a 990. However, we have included our Franchise Tax filings in a sign of good faith.



## **Attachment 37: Plan for Insurance Coverage**

## Silicon Hill Academy: Plan for Insurance Coverage

As required by the state of Texas, Silicon Hill Academy plans to attain the following types of insurance coverage at the following levels:

**Sexual Misconduct and Abuse/Molestation (\$1,000,000/\$2,000,000):** Ensures SHA is protected in the event there are acts or allegations of sexual misconduct, abuse, and/or molestation.

**Directors and Officers Coverage (\$1,000,000):** Offers financial protection for Directors and Officers of SHA in the event they are sued for negligence or wrongful acts as it relates to the performance of their duties as they relate to their role in at SHA.

**Professional Liability Insurance (\$1,000,000/\$2,000,000):** Ensures protection from claims related to failure for educators and staff to perform within the expected professional duties and services.

**Employment Practices Liability (\$1,000,000):** Offers coverage against employment practices at SHA, including discrimination, sexual harassment, wrongful termination, etc.

**Employee Benefits Liability (\$1,000,000):** Ensures coverage for any wrongful action committed as it relates to the administration of the employee benefit program.

**Property Insurance (dependent upon property value):** Offers protection for the physical SHA property in the event of a fire, theft, and some weather-related damages.

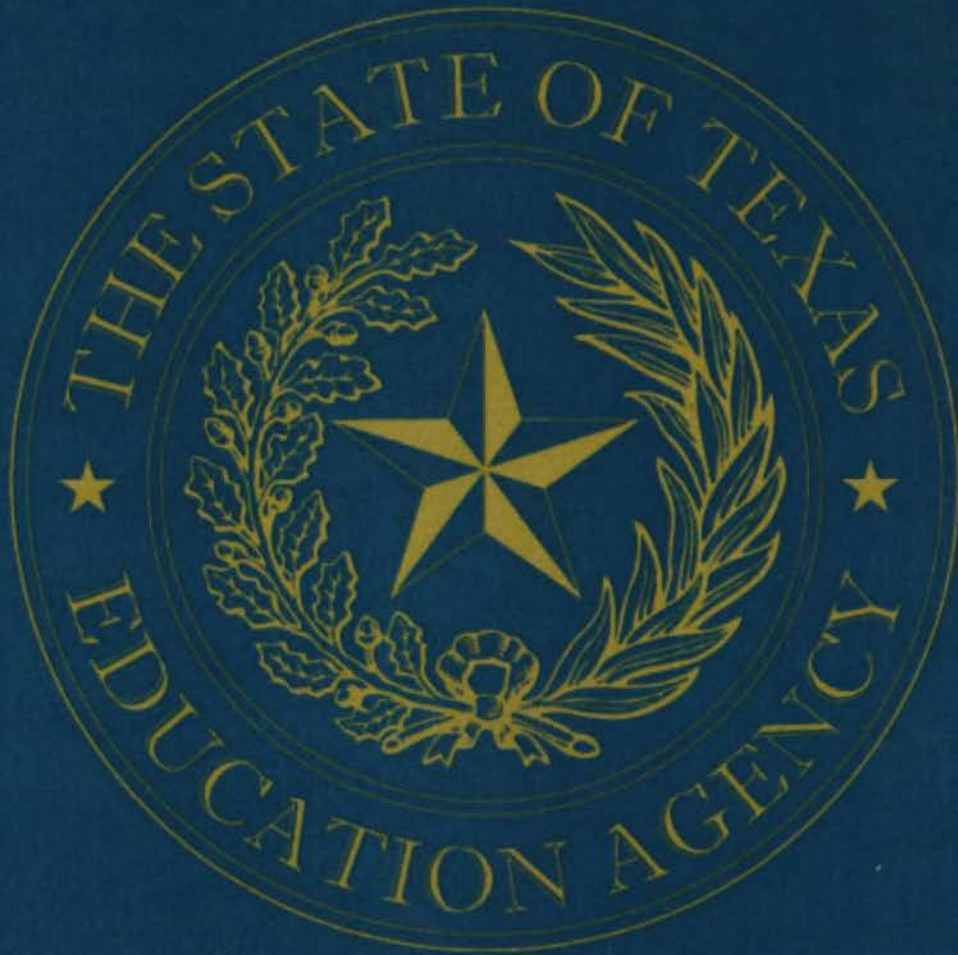
**Workers Compensation Insurance/Statutory/Employer's Liability**

**(\$1,000,000/\$1,000,000/\$1,000,000):** Protects SHA employees, offering compensation and medical care for employees who are injured while on the job.

**General Liability Insurance (\$1,000,000/\$2,000,000):** Protects employees, student and visitors, offering compensation and medical care if they become injured while on the property; this could include volunteers, temp workers, and others on e

# GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION



SPECIAL ASSURANCES



**OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION**  
**Generation Twenty-Five**  
**Special Assurances Document**

Sponsoring Entity: Silicon Hill Academy

Proposed Charter School Name: Silicon Hill Academy

*The Board Chair of the proposed sponsoring entity shall initial each and all assurances within this document to confirm awareness and understanding of responsibilities established herein.*

**I. Open Meetings Requirements**

EE 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.

EE 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.

**II. Public Information Requirements**

EE 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. Criminal History Check Requirements**

EE 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 62.001(5) Code of Criminal Procedure.

**IV. Annual Training Requirements**

EE 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.

**V. Residential Facilities Monitoring (RFM) System**

EE 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.

**VI. Special RF Training**

EE 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.



Sponsoring Entity: Silicon Hill Academy

Proposed Charter School Name: Silicon Hill Academy

## **VII. Admission and Enrollment**

- EE 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.
- EE 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.
- EE 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.
- EE 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.
- EE 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.

## **VIII. Public Meeting(s)**

- EE The proposed charter holder assures that a public meeting will be held, in accordance with the requirements outlined in Attachment 6 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.

## **IX. Withdrawal and Expulsion**

- EE 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.
- EE 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.



Sponsoring Entity: Silicon Hill Academy

Proposed Charter School Name: Silicon Hill Academy

EE 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).

EE 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).

#### **X. Ready to Open Check-List**

EE 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.

#### **XI. Postponement of Opening**

EE 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.

#### **XII. Federal and State Funding**

EE 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.

EE 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.

EE 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.

#### **XIII. Required Disclosure**

EE 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.

Sponsoring Entity: Silicon Hill Academy

Proposed Charter School Name: Silicon Hill Academy

*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.*

Evan Erdberg  
Printed Name of Sponsoring Entity Board Chair

[Signature]  
Signature of Sponsoring Entity Board Chair

1-8-2020  
Date